

UNIVERSITY OF WARWICK

ACADEMIC QUALITY AND STANDARDS COMMITTEE

OPEN MINUTES OF THE MEETING HELD 10:00, TUESDAY 21 OCTOBER 2021 (ONLINE MEETING)

Present	Professor Andy Clark	AC	Co-Chair, Deputy Pro-Vice-Chancellor (Education and Policy)
	Professor Will Curtis	WC	Co-Chair, Deputy Pro-Vice-Chancellor (Education Quality and Standards)
	Professor Jo Angouri	JA	Academic Director (Education and Internationalisation)
	Professor Dan Branch	DB	Academic Director (Doctoral College)
	Dr Jon Burrows	JB	Representative of the Board of Faculty of Arts
	Professor David Davies	DD	Chair of the Faculty Education Committee (Science, Engineering and Medicine)
	Dan Derricott	DDe	Director of Education Policy and Quality
	Professor Rebecca Freeman	RF	Dean of Students
	Lee Griffin	LG	Academic Director (Postgraduate Taught)
	Dr Jeff Jones	JJ	Co-opted member of academic staff in a quality assurance role
	Dr David Lees	DL	Deputy Dean of Students (in place of the Dean of Students)
	Chih-Hsiang Lo	CHL	Societies Officer, Students' Union
	Dr Helen Nolan	HN	Representative of the Faculty of Science, Engineering and Medicine
	Nathan Parsons	NP	Postgraduate Officer, Students' Union
	Professor Sarah Richardson	SR	Chair of the Faculty Education Committee (Arts) (until 11am)
	Dr Ross Ritchie	RR	Representative of the Faculty of Social Science
	Professor Dmitriy Rumynin	DR	Representative of the Faculty of Science, Engineering and Medicine
	Professor Pat Tissington	PT	Academic Director (Employability and Skills)
	Professor Gwen van der Velden	GvdV	Deputy Pro-Vice-Chancellor (Student Learning Experience)
	Dr Naomi Waltham-Smith	NWS	Chair of the Faculty Education Committee (Social Sciences)
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	Louise Hasler	LH	Senior Assistant Registrar (Secretary)
	Geraldine Connelly	GCon	Assistant Registrar (Assessment) (Assistant Secretary)
	Phil Griffiths	PG	Education Projects and Academic Governance Officer (Minutes)
	Lauren Baker	LB	Assistant Registrar (Quality Assurance) (for item 029)
	Andrew Higgins	AH	Director of Student Administrative Services (for item 031)
	Kam Johal	KJ	Administrative Officer (Complaints Resolution) (for item 034)
	Neil Stockton	NS	Head of Governance & Quality (WMS) (for item 034)
Ref	Item		
021	Apologies for absence Apologies were received from Professor Chris Rogers, Professor Gill Cooke, Professor Johnny Herron and Professor Chris Hughes.		
022	Declarations of Interest No new declarations were made.		
023	Minutes of meeting held on held on 14 September 2021 The minutes of the meeting held on 14 September 2021 were received and approved.		
024	Matters arising from meeting held on 14 September 2021 The Committee received and noted the report (024-AQSC211021). The key points and discussions were as follows: <ul style="list-style-type: none"> • Item 57 – Secretariat are seeking a response from WFS. • Item 76 – Secretariat to pass feedback on to Assistant Registrar (QA) to incorporate in to the TEG report. • Item 132 – A task and finish group to review the 20 Point marking scale was to be established, but EPQ was currently collating a number of requests for the team, and would be looking at how to prioritise 		

	<p>these. Work to consider team resourcing would need to be completed before support for the group could be confirmed.</p> <ul style="list-style-type: none"> • Item 14 – Work was being undertaken to look outside of the sector at other practice to consider which approach should be taken (either a holistic approach, or to extrapolate non-sponsored or sponsored information). The compliance side of the guide was not for AQSC to consider, and the guide as a whole should be approved by the Academic Registrar annually.
Substantive Items	
025	<p>Chairs Business</p> <p>A verbal update was received from the co-Chairs. The key points and discussions were as follows:</p> <ul style="list-style-type: none"> • Teaching Excellence Group (TEG) – The TEG meetings were not anticipated to take place in Term One but would be confirmed in the near future and were likely to take place in Term Two. • Institutional Teaching and Learning Review (ITLR) – The ITLR had been scheduled to take place in the current academic year but has been postponed until 2022/23. The ITLR is likely to take a different format to previous iterations and a paper will be coming to AQSC on its proposed design. • Online Assessment System – the University has gone out to tender for the online assessment system and it is hope that a system be identified by the end of November 2021.
026	<p>Students Union Update</p> <p>An update would be provided at the 23 November 2021 meeting of the committee.</p>
027	<p>Education Strategy Priorities in 2021/22</p> <p>A report (027-AQSC211021) and a verbal update were received from the Senior Assistant Registrar. The key points and discussions were as follows:</p> <ul style="list-style-type: none"> • The paper on Education Strategy Priorities would be shared with upcoming Faculty Education Committees and the Education Committee in December 2021. • It was agreed that the course approval review was very opportune. • Committee members wished to flag Faculty of Social Sciences was looking at information that tended to suggest going beyond just that of the student voice. NWS requested that further developments on blended learning be situated within a broader body of knowledge. • CHL confirmed that in the online SU survey on blended learning, responses seemed to suggest a shift in attitudes towards levels of dissatisfaction in current approaches to blended learning, with some students wishing to have more in-person teaching for lectures or seminars. It was requested that these views be taken into account in discussions on blended learning. • Members agreed with the views shared and confirmed they needed to be taken in to account. Views on recent lived experience should be taken into consideration, but an understanding of how learning happens most effectively would be needed as we move away from the impact of the Covid-19 pandemic. New consultation and negotiation with students would be required to determine this; it was also important to consider approaches at the discipline level.
028	<p>Compliance Report on Quality and Standards 2021</p> <p>A report (028-AQSC211021) and a verbal update were received from the Senior Assistant Registrar. The key points and discussions were as follows:</p> <ul style="list-style-type: none"> • The report provided a mapping to outline the University’s compliance with the OfS conditions of registration. • An updated version, with a minor amendment, would be provided to the next meeting of Council.
029	<p>Results of the National Student Survey 2021</p> <p>A report (029-AQSC211021) and a verbal update from the Assistant Registrar (Quality Assurance) were received. The key points and discussions were as follows:</p> <ul style="list-style-type: none"> • The University ranked 13th overall in the sector, and 3rd in Russell Groups, for the National Student Survey Results in 2021. The 70% response rate was pleasing given the context of the last year. • GVD expressed thanks on the efforts made by all staff across the university in achieving what was an astonishing result in a hugely difficult time.

	<ul style="list-style-type: none"> • Institutional ideas were now being sought on how the university could strengthen its sense of learning community. • RF confirmed that the focus for those in the DSEP role focus last year had been on how we can continue practice from the previous year to enhance learning communities and were seeking to gain a better understanding of what works in both online and in-person approaches. There would be more opportunities to build on this learning in the 2021/22 academic year and discussions would be helped along by the Inclusive Education Model. • SR requested that the process for selection of student representatives on SSLC's be considered, as it was felt that the current model may not be as effective as it could be.
030	<p>Table 22 Report: Towards A Blended Education from 2022</p> <p>A verbal update and presentation from the Academic Director (Employability and Skills) were received. The key points and discussions were as follows:</p> <ul style="list-style-type: none"> • That the purpose of Table 22 paper was to start the thinking process for blended education beyond the pandemic. The Flexible and Online Learning Delivery team would be very much involved to consider ways in which technology would help to enable a blended education, rather than being considered at an end point. • RR confirmed that they would be happy to share the WBS experience having delivered the DLMBA over the last decade in an online format. • In terms of governance of this, it will be managed alongside the digital transformation governance process. GVD and JA were scheduled to attend Faculty and Departmental meetings to provide an update and have early discussions with the academic community. • CHL requested that student involvement be included in any further progression and that it would be useful to also consider expectation setting of teaching for students.
031	<p>Update from the Examinations Committee</p> <p>A verbal update and presentation were received from the Chair and Director of Student Administrative Services. The key points and discussions were as follows:</p> <ul style="list-style-type: none"> • The committee was happy to approve the changes to the Examinations Committee's terms of reference, but noted an error in appendix A where the ToR did not reflect the change in the main body of the report which would need to be amended post-meeting, if approved. • Departments had been advised of the recommendations made by the committee after having considered on-campus examinations requests. • There was further discussion on what the fall back option would be, should students not feel comfortable in attending on-campus examinations. It was confirmed that fall back positions needed to be included in requests from departments, when in-person assessment would not be possible. This contingency accounted for whole module changes, where nationwide guidance may change. It was agreed that for individual students, the Mitigating Circumstances and Reasonable Adjustments policy and processes were mechanisms already in places to deal with individual scenarios. • There had been limited time available in the Examinations Committee to consider the entirety of the agenda, and they were not able to arrive at a recommendation on the matter of the 45 minute upload time in AEP. It was agreed that this was a technical and operational decision to be considered further by the Examinations Committee. • DD confirmed that they would like to revisit the future of FYBoE and it was agreed that a paper would come forward to a future meeting of AQSC. <p>DECISION: The committee recommended that the amendments to the Examinations Committee Terms of Reference be approved, subject to an update to appendix A to ensure it reflects the changes in the report.</p> <p>ACTION: The Examinations Committee to ensure that information on proposed contingency arrangements is submitted with requests for face to face examinations.</p> <p>ACTION: The Examinations Committee to consider and discuss the appropriateness of the 45 minutes upload window within AEP.</p>

	ACTION: Paper considering the future of FYBoE to come forward to AQSC.
032	<p>Amendments to Regulation 36 and Convention F to Update the Assessment Submission Deadline</p> <p>A report (032-AQSC211021) and a verbal update were received from the Assistant Registrar (Assessment).</p> <p>DECISION: The Committee recommended to the Senate that the proposed amendments to Regulation 36 and Convention F be approved, subject to a minor amendment of point 6 to include individual circumstances or pedagogic reasons.</p>
033	<p>Online Assessment Roadmap – Policy Development Workstreams</p> <p>A report (033-AQSC211021) and a verbal update were received from the Assistant Registrar (Assessment). The key points and discussions were as follows:</p> <ul style="list-style-type: none"> • The Roadmap to Online Assessment was outlined and it was proposed that it would comprise of the following 5 workstreams: <ul style="list-style-type: none"> ○ Online Assessment System (IDG) ○ Online Assessment Operationalisation (IDG) ○ Inclusive Assessment Design (AQSC) ○ Online Assessment Policy (AQSC) ○ Assessment Monitoring, Data Use and Ethics (SLEEC) • A call for membership would be undertaken, in liaison with the FEC Chairs, once the workstreams were agreed. • As two of the workstreams were already underway and were being managed as part of the Information and Digital Group (IDG), GVD outlined the differences in governance process and thanked those colleagues providing input. The process was being put to use for first time and would continue to develop and evolve. <p>DECISION: The proposed Roadmap to Online Assessment and associated workstreams were approved.</p>
034	<p>Guidelines for fitness to practise local operating procedures for courses covered by Regulation 34</p> <p>A report (034-AQSC211021) and a verbal update were received from the Administrative Officer (Complaints Resolution) and the Head of Governance & Quality (Warwick Medical School). The key points and discussions were as follows:</p> <ul style="list-style-type: none"> • The proposed guidelines provided a baseline document outlined in the background intended to set out the minimum requirements for departmental fitness to practise local operating procedures for courses covered by Regulation 34, Determination of Fitness to Practise (FtP). The guidelines aimed to assist departments to flexibly develop and adapt an existing procedure to their local context. • Committee members agreed that whilst the guidelines were sensible and would be a useful resource, there were other factors that may need to be considered, including other university regulations that need to be taken in to account (e.g. Reg 23).. • WMS confirmed that there should be a clear difference between what is considered as a legal representative and a companion attending any FtP meetings with the student, who is of the legal profession as the accompanying person should not be there to legally present on their behalf. • An institutional steer on the involvement of legal representation and on when it's appropriate to refer a student for a psychiatric assessment or similar, would be required. <p>ACTION: Student Casework team, in conjunction with relevant parties, to further consider the matter with a view to developing an institutional steer.</p>
035	<p>Review of Alliance Intensive Summer Programme Framework (AISP)</p> <p>A verbal update and presentation were received from the Academic Director (Education and Internationalisation). The key points and discussions were as follows:</p> <ul style="list-style-type: none"> • A presentation was shared outlining how the AISP programme had progressed and evolved over the last year. • As the AISP Framework was originally only approved until end of the academic year 2020/21, the committee would need to approve the accredited version of the programme as soon as possible.

	ACTION: AQSC to be provided with the paper work for the accredited version of AISP for approval at the November 2021 meeting.
<i>Items below this line were for receipt and/or approval, without discussion</i>	
Approved by Chair's Action	
036	Standing RPL Exemption: MSc Global Central Banking and Financial Regulation (WBS) The Committee received and noted the report (036-AQSC211021)
037	Alternative Assessments and Changes to Course Regulations The Committee received and noted the report (037-AQSC211021)
038	Partnerships Committee: Terms of Reference and Membership 2021/22 The Committee received and noted the report (038-AQSC211021)
039	Amendment to Regulation 41 (Senate Chairs Action Request) The Committee received and noted the report (039-AQSC211021)