

# Updates from EPO

## Dan Derricott

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**EPO Education Administrators'  
Forum**

14th February 2023



WARWICK

## Agenda for today's session

- **Updates from EPQ** – Dan Derricott, Director of Education Policy and Quality
- **Developing a Student Experience Strategy for the University** – Adele Browne, Director of Student Experience

Please note that this meeting will be recorded.

# Staff Changes

## Welcome to new staff in the Education Group

- Adam Child – Academic Registrar

### In EPQ specifically...

- Kim Robinson – Deputy Director of EPQ / Head of Education Policy and Governance
- Si Bullock – Senior Policy Advisor (QA)
- Helen Hotten – Policy Advisor (Assessment & Regs) [secondment]

# Education Bulletin

## Education Bulletin

- 3 editions sent out – February edition coming soon.
- February edition due to be sent to over 550 people - 8% increase in mailing list since first edition.
- Average 57% open rate.
- 712 total link clicks – average of 237 per edition.
- Over 2000 views of the EPQ website's news pages since the start of October.

<https://warwick.ac.uk/services/aro/dar/quality/about/news/>

**INSTITUTIONAL TEACHING  
AND LEARNING REVIEW**  
**ITLR 2023**

# **ITLR 2023**

## Institutional Teaching and Learning Review

# ITLR 2023

## progress in numbers



**40 hours**

of training events delivered

**115**

right to work checks of students  
and external reviewers

**250+**

panellists trained and confirmed

**35%**

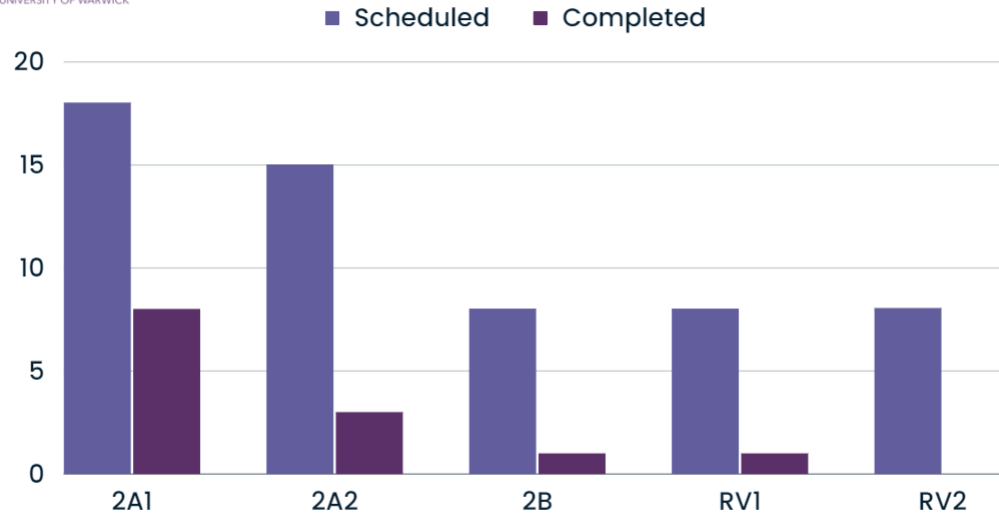
of panels have held at least one  
meeting

**30k**

views of the ITLR website

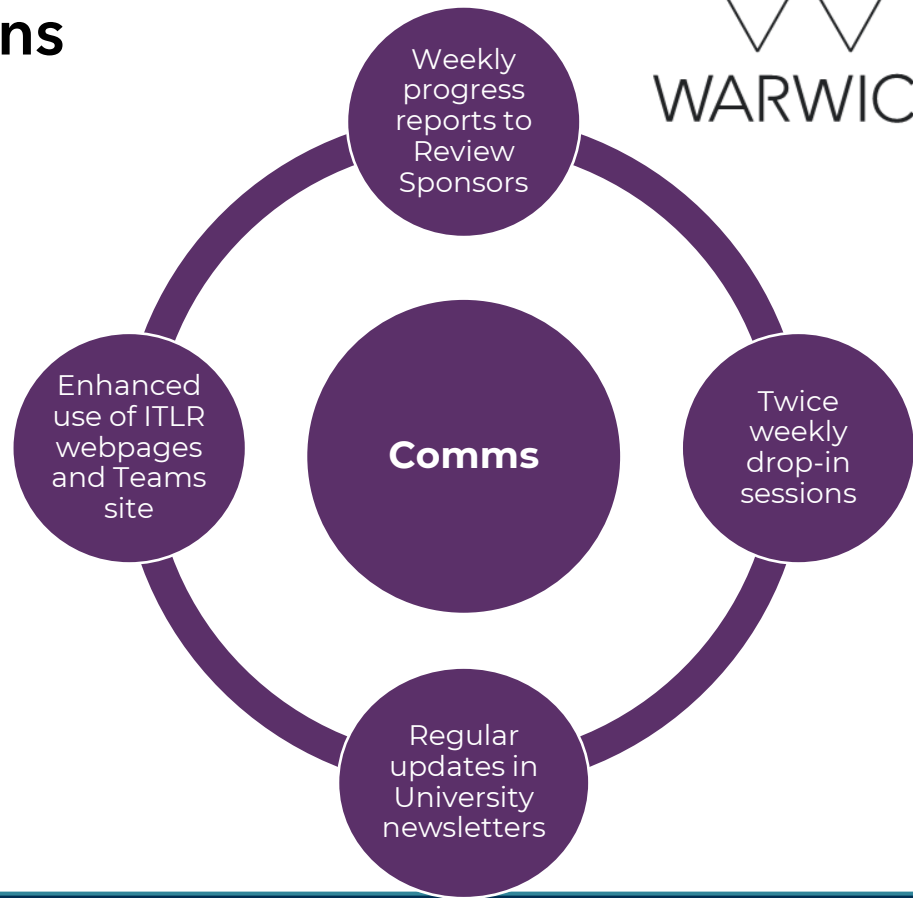


# ITLR REVIEW TRACKER

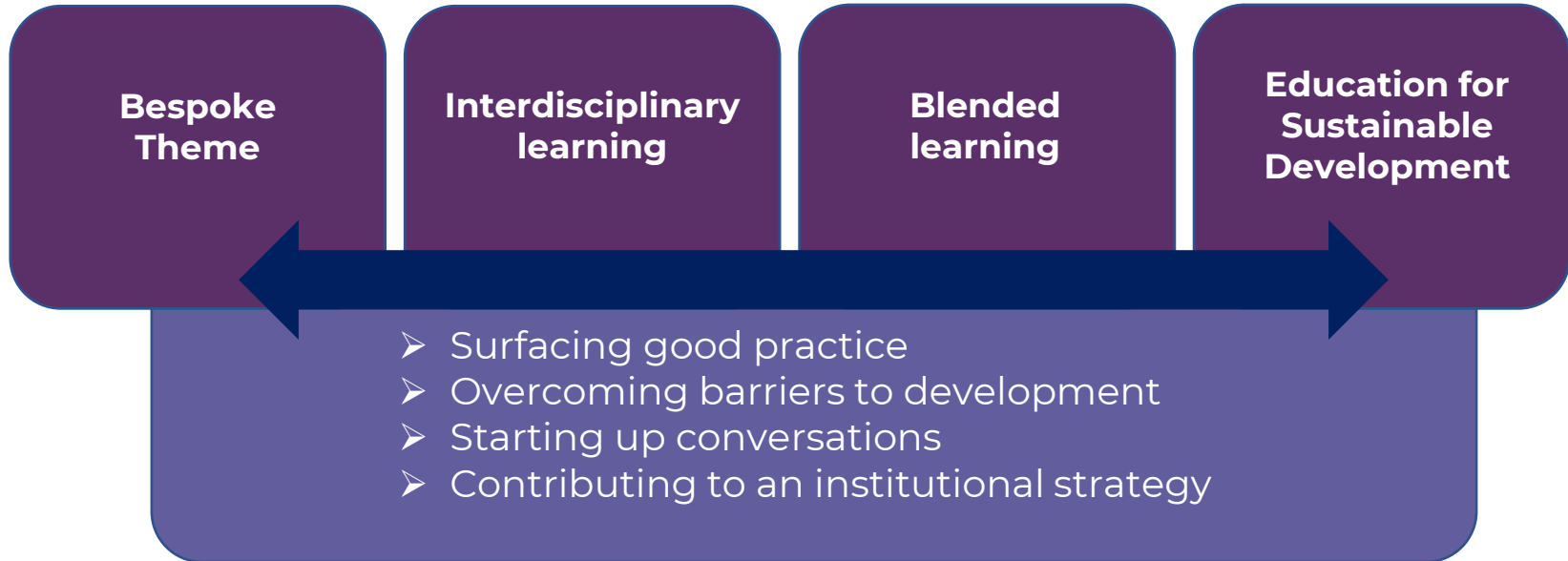


# Challenges and solutions

- Right to Work Checks
- Panel Adaptations
- Industrial Action
- Panel and Department Availability
- ITLR Capacity



# Bespoke & Common Themes



# Degree Apprenticeships

## Apprenticeships – Ofsted and the Quality Improvement Plan

- Apprenticeships – key part of Widening Participation agenda. Delivered in five departments– soon to be six.
- Key priority over the last academic year – engaging with academic departments and working together to share best practice and identify key areas of improvement.
- Ofsted – New Provider Monitoring Visit (November 2022), achieved 'Reasonable Progress' across all areas.



## Apprenticeships – Self-Assessment Report (SAR)

- Institutional Self-Assessment Report (SAR) – part of ongoing quality assurance and enhancement activity for Degree Apprenticeships.
- Ongoing process of reflection.
- Using the SAR as an anchor for the whole academic cycle.
- Prioritising areas that need attention, resource, and require reflection.

## Apprenticeships – Quality Improvement Plan (QIP)

- Forward-looking document driving our continued enhancement of provision.
- A tool to drive positive change across the University.
- Concentrates on six key objectives that will have the greatest impact.
- Focus on measuring progress – uses key results and data to demonstrate how changes have positively impacted apprentices and provision.

## Quality Improvement Plan – Key Objectives

1. Improve/increase the involvement of apprentices in the process of programme development.
2. Ensure the impact of interventions on apprentices and data regarding non-academic progress is being captured.
3. Ensure apprentice data is always available to Course Leaders and Programmes Managers.
4. Improve the initial Assessment and Skills Scan with the onboarding process.
5. Deliver staff development on Safeguarding, Prevent and British values.
6. Ensure the Degree Apprenticeship Tutor role and Tripartite Review meetings are effective and consistent across the provision.



# Industrial Action

## UCU action through Term 2

- UCU members may choose to take up to 18 days of strike action through February and March 2023.
- UCU members may also choose to take *Action Short of a Strike* until the current mandate ends in April (working to contract; not covering for absent colleagues; removing uploaded materials; not rescheduling lectures or classes cancelled due to strike action; not undertaking any voluntary activities.)
- Reballoting starting this week to extend beyond April, possibly including an assessment and marking boycott.
- The University's *Academic Continuity Working Group* is coordinating work to understand and mitigate the impact on teaching, learning and assessment - with a focus on ensuring students can graduate on time.

## Guidance on Assessment in a Force Majeure Situation

We have published guidance on how the assessment related principles and decision making described in Regulation 41 can be implemented.

**[Practicalities for Assessment in a Force Majeure Situation \(warwick.ac.uk\)](https://warwick.ac.uk)**

The resource includes:

- A recap of the existing processes for variation of assessment requests and information on the mechanisms for requesting assessment content changes.
- Routes for reporting non-quoracy of Exam Board meetings (inc. ExEx).
- Mitigations for impact on assessment (e.g. extensions, cohort MCs, scaling).
- Making decisions on whether marks are temporarily or permanently missing.
- Classifying degrees with missing marks and reclassifying at a later date.

## Briefing Sessions

- Briefing sessions on managing assessment in a force majeure situation have been arranged for **Friday 17th February at 11am** (Teams) and **Monday 20th February at 1pm** (in person). **Further sessions to follow.**
- These sessions may be appropriate for education leadership staff with responsibility for decision making and/or professional services staff responsible for implementation, and questions are actively welcomed.
- To sign up for a session, please contact [quality@warwick.ac.uk](mailto:quality@warwick.ac.uk) to be added to the calendar invite.
- Details of additional sessions, further support and training for Boards of Examiners will be available soon. This includes a new **Exam Boards 101 session** for staff new to this area of work or wanting a refresher.

## Priority Actions: February

In February, departmental leadership teams should pay particular attention to:

- Decide whether discretionary individual extensions will be allowed at a departmental, module or assessment level to allow students to access subject expertise. Communicate information about extensions to students. See [section 2e](#). The usual academic judgement applies; academic standards must be upheld.
- If assessment cannot be delivered, consider whether variation of assessment is appropriate, noting that variation of assessment cannot be used after students have submitted work. See [section 2a](#) for more information on variation of assessment.
- Note that Departments will need internal records of the impact of strike action to inform decision making at later stages.