UNIVERSITY OF WARWICK ACADEMIC QUALITY AND STANDARDS COMMITTEE OPEN MINUTES OF THE MEETING HELD 09.00, THURSDAY 6 JUNE 2019, CMR 1.0, UNIVERSITY HOUSE			
Present	David Lamburn	DL	Deputy Pro-Vice-Chancellor (Education) (Chair)
	Andy Clark	AC	Academic Director (Undergraduate Studies)
	Gill Cooke	GC	Co-opted member of academic staff in a quality assurance role
	Will Curtis	WC	Academic Director (Partnerships)
	Ross Forman	RF	Representative of the Board of Faculty of Arts
	Jo Garde-Hansen	JGH	Representative of the Board of Faculty of Arts
	Louise Gracia	LG	Dean of Students
	Larissa Kennedy	LK	Students' Union representative
	Ellie King	EK	Students' Union representative
	Jo Lee	JL	Co-opted member of academic staff in a quality assurance role
	Matt Leeke	ML	Representative of the Faculty of Science, Engineering and Medicine
	Colin Sparrow	CS	Academic Director (Graduate Studies)
	Pat Tissington	PT	Academic Director (Employability)
	Gwen Van der Velden	GVV	Deputy Pro-Vice-Chancellor (Student Learning Experience)
Attending	Dan Derricott	DD	Acting Senior Assistant Registrar, Teaching Quality (Secretary)
	Claudia Gray	CG	Assistant Registrar, Teaching Quality (Assistant Secretary)
	Katharine Gray	KG	Interim Director of Education Policy and Quality
	Mahfia Watkinson	MW	Assistant Registrar, Teaching Quality (observing)

Ref	Item
117	**Apologies for absence** Apologies were received from Professor Angouri, Dr Gifford, Dr Hammond, Dr Heron, Professor Jones, Professor Hughes and Professor Tissington.
118	**Declarations of Interest** No declarations were made.
119	**Minutes of last meeting on 9 May 2019** The minutes of the meeting held on 9 May 2019 were received and approved.
120	**Matters arising from last meeting on 9 May 2019** The matters arising from the meeting of the Committee held on 9 May 2019 were noted as set out in document **120-AQSC0606019.** In relation to item (g) HEAR working group, it was noted that the Academic Director (UG), Professor Andy Clark, will review any potential issues with HEAR statements arising from the digitisation and confirmation exercise carried out by Teaching Quality over the summer 2019.
Chair's Update	
121	**Chair's Business** The Chair reported that this would be the last meeting of the Committee which Professor Gracia attended in her role of Dean of Students and thanked her for her contributions and wished her all the best for her future.
Theme Heading	
122	**Students' Union Update** The Committee received a progress report from the Students' Union representatives, they reported that no major new projects had been started in the Students' Union and that work to improve academic representation, including the timing of elections, continued. The Chair thanked Larissa Kennedy and Ellie King for their contributions to the discussions during Committee meetings during the academic year 2018/2019 and wished them well for their future.
123	**Review of Assessment: Approval of proposals arising from the Review of Assessment and recommendations to Senate**

The Chair expressed his gratitude to all colleagues who had contributed to the work of the Review of Assessment and in particular to the Chairs of the five sub-groups.

1) **Members of the Committee recommended approval of the following to the Education Committee and the Senate:**

   a) **Assessment Strategies sub-group:**

      i) Proposals as set out in section 6 a and Appendices 1-7; noting that further discussions with Staff Student Liaison Committees will be held on the issue of the proposed abolishment of student choice of method of assessment at the level of the module before a final decision on this matter was expected in the academic year 2019/2020.

   b) **Mitigating Circumstances and Reasonable Adjustments:**

      i) The deferral of examination policy set out in 112-AQSC090519 in section 6 b(i) Appendix 8 had already been approved via Chair's action in April 2019, but was included for information as it will be included in the proposals recommended for approval to the Senate for implementation from 2020/2021 to be administered via the online Mitigating Circumstances Portal;

      ii) The revised self-certification policy set out in section 6 (b) (ii) in Appendix 9 for implementation from the academic year 2020/2021 also to be administered via the online Mitigating Circumstances Portal;

      iii) It was noted that the new online MC Portal system was expected to be implemented from the start of 2019/2020 to allow students to make mitigating circumstances submissions.

   c) **Progression, Remedying failure and timing of examinations**

      i) Progression requirements for undergraduate students as set out in section 6 (c) (i) from 2020/2021;

      ii) Progression requirements for integrated master's courses in section 6 (c) (ii) from 2020/2021;

      Due to concerns about hampering progression requirements for students from the Department of Chemistry, for progression from year 2 to year 3, the Chair decided that the proposed progression requirements as set out in section 6 (c) (iii) needed to be reconsidered outside the meeting. The Chair subsequently took action on behalf of the Committee to change the progression requirements to be recommended for approval by the Senate as follows (additions underlined; deletions ~~struck through~~):

      Year 2 to Year 3: students be required to pass 90 credits (including core modules) with an overall average <u>2:1</u> mark over 120 credits taken in <u>the</u> year ~~2 and local requirements for passing core modules.~~ <u>For students who do not meet this requirement departments may at their discretion allow students to progress if they have demonstrated an average 2:1 mark over 90 credits including all core modules.</u>

      iii) Remedying failure in all failed modules for undergraduate and postgraduate taught students as set out in section 6 (d) (i) & (ii) from 2020/2021;

         a. It was noted in the discussions that there would be exceptions to this principle, e.g. in case of cheating allegations and this would be made clear when the new degree regulations were written for the academic year 2020/2021);

      iv) Setting of reassessment examination papers at the time of a first sit examination paper to be implemented from 2020/2021 as set out in section 6 (e), but this be advisory from 2019/2020 to prepare for the change in practice;

a. It was noted that the Committee raised some questions on the rationale for submitting reassessment papers at the same time as first sit papers as staff were generally very busy at the time of setting examination papers in January and reassessment papers would not always be reusable in the next academic year if the content of the curriculum had changed, it was agreed to approve this proposal as it was advisory for 2019/2020 and then to reconsider practice if needed for the following academic year.

d) **Examination Board procedures**

i) Principles underpinning the central IT marks management system as set out in section 6 (f) to be developed for implementation from 2021/2022;
ii) Introduction of a borderline algorithm for undergraduate students as set out in section 6 (g) to be introduced for undergraduate students registering in year 1 from 2021/2022; subject to further discussions around the concept of core modules and reassurances that no student would be disadvantaged due to imbalances in a course profile between core and optional modules;
iii) Introduction of a borderline category for postgraduate taught students as set out section 6 (h) to be introduced for students registering on taught postgraduate course from 2021/2022.

2) **Members of the Committee noted the following:**

a) Conflicting guidance and resources for students were currently published by the Library and Teaching Quality in relation to academic integrity, plagiarism and cheating. It was agreed that this should ideally be resolved before the start of the next academic year 2019/2020 and that this anomaly should be drawn to the attention of the Chair and Secretary of the Academic Integrity sub-group for action;
b) Discussions about the shape of the academic year (including the introduction of a January examinations window and the timing of resits) will be considered outside of the Review of Assessment.

DECISION:
That all proposals as set out in document 123-AQSC060619 in the main report in section 6, be **approved** subject to amendments as set out in 1 c (ii) and 1 d (ii) above and be **recommended** to the Senate for approval at its meeting on 3 July 2019.

ACTIONS:
1) Revise 123-AQSC0606019 in light of changed progression requirements approved via Chair's action for Integrated Master's students from year 2 to year 3; **(CG)**
2) Revise 123-AQSC060619 in light of the complexity around the terminology of core modules and imbalances of course profiles between core and optional modules in relation to the undergraduate borderline algorithm; **(CG)**
3) Academic Integrity sub-group to consider clear responsibility of ownership of guidance in relation to plagiarism and cheating and agree final and definitive guidance for students on this matter before the start of the academic year 2019/2020; **(RC/FG)**
4) Assistant Registrar (Assessment) to finalise implementation plan of all actions arising from the proposals to be recommended to the Senate on 3 July 2019. **(CG)**

124	**Strategic item for discussion: Review of Assessment - Assessment Strategies and implementation of principles arising from sub-group**
	The Chair reported that this item had been discussed at the last meeting of the Committee and that members were asked to report back from their Faculties on potential approaches on how to implement assessment strategies to diversify assessment methods as proposed by Assessment Strategies sub-group. Key points of the discussion were as follows:
	• A number of the proposals to diversify assessment strategies were already in progress in the Faculty of Science, Engineering and Medicine which might enable the Committee to be more positive and ambitious

	in proposed plans for implementation. A number of departments would already be able to demonstrate a diverse range of assessments. • The principles suggested by the sub group articulated an expectation against which we can assess course proposals. • Taking a course level approach to designing assessment strategies enabled the greater use of formative assessment and other developmental aspects to introduce students to different assessment methods in lower-risk settings, rather than exposing them cold later in the course. • The discourse at Warwick talked about Teaching and Learning and Assessment separately, whereas many HEIs focussed on Teaching, Learning and Assessment as a joined up theme and Warwick should also consider taking such an approach. **ACTION:** An action plan to implement the proposals to diversify assessment strategies needed to be developed by the Committee using the feedback as noted above. **(GVV/DL)**

125	**Credit and module framework**
	
	The Interim Director of Education Policy and Quality presented a report following the Committee's previous consideration of work underway to review the University's Credit and Module Framework. Key points of the discussion were as follows:
	• The proposal built on papers and discussion at previous meetings, and that a proposal to introduce a 15, 30, 45 and 60 credit tariff across all UG provision was emerging as the most popular plan. There were still concerns in the Mathematical Sciences which were being addressed in separate meetings and that the majority of the University community was supportive to adopt this new credit tariff.
	• The proposals enabled a broader range of enhancements to the curriculum, including opening up a greater range of opportunities for students within the curriculum, including short-term mobility and interdisciplinary options, and having a consistent credit and module framework was necessary to move forward with these ambitions.
	• The principles identified were intended to be recommended to the Senate for approval, with further detailed work on an implementation plan to follow with the focus initially on undergraduate courses and postgraduate taught courses being considered in due course.
	• Other Russell Group universities had typically moved to a simplified, unified credit framework. Several had also introduced structural opportunities for students to take options beyond their core discipline.
	• Members of the Committee welcomed the proposals as they would result in:
	   • Opening up an increased choice of modules for students would be positive and could create opportunities for staff to be able to contribute interesting new interdisciplinary offerings;
	   • Giving departments a clear steer on the freedom they had to create modules and design course profiles
	
	DECISION:
	That the principles set out in **125 – AQSC060619** be **endorsed**.

126	**Refocus of the Graduate School** The Academic Director (Graduate Studies) presented a paper setting out the rationale for a refocus of the Graduate School to concentrate on PGR provision and the need to develop a PGT strategy across the University of Warwick. The Committee welcomed the proposal for the Graduate School to focus its attention primarily on PGR provision to enhance the PGR student experience. It was noted that the Terms of Reference for the Board of Graduate Studies would need to be reconsidered if PGT provision was not part of its remit anymore. **DECISION:** 1) The Committee **endorsed** the principles of the review of the Graduate School as set out in **126-AQSC060619;**

	2) That Lucy Hammond and Jo Garde-Hansen should be part of the PGT working party representing the Academic Quality and Standards Committee when considering a PGT strategy for the University.
127	**Degree classification – A Statement of Intent (UKSCQA)** The Secretary reported the publication of a Statement of Intent on protecting the value of UK degrees arising from research and public consultation by Universities UK, Guild HE and the Quality Assurance Agency for Higher Education on behalf of the UK Standing Committee on Quality Assurance, as detailed in **127-AQSC060619**. It was noted that a full analysis of this Statement of Intent would be conducted in time for the next meeting of the Committee on 17 September 2019. **ACTION:** 1) Members with an interest in contributing to the University's analysis of and action in response to this Statement of Intent were invited to contact the Secretariat; **(Members)** 2) A full analysis would be conducted by Teaching Quality and would be considered at the next meeting of the Committee on 17 September 2019. **(DD/KG)**
128	**Good Practice Guide on Information for Students** The Secretary presented a series of proposed revisions to the Good Practice Guide on Information for Students as set out in **128-AQSC060619**. It was noted that due to the development of the Mitigating Circumstances Portal, the section on Mitigating Circumstances would need to be updated as well as the section on Wellbeing Support as the Wellbeing Support structure would change over the summer 2019 before the document would be sent out to departments to be used to update Student Handbooks for the academic year 2019/2020. **DECISION:** 1) The document was **approved** subject to minor factual changes; 2) In future, the document to be considered by the Student Learning Experience and Engagement Committee (SLEEC) and not AQSC as it naturally fitted in better with the remit of this Committee. **ACTION:** Members to send any further comments on the document to the Secretariat.
129	**Revisions to Regulations arising from the Engineering Council accreditation for courses in Engineering and WMG** Professor Cooke reported that the Engineering Council had recently issued new requirements for the accreditation of Engineering degrees which necessitated the revision of Regulations 8.4, 8.13, undergraduate classification conventions and the need to create new and specific Requirements for Taught Postgraduate Awards for accredited courses in the School of Engineering and the Warwick Manufacturing Group as set out in **129-AQSC060619.** **DECISION:** That the revised regulations be **recommended** for approval to the Senate for implementation from the cohort of students starting in 2019/2020, subject to minor modifications to Regulation 8.4 to clarify the award of a Pass degree and to the Specific Requirements for Taught Postgraduate Awards to clarify the pass mark of the dissertation in the table. Members of the Committee **resolved** that the Chair be able to take Chair's action on behalf of the Committee to approve the changes requested.
130	**Revisions to Requirements for Taught Postgraduate Awards** The Academic Director (Graduate Studies) presented a series of revisions to the Requirements for Taught Postgraduate Awards as set out in document **130-AQSC060619**. Members welcomed the proposal to give departments discretion to make a judgement if a student should submit a new piece of assessment due late submission penalties or if the student should not be given the opportunity to resubmit a new piece of work and the minimum pass mark should be recorded for the piece of assessment failed due to late submission penalties.

	DECISION:
	That the revisions to the Requirements for Taught Postgraduate Awards be **recommended** to the Senate for approval from the start of the academic year 2019/2020.
131	**Revisions to Regulations 8.10 (MBChB)**
	The Secretary presented a proposal from the WMS Education Committee to revise Regulation 8.10 (MBChB) to extend the options available when making decisions about student progression between blocks of study, as set out in document **131-AQSC060619**.
	The Committee noted that this was necessitated by the introduction of engagement criteria on the MBChB programme from the start of the academic year 2018/2019 to ensure that the Regulation was fully aligned to reflect the engagement criteria.
	DECISION:
	That the revisions to Regulation 8.10 (MBChB) be **recommended** to the Senate for approval from the start of the academic year 2019/2020.
132	**Revisions to Regulation 11**
	The Interim Director of Education Policy and Quality presented a proposal to revise Regulation 11 (Procedure to be Adopted in the Event of Suspected Cheating in a University test), as set out in document **132-AQSC060619**. The revisions corrected an inconsistency in the constitution of the Investigative Committee of Senate (ICS) and responded to a recommendation from the Office of the Independent Adjudicator (OIA) following a recent complaint which was "Justified". The University is expected to comply with the OIA's recommendations within their timeframes set and to inform the OIA of the action taken.
	DECISION:
	1) That the revisions be **recommended** to the Senate for approval from the start of the academic year 2019/2020, subject to clarification of the term "unit of study" and clarification and consistency of penalties available to an ICS regardless if the suspected offence related to an examination or a piece of coursework. The Committee **resolved** that the Chair be empowered to take Chair's action to amend document 132-AQSC0606019 to approve the final version of Regulation 11 once requested changes had been made.
	2) The Committee also **resolved** that the University's assessment and award regulations were not fit for purpose and would need to be urgently reviewed, this would be one of the priorities for the Committee in the academic year 2019/2020.
	3) The Committee further **resolved** that updates of assessment and award regulations should be carried out on an annual basis by a sub-group of the Committee rather than on an adhoc basis as was the currently the case.
	ACTION:
	Develop a proposal for an initial review and the ongoing maintenance of the academic regulations, including Terms of Reference for a sub group of the Committee to provide oversight of and make recommendations about the academic regulations. (**DL/KG, Autumn Term 2019/20**)
133	**Revisions to Timeliness of Assessment Feedback Policy**
	The Secretary presented proposed revisions to the Timeliness of Feedback Policy, as set out in document **133-AQSC060619**, in response to a student. The revisions aim to clarify that feedback will be supplied within 20 working days of the submission deadline of the piece of work or within 20 working days of after the date of submission for students who were given an extension to their original submission deadline.
	DECISION:
	The Committee resolved that the revisions to the Timelines of Feedback Policy be **recommended** to the Senate for approval form the start of the academic year 2019/2020.
134	**Annual Module Approval Audit and Assurance Report**

	The Committee considered the annual module approval audit and assurance report as set out in **134-AQSC0606019** and **resolved** that the module approval process in the three Faculties had been carried out in line with the Faculty Audit Operational Processes approved by the Senate at its meeting on 26 January 2011.
135	**Committee membership 2019/2020** This item was not discussed.
*Items below this line were for receipt without discussion*
136	**Termly report on appeals and complaints**
137	**Teaching Excellence Group 2019-2020**
138	**Committee Effectiveness: Mapping Business to Terms of Reference**
139	**Course approvals**
140	Minutes of the Partnerships Committee: https://warwick.ac.uk/services/gov/committees/partnerships/minutes/
141	Minutes of the Board of Graduate Studies: https://warwick.ac.uk/services/gov/committees/bgs/minutes
142	Minutes of the Student Learning Experience and Engagement Committee: https://warwick.ac.uk/services/gov/committees/sleec/minutes
143	Minutes of the Faculty Education Committees: 1) Faculty of Arts: https://warwick.ac.uk/services/gov/committees/bfa/fec/minutes 2) Faculty of Science, Engineering and Medicine: https://warwick.ac.uk/services/gov/committees/bfsem/fec/minutes/ 3) Faculty of Social Science: https://warwick.ac.uk/services/gov/committees/bfss/fec/minutes/
*Items approved via Chair's action*
144	**RPL revisions for the MSc Advanced Clinical Practice (ACP) and the MSc Advanced Clinical Care Practice**
145	**Alternative assessments**
**Next meeting: 17 September 2019, 10:00 in CMR 1.0 in University House**

**DECISIONS AND ACTIONS**
ITEM	**DECISION/ACTION**	**LEAD AND DUE DATE**	**STATUS**
120 (a) – Matters arising	**ACTION:** 1) Moderation guidance 2) Plans for induction/training for external examiners To be developed via the Examination Board procedures sub-group	AC Secretary to Examination procedures sub-group December 2019	Ongoing
120 (c) – Matters arising	**DECISION:** Paper on Maximum period of study to be considered at AQSC meeting on 17 September 2019	CW August 2019	Ongoing

120 (e) – Decolonisation of the curriculum – SU Matters arising	**ACTION:** Report on pilot project on decolonisation of the curriculum to be reported to AQSC at meeting on 17 September 2019	SU representatives Secretary/Assistant Secretary August 2019	Ongoing
120(g) – HEAR review	**ACTION:** Professor Andy Clark will review any potential issues with HEAR statements arising from the digitisation and confirmation exercise carried out by Teaching Quality over the summer 2019.	DD/AC December 2019	Ongoing
120 (i) – Revisions to Course Discontinuation Policy and Procedures	**ACTION**: 1) Revise policy and template of course discontinuation policy (Assistant Registrar, Monitoring and Review) 2) Amend the Student Protection Plan (Interim Director of Education Policy and Quality)	GC July 2019 KG July 2019	Ongoing
120 (j) – Collaborative Management Group Terms of Reference	**ACTION:** Revise terms of reference of Collaborative Management Group and Boards of Examiners, revision to be approved via Chair's action.	WC, LB, CV	Completed
123 – Review of Assessment	**DECISION:** That all proposals as set out in document 123-AQSC060619, main report in section 6, be approved subject to amendments as set out in 1 c (ii) and 1 d (ii) above and be **recommended** to the Senate for approval at its meeting on 3 July 2019. **ACTIONS:** 1) Revise 123-AQSC0606019 in light of changed progression requirements approved via Chair's action for Integrated Master's students from year 2 to year 3; 2) Revise 123-AQSC060619 in light of the complexity around the terminology of core modules and imbalances of course profiles for the undergraduate borderline algorithm; 3) Academic Integrity sub-group to consider clear responsibility of ownership of guidance in relation to plagiarism and cheating and to agree final and definitive guidance for students on this matter before the start of the academic year 2019/2020; 4) Assistant Registrar (Assessment) to finalise implementation plan of all actions arising from the proposals to be approved by the Senate on 3 July 2019	 CG CG RC/FG September 2019 CG July 2019	 Completed Completed Ongoing Ongoing
124 - Strategic item for discussion:	**ACTION:**	All	Ongoing

Review of Assessment/ Assessment Strategies and implementation of principles arising from sub-group	An action plan to implement the proposals to diversify assessment strategies to be developed by the Committee using the feedback in relation to agenda item 124-AQSC060619 discussed at the meeting.	GVV/DL October 2019	
125 – Credit and module framework	**DECISION:** That the principles to introduce a standardised module tariff of 15, 30, 45, and 60 as set out in **125 – AQSC060619** be endorsed.		
126 – Refocus of the Graduate School	**DECISION:** 1) That the principles of the review of the Graduate School as set out in document **126-AQSC060619** should be endorsed; 2) That Lucy Hammond and Jo Garde-Hansen should be part of the PGT working party representing the Academic Quality and Standards Committee when considering a PGT strategy for the University.		
127 – Degree Classification – A statement of intent (UKSCQA)	**ACTION:** 1) Members with interest to contribute to the University's analysis of and action in response to the Statement of Intent were invited to contact the Secretariat; 2) A full analysis of the Statement of Intent would be conducted by Teaching Quality to be considered at the next meeting of the Committee on 17 September 2019.	ALL August 2019 KG/DD August 2019	Ongoing Ongoing
128 – Good Practice Guide on Information to Students	**DECISION:** 1) The document was endorsed subject to minor factual changes; 2) The document in future be considered by the Student Learning Experience and Engagement Committee (SLEEC) and not AQSC as it naturally fitted in better with the remit of SLEEC. **ACTION:** Members to send any further comments on the document to the Secretariat.	ALL June 2019	Ongoing
129 - Revisions to Regulations arising from the Engineering Council accreditation for courses in Engineering and WMG	**DECISION/ACTION:** That the revised regulations be **recommended** for approval to the Senate for implementation from the cohort of students starting in 2019/2020, subject to minor modifications to Regulation 8.4 to clarify the award of a Pass degree and to the Specific Requirements for Taught Postgraduate Awards to clarify the pass mark of the dissertation in the table. Members of the Committee **resolved** that the Chair be able to take Chair's action on behalf of the Committee to approve the changes requested.	CG and DL June 2019	Completed

130 – Revisions to Requirements for Postgraduate Taught Awards	**DECISION:** That the revisions to the Requirements for Taught Postgraduate Awards as set out in **130-AQSC060619** in relation to failure of assessments due to late submission penalties be **recommended** to the Senate for approval from the start of the academic year 2019/2020.		
131 – Revisions to Regulation 8.10 (MBChB)	**DECISION:** That the revisions to Regulation 8.10 (MBChB) as set out in **131- AQSC060619** in relation to aligning the Regulation to the recently introduced engagement criteria on the MBChB be **recommended** to the Senate for approval from the start of the academic year 2019/2020.		
132 – Revisions to Regulation 11	**DECISION:** 1) That the revisions as set out in document **132-AQSC060619** be **recommended** to the Senate for approval from the start of the academic year 2019/2020, subject to minor amendments to be approved via Chair's action. 2) That the University's assessment and award regulations were not fit for purpose and would need to be urgently reviewed, this would be one of the priorities for the Committee in the academic year 2019/2020. 3) That updates of assessment and award regulations should be carried out on an annual basis by a sub-group of the Committee rather than on an adhoc basis as was the currently the case. **ACTION:** A proposal should be developed for an initial review and the ongoing maintenance of academic regulations, including Terms of Reference for a sub group of the Committee to provide oversight and make recommendations about academic regulations.	DL/KG June 2019 DL/KG October 2019	Completed Ongoing
133 – Revisions to the Timeliness of Feedback Policy	**DECISION:** The Committee resolved that the revisions to the Timelines of Feedback Policy as set out in document **133–AQSC060619** be recommended to the Senate for approval form the start of the academic year 2019/2020.		