

UNIVERSITY OF WARWICK		
ACADEMIC QUALITY AND STANDARDS COMMITTEE		
OPEN MINUTES OF THE MEETING HELD 14:00, WEDNESDAY 28 SEPTEMBER 2022, CMR 1.0		
Present	Professor Will Curtis	Co-Chair, Deputy Pro-Vice-Chancellor (Education Quality and Standards) (Meeting Chair)
	Professor Andy Clark	Co-Chair, Deputy Pro-Vice Chancellor (Education and Policy)
	Professor Dan Branch	Academic Director (Doctoral College)
	Professor David Davies	Chair of the Faculty Education Committee (Science, Engineering and Medicine)
	Dan Derricott	Director of Education Policy and Quality
	Lee Griffin	Academic Director (Postgraduate Taught)
	Dr Jeff Jones	Co-opted member of academic staff in a quality assurance role
	Professor Georgia Kremmyda	Co-opted member of academic staff in a quality assurance role
	Chih-Hsiang Lo	The Vice President Education of the Students' Union and Co-Chair of the Student Learning Experience and Engagement Committee
	Dr Helen Nolan	Representative of the Faculty of Science, Engineering & Medicine
	Hamza Rehman	The Vice President Postgraduate of the Students' Union
	Professor Sarah Richardson	Chair of the Faculty Education Committee (Arts)
	Dr Elena Riva	Representative of the Institute for Advanced Teaching and Learning
	Professor Patrick Tissington	Academic Director (Employability and Skills)
	Professor Gwen van der Velden	Deputy Pro-Vice-Chancellor (Education)
	Dr Jane Webb	Representative of the Faculty of Arts
	Dr Tim White	Representative of the Faculty of Arts
Professor Philip Young	Representative of the Faculty of Social Sciences	
Attending	Dr Lynne Bayley	Senior Policy Advisor (Assessment), Acting Secretary
	Rachel Dickinson	Associate Professor (Teaching Focussed), attending <i>in lieu</i> of Professor Rebecca Freeman
	Vicky Marsh	Quality Review and Enhancement Manager, for item 7
	Rob Stevens	Administrative Officer (Courses and Modules), Assistant Secretary
Ref	Item	
001	<p>Chair's welcome and introduction</p> <p>The Chair welcomed all members, noting the following had joined the committee from the start of the academic year:</p> <ul style="list-style-type: none"> • Chih-Hsiang Lo – Warwick SU Education Officer • Hamza Rehman – Warwick SU Postgraduate Officer • Dr Elena Riva – replacing Dr Jonny Heron as IATL rep • Dr Jane Webb – New Arts Faculty rep replacing Dr Jon Burrows • Professor Georgia Kremmyda – new co-opted member <p>Dr Rachel Dickinson attended <i>in lieu</i> of Professor Rebecca Freeman.</p>	
002	Apologies for absence	

	Apologies were received from Professor Jo Angouri, Professor Dan Branch, Dr Rebecca Freeman, Professor Chris Hughes, Professor Ross Ritchie, Dr Chris Rogers, Dmitriy Rumynin, Naomi Waltham-Smith and Professor Philip Young.
003	Declarations of Interest No new declarations were made.
004	Minutes of last meeting on 01 June 2022 The minutes of the meeting held on 01 June 2022 (004-AQSC280922, Protected) were approved .
005	Matters arising from last meeting on 01 June 2022 There were no matters arising from the meeting that were not covered on the agenda.
Chair's Update	
006	Chair's Business The Committee received and noted a verbal update from the Chair. It was confirmed that all AQSC business from the last meeting was approved by Senate on 06 July 2022.
Substantive Items	
007	ITLR Update The Committee received a verbal report and presentation from the Quality Review and Enhancement Manager and the Director of Education Policy and Quality, with key details and discussions, as below: <ul style="list-style-type: none"> • The approach to ITLR was introduced as an opportunity to shape the future of education at Warwick for the next 5-10 years, reviewing education, student experience and student support across the whole University. • ITLR will draw together self-evaluation with peer review and independent expertise, including external reviewers where appropriate to widen the camp, including an embedded QA review where needed. • Three parts to the process were described: <ul style="list-style-type: none"> ○ 33 x Reviews of academic departments ○ 6 x Reviews of Professional Services Cluster ○ Institutional collaboration on three common themes. • The timeline of departmental reviews over the next academic year was detailed, as well as the four evaluation areas and composition of review panels. • The Common Themes, developing our 2030 vision, were introduced as: Blended learning, Education for Sustainable Development and Interdisciplinary Learning • The recruitment campaign to engage staff and students totalling approximately 250 people starts in October 2022.
008	TEF Update The Committee received a verbal report and presentation from the Director of Education Policy and Quality with key details and discussions, as below: <ul style="list-style-type: none"> • Details of the reformed TEF in England, detailing that it is a 25-page provider submission and a 10-page student submission and data, assessed by the TEF Panel in the round to rate each provider Gold, Silver, Bronze, or Requires Improvement • Full guidance on how this will work will follow from OfS by the end of September 2022.

	<ul style="list-style-type: none"> • The subject level exercise has gone away again due to the effort and cost which was difficult to deliver and not value for money. • The submission must be made by mid-January 2023 and is about incentivising excellence and driving up quality in the sector. • Data centres on Student Experience and Student Outcomes and is benchmarked and split by mode, demographic and subject, while Educational Gains are defined and demonstrated. • We are not covering apprenticeships and TNE. • Our approach includes bringing workstreams together, building narrative themes around four pillars of our Education Strategy and embedding Inclusive Education throughout the submission. • Upcoming milestones until January 2023 were discussed as well as a plan of action post January 2023. • Discussions included adding ways to demonstrate added value to student experience to ensure all students benefit equally. • Over the next 5 years we need to make sure data is robust around areas of student engagement and interdisciplinary opportunities.
009	<p>ToR and membership of Academic Quality and Standards Committee Student Policy</p> <p>The Committee received the report (009-AQSC280922, Public) and key points and discussions were as follows:</p> <ul style="list-style-type: none"> • There was discussion on whether the Committee wanted to invite a named representative from IDG, as an in-attendance member to future AQSC meetings. • It was discussed that there are frequently items where input from colleagues from various professional services colleagues would be valuable and an IDG representative may not always have the most relevant expertise. <p>DECISION: Membership for the year was approved with an IDG representative in attendance at all meetings.</p> <p>DECISION: Relevant professional service colleagues should be identified and invited to attend AQSC where there is an agenda item that would benefit from their input.</p>
010	<p>Students Union Update</p> <p>The committee received the report (010-AQSC280922, Public) from the Vice President Education and the Vice President Postgraduate of the Students' Union. The key points and discussions were as follows:</p> <ul style="list-style-type: none"> • The SU Education Priorities were outlined and summarised as follows: <ul style="list-style-type: none"> ○ Cost of living, focusing on support for PGR and International Students ○ Course Reps system ○ Departmental consistency ○ Lecture capture ○ Study space ○ Decolonising the curriculum <p>A priorities spreadsheet has been set up to be able to examine existing data. The preliminary report from TEF has been used to align some of the priorities which is one of their next steps.</p> <p>There was discussion querying why students who make up the highest numbers are not included in the Cost-of-Living Priority.</p>
011	<p>Priorities for Education at Warwick in 2022/23</p> <p>The Committee received the report from the Director of Education Policy and Quality (011-AQSC280922, Public) and key points and discussions were as follows:</p> <ul style="list-style-type: none"> • This paper summarises the priority areas of focus in education across the University through the coming year to help inform the planning of committees and of academic and professional service departments, including:

	<ul style="list-style-type: none"> ○ Strategic quality evaluation and enhancement (ITLR, Curriculum Development, Inclusive Education) ○ Operational improvements to enable our strategic aims (Course Approval, Assessment) ○ External regulation and compliance (TEF, Degree Apprenticeships) <ul style="list-style-type: none"> ● There was discussion about priorities identified in the previous academic year and how they could be tied in with this year's priorities. ● There was concern on how we capture more information at faculty level to gain a collective view, which would be welcomed by FEC Chairs ● The Committee believed that matching priority papers would be a challenge. <p>ACTIONS: An update on the progress of the curriculum management project to be provided at the next AQSC.</p>
012	<p>Review of Exam Board Chair Training</p> <p>The Committee received the report from the Senior Policy Advisor (Assessment) (012-AQSC280922, Public) and key points and discussions were as follows:</p> <ul style="list-style-type: none"> ● It was reported that training was mandated by AQSC in light of dis-establishment of FYBoE, with intended audience of Exam Board Chairs. ● Anecdotal feedback was received that professional services staff in many departments also have a significant role in producing information for examination boards and suggesting appropriate outcomes. ● Recommendations are made that the model be evaluated and developed as a suite of required training and optional support to ensure consistency of decision making, such as targeted support and workshops for Exam Board secretaries. ● There was a strong sense of concern that some Exam Board Chairs had not completed training. ● There was further concern on how we measured that the training is leading to consistency between faculties and departments and was effective, and that SSG may be the way forward. ● There was a steer that there should be a mandated training for different roles with significant responsibility for Exam Boards. <p>ACTION: A full proposal on the structure of training for staff involved in examination boards to be developed and submitted to AQSC.</p>
013	<p>Academic Integrity Guidance</p> <p>The Committee received the report presented by Academic Director (Postgraduate Taught) (013-AQSC280922, Public) and key points and discussions were as follows:</p> <ul style="list-style-type: none"> ● Proposed amplification of guidance to ensure appropriate interpretation of the Right to Remedy Failure and Regulation 11 was detailed. ● The principle was that a student who has decided to carry out academic misconduct should never receive a more favourable result than a student who has failed without misconduct. The implications are that resubmission as an academic integrity outcome were that it should only be offered as a reassessment after examination boards. ● It was noted that the guidance had not been distributed and implementation for 22/23 may lead to inconsistency between departments and cause issues with early Academic Integrity investigations. ● The difference between guidance and policy was discussed and it was noted that 'in year' changes to guidance may be desirable in some circumstances. ● The committee noted that, in this case, it would be more desirable to implement for the 23/24 academic year and ensure that the implementation is clearly advertised in the interim period. <p>DECISION: The committee approved the guidance on resubmission for implementation in the 23/24 academic year.</p>

014	<p>Clarification on Academic Year in Self-Certification Policy</p> <p>The Committee received the report presented by the Senior Policy Advisor (Assessment) (014-AQSC280922, Public) and key points and discussions were as follows:</p> <ul style="list-style-type: none"> • The University’s Self-Certification Policy normally permits two self-certifications per academic year for eligible assessments. It is currently defined around two self-certifications within ‘any academic year’. The academic year is defined differently in IT systems, and this has led to undesirable interpretations in system behaviour. • It was noted that AQSC was being asked for a steer prior to approval being sought in a later submission. • It was discussed and agreed that calendar year may also be open to interpretation and the policy phrasing should refer to 12-month period. • It was discussed and agreed that students who are studying part-time are more likely to be affected by personal circumstances that may not be eligible for mitigation, and that the number of self-certifications should be defined by the period of enrolment and not the number of credits taken by a student. • It was discussed and agreed that the policy should not attend to define or allow departmental variation based on niche cases and that using ‘pro rata’ to determine the maximum number of self-certifications would achieve the desired objectives. <p>ACTION: Self-certification policy to be revised and submitted for formal approval by the Senior Policy Advisor (Assessment).</p>
015	<p>Reassessment Module Mark Calculation</p> <p>The Committee received the report presented by the Deputy Pro-Vice Chancellor (Education Policy) and the Senior Policy Advisor (Assessment) (015-AQSC280922, Public) and key points and discussions were as follows:</p> <ul style="list-style-type: none"> • There was a decision during Covid-19 that students who achieved a lower mark on reassessment should have the original mark reinstated. AQSC was invited to confirm the best outcome principle for inclusion in regulations. • It was noted that the mark that displays on a transcript should be reflective of the students’ ability to meet the learning outcomes and a student who achieves a lower mark on reassessment is not demonstrating performance at the level of the higher original mark. • It was noted that marks management systems are currently set up to automatically override a lower reassessment mark with the higher original mark and that the operational process relating to reassessment was based on the principle that students would opt out from reassessments if they did not want to take them as the best outcome would apply if they did not take any further action. It was noted that considerable change would be required to systems and processes if the best outcome principle was removed at the module level. • The Students’ Union representatives noted that they would not be in favour of removing the best outcome principle. • It was decided that it would not be useful to discuss the remainder of the paper which discussed how the best outcome principle should be applied at the component level and where components were required. • It was agreed that a unified policy that applies across all modules is required. • It was decided that a broad consultation should be carried out to determine what the policy should be and that the most appropriate place for discussion is Faculty Education Committees. <p>DECISION: A unified policy on the module mark after reassessment should be developed.</p>

	ACTIONS: Deputy Pro-Vice Chancellor (Policy) and Senior Policy Advisor (Assessment) to develop a consultation paper for discussion at Faculty Education Committee.
016	<p>Proposed changes to the skills section of the module approval form</p> <p>The Committee received the report from the Academic Director, Employability and Skills (016-AQSC280922, Public) and key points and discussions were as follows:</p> <ul style="list-style-type: none"> • As part of the Curriculum Management Project, changes have been proposed to split the transferable skills section of the module approval form into two parts • One called ‘transferable skills’ in which it is indicated which of the twelve Warwick Core Skills are addressed in the module, chosen from a from a tick list. • One called ‘subject specific skills’ which is free text, allowing any non-WCS skills, or those skills which are unique to the discipline, to be listed. • This will enable departments to understand the skills coverage of their module for Curriculum Review, and allow Student Opportunity to collect information about the integration of the Warwick Core Skills into modules • Implementation of the changes, in line with the Warwick Award, are proposed ahead of the new solution as part of the Curriculum Management Project but were recommended to be fed into the new solution. • Discussions took place as to whether module level was the most appropriate place to identify skills rather than course approval, but it was debated that it would be difficult to collate at course level due to so much optionality within courses. <p>DECISION: AQSC recommends the amendment for proposed changes to the skill section of the module approval form to the Curriculum Management Project Group.</p>
<i>Items below this line were for receipt and/or approval, without discussion</i>	
017	<p>Chair’s Action</p> <p>The Committee received and noted the report (017-AQSC280922, Public).</p>
018	<p>Updated Course Approval Forms for Degree Apprenticeships</p> <p>The Committee received and noted the report (018-AQSC280922, Public).</p>
019	<p>Membership of Examinations Committee</p> <p>The Committee received and approved the report (019-AQSC280922, Public).</p>
020	<p>Membership of Partnerships Committee</p> <p>The Committee received and approved the report (020-AQSC280922, Public).</p>
021	<p>External Examiner Handbook 2022/23</p> <p>The Committee received and approved the report (021-AQSC280922, Public).</p>
Other	
	<p>Any other business</p> <p>There was no other business.</p>
Next meeting: Tuesday 22 November 2022, 10:00, Microsoft Teams	