

UNIVERSITY OF WARWICK

Academic Quality and Standards Committee

Minutes of the meeting of the Academic Quality and Standards Committee
held on Wednesday 4 December 2013

Present: Professor C Hughes (Chair), Mr M Conaghan (Learning and Development Manager (Academic)), Ms E Davies (Student Representative (Education Officer)), Ms L Gill (Student Representative (Postgraduate Officer)), Professor S Jacka (Representative of Senate (Science)), Dr C Jenainati (SSLC Coordinator (Arts and Social Science)), Professor N Johnson (Representative of Senate (Medicine)), Mr S Lamb (Senior Tutor), Professor D Lamburn (Chair of the Collaborative, Flexible and Distributed-Learning Sub-Committee), Professor R Leng (Chair of the Board of Undergraduate Studies), Professor A Reeve (Representative of Senate (Social Sciences)), Dr J Robinson (SSLC Coordinator (Science and Medicine)), Dr P Taylor (Director of IATL), Ms A Thomas (Service Owner (Academic Technology)), Professor P Thomas (Chair of the Faculty of Science).

Apologies: Ms S Bennett (Director of Student Careers and Skills), Professor C Constable (Representative of Senate (Arts)), Professor C Hughes (Chair of the Faculty of Social Science), Dr J Kidd (Representative of the Chair of the Faculty of Medicine), Professor J Palmowski (Chair of the Board of Graduate Studies).

In attendance: Ms K Gray (Secretary), Mr R McIntyre (Assistant Secretary), Dr M Mik (Assistant Registrar (Learning and Teaching)) (for item 31/13-14), Ms H Pennack (Director of Marketing) (for item 24/13-14), Ms R Wooldridge Smith (Deputy Academic Registrar) (for items 32/13-14 and 33/13-14).

24/13-14 Marketing and the National Student Survey 2014

RECEIVED:

A presentation on marketing and the National Student Survey 2014 from the Director of Marketing.

RESOLVED:

- (a) That the Committee was supportive of the positive nature of the proposed marketing campaign, but noted how important it was that the tone of the communications needed to be both sophisticated and believable in order to speak to the majority of students;
- (b) That the "You said, We did.." aspect of the campaign needed to focus not solely on actions taken at a University level, but also on actions at a departmental level, and that an emphasis might also usefully be placed on positive developments which had been undertaken by both staff and students working in partnership;
- (c) That, wherever possible, outcomes of other student surveys - for example, the accepters and decliners surveys undertaken by SARO,

and the national “Higher Expectations” survey of new entrants to HE – be circulated to departments with local analysis;

- (d) That League Table position was considered an important issue and that NSS contributed significantly to the University’s place in these, noting that the overall aim is to rapidly and significantly improve the student academic experience across all areas.

25/13-14 Minutes of the last meeting

RESOLVED:

That the minutes of the meeting held on 6 November 2013, circulated to members and available on the Governance website, be approved subject to the following amendment (additions underlined):

5/13-14

(c) RESOLVED:

- (i) That the proposed revisions to the University Policy on the Timing of the Provision of Feedback to Students on Assessed work not be approved, but be redrafted and recirculated to enhance clarity and take account of the views of the Committee that:

- (A) Whilst departments may wish to put in place further measures, at a minimum, generic or group feedback on examinations should be required by all departments, although not within the 20 University working day period;

- (B) Feedback on dissertations and/or extended projects should be required by all departments, but not prior to the meeting of the Board of Examiners nor within the 20 University working day period.

26/13-14 Matters arising

- (a) Feedback on Exams and Dissertations (minutes 5(c)/13-14 and 25(d)/12-13 referred)

REPORTED:

That, at its last meeting on 6 November 2013, the Committee considered a proposal from the Assistant Registrars (Learning and Teaching) to amend the University Policy on the Timing of the Provision of Feedback to Students on Assessed work (paper AQSC 4/13-14), and resolved:

- (i) That the proposed revisions to the University Policy on the Timing of the Provision of Feedback to Students on Assessed work not be approved, but be redrafted and recirculated to take account of the views of the Committee that:

- (A) Generic or group feedback on examinations should be required by all departments, although not within the 20 University working day period;
 - (B) Feedback on dissertations and/or extended projects should be required by all departments, but not prior to the meeting of the Board of Examiners nor within the 20 University working day period.
- (ii) That, as students are entitled under data protection legislation to have sight of their own exam scripts after the examination, departments must ensure that any student who makes a request for access is entitled to do so free of charge.

CONSIDERED:

- (i) A revised proposal from the Assistant Registrars (Learning and Teaching) to amend the University Policy on the Timing of the Provision of Feedback to Students on Assessed work (paper AQSC 4/13-14 (revised));
- (ii) A proposal from the Representative of Senate (Social Sciences) to amend the University Policy on the Timing of the Provision of Feedback to Students on Assessed work, with the following addition to the guidance:

“Formative essays submitted late for which no extension has been granted nor explanation offered are not governed by the 20 day rule and there is no obligation to provide feedback.”

RESOLVED:

- (i) That the proposal from the Assistant Registrars (Learning and Teaching) to amend the University Policy on the Timing of the Provision of Feedback to Students on Assessed work, as set out in paper AQSC 4/13-14 (revised), not be approved, and that a revised proposal, amended in line with revised minute 5(c)/13-14 (see 25/13-14 above), be brought forward for consideration at a future meeting of the Committee;
- (ii) That the proposal from the Representative of Senate (Social Sciences) to amend the University Policy on the Timing of the Provision of Feedback to Students on Assessed work, as set out above, not be approved, but that the Teaching Quality section of the Academic Office conduct further research into this area to determine:
 - (A) Existing departmental practice in relation to the provision of feedback on formative assessment;
 - (B) Whether departments have in place any existing local guidance that might usefully inform policy in this area;

- (iii) That a review of the implementation of the University Policy on the Timing of the Provision of Feedback to Students on Assessed work be conducted in the Spring term 2014.

27/13-14 Chair's Action

(a) PGT Examination Conventions

REPORTED:

- (i) That the Chair of the Committee, acting on its behalf, had taken action to approve revised examination conventions for PGT programmes in Mathematics, as set out in paper AQSC 18/13-14, noting that the proposed conventions are an exemption to apply for one academic year from the new harmonised PGT conventions approved by the Committee during the previous academic year;
- (ii) That the Chair of the Committee, acting on its behalf, had taken action to approve revised examination conventions for PGT programmes in Economics, as set out in paper AQSC 19/13-14, noting that the proposed conventions are an exemption to apply for one academic year from the new harmonised PGT conventions approved by the Committee during the previous academic year;

28/13-14 Operation of AQSC (minute 5(d)/13-14 referred)

REPORTED:

That, at its last meeting on 6 November 2013, the Committee considered a paper from the Secretary setting out the proposed operation of AQSC, including Sub-Groups to extend the Committee's remit to cover the totality of the student experience (paper AQSC 6/13-14), and resolved (*inter alia*):

- (a) That the structure of the proposed Sub-Groups of the Committee be approved, with the exception of the Student Recruitment and Marketing Group which would be discussed further outside of the meeting;
- (b) That the Chair of each Sub-Group consider, for their own Groups, terms of reference, membership and key objectives for the forthcoming academic year, and that this detail be collated and compiled for consideration at a future meeting of the Committee;

CONSIDERED:

A paper setting out the proposed Sub-Groups of AQSC, including terms of reference, membership and key objectives for the forthcoming academic year (paper AQSC 20/13-14).

RESOLVED:

That members of the Committee be asked to review the proposed key objectives of the Sub-Groups, in particular to ascertain the extent to which they collectively align with institutional strategic priorities, and to submit any comments to the Secretariat.

29/13-14 Learning and Teaching Strategy 2012-2017

REPORTED:

That, at the meeting of Senate held on 3 October 2012, a follow-up report from the Academic Quality and Standards Committee was considered containing the revised Teaching and Learning Strategy 2012-2017 (S.3/12-13), together with a report from the Pro-Vice-Chancellor for Education and Student Experience and it was reported (*inter alia*) that the separate Action Plan would be reviewed annually by the Academic Quality and Standards Committee.

CONSIDERED:

The Learning and Teaching Strategy Action Plan 2013/14 (paper AQSC 8/13-14 (revised)), noting that consideration of the action plan had been deferred from the last meeting of the Committee.

RESOLVED:

That the Learning and Teaching Strategy Action Plan 2013/14, as set out in paper AQSC 8/13-14 (revised), be approved.

30/13-14 Module Evaluation

CONSIDERED:

A paper from the Assistant Registrar (Learning and Teaching), setting out options for the introduction of a University-wide programme of module evaluation (paper AQSC 21/13-14).

RESOLVED:

That further consideration be given to the options available for module evaluation at the next meeting of the Committee.

31/13-14 Information for Students

CONSIDERED:

A paper from the Assistant Registrar (Learning and Teaching) setting out proposed guidance for departments on the information that should routinely be included in student handbooks, together with a proposed mechanism for reviewing such information (paper AQSC 22/13-14).

RESOLVED:

- (a) That a Task Group be created, as outlined in paper AQSC 22/13-14, to include student representation, to consider the content to be provided via the online gateway and the content and format of information to be included in departmental handbooks;
- (b) That members of the Committee with views on the content or format of the information be invited to join the Task Group, or to forward their suggestions to the Group via its Chair;
- (c) That the resultant recommendations of the Task Group be considered at a future meeting of the Committee.

32/13-14 Academic Appeals and Complaints

CONSIDERED:

A paper on academic appeals and complaints by students from the Deputy Academic Registrar and the Administrative Officer (Academic Registrar's Office) (paper AQSC 23/13-14).

RESOLVED:

- (a) That the web-link to access the case-studies online be circulated to members of the Committee following the meeting;
- (b) That the feasibility of setting up a more stable panel of members of appeals and complaints committees be explored further, with a view to ensuring that appropriate training can be focussed more effectively.

RECOMMENDED (to the Senate):

That the proposal to amend the Student Academic Complaints Procedure, as set out in paper AQSC 23/13-14, be approved.

33/13-14 Alternative Dispute Resolution

CONSIDERED:

A paper from the Deputy Academic Registrar on the use of alternative dispute resolution for student complaints (paper AQSC 24/13-14).

RESOLVED:

That the proposal from the Deputy Academic Registrar to introduce the use of mediation in appropriate student academic complaints cases be approved, noting the views of the Committee that:

- (a) Mediators would need to have received appropriate professional training on the requirements of their role;

- (b) The use of mediation in student complaints cases would need to be communicated carefully to students in order to ensure that they are fully aware of the independence of the mediator;
- (c) That students should be given the option to be accompanied throughout the mediation process by an appropriate supporter.

34/13-14 Regulation 8.10 Appeals: Scope of Preliminary Review Panels (minute BFM 8/13-14 referred)

REPORTED:

That, at its meeting on 7 November 2013, the Board of the Faculty of Medicine considered the minutes of the Board of the Faculty of Medicine Undergraduate Studies Committee meeting held on the 21st October 2013 and resolved that the paper MUSC7/13-14, which set out the revised Regulation 8.10, section (8.10 (8) (a) – (e)), brought the Faculty of Medicine into line with the rest of the University and that the Board was content to permit progress through the Board of Undergraduate Studies and the Academic Quality and Standards Committee.

CONSIDERED:

The proposal from the Board of the Faculty of Medicine to amend regulation 8.10 (additions underlined, deletions ~~struck-through~~) as set out in paper MUSC 7/13-14, noting that the proposal seeks to bring the appeals process for the MBChB programme into line with that now in place for other undergraduate (regulation 8.12) and postgraduate (regulations 37.5 and 38.9) courses.

RESOLVED:

That further consideration be given to the proposal from the Board of the Faculty of Medicine at the next meeting of the Committee, following additional discussions with the Warwick Medical School as deemed appropriate.

35/13-14 Regulation 37.5 and 38.9 Appeals: Scope of Preliminary Review Panels (minutes GSCFM 6(v)/13-14, 95/12-13 and 50(a)/12-13 referred)

REPORTED:

- (a) That, at its meeting on 20 May 2013, the Committee considered a proposed amendment to Regulation 8.12, in the light of the interpretation of paragraph (3) of the Regulation made by the Office of the Independent Adjudicator (paper BUGS 10/12-13), and recommended (to the Senate) that the proposed amendments to Regulation 8.12 be approved with immediate effect, and resolved:
 - (i) That Regulation 37 Governing Taught Postgraduate Courses be amended to ensure that the remit of the Preliminary Review Panel for appeals relating to postgraduate taught courses be aligned to the amended version of Regulation 8.12.

- (ii) That proposed amendments to institutional policies and regulations applying to taught courses should be aligned across undergraduate and postgraduate taught provision, as appropriate, to ensure consistency in approaches.
- (b) That, at its meeting on 6 June 2013, the Board of Graduate Studies considered a paper from the Assistant Registrar (Graduate School) on the remit of the Preliminary Review Panel in the postgraduate appeals process (paper BGS 86/12-13), and resolved:
- (i) That the ability for the Preliminary Review Panel to make qualitative judgements about appeals at the review stage is essential to their remit as intended by the University, noting that this avoids the unnecessary use of the Graduate Appeals Committee's resources.
 - (ii) That the proposed amendment to Regulations 37.5 and 38 is open to too much interpretation as to when the Preliminary Review Panel would exceed the scope of its brief in making a qualitative judgement.

And recommended (to the Academic Quality and Standards Committee) that the proposed amendment to the wording of Regulations 37.5 and 38 be reviewed in order to provide the Preliminary Review Panel with clearer guidance on its remit in making qualitative judgements.

- (c) That, subsequent to the meeting of the Board of Graduate Studies, the Chairs of the Boards of Graduate and Undergraduate Studies had agreed a form of words to be used in the appeals regulations covering study at undergraduate, postgraduate taught and postgraduate research levels, and had taken action, on behalf of their respective Committees, to recommend (to the Academic Quality and Standards Committee) that the proposal to amend the wording of regulations 8.12, 37.5 and 37.8 be approved as set out in paper BGS 86/12-13, with the following minor change (additions underlined): "...may also consider the substance and merits of the case..."
- (d) That, at its meeting on 11 June 2013, the Committee recommended (to the Senate) that the proposal to amend the wording of regulations 8.12, 37.5 and 38 be approved, as set out above.
- (e) That the Graduate Studies Committee of the Faculty of Medicine, at its meeting on 23 October 2013, resolved:
- (i) That the ability for the Preliminary Review Panel to make qualitative judgements about appeals at the review stage is essential to their remit as intended by the University, noting that this avoids the unnecessary use of the Graduate Appeals Committee's resources;
 - (ii) That the proposed amendment to Regulations 37.5 and 38.9 is open to too much interpretation as to when the Preliminary Review Panel would exceed the scope of its brief in making a qualitative judgement.

And recommended (to the Academic Quality and Standards Committee)

That the proposed amendment to the wording of Regulations 37.5 and 38.9 be reviewed in order to provide the Preliminary Review Panel with clearer guidance on its remit in making qualitative judgements.

CONSIDERED:

The recommendation from the Graduate Studies Committee of the Faculty of Medicine that the proposed amendment to the wording of Regulations 37.5 and 38.9, as set out in the original paper BGS 86/12-13 (revised), be reviewed in order to provide the Preliminary Review Panel with clearer guidance on its remit in making qualitative judgements, noting that should the Committee ultimately resolve to further amend the wording of the postgraduate facing regulations, it would be necessary to consider an identical amendment to undergraduate regulation 8.12 to ensure consistency.

RESOLVED:

That further consideration be given to the proposal from the Graduate Studies Committee of the Faculty of Medicine at the next meeting of the Committee, following additional discussions with the Warwick Medical School as deemed appropriate.

36/13-14 Notification of Penalties for Late Submission of Assessed Work

CONSIDERED:

A paper by the Senior Assistant Registrar (Teaching Quality) on the notification of penalties for late submission of assessed work (paper AQSC 25/13-14).

RECOMMENDED (to the Senate):

That the proposed amendments to the Senate Degree and Examination Conventions, as set out in paper AQSC 25/13-14, be approved.

37/13-14 Lecture Capture

CONSIDERED:

A proposal from IT Services to introduce a new lecture capture service across the University (paper AQSC 31/13-14).

RESOLVED:

That the proposal from IT Services to introduce a new lecture capture service across the University, as set out in paper AQSC 31/13-14, be supported, noting the concerns raised by the Committee that individual academics should be given the option of "opting out" of the service where they deem this to be the appropriate course of action.

REPORTED:

- (a) That, at its meeting on 16 October 2012, the Undergraduate Committee of the Faculty of Science received a paper from Engineering regarding the impact of the move to the 50% pass mark on the fourth year of integrated masters course (SUGS.7/13-14) and resolved:
- (i) That the university should not move away from the 40% pass mark for the fourth year of the integrated masters courses;
 - (ii) That guidance should be sought from Student Finance about the effect of making a decision about a BSc award at the end of the third year on the student's ability to receive a student loan;
 - (iii) That clarity should be sought as to whether the proposal for a 50% pass mark applies to individual modules as well as the overall average for the year;
 - (iv) That clarification should be sought about the pass mark for a third year student taking a fourth year module;
 - (v) That departments would provide the Secretary to the Board of the Faculty of Science with scenarios to demonstrate the impact of a 50% pass mark on their students, to be presented to BUGS at its meeting on 27 November 2013.
- (b) That, at its meeting on 27 November 2013, the Board of Undergraduate Studies considered:
- (i) Scenarios drawn up by departments in the Faculty of Science to demonstrate the impact of a 50% pass mark for 4th year modules on IUMDs (paper BUGS 1/13-14);
 - (ii) An oral report from Dr D Lamburn (Teaching Quality).

And recommended (to the Academic Quality and Standards Committee) that the Board recognized that changing the pass mark to 50% for year 4 modules on IUMD courses raised a range of issues, and that such a change should not be endorsed without full consideration and satisfactory resolution of consequent issues for the University's marking scale, degree classification and intermediate-year progression conventions as they relate to these degrees.

CONSIDERED:

The recommendation from Board of Undergraduate Studies set out above, together with scenarios drawn up by departments in the Faculty of Science to

demonstrate the impact of a 50% pass mark for 4th year modules on IUMDs (paper BUGS 1/13-14).

RESOLVED:

That the change of pass mark to 50% for year 4 modules on Integrated Masters' Courses be considered further by the Quality Assurance Sub-Group of the Committee.

39/13-14

Access to University facilities for temporarily withdrawn/resit students

REPORTED:

- (a) That, at its meeting on 9 October 2013, the Board of Graduate Studies considered a paper from the Assistant Registrar (Student Records) proposing an amendment to Regulation 36.1.7 allowing students who are temporarily withdrawn or undertaking resit examinations to retain access to University IT and library facilities (paper BGS 22/13-14), and recommended (to the Academic Quality and Standards Committee) that the proposed amendment to the wording of Regulation 36.1.7 allowing students who are temporarily withdrawn or undertaking resit examinations to retain access to University IT and library facilities, as set out in paper BGS 22/13-14, be approved.
- (b) That, at its meeting on 27 November 2013, the Board of Undergraduate Studies considered the proposed amendment to Regulation 36.1.7 allowing students who are temporarily withdrawn or undertaking resit examinations to retain access to University IT and library facilities [as paper BUGS 11/13-14] and recommended (to the Academic Quality and Standards Committee) that the proposal be approved.

CONSIDERED:

A paper from the Assistant Registrar (Student Records) proposing an amendment to Regulation 36.1.7 allowing students who are temporarily withdrawn or undertaking resit examinations to retain access to University IT and library facilities (paper BGS 22/13-14).

RECOMMENDED (to the Senate):

That the proposal to amend Regulation 36.1.7 allowing students who are temporarily withdrawn or undertaking resit examinations to retain access to University IT and library facilities, as set out in paper BGS 22/13-14, be approved.

40/13-14

Collaborative Course Proposals

- (a) New College Telford (minutes CFDLSC 6(a)/13-14 and CFDLSC 31/12-13 referred)

REPORTED:

That, at its meeting on 7 November 2013, it was reported to the Collaborative, Flexible and Distributed-learning Sub-Committee:

- (i) That, at its last meeting on 23 April 2013, the Sub-Committee considered a proposal from the Centre for Lifelong Learning to enter into a new collaborative partnership with New College Telford to deliver the existing course, Foundation Degree in Early Years [as set out in the papers], and resolved that the proposal from the Centre for Lifelong Learning to enter into a new collaborative partnership with New College Telford to deliver the existing course, Foundation Degree in Early Years [as set out in the papers] be approved by the Chair, subject to:
 - (A) Confirmation that the most recent Integrated Quality and Enhancement Review (IQER) report of the College indicates a successful outcome;
 - (B) Confirmation of whether any external staff based at the College require approval to be involved in the collaboration;
 - (C) Confirmation that the library facilities available at the College are adequate to support the proposed collaboration, together with confirmation, if necessary, from the College of its willingness to undertake any required improvements;
 - (D) Insertion of the necessary clauses on Bribery into the template contract.
- (ii) That it had subsequently been established that New College Telford undertook a successful QAA IQER review in November 2010;
- (iii) That confirmation had subsequently been received from the Centre for Lifelong Learning that the library facilities at New College Telford are satisfactory, and that the Chair of the Sub-Committee, acting on its behalf, had therefore taken action to recommend (to the Academic Quality and Standards Committee) that the proposal from the Centre for Lifelong Learning to enter into a new collaborative partnership with New College Telford to deliver the existing course, Foundation Degree in Early Years, as set out in the following papers:
 - (A) Collaborative Risk Assessment (paper CFDLSC 101/12-13);
 - (B) Part 4 course approval form (paper CFDLSC 102/12-13);
 - (C) Draft collaborative agreement (paper CFDLSC 103/12-13);

(iv) That, in light of the response from the Centre for Lifelong Learning to item (i)(B) above, the Chair of the Sub-Committee, acting on its behalf, had also taken action to approve CVs for the following members of external staff based at New College Telford:

- (A) Beverley Curd (papers CFDLSC 166/12-13 and CFDLSC 167/12-13);
- (B) Joanna Harrison (papers CFDLSC 168/12-13 and CFDLSC 169/12-13);
- (C) Andy Graham (paper CFDLSC 170/12-13);

CONSIDERED:

The proposal from the Centre for Lifelong Learning to enter into a new collaborative partnership with New College Telford to deliver the existing course, Foundation Degree in Early Years, as set out in the following papers:

- (i) Collaborative Risk Assessment (paper CFDLSC 101/12-13);
- (ii) Part 4 course approval form (paper CFDLSC 102/12-13);
- (iii) Draft collaborative agreement (paper CFDLSC 103/12-13).

RECOMMENDED (to the Senate):

That the proposal from the Centre for Lifelong Learning to enter into a new collaborative partnership with New College Telford to deliver the existing course, Foundation Degree in Early Years, be approved as set out in the following papers:

- (i) Collaborative Risk Assessment (paper CFDLSC 101/12-13);
- (ii) Part 4 course approval form (paper CFDLSC 102/12-13);
- (iii) Draft collaborative agreement (paper CFDLSC 103/12-13).

(b) Specialist Schools and Academies Trust (Middle East) (minutes CFLDSC 6(b)/13-14 and CFLDSC 39(d)/12-13 referred)

REPORTED:

That, at its meeting on 7 November 2013, it was reported to the Collaborative, Flexible and Distributed-learning Sub-Committee:

- (i) That, at its meeting on 24 May 2013, it was reported to the Sub-Committee that the Chair of the Sub-Committee, acting on its behalf, had taken action to approve, in principle, a proposal from the Institute of Education to establish a new collaborative partnership with the Specialist Schools and Academies Trust (Middle East), as set out in paper CFDLSC 150/12-13.
- (ii) That, at its meeting on 24 May 2013, the Sub-Committee considered a proposal from the Institute of Education to replace the existing PG Certificate in Innovation in Education, delivered collaboratively with The Schools Network (formerly the Specialist Schools and Academies Trust (UK)), with a new PG Certificate in Innovation in Education (PGCIE) delivered

collaborative with the Specialist Schools and Academies Trust (Middle East), as set out in the following papers:

- (A) Collaborative Risk Assessment form (paper GFSS 160.g/12-1);
- (B) “Part 1” Course approval form (paper GFSS 160.a/12-13);
- (C) “Part 4” Course approval form (paper GFSS 160.d/12-13);
- (D) Course Specification (paper GFSS 160.c/12-13);
- (E) Draft Collaborative Agreement (paper GFSS 160.i/12-13);
- (F) Cover-sheet and CV for the following member of external staff:
Mr Shaun Robison (papers GFSS 160.e/12-13 and GFSS 160.f/12-13);

And resolved that the proposal from the Institute of Education to replace the existing PG Certificate in Innovation in Education, delivered collaboratively with The Schools Network (formerly the Specialist Schools and Academies Trust (UK)), with a new PG Certificate in Innovation in Education (PGCIE) delivered collaborative with the Specialist Schools and Academies Trust (Middle East), as set out in papers GFSS 160.a/12-13, GFSS 160.c/12-13, GFSS 160.d/12-13, GFSS 160.g/12-13 and GFSS 160.i/12-13, be approved by the Chair following the meeting, subject to:

- (A) Amendment of the collaborative risk assessment form to correct answers to questions 7 and 8 in line with discussion at the meeting, noting that this does not affect the overall assessment of the level of risk;
 - (B) Receipt of a report on the collaborative proposal from the nominated external advisor;
 - (C) Amendment of the “part 4” approval form to indicate that this is a “new” collaborative arrangement, despite the existing relationship with the partner;
 - (D) Receipt of the latest version of the collaborative agreement, so this can be checked for alignment against the proposal as set out in the course approval paperwork.
- (iii) That revised approval forms, risk assessment and the latest version of the collaborative agreement had subsequently been received from the Institute of Education, and that the Chair of the Sub-Committee, acting on its behalf, had therefore taken action to recommend (to the Academic Quality and Standards Committee) that the proposal from the Institute of Education to replace the existing PG Certificate in Innovation in Education, delivered collaboratively with The Schools Network (formerly the Specialist Schools and Academies Trust (UK)), with a new PG Certificate in Innovation in Education (PGCIE) delivered

collaborative with the Specialist Schools and Academies Trust (Middle East), be approved as set out in the following papers:

- (A) Collaborative Risk Assessment form (paper GFSS 160.g/12-13 (revised));
- (B) “Part 1” Course approval form (paper GFSS 160.a/12-13);
- (C) “Part 4” Course approval form (paper GFSS 160.d/12-13 (revised));
- (D) Course Specification (paper GFSS 160.c/12-13);
- (E) Draft Collaborative Agreement (paper GFSS 160.i/12-13 (revised));
- (F) External Advisor’s Report (paper CFDLSC 171/12-13).

CONSIDERED:

The proposal from the Institute of Education to replace the existing PG Certificate in Innovation in Education, delivered collaboratively with The Schools Network (formerly the Specialist Schools and Academies Trust (UK)), with a new PG Certificate in Innovation in Education (PGCIE) delivered collaborative with the Specialist Schools and Academies Trust (Middle East), as set out in the following papers:

- (i) Collaborative Risk Assessment form (paper GFSS 160.g/12-13 (revised));
- (ii) “Part 1” Course approval form (paper GFSS 160.a/12-13);
- (iii) “Part 4” Course approval form (paper GFSS 160.d/12-13 (revised));
- (iv) Course Specification (paper GFSS 160.c/12-13);
- (v) Draft Collaborative Agreement (paper GFSS 160.i/12-13 (revised));
- (vi) External Advisor’s Report (paper CFDLSC 171/12-13).

RECOMMENDED (to the Senate):

That the proposal from the Institute of Education to replace the existing PG Certificate in Innovation in Education, delivered collaboratively with The Schools Network (formerly the Specialist Schools and Academies Trust (UK)), with a new PG Certificate in Innovation in Education (PGCIE) delivered collaborative with the Specialist Schools and Academies Trust (Middle East), be approved as set out in the following papers:

- (i) Collaborative Risk Assessment form (paper GFSS 160.g/12-13 (revised));
- (ii) “Part 1” Course approval form (paper GFSS 160.a/12-13);
- (iii) “Part 4” Course approval form (paper GFSS 160.d/12-13 (revised));
- (iv) Course Specification (paper GFSS 160.c/12-13);
- (v) Draft Collaborative Agreement (paper GFSS 160.i/12-13 (revised));
- (vi) External Advisor’s Report (paper CFDLSC 171/12-13).

- (c) PGA in Improving Service Delivery (minute CFDLSC 6(c)/13-14 referred)

REPORTED:

That, at its meeting on 7 November 2013, it was reported to the Collaborative, Flexible and Distributed-learning Sub-Committee:

- (i) That the Chair of the Graduate Studies Committee of the Faculty of Social Sciences, acting on its behalf, had taken action to recommend (to the Board of Graduate Studies) that a proposal from the Warwick Business School to introduce a new PGA in Improving Service Delivery, be approved [as set out in the papers];
- (ii) That the Chair of the Sub-Committee, acting on its behalf, has taken action to recommend (to the Academic Quality and Standards Committee), that the proposal from the Warwick Business School to introduce a new PGA in Improving Service Delivery [Distance Learning], be approved, as set out in the following papers:
 - (A) "Part 1" Course approval form (paper GFSS 179(a)/12-13);
 - (B) "Part 5" Course approval form (paper GFSS 179(d)/12-13).

CONSIDERED:

The proposal from the Warwick Business School to introduce a new PGA in Improving Service Delivery [Distance Learning], as set out in the following papers:

- (i) "Part 1" Course approval form (paper GFSS 179(a)/12-13);
- (ii) "Part 5" Course approval form (paper GFSS 179(d)/12-13).

RECOMMENDED (to the Senate):

That the proposal from the Warwick Business School to introduce a new PGA in Improving Service Delivery [Distance Learning], be approved as set out in the following papers:

- (i) "Part 1" Course approval form (paper GFSS 179(a)/12-13);
- (ii) "Part 5" Course approval form (paper GFSS 179(d)/12-13).

- (d) Singapore Institute of Management (SIM)/Singapore Institute of Manufacturing Technology (SIMTech) (minute CFDLSC 11(a)/13-14 referred)

REPORTED:

That, at its meeting on 7 November 2013, the Collaborative, Flexible and Distributed-learning Sub-Committee considered a proposal from the Warwick Manufacturing Group to extend the existing collaborative partnership with SIM/SIMTech, Singapore, to deliver the existing,

approved programmes, the MSc in Programme and Project Management and the MSc in Service Management and Design (paper CFDLSC 8/13-14), and recommended (to the Academic Quality and Standards Committee) that the proposal from the Warwick Manufacturing Group to extend the existing collaborative partnership with SIM/SIMTech, Singapore, to deliver the existing, approved programmes, the MSc in Programme and Project Management and the MSc in Service Management and Design be approved as set out in paper CFDLSC 8/13-14.

CONSIDERED:

The proposal from the Warwick Manufacturing Group to extend the existing collaborative partnership with SIM/SIMTech, Singapore, to deliver the existing, approved programmes, the MSc in Programme and Project Management and the MSc in Service Management and Design be approved as set out in paper CFDLSC 8/13-14.

RECOMMENDED (to the Senate):

That the proposal from the Warwick Manufacturing Group to extend the existing collaborative partnership with SIM/SIMTech, Singapore, to deliver the existing, approved programmes, the MSc in Programme and Project Management and the MSc in Service Management and Design be approved as set out in paper CFDLSC 8/13-14.

41/13-14 Reviewing the National Student Survey

REPORTED:

- (a) That, at its meeting on 6 November 2013, it was reported to the Committee that Higher education organisations and stakeholders are currently being invited to provide views and feedback on the National Student Survey (NSS) to inform a fundamental review of the NSS, commissioned by HEFCE on behalf of the UK higher education funding bodies;
- (b) That, at its meeting on 6 November 2013, the Committee considered the University's draft response to the consultation (SC 25/13-14), noting that the draft would also be considered by the Steering Committee at its meeting on 4 November 2013, and resolved That any comments be submitted to the Secretary, noting that the Steering Committee would approve the final version prior to submission;
- (c) That the Steering Committee, at its meeting on 4 November 2013, considered the University's response to the HEFCE survey on the effectiveness of the NSS (SC.25/13-14), and resolved that the University's response to the HEFCE survey on the NSS be approved subject to the amendments recommended by the Committee.

RECEIVED:

The University's final response to the consultation (paper SC 25/13-14 (revised)), noting that this was approved by the Chair prior to submission by the deadline of 13 November 2013.

42/13-14

QAA Consultations

- (a) UK Quality Code Part A – Setting and Maintaining Academic Standards

RECEIVED:

The final version of the UK Quality Code Part A: Setting and Maintaining Academic Standards (paper AQSC 26/13-14).

- (b) UK Quality Code Chapter B1 – Programme Design, Development and Approval

RECEIVED:

The final version of the UK Quality Code Chapter B1: Programme Design, Development and Approval (paper AQSC 27/13-14).

- (c) UK Quality Code Chapter B2 – Recruitment, Selection and Admission to Higher Education

RECEIVED:

The final version of the UK Quality Code Chapter B2: Recruitment, Selection and Admission to Higher Education (paper AQSC 28/13-14).

- (d) UK Quality Code Chapter B6 – Assessment of Students and the Recognition of Prior Learning

RECEIVED:

The final version of the UK Quality Code Chapter B6: Assessment of Students and the Recognition of Prior Learning (paper AQSC 29/13-14).

- (e) UK Quality Code Chapter B8 – Programme Monitoring and Review

RECEIVED:

The final version of the UK Quality Code Chapter B8: Programme Monitoring and Review (paper AQSC 30/13-14).

43/13-14

New Undergraduate Courses of Study

REPORTED:

That the Board of Undergraduate Studies, at its meeting on 27 November 2013, approved the following new courses:

BA in Politics, International Studies and French
BA in Politics, International Studies and German
BA in Politics, International Studies and Italian
BA in Politics, International Studies and Hispanic Studies
MBio Biological Sciences with industrial placement
MBio Biochemistry with industrial placement
MBio Biomedical Sciences with industrial placement
MBio Medical Microbiology and Virology with industrial placement
BSc Health Sciences and Policy

44/13-14 Proposed Amendment of Ordinance 13.

CONSIDERED:

Proposed amendments to Ordinance 13 to introduce the new degree title of Master of Biological Sciences (MBio) (paper AQSC 32/13-14).

RECOMMENDED (to the Senate):

That the proposed amendments to Ordinance 13 to introduce the new degree title of Master of Biological Sciences (MBio), as set out in paper AQSC 32/13-14, be approved.

45/13-14 Discontinued Undergraduate Courses of Study

That the Board of Undergraduate Studies, at its meeting on 27 November 2013, approved the discontinuation of Undergraduate courses in Education, as set out in paper UFSS 167/12-13.

46/13-14 New Postgraduate Courses of Study

REPORTED:

- (a) That it was reported to the Board of Graduate Studies at its meeting on 21 November 2013 that the Chair had taken action on behalf of the Board to approve the following new course:

Postgraduate Certificate in Philosophy.

- (b) That the Board of Graduate Studies, at its meeting on 21 November 2013, approved the following new courses:

MSc in Molecular Analytical Science;
MSc in Engineering Asset Management.

47/13-14 Revised Postgraduate Courses of Study

REPORTED:

That the Board of Graduate Studies, at its meeting on 21 November 2013, approved the following revisions to courses:

MSc in Finance (Part Time);
MSc in Cyber Security and Management;
MSc in Interdisciplinary Biomedical Research.

48/13-14

Next meeting

REPORTED:

That the next meeting of the Committee is scheduled to be held on Thursday 30 January 2013 at 9.00am in room CMR 1.0 (formerly the Council Chamber), University House.