

**UNIVERSITY OF WARWICK**  
**ACADEMIC QUALITY AND STANDARDS COMMITTEE**  
**PUBLIC MINUTES OF THE MEETING HELD 09:30, 29<sup>TH</sup> NOVEMBER 2023**

<b>Present</b>	Professor Will Curtis	Co-Chair, Deputy Pro-Vice Chancellor (Education Quality and Standards) (Meeting Chair)
	Professor Andy Clark	Co-Chair, Deputy Pro-Vice Chancellor (Education and Policy)
	Professor David Davies	Chair of the Faculty Education Committee (Science, Engineering and Medicine)
	Dan Derricott	Director of Education Policy and Quality
	Professor Caroline Elliott	Chair of the Faculty Education Committee (Social Sciences)
	Lee Griffin	Academic Director (Postgraduate Taught)
	Dr Jeff Jones	Co-opted member of academic staff in a quality assurance role
	Professor Georgia Kremmyda	Co-opted member of academic staff in a quality assurance role
	Dr David Lees	Chair of the Faculty Education Committee (Arts)
	Dr Helen Nolan	Representative of the Board of the Faculty of Science, Engineering and Medicine
	Vaishnavi Ravi	The Vice President Postgraduate of the Students' Union
	Dr Ross Ritchie	Representative of the Board of the Faculty of Social Sciences
	Professor Jose Rodrigo	Representative of the Faculty of Science, Engineering and Medicine
	Holly Roffe	The Vice President Education of the Students' Union and Co-Chair of the Student Learning Experience and Engagement Committee
	Dr Chris Rogers	Representative of the Board of the Faculty of Social Sciences
	Dr Gavin Schwartz-Leeper	Associate Professor (Teaching Focussed), Liberal Arts
	Dr Jane Webb	Representative of the Board of the Faculty of Arts
	Dr Tim White	Representative of the Board of the Faculty of Arts
Dr Phil Young	Representative of the Board of the Faculty of Science, Engineering and Medicine	
<b>Attending</b>	Lauren Baker	Head of Education Quality and Partnerships, Education Policy and Quality, Secretary
	Lauren Botham (for item 034)	Quality Assurance Manager, EPQ
	Will Ellis	Product Manager, IDG
	Andrew Higgins (for item 037)	Director of Student Administrative Services
	Dr Leda Mirbahai (for item 033)	Associate Professor (Teaching Focussed), WMS
	Dr Nathan Morris (for item 035)	Senior Assistant Registrar (Student Complaints & Academic Casework),
	Rob Stevens	Policy Advisor (Curriculum and Partnerships), Education Policy and Quality, Assistant Secretary
<b>Ref</b>	<b>Item</b>	
026	<b>Chair's welcome and introduction</b> The Chair welcomed all members, including Dr Gavin Schwartz-Leeper who was attending his first meeting <i>in lieu</i> of Prof. Beccy Freeman.	
027	<b>Apologies for absence</b>	

	<p>Apologies were received from Professor Jo Angouri, Dr Lynne Bayley, Dr Elena Riva, Professor Dan Branch, Professor Lorenzo Frigerio and Professor Pat Tissington.</p> <p>Gavin Schwartz-Leeper attended in lieu of Beccy Freeman.</p>
028	<p><b>Declarations of Interest</b></p> <p>No new declarations were made.</p>
029	<p><b>Minutes of meeting held on 04 October 2023</b></p> <p>The minutes of the meeting held on 04 October 2023 (029-AQSC291123) were <b>approved</b>.</p> <p>It was clarified that the ITLR action recorded as ‘due in October 2024’ (012-AQSC041023, Protected) was regarding the final outcomes, and that an ITLR update would be provided in the next meeting.</p> <p>Further clarification was provided on the decision for the item WIHEA Learning Circle on Self-Certification (014-AQSC041023, Public), which should have recorded the Committee’s approval from 24/25 of this item.</p> <p>It was noted that there will be a further document to be tabled this academic year on Posthumous Awards to be added to the Schedule of Business.</p> <p><b>ACTION 1:</b> Secretariat to update decision log to clarify approval for item (014-AQSC041023, Public) from 24/25</p> <p><b>ACTION 2:</b> Secretariat to add Posthumous Awards to 23/24 Schedule of Business.</p>
030	<p><b>Matters arising from meeting held on 04 October 2023</b></p> <p>It was confirmed that items 024-AQSC041023, WBS Requests to Change Exam Format for 2023-2024, and 025-AQSC041023, School of Engineering Case for Invigilated Online Exams on Campus, shared by correspondence after the last meeting, were approved by Chair’s Action.</p> <p>Item 018-AQSC041023, Amendments to Lecture Capture Policy and Consent Form. was approved following members’ comments.</p>
<b>Chair’s Update</b>	
031	<p><b>Chair’s Business</b></p> <p>It was confirmed that the action for 010-AQSC041023 was now completed: the Chair of AQSC had now met with the Students’ Union and the MMA Team who begun discussions on timetabling.</p>
<b>Substantive Items</b>	
032	<p><b>Students’ Union Update</b></p> <p>The Committee received a verbal report stating that the Students’ Union had no update for the Committee.</p>
033	<p><b>WIHEA Learning Circle on Self-Certification: recommendations</b></p> <p>The Committee received the report from (033-AQSC291123, Public) and key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>• The paper presented at AQSC on 4<sup>th</sup> October 2023 (014-AQSC041023) highlighted concerns raised by the departments and led to the endorsement of a wider University consultation on self-certification policy.</li> <li>• Establishing a procedure for opting out of the Self-Certification policy, involving appropriate consultation with SSLC’s and subsequent approval from AQSC, for academic year 2023/2024 was not approved by the Committee but was agreed to be introduced for the 2024/25 academic year.</li> <li>• The members of the WIHEA Self-Certification Learning Circle previously discussed a range of potential recommendations and amendments to the guidance or policy in response to the concerns identified.</li> <li>• A consensus on a final set of recommendations that would benefit all stakeholders was not reached.</li> <li>• A wider consultation was required to decide on how to effectively address concerns raised by the</li> </ul>

departments and standardise practice across various departments, where possible.

The discussions were aimed to address the following concerns:

1. Impact on the robustness of sample moderation where a significant number had self-certified for an assignment and made reasonable planning of staff workloads problematic.
2. Raising awareness of the impact of the misuse or strategic use of the self-certification policy, to limit this activity.
3. Self-certification did not require the student to give a reason for the extension request and departments highlighted that this could result in important welfare/pastoral matters being missed.
4. The workload burden for staff caused by the increase in the number of extension and self-certification requests, which could be mitigated by reviewing the number of self-certifications allowed per academic year.
5. Inconsistent practice across the departments regarding 20-day feedback and marking turnaround time and unfair advantage where the 5 working day extensions fell over the weekend.
6. Inconsistency on assessment types that should or should not have been open to self-certification.
7. Some departments were opting out of self-certification policy due to the impracticality and unsustainability of the workload created by the manual editing of the deadline or due to concerns over misuse of self-certification policy.

The Committee had lengthy discussions about the paper which included:

- Concerns that an approach had not been identified that the committee felt confident would prevent misuse of self-certification.
- A lack of balance to the paper, with a strong focus on staff rather than the rounded view of benefits to students.
- The policy could disadvantage neuro-diverse students and those who have yet to be diagnosed, even if the intention was not to do so.
- The significant impact that the number of self-certifications had on staffing and moderation processes.
- The effectiveness of the process of opting out of the policy for pedagogic reasons.

It was confirmed that should departments wish to opt out of the policy completely, approval from AQSC would be needed to achieve consistency and review rationales for the request

The committee determined that although the paper was useful, more perspectives from areas such as Professional Services and the Students' Union should be included, and that work should be undertaken to map the next part of the process.

**ACTION 1:** To establish a wider working group to undertake a more in-depth consultation.

**ACTION 2:** To discuss support for the consultation with the Director of Education Policy and Quality.

034

### **PSRB Register Update**

The Committee received the report (034-AQSC291123, Protected) from the Quality Assurance Manager, Education Policy and Quality (EPQ), and key points and discussions were as follows:

- There were 14 departments across the University that ran courses recognised or accredited by PSRBs.
- A central record of PSRBs, and the courses applicable to, were maintained by the EPQ department.
- A report was provided confirming current entries, including the activity that took place over the 22/23 academic year and planned activity for the 23/24 academic year.

The Committee welcomed the item and noted the importance of obtaining the reports and required actions coming out of them to the University, despite reluctance of some departments to send these through. The Quality Assurance Manager indicated that the approach to PSRB management was being re-thought, where

	<p>insight into PSRB activity would be increased and associated processes would be re-designed as needed, with oversight from AQSC.</p> <p>Two small anomalies to the report were raised by members, which were noted by the author for action.</p> <p><b>ACTION 1:</b> To amend the report and PSRB Register appropriately based on member feedback.</p> <p><b>ACTION 2:</b> The Quality Assurance Manager to develop processes to increase insight into PSRB activity and to work with the Secretariat to build oversight of PSRBs into the annual schedule of AQSC.</p>
035	<p><b>Regulation 34: Regulation for the Determination of Fitness to Practise</b></p> <p>The Committee received the report (035-AQSC291123, Protected) from the Senior Assistant Registrar (Student Complaints &amp; Academic Casework), and key points and discussions were as follows:</p> <p>The request for an amendment to the Regulation followed a Partially Justified outcome from the OIA where a Recommendation was made that guidance on timeframes was included in Regulation 34.</p> <p>The updated text was consistent with the published timeframe in Regulation 42 bringing a level of consistency in Regulations and ensured compliance with the OIA's Good Practice Framework: Fitness to Practise.</p> <p><b>DECISION:</b> The Academic Quality and Standards Committee recommends to the Senate the approval of the paper.</p>
036	<p><b>Weighting of Carry Forward Components</b></p> <p>The Committee received the report (036-AQSC291123, Public) from the Deputy Pro-Vice Chancellor (Education and Policy), and key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>• It was clarified that where there were multiple coursework components, some of which had been passed and some of which had been failed, there were different options on how the weightings of the module mark calculation could be set.</li> <li>• It was only possible to accommodate one variation in marks management systems and was not possible to adjust the weighting of components in marks management systems.</li> <li>• The Committee were asked to approve the principle that the weighting of components carried forward in the calculation of reassessment module marks should have remained unchanged and supplemental guidance to support the right to remedy failure policy.</li> </ul> <p>Due to the absence of the author and some uncertainties around the content of the paper, the Committee were unable to reach an approval decision, and requested that the issue in question was re-written to give more clarity to committee members around the exact nature of the problem and the preferred outcome, and that this explanation was circulated prior to the next meeting to:</p> <p><b>DECISION:</b> The Academic Quality and Standards Committee <b>did not approve</b> the paper.</p> <p><b>ACTION:</b> An updated paper to be tabled at the next meeting by the Senior Policy Advisor (Assessment)</p>
037	<p><b>End of Year Report from Examinations Committee</b></p> <p>The Committee received the report (036-AQSC291123, Public) from the Director of Student Administrative Services, and key points and discussions were as follows:</p> <p>The report provided a summary of centrally scheduled examinations activity for the 22/23 academic year, including data on the split of online and physical face-to-face examinations, split by department, alongside data on venue size/usage, numbers of invigilators and changes to the exam timetable.</p> <p>It was clarified that further consultation to only permit certain types of calculator was required rather than the premise being rejected outright.</p>

	<p>The Examinations Committee also confirmed the following actions had been agreed:</p> <ul style="list-style-type: none"> <li>• Reduced the completion period for controlled condition timed examinations from a 24-hour period to a 21-hour period.</li> <li>• A recommendation that the Director of Student Administrative Services investigated further the opportunity to secure additional financial resources for invigilation to cover other exam periods.</li> <li>• No decision about ear plugs in examinations was made and recommended more work to clarify several aspects such as logistics, cost and sustainability. It was noted that the issue was more relevant to laptop/PC-based examinations rather than paper-based face-to-face examinations.</li> <li>• Developments with Artificial Intelligence had prevented the movement away from face-to-face examinations in the short term.</li> </ul> <p>The Committee discussed the process for block booking rooms for students who required a quiet space on campus for examinations. It was confirmed that this was already being implemented, but the department were not in a position to monitor the usage.</p>
038	<p><b>Annual Report on Academic Misconduct</b></p> <p>The Committee received the report (038-AQSC291123, Public) from the Academic Director (Postgraduate Taught) and key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>• A changed approach to reporting academic misconduct investigations was approved at AQSC in November 2022 to permit more in-depth analysis of data (034-AQSC221122).</li> <li>• An Institutional Approach to the use of Artificial Intelligence and Academic Integrity was approved at AQSC in October 2023 (013-AQSC041023).</li> <li>• In 21/22 63% of modules with centrally timetabled examinations were held online, in 22/23 this had decreased to 45%. Additional Departments have requested in-person examinations for 23/24, citing academic integrity concerns.</li> <li>• Departments were asked to complete the narrative section of the academic misconduct annual report but the data report was made optional due to workload pressures arising from the marking and assessment boycott.</li> <li>• Only eight departments returned academic misconduct narrative or data reports, making the ability to draw Institutional conclusions limited.</li> <li>• Key themes from those that responded were concerns on artificial intelligence and dealing with cases in Academic Conduct Panels and descriptions of good practice in prevention, which led to a reduction in academic misconduct cases.</li> <li>• WMG and WBS were coaching students in house which is part of the reason the numbers were coming down.</li> <li>• There was a necessity to achieve consistency of sanction, and the data was being used to come up with some guidance.</li> </ul> <p>There was concern over some inaccuracies in the data that the author was going to correct.</p> <p>The Committee discussed the EDI implications, and whether there needed to be more systematic processes for overseas students, WP students, and students with English not as a first language. There was concern that only eight departments provided this data and that more work needed to be undertaken to review the substance in what was happening within the departments.</p> <p><b>ACTION:</b> The remaining departments to be contacted again on a voluntary basis to collate more information regarding the outstanding data.</p>
<b><i>Items below this line were for receipt and/or approval, without discussion</i></b>	
039	<b>Chair's Actions</b>

	The Committee received and noted the report (039-AQSC291123, Public)
<b>040</b>	<b>Amendment to the Module Approval Template on MAP</b> The Committee received and approved the report (040-AQSC291123, Public)
<b>041</b>	<b>Mapping of WMG Variations to Rules for Award</b> The Committee received and approved the report (041-AQSC291123, Public)
<b>042</b>	<b>Membership of Partnerships Committee Update</b> The Committee received and approved the report (042-AQSC291123, Public)
<b>043</b>	<b>Teaching Excellence Framework 2023 Results</b> The Committee received and noted the report (043-AQSC291123, Public)
<b>Next meeting:</b>	

DECISIONS AND ACTIONS			
ITEM	DECISION/ACTION	LEAD AND DUE DATE	STATUS
[2023-2024]			
<b>029</b> <b>Minutes of meeting held on 04 October 2023</b>	<b>ACTION 1:</b> Secretariat to update decision log to clarify approval for item (014-AQSC041023, Public) from 24/25	Secretariat	Completed
<b>029</b> <b>Minutes of meeting held on 04 October 2023</b>	<b>ACTION 2:</b> Secretariat to add Posthumous Awards to 23/24 Schedule of Business.	Secretariat	Completed
<b>033</b> <b>WIHEA Learning Circle on Self-Certification: recommendations</b>	<b>ACTION 1:</b> To establish a wider working group to undertake a more in-depth consultation.	Chair	In Progress
<b>033</b> <b>WIHEA Learning Circle on Self-Certification: recommendations</b>	<b>ACTION 2:</b> To discuss support for the consultation with the Director of Education Policy and Quality.	Chair	In Progress
<b>034</b> <b>PSRB Update</b>	<b>ACTION 1:</b> To amend the report and PSRB Register appropriately based on member feedback.	Lauren Botham	Completed
<b>034</b> <b>PSRB Update</b>	<b>ACTION 2:</b> The Quality Assurance Manager to develop processes to increase insight into PSRB activity and to work with the Secretariat to build oversight of PSRBs into the annual schedule of AQSC.	Lauren Botham	Completed

<b>035 Regulation 34: Regulation for the Determination of Fitness to Practise</b>	<b>DECISION:</b> The Academic Quality and Standards Committee recommends to the Senate the approval of the paper.		
<b>036 Weighting of Carry Forward Components</b>	<b>DECISION:</b> The Academic Quality and Standards Committee <b>did not approve</b> the paper.		
<b>036 Weighting of Carry Forward Components</b>	<b>ACTION:</b> An updated paper to be tabled at the next meeting by the Senior Policy Advisor (Assessment)	Lynne Bayley	Completed
<b>038 Annual Report on Academic Misconduct</b>	<b>ACTION:</b> The remaining departments to be contacted again on a voluntary basis to collate more information regarding the outstanding data.	Lynne Bayley	In Progress