

**UNIVERSITY OF WARWICK**  
**QUALITY AND STANDARDS SUBCOMMITTEE**  
**13:30, THURSDAY 2 OCTOBER 2025**  
**SENATE HOUSE COUNCIL CHAMBER**  
**AGENDA**

| Ref                                                                              | Item                                                                                                                                 | Purpose                 | Lead                        | Report Type   | Report Classification |
|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-----------------------------|---------------|-----------------------|
| 001                                                                              | <b>Welcome</b>                                                                                                                       |                         |                             |               |                       |
| 002                                                                              | <b>Apologies for absence</b>                                                                                                         |                         |                             |               |                       |
| 003                                                                              | <b>Declarations of interest</b>                                                                                                      |                         |                             |               |                       |
| 004                                                                              | <b>Minutes of meeting held on 22 May 2025</b>                                                                                        | Approval                | Andy Clark                  | 004-QSS021025 | Public                |
| 005                                                                              | <b>Matters arising from meeting held on 22 May 2025</b>                                                                              | Assurance               | Andy Clark                  | Verbal        | n/a                   |
| 006                                                                              | <b>Chair's Business</b>                                                                                                              | Information             | Andy Clark                  | Verbal        | n/a                   |
| <b>Substantive Items</b>                                                         |                                                                                                                                      |                         |                             |               |                       |
| 007                                                                              | <b>Students' Union Priorities</b>                                                                                                    | Information             | Maanya Raju                 | 007-QSS021025 | n/a                   |
| 008                                                                              | <b>Introduction to the Committee / Membership, Terms of Reference and Constitution of Quality and Standards Subcommittee 2025/26</b> | Information<br>Approval | Andy Clark<br>Lauren Baker  | 008-QSS021025 | Public                |
| 009                                                                              | <b>Annual Committee Effectiveness Review</b>                                                                                         | Discussion              | Andy Clark<br>Lauren Baker  | 009-QSS021025 | Internal              |
| <b>Break (10 mins)</b>                                                           |                                                                                                                                      |                         |                             |               |                       |
| 010                                                                              | <b>Academic Misconduct Sanctions Code of Practice</b>                                                                                | Discussion<br>Approval  | Lee Griffin<br>Lynne Bayley | 010-QSS021025 | Internal              |
| 011                                                                              | <b>Report from Senate Sub-Group on Key Issues</b>                                                                                    | Discussion<br>Approval  | Lynne Bayley                | 011-QSS021025 | Internal              |
| 012                                                                              | <b>Revised Guidance on Engaging with Students on Curriculum Change</b>                                                               | Approval                | Lauren Baker                | 012-QSS021025 | Public                |
| 013                                                                              | <b>Annual Review Proposal</b>                                                                                                        | Approval                | Sam Grierson                | 013-QSS021025 | Internal              |
| <b>Items below this line are for receipt and/or approval, without discussion</b> |                                                                                                                                      |                         |                             |               |                       |
| 014                                                                              | <b>Curriculum Approval Panel Membership and Terms of Reference 2025/26</b>                                                           | Approval                | Fiona Au                    | 014-QSS021025 | Public                |
| 015                                                                              | <b>Tier 4 Panel Memberships 2025/26</b>                                                                                              | Approval                | Gabriella Bersanetti        | 015-QSS021025 | Public                |

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| 016                                                                                                   | <b>Academic Regulation and Policy Review Panel Membership and Terms of Reference 2025/26</b> | Approval    | Kim Robinson     | 016-QSS021025 | Public   |
| 017                                                                                                   | <b>Minor amendments to Regulation 10</b>                                                     | Approval    | Nisia Pacelli    | 017-QSS021025 | Internal |
| 018                                                                                                   | <b>Chair's Actions</b>                                                                       | Information | Helen Hotten     | 018-QSS021025 | Public   |
| 019                                                                                                   | <b>Minor amendments to Placements Code of Practice and Taxonomical Flowchart</b>             | Information | Kimberley Harris | 019-QSS021025 | Public   |
| 020                                                                                                   | <b>External Examiners Handbook</b>                                                           | Information | Lauren Baker     | 020-QSS021025 | Public   |
| 021                                                                                                   | <b>EPOP KISR</b>                                                                             | Information | Jodie Wallington | 021-QSS021025 | Internal |
| 022                                                                                                   | <b>SSG KISR June – August 2025</b>                                                           | Information | Lynne Bayley     | 022-QSS021025 | Internal |
| 023                                                                                                   | <b>Courses approved between September 2024 and August 2025</b>                               | Information | Fiona Au         | 023-QSS021025 | Public   |
| 024                                                                                                   | <b>PSRB Activity</b>                                                                         | Assurance   | Lauren Baker     | 024-QSS021025 | Internal |
| 025                                                                                                   | <b>Apprenticeship Oversight Panel Membership and Terms of Reference 2025/26</b>              | Approval    | Becky Murphy     | 025-QSS021025 | Public   |
| 026                                                                                                   | <b>Educational Partnerships Oversight Panel Membership and Terms of Reference 2025/26</b>    | Approval    | Jodie Wallington | 026-QSS021025 | Public   |
| 027                                                                                                   | <b>Senate Sub-Group Membership and Terms of Reference 2025/26</b>                            | Approval    | Helen Hotten     | 027-QSS021025 | Public   |
| <b>Other</b>                                                                                          |                                                                                              |             |                  |               |          |
| 028                                                                                                   | <b>Any other business</b>                                                                    |             |                  |               |          |
| <b>CLOSE BY 16:00</b><br><b>Next meeting: 13:30, Wednesday 26 November 2025 (via Microsoft Teams)</b> |                                                                                              |             |                  |               |          |

| <b>UNIVERSITY OF WARWICK</b><br><b>QUALITY AND STANDARDS SUBCOMMITTEE</b><br><b>PUBLIC MINUTES OF THE MEETING HELD 10.00 THURSDAY 22 MAY 2025</b><br><b>MICROSOFT TEAMS MEETING</b> |                                         |                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|------------------------------------------------------------------------------------------------|
| <b>Present</b>                                                                                                                                                                      | Professor Will Curtis                   | Deputy Pro-Vice-Chancellor (Education Quality and Standards) (Meeting Chair)                   |
|                                                                                                                                                                                     | Professor Andy Clark                    | Deputy Pro-Vice Chancellor (Education Policy) (Co-Chair)                                       |
|                                                                                                                                                                                     | Dr Emily Biggs                          | Co-opted member of staff from the University Community                                         |
|                                                                                                                                                                                     | Professor Dan Branch                    | Chair of the Postgraduate Research Subcommittee                                                |
|                                                                                                                                                                                     | Dr Neil Evans                           | Departmental Director of Education (SEM)                                                       |
|                                                                                                                                                                                     | Professor Lorenzo Frigerio              | Pro-Vice-Chancellor (Education)                                                                |
|                                                                                                                                                                                     | Dr Laura Gelhaus                        | Deputy Chair (Education), Faculty of Social Sciences                                           |
|                                                                                                                                                                                     | Lee Griffin                             | Academic Director (Postgraduate Taught)                                                        |
|                                                                                                                                                                                     | Dr Marta Guerriero                      | Deputy Chair (Education), Faculty of Arts                                                      |
|                                                                                                                                                                                     | Dr Sam Hardy                            | Expert in the regulation of degree apprenticeships                                             |
|                                                                                                                                                                                     | Rachael Johnson                         | Head of Portfolio - Teaching and Learning, IDG                                                 |
|                                                                                                                                                                                     | James Kimmins                           | Undergraduate Student Representative                                                           |
|                                                                                                                                                                                     | Dr Alexa Kirkaldy                       | Co-opted member of staff from the University Community                                         |
|                                                                                                                                                                                     | Professor Georgia Kremmyda              | Deputy Chair (Education), Faculty of Science, Engineering and Medicine                         |
|                                                                                                                                                                                     | Dr Leda Mirbahai                        | Co-opted member of staff from the University Community                                         |
|                                                                                                                                                                                     | Dr Helen Nolan                          | Expert in the regulation of medical education                                                  |
|                                                                                                                                                                                     | Dr Claudia Rei                          | Director of Education from the Faculty of Social Sciences                                      |
|                                                                                                                                                                                     | Professor Ross Ritchie                  | Co-opted member of staff from the University Community (Deputy Chair)                          |
|                                                                                                                                                                                     | Gareth Roberts                          | Expert in managing international partnerships                                                  |
|                                                                                                                                                                                     | Kim Robinson                            | Deputy Director and Head of Education Policy and Governance, EPQ                               |
| <b>Attending</b>                                                                                                                                                                    | Dr Gavin Schwartz-Leeper                | Director of Education from the Faculty of Arts                                                 |
|                                                                                                                                                                                     | Alijah Taha                             | Students' Union Vice-President (Postgraduate)                                                  |
|                                                                                                                                                                                     | Professor Phil Young                    | Expert in Online Programme Delivery                                                            |
|                                                                                                                                                                                     | Lauren Baker                            | Head of Education Quality and Partnerships, EPQ, Secretary                                     |
|                                                                                                                                                                                     | Dr Lynne Bayley                         | Senior Policy Advisor (Assessment), EPQ (for items 098, 099)                                   |
|                                                                                                                                                                                     | Adam Child                              | Academic Registrar (for item 092)                                                              |
|                                                                                                                                                                                     | Kimberley Harris                        | Internships, Placements and Work Experience Manager, Student Opportunity (for item 097)        |
|                                                                                                                                                                                     | Helen Hotten                            | Policy Advisor (Assessment and Regulations), EPQ (for item 100 / incoming Assistant Secretary) |
|                                                                                                                                                                                     | Jenny Hughes                            | Head of Information and Operations, Student Opportunity (for item 092)                         |
|                                                                                                                                                                                     | Dr Ewan Mellor                          | Quality and Partnerships Development Manager, EPQ (for items 094, 095, 096)                    |
|                                                                                                                                                                                     | Rob Stevens                             | Policy Advisor (Curriculum and Partnerships), EPQ, Assistant Secretary                         |
|                                                                                                                                                                                     | Maria Thompson                          | Compliance Officer, Student immigration (for item 101)                                         |
| Ref                                                                                                                                                                                 | Item                                    |                                                                                                |
| 085                                                                                                                                                                                 | <b>Chair's welcome and introduction</b> |                                                                                                |

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|                       | <p>The Chair welcomed all members to the Committee.</p> <p>The Chair thanked Rob Stevens who will soon be changing roles for their hard work as Assistant Secretary.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 086                   | <p><b>Apologies for absence</b></p> <p>Apologies were received from:</p> <p>Professor Jo Angouri, Professor John Davey, Dan Derricott, Professor Beccy Freeman, Professor Letizia Gramaglia, Andrew Higgins, Helen Knee, Dr David Lees and Anna O'Neill.</p> <p>Alijah Taha left the meeting at 11.45am.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 087                   | <p><b>Declarations of Interest</b></p> <p>No new declarations were made.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 088                   | <p><b>Minutes of last meeting held on 03 April 2025</b></p> <p>The minutes of the meeting held on 03 April 2025 (088-QSS220525) were <b>approved</b>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 089                   | <p><b>Matters arising from meeting held on 03 April 2025</b></p> <p>A verbal update from the Chair was received:</p> <ul style="list-style-type: none"> <li>Item 071: Curriculum Management Project Proposal for standardisation of Course, Route and Award data - the Curriculum Management team and FOLD have begun to liaise on the complexities of Degree Apprenticeship courses; new Apprenticeship funding rules have been published for the new academic year and will look to build into the new Curriculum Management system and requirements for online provision. To report back to October QSS meeting.</li> <li>Item 074: Academic casework that could affect a change in policy or guidance - Further review work underway to ensure the Cyber Security programme addressed quality and student experience concerns. To report back to October QSS meeting.</li> <li>Item 075: Further analysis on WBS module choices and study abroad issues to report back to October QSS meeting.</li> </ul>                                                                                       |
| <b>Chair's Update</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 090                   | <p><b>Chair's Business</b></p> <p>The Chair highlighted the following 'below the line' reports:</p> <ul style="list-style-type: none"> <li>Curriculum Management Project Update (107-QSS220525, Internal) provides an update on the procurement of a new Curriculum Management system and a preferred supplier being identified, subject to successful completion of a proof-of-concept stage to ensure it meets Warwick's needs and contract negotiation.</li> <li>PSRB Final Audit Report (109-QSS220525, Confidential) provides assurance and generally very positive; includes a recommendation to develop central University webpages to support departments.</li> </ul> <p>The member for Online Programme Delivery provided a brief update on the Online Programme Management project; four potential options are under review by an independent business analyst and a further update will be given to the Subcommittee in the next academic year.</p> <p><b>ACTION:</b> Update on Online Programme Management (Committee member for Online Programme Delivery, October meeting of QSS)</p> |
| <b>Updates</b>        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 091                   | <p><b>Students' Union Update</b></p> <p>The Committee received a verbal report from the student representatives, and key points and discussions were as follows:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|     | <ul style="list-style-type: none"> <li>• The Students' Union recently held elections and the Sabbatical Officers for 2025/26 have been confirmed.</li> <li>• Efforts were ongoing to ensure that successful projects were sustainable and could continue after the current officers have been replaced.</li> <li>• The Chair thanked the student representatives for their hard work and being supportive members of the Committee.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|     | <b>Substantive Items</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 092 | <p><b>Ethical Principles for Educational Engagements</b></p> <p>The Committee received the report (092-QSS220525, Internal) and key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>• The draft Ethical Principles for Educational Engagements has evolved substantially following wide consultation and incorporate as broad a range of different perspectives as possible, whilst remaining a workable starting point to aid decision-making.</li> <li>• The latest version of the draft Ethical Principles includes more emphasis on sustainability with regard to fossil fuels.</li> <li>• Noted the principles are not to be applied retrospectively but will apply going forward.</li> <li>• Concerns were raised around missing out on potential future opportunities and relation to fossil fuels in particular presenting a conflict.</li> <li>• Noted that they are guiding principles and cases will be dealt with individually, that a procedural document will be developed to clarify operational arrangements.</li> <li>• There is an intention for the principles to be reviewed in the future to ensure currency and that they are having the intended affect.</li> </ul> <p><b>DECISION:</b> The Subcommittee recommended for approval the draft Ethical Principles for Educational Engagements to the Education &amp; Student Experience Committee.</p> <p><b>ACTION:</b> Subcommittee members who raised concerns regarding fossil fuels to review wording in the sustainability section with report authors. (Subcommittee members/report authors, before implementation)</p> |
| 093 | <p><b>Future of Review</b></p> <p>The Committee received the report (093-QSS220525, Public) and key points and discussions were as follows:</p> <p><b>a) Interim Review Reflections and Lessons Learned</b></p> <ul style="list-style-type: none"> <li>• Noted that the process in 2024/25 had been well received and well engaged with, staff and student engagement had been largely proactive and positive and the review meetings were well-structured and collegial.</li> <li>• Feedback included that closing the feedback loop on institutional actions was integral as well as finding mechanisms to share best practice.</li> <li>• Highlighted ongoing challenges including timelines and avoiding duplication of work, better alignment with the ARC process and PSRB inspections, data accuracy, accessibility and complexity of documentation particularly for student representatives and the need for enhanced student engagement.</li> </ul> <p><b>b) Next Steps for Future Model for Review and Enhancement</b></p> <ul style="list-style-type: none"> <li>• To keep space for enhancement discussions</li> <li>• Effort to maintain consistency and panel representation; including utilising the role of the Faculty and faculty expertise.</li> <li>• Create join up between institutional action plans to enable enhanced flow of information and a holistic picture across the various activities, and ensuring the feedback loop is closed.</li> </ul>                                                                                                                                                         |

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|     | <ul style="list-style-type: none"> <li>Undertake desk-based quality assurance checks to give space to enhancement discussions and develop KPIs that align with TEF/OfS metrics and indicators to check compliance and highlight any areas of excellence or concerns; targeted to individual departments as necessary.</li> <li>To create a timeline to allow departments ample preparation and notice feeding into the ARC planning process.</li> <li>Members recommended introduction of peer support and guidance to conduct data analysis and interpretation in future reviews.</li> <li>To consider future collaboration on quality enhancement work with work of WIHEA Learning Circles.</li> </ul> <p>The Chair thanked the Quality Reviews and Enhancement Manager, Education Policy and Quality for their hard work leading the Reviews work.</p> <p><b>ACTION 1:</b> To discuss a joined up and consistent approach to enhancement work (Head of WIHEA/Meeting Chair/Head of Education Quality and Partnerships/Quality Reviews and Enhancement Manager, EPQ, before October meeting of QSS)</p> <p><b>ACTION 2:</b> To establish a panel of academic and Professional Services staff to provide support and guidance on analysing and interpreting data. (Member for Online Programme Delivery, before October meeting of QSS)</p> |
| 094 | <p><b>Degree Apprenticeship Peer Observation Code of Practice</b></p> <p>The Committee received the report (094-QSS220525, Public) and key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>Developed a new code of practice on peer observation for Degree Apprenticeships in response to Ofsted feedback that Warwick requires a more consistent and rigorous approach to peer observation of teaching.</li> <li>The template is not prescriptive in order to best suit individual department's requirements</li> <li>Extensive consultation with departments that offer Degree apprenticeships; including feedback from the Academic Development Centre, some language changes as a result which were already reflected in latest version of the report.</li> <li>Some departments have well developed Peer Observation processes and may not need to make any changes.</li> <li>In future the annual review for Degree Apprenticeships provision will require confirmation that the observations have taken place and any actions to be followed up.</li> </ul> <p><b>DECISION:</b> The Subcommittee approved the Degree Apprenticeship Peer Observation Code of Practice.</p>                                                                                                                         |
| 095 | <p><b>Proposed Changes to Quality Assurance of Collaborative Provision</b></p> <p>The Committee received the report (095-QSS220525, Public) and key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>Developed a new method of aspects of the approval, management and assurance of collaborative provision to ensure it is robust and easier to navigate.</li> <li>Produced a set of questions on Microsoft Forms to enable an efficient and detailed understanding of the nature of the partnership; including the design, delivery, assessment and for the award of the programme and to undertake a risk assessment.</li> <li>Changes proposed were to remove naming conventions and to replace with more nuanced understanding, risk assessment will be disaggregated, to approval routes and due diligence.</li> <li>Endorsed by members and acknowledged that the risk assessment methodology is now much improved.</li> <li>Members appreciated the collaborative approach to development and offered testing using WMG courses.</li> <li>Ethical principles will be included in the process at approval.</li> </ul>                                                                                                                                                                               |

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|     | <ul style="list-style-type: none"> <li>The changes will not be applied immediately to existing partnerships, but likely to be applied iteratively as partnerships go through a collaborative review or new contractual arrangements.</li> </ul> <p><b>ACTION:</b> A report for approval to be considered at the October meeting of QSS following further testing and consultation with departments and Educational Partnerships Oversight Panel. (Quality and Partnerships Development Manager, EPQ, October 2025)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 096 | <p><b>Update on UCB Annual Quality Report (2023/24)</b></p> <p>The Committee received the report (096-QSS220525, Confidential) and key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>There is confidence in the UCB quality assurance processes; reviews are undertaken at programme, School and departmental levels</li> <li>Performance of international students was noted as a concern, however due to the non-renewal of the partnership from the end of 2026 and the transfer of Warwick validated programmes to UCB there is agreement with UCB that after February 2025 there will be no further admission of international students from international institutions with advanced standing to Warwick accredited degree programmes; but admission will be allowed to students from UK institutions.</li> <li>Brand confusion was also raised as a concern, particularly around Business and Accounting degree programmes.</li> <li>Members recommended that Warwick request that UCB are very clear about who the awarding institution is in promotional and other student facing materials.</li> <li>An action plan is being produced on the back of the annual report and collaborative review, which will be brought back to the Subcommittee for assurance.</li> </ul> <p><b>ACTION:</b> An Action plan in response to this annual review and the Collaborative Review of UCB to be presented for assurance to the Subcommittee in the next academic year (Quality and Partnerships Development Manager, EPQ, October 2025)</p> |
| 097 | <p><b>Placements Code of Practice and Taxonomical Flowchart</b></p> <p>The Committee received the report (097-QSS220525, Internal) and key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>The Placements Code of Practice presented to the Subcommittee was revised following extensive consultation with departments and Education Policy and Quality</li> <li>The Committee was pleased with the way in which the revised report had developed; the revised report used more familiar terminology and more accurately described what placement work is made up of in a way where departments can apply this to their own practice.</li> <li>A range of support is available from the Internships, Placements and Work Experience team in Student Opportunity including the Placements practice group, a full Placements practitioner toolkit and relevant training and induction activities.</li> <li>Members suggested minor amendments to accuracy of references and terminology and some additions.</li> </ul> <p><b>ACTION:</b> Changes requested by members to be implemented and then considered by QSS Chairs action for approval.</p> <p>(Internships, Placements and Work Experience Manager/QSS Secretariat, Summer 2025)</p>                                                                                                                                                                                                                                                                                                     |
| 098 | <p><b>Rewording of Rules for Award</b></p> <p>The Committee received the report (098-QSS220525, Internal) and key points and discussions were as follows:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|     | <ul style="list-style-type: none"> <li>• The Rules for Award were used to recommend awards for undergraduate finalists for the first time in Summer 23/24. It was noted that some aspects of the information layout and phrasing in Rules for Award were not clear for staff and students. Additionally, some types of provision were not clearly defined, and some potential misinterpretations had been described in informal guidance and training.</li> <li>• The rewording will provide clearer information for staff and students, covering all types of provision, and does not introduce any new principles.</li> <li>• The rewording provides a new version for students entering from the start of the 25/26 academic year, and from the start of the 25/26 academic year there will be updated versions for previous intakes.</li> <li>• Some departments are still in the process of submitting feedback through the consultation process, to be incorporated.</li> </ul> <p><b>DECISION:</b> The Subcommittee recommended for approval the rewording of Rules for Award to the Education &amp; Student Experience Committee, following the inclusion of pending feedback.</p>                                                                                                                                                                                                                                                                                                                                                                                                               |
| 099 | <p><b>Reform of Academic Regulations: Academic Regulations and Policy Framework</b></p> <p>The Committee received the report (054-QSS220525, Internal) and key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>• The project is intended to reform academic regulations in line with the Education and Student Experience strategy to better enable staff and students to use and apply academic regulations and policies consistently</li> <li>• Deliverables include making sure that the Academic Regulations and Policy framework is fair, clear in language and purpose, documents are published that are easily accessible and securing academic standards in a robust manner.</li> <li>• The Policy framework was introduced by the Institutional governance team and Policy Oversight Group; providing definitions for Regulation, Policy, Code of practice and status of those.</li> <li>• Noted there may be overlap with policies that span both the Academic Regulations and Policy framework and the University's Policy framework but there will be process of joined up working with Policy Oversight Group.</li> </ul> <p><b>DECISION:</b> The Subcommittee recommended for approval the Academic Regulations and Policy Framework to the Education &amp; Student Experience Committee.</p> <p><b>ACTION:</b> To discuss wording around academic and institutional autonomy in this context.</p> <p>(Deputy Director and Head of Policy and Governance, EPQ/DPVC (Education Policy))/Director of Education from the Faculty of Arts, Summer Term)</p> |
| 100 | <p><b>Postgraduate Taught and Collaborative External Examiners' Report Analysis 2023-24</b></p> <p>The Committee received the report (100-QSS220525, Public) and key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>• <b>Postgraduate Taught External Examiners' Report Analysis</b></li> <li>• The report provided a summary of the outcomes, highlighted areas of good practice, and identified areas for improvement.</li> <li>• External Examiners commended the university for providing quality feedback and the timeliness of feedback.</li> <li>• Areas for improvement included the transparency of moderation processes, short timelines for providing responses to reports and engagement with the student cohort.</li> <li>• Noted the need for training for External Examiners along with the intention to review the role of the External Examiner, which may be enabled by the Warwick Transformation project, in particular to utilise the expertise of External Examiners more effectively.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|     | <ul style="list-style-type: none"> <li>The Subcommittee discussed the opportunity to develop a university-level response to External Examiners' reports. This would help External Examiners to feel that their feedback was engaged with, and that the University was addressing their concerns.</li> </ul> <p><b>DECISION:</b> The Subcommittee approved the actions proposed in the report and emphasised the importance of addressing the identified areas for improvement.</p> <p><b>ACTION 1:</b> Planned communication to Departmental staff involved in engaging with supporting External Examiners on key areas of interest identified in the reports to include:</p> <ul style="list-style-type: none"> <li>Continued engagement and encouragement to write more substantive comments at a department level, and to respond to those comments in a timely manner</li> <li>Departments to consider documenting clearly/sharing existing documentation concerning moderation processes and any audit trail</li> <li>To establish a central point for matters concerning AI and encourage colleagues to consider their modules and courses in a world where it will continue to have a disruptive impact.</li> </ul> <p>(Academic Director (Postgraduate Taught)/Head of Quality and Partnerships/Head of Education Policy and Governance, EPQ)</p> <p><b>ACTION 2:</b> To follow up with Departments where outstanding responses are still awaiting.</p> <p>(Head of Education Policy and Governance/Policy Advisor (Assessment and Regulations), EPQ)</p> <p><b>ACTION 3:</b> To explore and follow up an institutional response to the External Examiner reports.</p> <p>(Head of Quality and Partnerships/Head of Education Policy and Governance, EPQ)</p> <ul style="list-style-type: none"> <li><b>Collaborative External Examiners' Report Analysis</b></li> <li>The report provided a summary of the outcomes; the reports were generally positive and highlighted areas of good practice.</li> <li>Concerns were raised that some External Examiners weren't aware they were looking at collaborative programmes; related to training needs and clarification of the expectation of the role of External examiner.</li> <li>Some reports highlighted other concerns regarding assessment scheduling and timing, community aspects for students based on non-traditional campus-based programmes required enhanced support, and the structure of the collaborative provision External Examiner reports is limiting for collaborative review purposes.</li> <li>Noted that a refreshed template for collaborative provision External Examiner reports would be useful.</li> </ul> <p><b>ACTION:</b> To review and propose amendments to the template for collaborative provision External Examiner reports. (Head of Education Quality and Partnerships, EPQ, Autumn term 2025)</p> |
| 101 | <p><b>Student Engagement and Progress Monitoring Policy</b></p> <p>The Committee received the report (101-QSS220525, Internal) and key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>A review of the student engagement and progress monitoring policy, alongside supplementary documents had been undertaken, and a new code of practice has been produced.</li> <li>Consultation has been undertaken internally and research into other approaches at other HE institutions.</li> <li>Committee members noted that further consultation was needed; particularly with some student groups and there were some inaccuracies in the report to be addressed.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-------------|
|                                                                                   | <b>DECISION:</b> The Subcommittee asked committee members to communicate comments/feedback on the current version of the report to the Compliance Officer (Student Immigration) for further consideration and inclusion in a revised version of the report.<br><br><b>ACTION:</b> Members asked to communicate comments/feedback directly to the Compliance Officer (Student Immigration) and for a revised version of the report to be brought back to October meeting of QSS, or to be considered by QSS Chair’s action. (Committee members/Compliance Officer, Student immigration/QSS Secretariat, Summer term)                                 |                                                    |             |
| 102                                                                               | <b>Committee Effectiveness</b><br><br>The Committee received the report (102-QSS220525, Public) and key points and discussions were as follows: <ul style="list-style-type: none"><li>Following further guidance from Education Policy and Quality to be received in the Summer term, the Committee effectiveness review documentation will be circulated to Subcommittee members for comment and feedback later in the Summer term.</li></ul><br><b>ACTION:</b> QSS secretariat to circulate Committee Effectiveness review documentation to Subcommittee members for comment and feedback later in the Summer term (QSS Secretariat, Summer term) |                                                    |             |
| <i>Items below this line were for receipt and/or approval, without discussion</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                    |             |
| 103                                                                               | <b>Postgraduate Taught HEAR</b><br>The Committee received and noted the report (103-QSS220525, Public).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                    |             |
| 104                                                                               | <b>EPOP KISR – March 2025</b><br>The Committee received and noted the report (104-QSS220525, Confidential).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                    |             |
| 105                                                                               | <b>EPOP KISR – May 2025</b><br>The Committee received and noted the report (105-QSS220525, Confidential).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                    |             |
| 106                                                                               | <b>Engaging with Students on Curriculum Change</b><br>The Committee received and noted the report (106-QSS220525, Public).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                    |             |
| 107                                                                               | <b>Curriculum Management Project Update</b><br>The Committee received and noted the report (107-QSS220525, Internal).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                    |             |
| 108                                                                               | <b>Chair’s Actions</b><br>The Committee received and noted the report (108-QSS220525, Public).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                    |             |
| 109                                                                               | <b>PSRB Final Audit Report</b><br>The Committee received and noted the report (109-QSS220525, Confidential).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                    |             |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                    |             |
| <b>DECISIONS AND ACTIONS</b>                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                    |             |
| ITEM                                                                              | DECISION/ACTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | LEAD AND DUE DATE                                  | STATUS      |
| <b>2024-25</b>                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                    |             |
| <b>071 Curriculum Management Project: Proposal for standardisation of Course.</b> | <b>ACTION:</b> Curriculum Management team to liaise with FOLD to discuss and provide solutions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Head of Curriculum Management, EPQ<br>October 2025 | In Progress |

| Route and Award data                                                                                            |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                       |                 |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>074 Academic casework that could affect a change in policy or guidance</b>                                   | <b>ACTION:</b> The committee recommended further review work to ensure the Cyber Security programme addressed quality and student experience concerns and to ensure that similar issues do not arise in the future.                                                                                                  | Deputy Pro-Vice-Chancellor (Education Quality and Standards)/ WMG colleagues<br>October 2025                                                                                                                          | In Progress     |
| <b>075 Proposed change to Term 2 Module Registration, Departmental Confirmation and De-registration timings</b> | <b>ACTION:</b> The committee requested further analysis on WBS module choices and study abroad issues.                                                                                                                                                                                                               | Director of Student Administrative Services<br>October 2025                                                                                                                                                           | Not yet started |
| <b>090 Update on Online Programme Management</b>                                                                | <b>ACTION:</b> The committee requested an update on Online Programme Management.                                                                                                                                                                                                                                     | Committee member for Online Programme Delivery<br>October 2025                                                                                                                                                        | In Progress     |
| <b>092 Ethical Principles for Educational Engagements</b>                                                       | <b>ACTION:</b> Subcommittee members who raised concerns regarding fossil fuels to review wording in the sustainability section with report authors.                                                                                                                                                                  | Committee members/report authors, before implementation                                                                                                                                                               | In Progress     |
| <b>093 Future of Review</b>                                                                                     | <p><b>ACTION 1:</b> To discuss a joined up and consistent approach to enhancement work before October meeting of QSS.</p> <p><b>ACTION 2:</b> To establish a panel of academic and Professional Services staff to provide support and guidance on analysing and interpreting data before October meeting of QSS.</p> | <p>Head of WIHEA/ Meeting Chair/ Head of Education Quality and Partnerships/ Quality Reviews and Enhancement Manager, EPQ<br/>October 2025</p> <p>Committee member for Online Programme Delivery<br/>October 2025</p> | In Progress     |
| <b>095 Proposed Changes to Quality Assurance of Collaborative Provision</b>                                     | <b>ACTION:</b> A report for approval to be considered at the October meeting of QSS following further testing and consultation with departments and Educational Partnerships Oversight Panel.                                                                                                                        | Quality and Partnerships Development Manager, EPQ<br>October 2025                                                                                                                                                     | In Progress     |

|                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                |             |
|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>096 Update on UCB Annual Quality Report</b>                                               | <b>ACTION:</b> An Action plan in response to this annual review and the Collaborative Review of UCB to be presented for assurance to the Subcommittee in the next academic year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Quality and Partnerships Development Manager, EPQ<br>October 2025                                                                              | In Progress |
| <b>097 Placements Code of Practice and Taxonomical Flowchart</b>                             | <b>ACTION:</b> Changes requested by members to be implemented and then considered by QSS Chairs action for approval.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Internships, Placements and Work Experience Manager/ QSS Secretariat<br>Summer 2025                                                            | In Progress |
| <b>099 Reform of Academic Regulations: Academic Regulations and Policy Framework</b>         | <b>ACTION:</b> To discuss wording around academic and institutional autonomy in this context.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Deputy Director and Head of Policy and Governance, EPQ/ DPVC (Education Policy)/ Director of Education from the Faculty of Arts<br>Summer Term | In Progress |
| <b>100 Postgraduate Taught and Collaborative External Examiners' Report Analysis 2023-24</b> | <b>ACTION 1:</b> Planned communication to Departmental staff involved in engaging with supporting External Examiners on key areas of interest identified in the reports to include: <ul style="list-style-type: none"> <li>Continued engagement and encouragement to write more substantive comments at a department level, and to respond to those comments in a timely manner</li> <li>Departments to consider documenting clearly/sharing existing documentation concerning moderation processes and any audit trail</li> <li>To establish a central point for matters concerning AI and encourage colleagues to consider their modules and courses in a world where it will continue to have a disruptive impact.</li> </ul> | Academic Director (Postgraduate Taught)/ Head of Quality and Partnerships/ Head of Education Policy and Governance, EPQ                        | In Progress |
|                                                                                              | <b>ACTION 2:</b> To follow up with Departments where outstanding responses are still awaiting.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Head of Education Policy and Governance/Policy Advisor (Assessment and Regulations), EPQ                                                       | In Progress |
|                                                                                              | <b>ACTION 3:</b> To explore and follow up an institutional response to the External Examiner reports.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Head of Quality and Partnerships/Head of Education Policy and Governance, EPQ                                                                  | In Progress |
|                                                                                              | <b>ACTION:</b> To review and propose amendments to the template for collaborative provision External Examiner reports.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                |             |

|                                                              |                                                                                                                                                                                                                                                         |                                                                                         |             |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------|
|                                                              |                                                                                                                                                                                                                                                         | Head of Education Quality and Partnerships, EPQ<br>Autumn term 2025                     | In Progress |
| <b>101 Student Engagement and Progress Monitoring Policy</b> | <b>ACTION:</b> Members asked to communicate comments/feedback directly to the Compliance Officer (Student Immigration) and for a revised version of the report to be brought back to October meeting of QSS, or to be considered by QSS Chair's action. | Committee member/Compliance Officer, Student immigration/QSS Secretariat<br>Summer term | In Progress |
| <b>102 Committee Effectiveness</b>                           | <b>ACTION:</b> QSS secretariat to circulate Committee Effectiveness review documentation to Subcommittee members for comment and feedback later in the Summer term.                                                                                     | QSS Secretariat<br>Summer term                                                          | In Progress |



# COLLECTIVE PRIORITIES

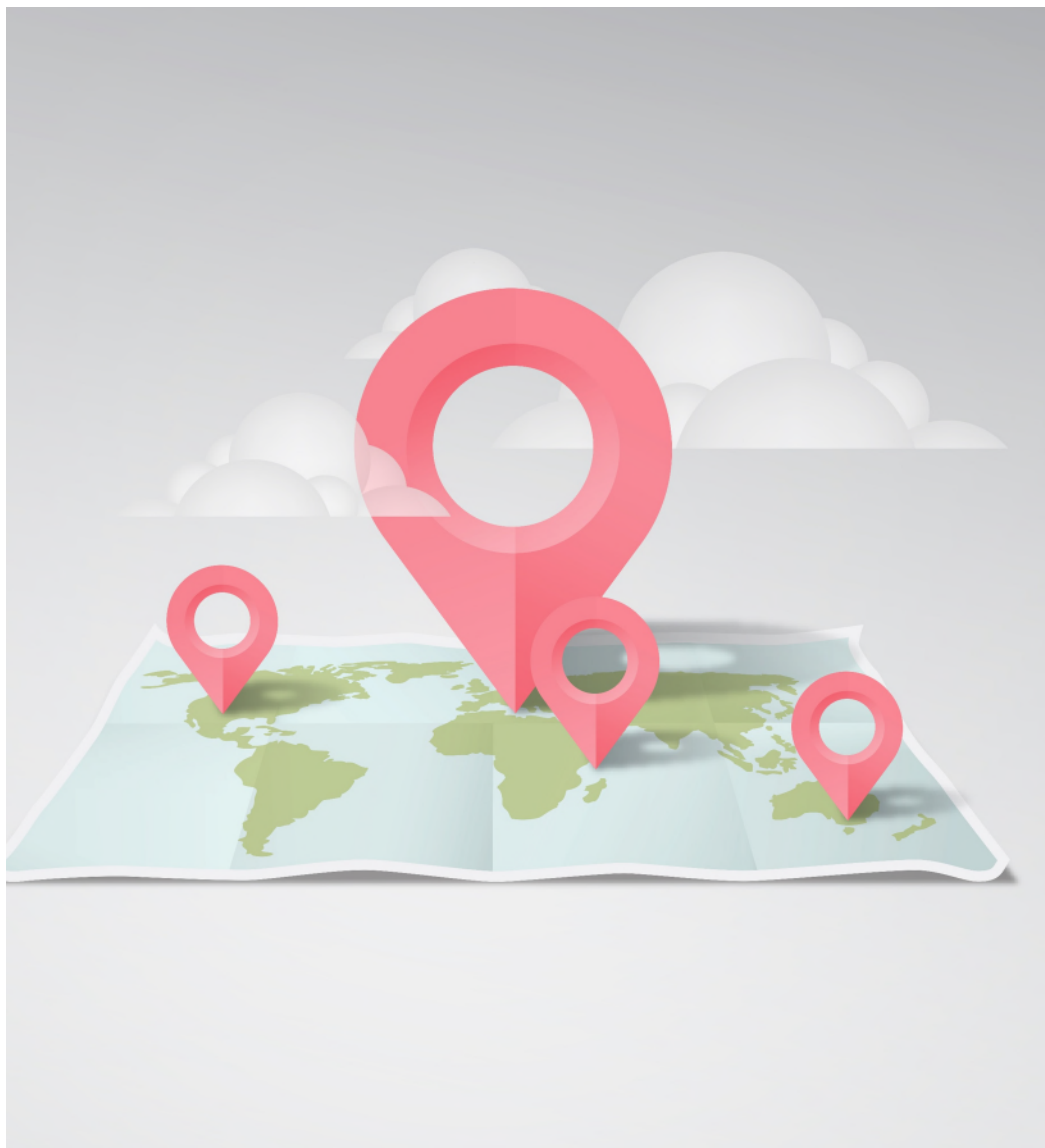
2025 – 26 Officer  
Team



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## PROVIDING MORE OPPORTUNITIES FOR STUDENTS

- More meaningful ways for students to get involved
- Mix of paid roles, voluntary leadership, and financial support
- Support for grassroots initiatives and campaigns
- Opportunities aligned with students' interests, values, and goals
- Builds community and equips students with skills for life beyond Warwick



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## MEETING STUDENTS WHERE THEY ARE

- Work *with* students, not just *for* them
- Shape actions around students' needs and voices
- Be present across the full breadth of the community
- Beyond SUHQ
- Stronger presence at Gibbet Hill
- Visible across wider campus and beyond
- Represent all students equally: first-years, postgraduates, mature students, trainee teachers, society members



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## HONEST COMMUNICATION AND REPRESENTATION

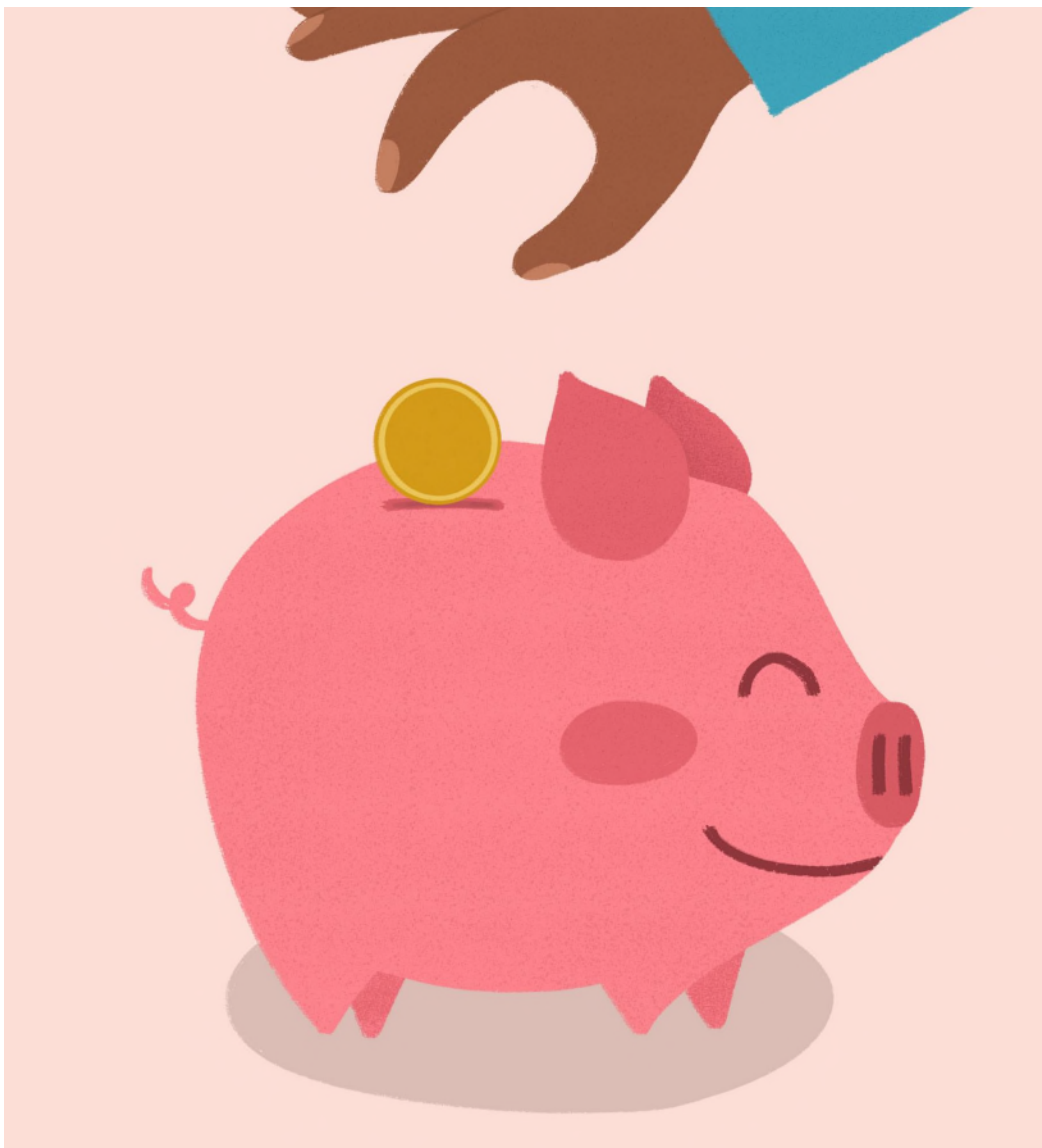
- SU as the authentic voice of students
- Stand up for what students care about
- Regular, proactive campaigning and communication
- Rebuild trust, especially with marginalised students
- Empower course reps, faculty reps, sabbatical and part-time officers
- Keep members informed about our work



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# BETTER ENABLING AND EQUIPPING STUDENTS

- Recognise high expectations and deep engagement of Warwick students
- Support stepping out of comfort zones and taking on responsibilities
- Comprehensive, accessible signposting to services
- Training for students with responsibility roles
- Ensure access to necessities:
  - Nutritious diet
  - Adequate rest
  - Financial stability
  - Safe, inclusive spaces to study, socialise, and recharge
- SU to provide, lobby for, and advise on these essentials



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# INVESTING IN US

- SU can be central to student life at Warwick
- Key space for support, contribution, and great student experience
- Requires effective resourcing from the University
- Match commitment to real living wage
- Expand impactful campaigns (e.g. End Period Poverty)
- Empower and fund student-led groups

| Report to the Quality and Standards Subcommittee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                 |                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------|
| <b>Meeting Date</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 2 October 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                 |                                     |
| <b>Title</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Quality and Standards Subcommittee Terms of Reference, Constitution and Membership 2025-26                                                                                                                                                                                                                                                                                                                                                                       |                                                 |                                     |
| <b>Author</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Lauren Baker, Head of Education Quality and Partnerships, EPQ                                                                                                                                                                                                                                                                                                                                                                                                    |                                                 |                                     |
| <b>Presenter</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Lauren Baker, Head of Education Quality and Partnerships, EPQ                                                                                                                                                                                                                                                                                                                                                                                                    |                                                 |                                     |
| <b>Recommendation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>The Quality and Standards Subcommittee is invited to:</p> <ol style="list-style-type: none"> <li>1) <b>Recommend</b> to the Education and Student Experience Committee its Terms of Reference, Constitution and Membership 2025-26</li> <li>2) <b>Recommend</b> to the Senate Nominations Panel those posts indicated.</li> <li>3) <b>Discuss</b> the priorities for the Quality and Standards Subcommittee to help form the Schedule of Business.</li> </ol> |                                                 |                                     |
| <b>Purpose of Report</b> (Tick all that apply ✓)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                 |                                     |
| <b>To provide assurance</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>To obtain approval</b>                       | <input checked="" type="checkbox"/> |
| <b>Regulatory requirement</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>To highlight an emerging risk or issue</b>   | <input type="checkbox"/>            |
| <b>To canvass opinion</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>For information</b>                          | <input type="checkbox"/>            |
| <b>To provide advice</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>To highlight student or staff experience</b> | <input type="checkbox"/>            |
| <b>Additional Considerations</b> (Tick all that apply ✓)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                 |                                     |
| <b>Risk</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                 |                                     |
| <b>Equality, Diversity and Inclusion</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                 |                                     |
| <b>Environmental and Social Sustainability</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                 |                                     |
| <b>Executive Summary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                 |                                     |
| <p><b>1. Report Purpose</b></p> <p>This report details the purpose, terms of reference, constitution and membership of this Subcommittee highlighting reporting lines.</p> <p><b>2. Key Points</b></p> <p>At this first meeting of the Quality and Standards Subcommittee, the purpose, terms of reference, constitution of this subcommittee highlighting reporting lines are presented for information. Detail on the context of this subcommittee's remit is highlighted with key principles of academic governance relating to membership and the embedding equality and diversity in our renewed approach to academic governance are included.</p> <p>The Quality and Standards Subcommittee is invited to recommend the membership presented in this report to the Education and Student Experience Committee.</p> <p><b>3. Risk, Equality and Environmental Sustainability Considerations/Impacts</b></p> <p>Diversity of voice, thought and representation should be given to the membership of subcommittees in support of University Strategies and the principles of the Academic Governance Framework.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                 |                                     |

| Route Map for this Report                  |                 |               |                        |
|--------------------------------------------|-----------------|---------------|------------------------|
| Committee                                  | Date            | Reference     | Action Requested/Taken |
| Quality and Standards Subcommittee]        | 2 October 2025  | 008-QSS021025 | To recommend approval. |
| Education and Student Experience Committee | 21 October 2025 | TBC           | To approve.            |

## Quality and Standards Subcommittee

The Quality and Standards Subcommittee has responsibility for developing robust and inclusive policy foundations to secure academic standards, secure regulatory compliance and to ensure continuous improvement in education quality – including in relation to student complaints, appeals, discipline and professional practice. The Subcommittee has a remit across and champions the breadth of the University's taught programmes and modes of delivery and works closely with the Postgraduate Research Subcommittee to ensure a coherence of approach across taught and research degrees.

### Membership 2025/26

|                                        |                                                                                                                       |                                                                                  |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <b>Co-Chair</b>                        | <i>Nominated by the Pro-Vice-Chancellor (Education): Deputy Pro-Vice-Chancellor (Education Quality and Standards)</i> | Professor Will Curtis                                                            |
| <b>Co-Chair</b>                        | <i>Nominated by the Pro-Vice-Chancellor (Education): Deputy Pro-Vice-Chancellor (Education Policy)</i>                | Professor Andy Clark                                                             |
| <b>Other ex-officio academic leads</b> | Chair or Deputy Chair of the Postgraduate Research Subcommittee                                                       | Professor Dan Branch                                                             |
|                                        | Chair or Deputy Chair of the Learning and Teaching Subcommittee                                                       | Professor Georgia Kremmyda<br><del>Professor Lorenzo Frigerio (interim)</del>    |
|                                        | Chair or Deputy Chair of the Student Success Subcommittee                                                             | Professor Beccy Freeman                                                          |
|                                        | Chair of the Academic Regulations and Policy Review Panel                                                             | Professor Andy Clark                                                             |
|                                        | Deputy Pro-Vice Chancellor (International Education) <del>(Education and Internationalisation)</del>                  | Professor Debbi Marais (From 1 November 2025)<br><del>Professor Jo Angouri</del> |
|                                        | Academic Director (Postgraduate Taught)                                                                               | Lee Griffin                                                                      |

|                                              |                                                                                                                                                                                                                  |                             |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>Ex-officio PS leads</b>                   | Head of Department, Academic Development Centre                                                                                                                                                                  | Professor Letizia Gramaglia |
|                                              | Director of Education Policy and Quality or nominee                                                                                                                                                              | Dan Derricott               |
|                                              | Director of Student Administrative Services or nominee                                                                                                                                                           | Andrew Higgins              |
|                                              | University Librarian or nominee                                                                                                                                                                                  | Anna O'Neill                |
|                                              | Head of Portfolio - Teaching and Learning, IDG, or nominee                                                                                                                                                       | Rachael Johnson             |
|                                              | Director of Conduct and Resolution                                                                                                                                                                               | Helen Knee                  |
| <b>Student members</b>                       | SU Vice-President (Postgraduate)                                                                                                                                                                                 | Maanya Raju                 |
|                                              | Two non-sabbatical student representatives appointed by the Senate Nominations Panel from amongst nominations by the Students' Union – comprising one undergraduate student and one postgraduate taught student. | To be confirmed by SU       |
| <b>Representatives of the faculties</b>      | Deputy Chair (Education), Faculty of Arts or nominee                                                                                                                                                             | Dr Marta Guerriero          |
|                                              | Deputy Chair (Education), Faculty of Science, Engineering & Medicine or nominee                                                                                                                                  | Professor Georgia Kremmyda  |
|                                              | Deputy Chair (Education), Faculty of Social Sciences or nominee                                                                                                                                                  | Dr Laura Gelhaus            |
| <b>Experts in highly regulated provision</b> | Expert in the regulation of medical education                                                                                                                                                                    | Dr Helen Nolan              |

|                                                                                                                                                     |                                                                                                               |                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------|
|                                                                                                                                                     | Expert in the regulation of engineering education                                                             | Professor Georgia Kremmyda |
|                                                                                                                                                     | Expert in the regulation of degree apprenticeships                                                            | Dr Sam Hardy               |
|                                                                                                                                                     | Expert in Online Programme Delivery                                                                           | Professor Phil Young       |
| <b>Experts in managing educational partnerships</b>                                                                                                 | Expert in managing domestic validation partnerships [internal member of staff or external/independent expert] | Professor John Davey       |
|                                                                                                                                                     | Expert in managing international partnerships [internal member of staff or external/independent expert]       | Gareth Roberts             |
| <b>One Departmental Director of Education from each Faculty, appointed by the Senate Nominations Panel</b>                                          | Director of Education from the Faculty of Arts                                                                | TBC                        |
|                                                                                                                                                     | Director of Education from the Faculty of Science, Engineering & Medicine                                     | TBC                        |
|                                                                                                                                                     | Director of Education from the Faculty of Social Sciences                                                     | TBC                        |
| <b>Four members of staff from the University Community, the majority of whom shall be academic staff, appointed by the Senate Nominations Panel</b> |                                                                                                               | TBC                        |
|                                                                                                                                                     |                                                                                                               | TBC                        |
|                                                                                                                                                     |                                                                                                               | TBC                        |
|                                                                                                                                                     |                                                                                                               | TBC                        |
| <b>Secretary</b>                                                                                                                                    |                                                                                                               | Lauren Baker               |
| <b>Assistant Secretary</b>                                                                                                                          |                                                                                                               | Helen Hotten               |

## Quality and Standards Subcommittee

|                 |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Purpose:        |                           | The Quality and Standards Subcommittee has responsibility for developing robust and inclusive policy foundations to secure academic standards, secure regulatory compliance and to ensure continuous improvement in education quality – including in relation to student complaints, appeals, discipline and professional practice. The Subcommittee has a remit across and champions the breadth of the University taught programmes and modes of delivery and works closely with the Postgraduate Research Subcommittee to ensure a coherence of approach across taught and research degrees.                                                                                                                                                                                                        |
| Reporting Lines | Parent body               | Education and Student Experience Committee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                 | Bodies reporting directly | <ul style="list-style-type: none"> <li>• Joint Accreditation Board (UCB/Warwick)</li> <li>• Academic Regulations and Policy Review Panel</li> <li>• Curriculum Approval Panel</li> <li>• Educational Partnerships Oversight Panel</li> <li>• Apprenticeships Oversight Panel</li> <li>• Senate Sub-Group/Senate Awarding Panel (comprising Special Cases Committee, Aegrotat and Posthumous Awards Committee)</li> <li>• Academic Integrity Panel (T4)</li> <li>• Continuation of Registration Panel (UG &amp; PG) (T4)</li> <li>• Student Discipline Panel (T4) [Discipline Committee]</li> <li>• Student Discipline Appeals Panel (T4)</li> <li>• Fitness to Practise Panel (MBChB) (T4)</li> <li>• Fitness to Practise Panel (non-MBChB) (T4)</li> <li>• Appeals Panel (UG/PGT/PGR) (T4)</li> </ul> |

|  |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>To approve:</b>   | <p><b><u>Terms of Reference</u></b></p> <ol style="list-style-type: none"> <li>1. A long-term roadmap for the work of the Subcommittee, its panels, faculties and professional services that achieves shared priorities for academic standards and quality assurance, guided by the Education and Student Experience Strategy.</li> <li>2. The specification, implementation plan, guidance, and outcomes of quality assurance processes for taught provision detailed in the Education Quality Framework.</li> <li>3. Decisions on the outcomes and actions arising from assessments of the quality of education – at module, programme, department or institution level – based upon the expert findings, advice and recommendations from approval panels, review panels, PSRBs, and external examiners/assessors.</li> <li>4. New and revised modules, programmes and educational partnerships leading to the award of a University of Warwick qualification. These decisions are typically delegated to the Subcommittee’s approval panels, except where more complex or high-risk proposals are escalated for further review by the Subcommittee.</li> <li>5. A schedule for the regular review and maintenance of academic regulations and policy, guided by the expectations of the University’s overarching Framework for Academic Regulations and Policy.</li> <li>6. The terms of reference, nominations for membership, delegated authority, and forthcoming priorities of bodies reporting to it.</li> </ol> |
|  | <b>To recommend:</b> | <ol style="list-style-type: none"> <li>7. [To Education and Student Experience Committee and the Senate] The University’s overarching Framework for Academic Regulations and Policy, defining how regulations and policies are organised and the common principles underpinning them.</li> <li>8. [To Education and Student Experience Committee and the Senate] The content of the University’s Regulations relating to Education and Students.</li> <li>9. [To Education and Student Experience Committee] Policies and Sub-Strategies of work in support of the Education and Student Experience Strategy, as they relate to qualifications, academic standards, education quality, quality assurance, educational partnerships, consumer protection, and student conduct and contention.</li> <li>10. [To Education and Student Experience Committee] The University’s Education Quality Framework, setting out the overarching approach and principles of quality assurance and enhancement.</li> <li>11. [To Education and Student Experience Committee] The University’s Qualifications and Credit Framework, including the characteristics and requirements for award of every University of Warwick qualification, whether credit-bearing or not.</li> <li>12. Policy in relation to external quality assessment operations including guidance and requirements issued by government, principal regulators, inspectorates, and Professional, Statutory and Regulatory Bodies.</li> </ol>                        |

|  |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>To receive:</b> | <p>13. Analysis and recommended actions arising from national and international legislation, regulation and frameworks as they relate to higher education qualifications, academic standards, educational quality and quality assurance.</p> <p>14. Assurance reporting from testing the implementation and impact of approved regulations, policies and quality assurance mechanisms relevant to the Subcommittee's remit.</p> <p>15. Thematic and trend analysis of the outcomes from quality assurance processes, student outcomes data and other evaluative sources to inform the review and continuous improvement of the University's regulations and policies.</p> <p>16. Reports on other matters specifically referred to it by the Education and Student Experience Committee or other committee of the Senate.</p> |
|  | <b>To report:</b>  | <p>17. [To Education and Student Experience Committee] Progress towards the implementation of the Education and Student Experience Strategy and its supporting strategies, plans and programmes of work as they relate to the Subcommittee's remit.</p> <p>18. [To Education and Student Experience Committee, Senate and Council] Holistic analysis of compliance, risk and areas for improvement in relation to OfS Conditions of Registration on academic standards and assessment.</p> <p>19. [To Education and Student Experience Committee and University Executive Board] Regular assessments of live risks, mitigations and any escalation needed in relation to academic standards, education quality and regulatory compliance, with a particular focus on provision that is inherently higher risk.</p>            |

## UNIVERSITY OF WARWICK

For the meeting of the Quality and Standards Subcommittee to be held on 2<sup>nd</sup> October 2025

### **Annual Committee Effectiveness Review – Quality and Standards Subcommittee**

- 1. Introduction** A recommendation to introduce annual committee effectiveness reviews was approved by Senate as part of the [Academic Governance Review Final Report](#) in June 2024.

The committee effectiveness review for 2024-25 will look at whether, albeit in the first year of operation:

- The committee terms of reference remain fit for purpose and help deliver the organisation's intended outcomes as part of the wider governance structure, i.e. the University strategic objectives.
- The constitution and membership remain appropriate and help the committee to fulfil its remit.
- The committee is functioning optimally to fulfil its terms of reference.

The following tools and approaches have been utilised in the development of this report:

- Review of schedule of business, alongside mapping of business against the committee terms of reference, including consideration of business flow in and out of the committee.
- A survey of committee members exploring perceptions of committee matters and effective operation.
- Facilitated discussion with the Chair and Secretariat to consider the findings of the above.

### **2. Terms of Reference and Consideration & Flow of Business**

*Reflecting on review of schedule of business, mapping of business against the committee terms of reference, and consideration of business flow in and out of the committee, please use this section to explore the following:*

This year, the business that QSS has considered has been largely aligned with its Terms of Reference. Noting that that agendas have invariably been full and the level of business is at the higher end, meaning that there are occasions where it may be felt that proportionate scrutiny is not given to all items.

There are still some items of business that may be better suited to other committees, such as Feedback Turnaround time at Learning and Teaching Sub-Committee and the establishment of a Tier 4 Panel should allow some regulatory business to be redirected in 25-26, that may have come to QSS by default in 24-25.

In 24-25, QSS directed a substantial amount of business to ESEC, as per the proper reporting and approval lines. We did not have any referrals from SSS or from L&T, but did receive escalations from EPOP, including business related to the higher risk validated provision of LFS and UCB.

Overall, the committee has fulfilled its ToR and remit and is appropriately directing and receiving business.

### **3. Member Survey**

#### **3.1. Remit, purpose, scope and responsibilities**

The committee is perceived to have clear decision-making powers, remit and purpose and to be effective at fulfilling its remit. A minority of responders felt that it wasn't clear how QSS related to other committees and in particular how decision making is joined up, which might

suggest a need for a start of year introduction explaining business flow and interplay between the committees and panels. It was also noted that with less overlap in membership between committees, gaps in communication needs to be managed in a more structured way.

### **3.2. Constitution and membership**

Members fed back that the constitution and membership is appropriate, with the right people in the room to discuss and make decisions, members were all clear on their role in the committee and everyone felt that the membership is appropriately diverse and reflects the University community.

However, there was a response that decision making not as inclusive as it has been in the past: “I find it challenging to see how decisions are made and then implemented both with a view to inclusive practice across the academic governance of the university and broader communication.” This signifies a need for more inclusive decision making and facilitation techniques, such as breakout discussions. There was also a suggestion that more on the ground teaching staff would be a beneficial inclusion in membership, which could be obtained through the membership nominations from the University community.

### **3.3. Meeting management, accessibility, support**

Committee members generally praised the management and accessibility of meetings, noting that they are well-structured, appropriately frequent, and led effectively by the Chair, who fosters open discussion and maintains focus on key issues. Members feel supported in their roles and appreciate the clarity and organisation of meetings. However, enhancements are needed in ensuring sufficient time for discussion and in providing alternative methods for members to contribute when unable to attend. One member highlighted a missed opportunity to send a deputy, suggesting a need for more flexible participation options.

### **3.4. Meeting packs and information flow**

Committee members highlighted the value of their contributions to QSS, noting that their expertise and perspectives are welcomed and respected. There was a strong sense of purpose and shared responsibility, with members feeling that their input influences decision making and supports institutional quality. However, some felt that the committee could benefit from clearer communication about how feedback is acted upon, and from more opportunities to engage between meetings. Enhancing transparency on actions and follow through our actions log, might strengthen the sense of impact and collaboration.

### **3.5. Inclusion and engagement**

QSS members expressed that their involvement is valued and that their expertise is respected within the committee. They appreciate the opportunity to contribute meaningfully to institutional quality and standards. However, some members felt that their individual contributions could be better acknowledged and more visibly linked to outcomes. Enhancing recognition and demonstrating the impact of member input would strengthen engagement and shared purpose. Suggestions for enhancement might include introducing anonymised feedback mechanisms and exploring alternative facilitation methods, such as breakout discussions to ensure more inclusive participation and to surface diverse perspectives. It also suggests that wider consultation at an earlier stage is needed, where committee consideration is sometimes felt as too late in the day to make meaningful changes.

## **4. Committee Effectiveness**

QSS operates effectively and is aligned with its Terms of Reference, supporting the University’s strategic objectives through appropriate scrutiny and business flow. The Committee has successfully directed and received business in line with governance structures, with clear reporting pathways and purposeful engagement with other committees.

The constitution and membership are broadly appropriate, with members expressing confidence in the diversity and relevance of representation. Attendance and engagement have been strong, though there is scope to enhance inclusivity in decision-making. Suggestions include increasing representation from frontline teaching staff and adopting facilitation techniques such as breakout discussions to encourage broader participation.

Operationally, QSS functions well, with well-managed meetings and strong leadership. However, improvements could be made in transparency and follow-up on member contributions. Practical enhancements include anonymised feedback mechanisms, clearer communication of how input influences outcomes, and more flexible participation options for members unable to attend meetings.

## 5. Action Plan

| Theme                              | Action                                                                                                                                                                                                                     | Owner                             | Timeline         |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|------------------|
| Clarify Committee Interplay        | Continue to undertake a start of year overview explaining business flow and relationships between committees and panels.                                                                                                   | Chairs & Secretary                | Term 1, 2025/26  |
| Inclusive Decision Making          | Consider the use of different facilitation techniques such as breakout discussions or working groups to support broader participation.<br>Ask for suggestions on feedback mechanisms to help surface diverse perspectives. | Chairs and Secretary, all members | Throughout 25/26 |
| Flexible Participation             | Promote the option to send deputies or contribute asynchronously when members cannot attend.                                                                                                                               | Chairs and Secretary              | Ongoing          |
| Broaden Representation             | Encourage nominations from a broader range of staff, including frontline teaching staff through community nominations.                                                                                                     | Senate Nominations Panel          | 2026/27          |
| Improve Transparency and Follow-Up | Consider how we might strengthen an actions log, to show how points raised in committee meetings are followed up on.                                                                                                       | Secretariat                       | Term 1, 2025/26  |

## 6. Further Information/Appendices

### Appendix 1. Annual Committee Effectiveness Survey Results 2024-25 ([Insert Committee Name])

### Recommendation(s)

The Quality and Standards Sub-Committee is invited to:

- (a) Discuss the report contents and its conclusions regarding committee effectiveness.
- (b) Discuss the enhancement needs identified in the Action Plan and agree any additional actions to be taken.

Lauren Baker

Head of Education Quality and Partnerships

24.09.2025

| Report to Quality and Standards Subcommittee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                    |                                          |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------|---|
| Meeting Date                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 02 October 2025                                                                                                    |                                          |   |
| Title                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Academic Misconduct Sanctions Code of Practice                                                                     |                                          |   |
| Owner/ UEB Lead/ Sponsor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Lee Griffin, Academic Integrity Lead                                                                               |                                          |   |
| Author                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Dr Lynne Bayley, Senior Policy Advisor (Assessment)                                                                |                                          |   |
| Presenter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | N/A                                                                                                                |                                          |   |
| Recommendation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Quality and Standards Subcommittee is invited to <b>approve</b> the Academic Misconduct Sanctions Code of Practice |                                          |   |
| Purpose of Report (Tick all that apply ✓)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                    |                                          |   |
| To provide assurance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ✓                                                                                                                  | To obtain approval                       | ✓ |
| Regulatory requirement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                    | To highlight an emerging risk or issue   |   |
| To canvass opinion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                    | For information                          |   |
| To provide advice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                    | To highlight student or staff experience |   |
| Additional Considerations (Tick all that apply ✓)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                    |                                          |   |
| Risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                    |                                          |   |
| Equality, Diversity and Inclusion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                    |                                          |   |
| Environmental and Social Sustainability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                    |                                          |   |
| Executive Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                    |                                          |   |
| <p><b>1. Report Purpose</b></p> <p>Regulation 11: Academic Integrity states the available sanctions that can be recommended by an Academic Conduct Panel (ACP) or Academic Integrity Panel (AIP) where academic misconduct has been found. Department academic misconduct annual reports, feedback from the casework team and advice sought by ACPs, Boards of Examiners and mitigating circumstances panels have indicated some difficulties in determining proportionate sanctions. Policy on academic misconduct sanctions is desirable to</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                    |                                          |   |
| <p><b>2. Key Points</b></p> <p>The aims of creating an Academic Misconduct Sanctions Code of Practice are to;</p> <ul style="list-style-type: none"> <li>• Provide greater consistency of sanctions for academic misconduct across Departments.</li> <li>• Provide information to enable ACPs / AIPs to understand the interactions of sanctions with assessment policies and processes.</li> <li>• Enable students to understand the likely outcomes of academic misconduct.</li> </ul> <p>The code of practice has been developed by;</p> <ul style="list-style-type: none"> <li>• Discussing existing methodologies for determining academic misconduct sanctions academic integrity leads and referencing Department practices on</li> <li>• Reviewing sector practice</li> <li>• Consulting staff involved in Academic Conduct Panels and Academic Integrity Panels via the Academic Integrity Forum and Academic Conduct Panel training sessions.</li> <li>• Reviewing outcomes referred to the Academic Registrar and reviewing relevant Office for Independent Adjudicator (OIA) decisions</li> </ul> <p>The consultation process for the development has been;</p> <ul style="list-style-type: none"> <li>• Initial drafts of the Academic Misconduct Sanctions Code of Practice discussed in the Academic Integrity Forum and versions have been discussed with the Casework team, Dean of Student's Office and SU Advice Centre.</li> <li>• A consultation on the proposed Academic Misconduct Sanctions Code of Practice was distributed for review via the Academic Integrity Leads email distribution list, Academic Integrity Forum and Education Group Newsletter.</li> <li>• Minor amendments have been made to phrasing and formatting following consultation.</li> </ul> |                                                                                                                    |                                          |   |

**Key features:**

- Standard sanctions are described for both individual assessments and groupwork. There is built-in flexibility for an ACP / AIP to determine an alternative sanction if the standard sanction is not considered proportionate. Alternative sanctions and their considerations are described. The expected outcomes for a range of different contextual features of assessment and curriculum design have been included. The interaction of sanctions with normal assessment outcomes in regulations and policy is described.
- The proportionality of a sanction has been considered and ACPs are restricted to sanctions on a component level. The consideration of possible outcomes of a sanction on course progression and award have been noted with a principle that any consequential outcome of a sanction at a component level is considered natural.
- During consultation, it was noted that sanctions have previously been imposed for groupwork members where another individual committed the misconduct. Sanctions for group members were considered in the development of the Code of Practice. but this concept has not been adopted. However, there is an accepted principle that academic credit must not be awarded for content produced by academic misconduct. The Code of Practice states that groupwork submissions with content affected by academic misconduct should be marked or remarked with content affected by misconduct removed from consideration.
- The Code of Practice does not allow a mitigating circumstances (MC) panel to amend a sanction but does allow MC panels to recommend MC outcomes in addition to a sanction where they believe the circumstances explain the misconduct committed. This is noted as being expected to be rare.

**Implications**

It is noted that standard outcomes for not following ethical procedures have some similarities to sanctions for academic misconduct, however ethical is not covered in Regulation 11 and therefore is not

**Communication plan:****Implementation:**

- A Code of Practice is a “high-level how to guide” within the policy framework.

**3. Risk, Equality and Environmental Sustainability Considerations/Impacts**

It is acknowledged that there are risks involved with approving and publishing a policy at the start of an academic year to take effect almost immediately. These risks are mitigated by the consultations over the past and deemed acceptable .

| Committee | Date           | Reference     | Action Requested/Taken |
|-----------|----------------|---------------|------------------------|
| QSS       | 2 October 2025 | 010-QSS021025 | To approve.            |

# Academic Misconduct Sanctions Code of Practice

## 1. Scope

- 1.1. This code of practice applies;
- where academic misconduct has been found under Regulation 11: Academic Integrity
  - to students registered on a taught course
  - from the start of the 25/26 academic year

## 2. Note for Students

This Code of Practice is intended for Academic Conduct Panels (ACPs, Department level) and Academic Integrity Panels (AIPs, University level). However, this code of practice is available for you to read so that you can find out about usual sanctions for academic misconduct.

If you have been asked to participate in an academic integrity investigation, please be aware that not all investigations will have an outcome of academic misconduct. Your case will be considered thoughtfully and individually. Sometimes an ACP may find that there is no case to answer or your submission shows poor academic practice, for example if your referencing is not correct.

A sanction will only be recommended if an ACP has, on balance of probabilities, found academic misconduct as the outcome. The information in this document discusses sanctions when academic misconduct has been found and the standard sanctions describe the expected outcome for academic misconduct.

[Regulation 11: Academic Integrity](#) describes the process for academic misconduct to be investigated.

Regulation 11 also describes how sanctions are applied and ways that you can request further consideration if you do not believe a sanction is proportionate for your case.

## 3. Standard Sanctions

- 3.1. The standard sanction will normally be recommended if academic misconduct is found.
- 3.2. An ACP or AIP may determine that the standard sanction is not proportionate and recommend an alternative sanction. When an alternative sanction is recommended, the minutes should explain why the standard sanction has been varied.
- 3.3. The standard sanction for **individual work** is reduce the mark to zero for the **component**<sup>1</sup> in which academic misconduct was found.
- 3.4. The standard sanction for **groupwork** is:
- a) Reduce the mark to zero for the component for the whole group where academic misconduct was found, and no individual was found solely responsible
- OR**
- b) Reduce the mark to zero for the component for any individual where academic misconduct was found
- AND**
- Mark or remark the groupwork submission removing content that was produced using academic misconduct<sup>2</sup>.

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<sup>1</sup> A component is defined in module approval as the unit of assessment for which a numerical mark or pass/fail grade is recorded.

<sup>2</sup> Example: A groupwork submission was marked and achieved a low 2.1. However, a section of the submission was found to have been impacted by academic misconduct committed by an individual. A sanction of a zero grade in the component was recommended for the individual. The groupwork submission was referred back to the marker with a request to remark, omitting the section affected by academic misconduct. The academic merit of the groupwork submission excluding the indicated section was deemed to be a mid-3<sup>rd</sup> against the assessment criteria for the learning outcomes. A sanction is not applied but academic credit has not been earned, and the revised mark is recorded for remaining group members.

#### **4. Principles of Academic Misconduct Sanctions:**

- 4.1. Any sanction levied must be proportionate to the offence but also must not generate disproportionate consequences.
- An ACP must only apply a sanction to the component(s) in which academic misconduct was found.
  - Proportionality is maintained by applying a sanction only to the component in which academic misconduct was found.
  - Curriculum design or a student's grade profile may result in a sanction in a component leading to inability to meet progression or award requirements. Any consequential outcome of a sanction that is proportionate at a component level is considered natural.
  - An AIP may impose a more severe sanction than at the component level. Where a more severe sanction than at the component level is recommended the likely impact on progression and award must be considered proportionate to the nature of the academic misconduct.
- 4.2. A sanction for academic misconduct must not give a more favourable result than the normal outcome for a student who failed without academic misconduct. The eventual outcome of an academic misconduct sanction may be the same as normal outcome for a student who failed without academic misconduct (for example a capped resit attempt at a module).
- 4.3. Only work representing the academic merit of a student's understanding can attract marks.
- A student cannot gain academic credit for work completed by academic misconduct.
  - A sanction may be used to prevent academic credit from being awarded for work that does not represent a student's intellectual ownership.
  - Submitted work may need to be marked or remarked following a decision of academic misconduct (or poor academic practice).
  - A sanction may be applied in addition to any consideration in marking.

## 5. Available Sanctions

- 5.1. The standard sanction is the expected outcome in most cases where academic misconduct is found. However, there are other available sanctions where the standard sanction is not deemed proportionate. The available sanctions below reflect the available sanctions listed in Regulation 11: Academic Integrity but provide an expansion on the different ways that a “reduction in mark for the assessed work” could be applied.

|                                                                                    |            | Sanction                                                           | Notes                                                                                                                                                                                  |
|------------------------------------------------------------------------------------|------------|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | ACP or AIP | Reduce assessment component mark to the pass mark*                 | Only available where the academic merit of the work completed by the student has met all of learning outcomes for the component in the section(s) not impacted by academic misconduct. |
|                                                                                    |            | Zero grade on a section or sub-component of the component*         | Only possible where a section or sub-component can be clearly identified in marking to apply a 0 grade against. Usually, the section or sub-component will have a separate mark.       |
|                                                                                    |            | Reduce assessment component mark by a number of percentage points* | Only available where it is possible for a marker to identify the academic merit of the work completed by the student and award an appropriate mark prior to sanction being applied.    |
|                                                                                    |            | Zero grade on assessment component*                                | This is the standard sanction and should be applied except where it is not proportionate.                                                                                              |
|                                                                                    |            | Capped resubmission (if module failed)*                            | Available where a more severe impact than zero grade is intended as this sanction caps the reassessment component, <u>in addition</u> to the normal cap on the module mark.            |
|                                                                                    | AIP        | Sanction + remove right to remedy failure                          | The AIP must explicitly consider of whether removal of right to remedy failure in the module would prevent student from meeting progression or award requirements.                     |
|                                                                                    |            | Recommend Temporary Withdrawal                                     |                                                                                                                                                                                        |
|                                                                                    |            | Recommend Permanent Withdrawal                                     |                                                                                                                                                                                        |

\*The Board of Examiners will enter the student for a reassessment opportunity if the module has been failed as a result of a sanction if the student is eligible. However, where a sanction is imposed after the normal Board of Examiners where the module has been considered, the mark must be referred back to be reconsidered by the Board so that opportunity to remedy failure can be offered where appropriate.

### Not available as sanctions:

- Zero mark or reduction in mark for a module or any component not considered by the ACP
- Resubmission for an uncapped module mark
- Limits on award eligibility not arising from the grade profile or registration status
- Limits on classification or eligibility for borderline consideration

## 6. Determination of Sanction

- 6.1. The normal sanction of a zero grade in the component is expected to be applied in most cases where academic misconduct is found in an assessment. However, the ACP is responsible for determining and recommending the appropriate, proportionate sanction for the case they consider.
- 6.2. A component may be defined as a collection of smaller assessment pieces which are submitted and marked separately and aggregated before being recorded. Where academic misconduct has been found in an assessment of this type, it would normally be proportionate for the sanction to only apply to the individual assessment.
- 6.3. Fraudulent mitigating circumstances claims may be investigated by the [conduct and resolution team](#) and a disciplinary sanction may be applied. The fraudulent claim may be referred to an ACP by the conduct and resolution team and an academic sanction may be recommended by an ACP, in addition to

any disciplinary sanction, for any or all components claimed for in the fraudulent mitigating circumstances submission.

- 6.4. Where falsification of research has been found the sanction will normally be applied to all components in which the falsified research is presented or discussed.
- 6.5. Where a student has assisted another to gain an unfair advantage and the student has completed the same component, the standard sanction will normally be applied to the component for both students.
- 6.6. If there are significant ameliorating factors, then a less severe sanction may be deemed proportionate and recommended by the ACP. Possible ameliorating factors include;
  - Limited / confusing / ambiguous instructions for the assessment
  - Early disclosure / admission of issue by student
  - Early-stage in academic career
  - First time the issue is communicated to the student
  - Flawed attempt to be transparent on authorship
  - Student has intellectual ownership of the submitted work
  - Issues within the submitted work known to be limited to specific sections
- 6.7. If there are significant exacerbating factors, then a more severe sanction may be deemed proportionate and recommended by the ACP. Possible exacerbating factors include;
  - Prior academic misconduct found and advice given before current submission
  - Significant planning / effort to gain an unfair advantage or mask the action
  - No possible justification that the student thought the actions were acceptable
  - Demonstrable dishonesty with the ACP / AIP
  - Influencing others to commit academic misconduct
- 6.8. Where an AIP considers a more severe sanction than at the component level for academic misconduct, they must explicitly consider whether the likely and possible course level outcomes are proportionate.
  - The weighting of the assessment(s) within the module(s) and the module status with respect to progression or award must be noted by the AIP
  - The impact on the module and course level outcomes for progression or award must be explicitly considered.
  - The AIP must determine that the likely and possible outcomes are proportionate before recommending a more severe sanction than at the component level.
  - Full minutes of the reasons for determining that a sanction is proportionate should be recorded by the AIP.

## **7. Relationship to Board of Examiners Outcomes:**

- 7.1. ACPs should only recommend a sanction on the mark recorded for a component and allow the Board of Examiners to enter the student for any resulting reassessment opportunities.
- 7.2. Boards of Examiners will enter the student for reassessment opportunities in line with assessment regulations and policies.<sup>3</sup>
- 7.3. An ACP cannot recommend a sanction that would offer a reassessment opportunity where the student is not normally eligible.
  - A further first attempt or additional resit attempt cannot be recommended as a sanction; this would be giving a more favourable outcome as a result of academic misconduct.

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<sup>3</sup> Notes on assessment regulations and policies

- A student will not be eligible for reassessment if they have passed the module or if they have already used their resit attempt.
- Students entering in or after 21/22 are eligible for reassessment once in failed modules via the Right to Remedy Failure Policy.
- Students entering in or before 20/21 are only eligible for reassessment if they have not met award or progression requirements.
- Additional attempts may previously have been offered under the mitigating circumstances policy.
- A resit attempt normally involves uncapped component marks and a capped module mark.
- A further first attempt normally involves uncapped component marks, an uncapped module mark and eligibility for a resit attempt if required.

- 7.4. Resubmission for a capped mark it is a sanction that caps the reassessment component mark in addition to the normal cap on the reassessment module mark.
- Resubmission is a form of reassessment and cannot be offered where a reassessment would not normally be offered under regulations and policies.
  - Resubmission cannot be offered unless the student is eligible for a reassessment attempt.
  - Where an ACP or AIP believes resubmission for a capped component mark is the appropriate sanction, they should recommend this outcome to the Board of Examiners to be enacted subject to eligibility.
  - Where resubmission for a capped mark is recommended, this should be in addition to a zero grade in the assessment (essentially not allowing the mark for the compromised assessment to be admitted).
  - Resubmission for a capped mark is a more severe sanction than a zero grade.

## **8. Non-numerically Marked Assessments**

- 8.1. There are a range of assessments that do not have a numerical mark assigned. These include;
- Assessments in credit bearing modules with a pass or fail grade against the learning outcomes
  - Access assessments which allow a student to participate in an activity (e.g. ethical approval for a research project.)
- 8.2. An academic misconduct sanction on an assessment without a numerical mark should normally be equivalent to the outcome if a student had not passed the assessment.

## **9. Groupwork**

- 9.1. Groupwork is expected to be completed as a collaborative effort between all members of the group. Groupwork has a mark assigned for the collective submission, which may then be adjusted based on contributions of individual group members.
- 9.2. Where an individual has been found responsible for academic misconduct in a groupwork submission, a sanction will apply only to that individual. However;
- The learning outcomes and academic merit for a groupwork assignment are assessed against the entirety of the submission.
  - A student cannot gain academic credit for work that has been completed via academic misconduct of another individual.
  - Where an individual in a groupwork submission has been found to have committed academic misconduct, the content that was produced by misconduct cannot attract marks.
- 9.3. Where academic misconduct has been found in a groupwork assessment the submission must be marked, or remarked, with all content believed to have been completed via academic misconduct removed.
- The ACP / AIP should provide information for the marker from their investigation on the content that they have found, on the balance of probabilities, to be impacted by academic misconduct.
  - Marks are awarded based on the academic merit of the work completed without academic misconduct against the learning outcomes.
  - Although there is no sanction for remaining group members, it is likely that the mark for a groupwork submission that has been affected by academic misconduct will be lower due to the removed content which is not able to attract academic credit.
  - If it is found that academic misconduct impacts the entire content of the groupwork submission, it is possible that no academic credit can be gained for submission.

## **10. Reassessment and Revised Referencing**

- 10.1. Reassessment methods usually have one of the following forms;
- a) Exam or coursework for which the reassessment has a new assessment brief or questions and the student completes the assessment without reference to any previous submissions

- b) Independent assessment such as a project or dissertation for which the reassessment brief does not change, and the student revises their original submission
- 10.2. Resubmission with revised referencing should only be an outcome of academic misconduct where the usual outcome of a module failure is resubmission with revised referencing. The ACP should not normally specify the form of the reassessment as the Board of Examiners will recommend reassessment in the usual form where a student is eligible for reassessment.
- 10.3. Where the ACP is considering an alternative sanction, they should note the usual form of reassessment and should not recommend resubmission with revised referencing unless this is the usual form.

## **11. Mitigating Circumstances**

- 11.1. A mitigating circumstances panel cannot alter a sanction imposed by an ACP or AIP but may recommend an outcome available under the mitigating circumstances policy to a component or module impacted by a sanction.
- 11.2. Outcomes arising from mitigating circumstances are applied after, and in addition to, the academic misconduct sanction.
- 11.3. Any mitigating circumstances affecting an academic integrity case must be considered under the [mitigating circumstances policy](#) under the same requirements and by the same panel which would consider mitigating circumstances.
- 11.4. The normal outcomes available in the mitigating circumstances policy are available to Mitigating Circumstances Panels (MCPs) and are not restricted by a decision of academic misconduct. However, mitigating circumstances on assessments (and modules) which have had an academic misconduct sanction should only be accepted where;
  - The claim was made by the relevant deadline or there is good reason why the claim was not presented at the correct time
  - The mitigating circumstances evidence and claim provide sufficient explanation for committing the academic misconduct described.
- 11.5. There are few situations where mitigating circumstances would provide sufficient explanation for academic misconduct. Students are expected to seek assistance if they are experiencing difficulties, and circumstances outside their control are not a justification for academic misconduct. However, academic misconduct does not require intent and there may be marginal cases, for example where a student ought to have known that their practices would give an unfair advantage, but the panel believes that the students genuinely did not know due to their circumstances. Although mitigating circumstances may be accepted where academic misconduct has been found, students and staff are asked to note that this is not likely to be a common occurrence.
- 11.6. MCPs should be provided with information about sanctions applied due to academic misconduct. Where an MCP believes that mitigating circumstances may provide sufficient explanation, they should request the minutes or notes from the ACP and review prior to making a recommendation.
- 11.7. Where a student has disclosed information to an ACP that may provide sufficient explanation for the academic misconduct committed, the ACP should request that the MCP consider the claim favourably. The MCP will only consider when a claim has been submitted in line with the mitigating circumstances policy and will apply the normal requirements for timeliness and evidence.
- 11.8. Where a student discloses mitigating circumstances to an ACP, they should be given information about available sources of support and advised that they should make a claim under the mitigating circumstances policy.

## **12. Error in Assessment Delivery**

- 12.1. Where an ACP or AIP receive information that suggests an error may have been made in the delivery of the assessment under investigation, they should first consider the academic integrity case and subsequently investigate the error.
- 12.2. The existence of the error does not prevent academic misconduct from being found and, if academic misconduct is found, the standard sanction or an alternative sanction should be recommended.

- 12.3. The possible error in the delivery of the assessment may be investigated under the stage 1 of the [complaints procedure](#) (frontline / local resolution). The student disclosing the issue to the ACP can be regarded as initiating a stage 1 complaint.
- 12.4. If an error has been found in the assessment delivery a suitable outcome to address the issue should be recommended, noting that further assessment may be an outcome of the complaints procedure but is not an available sanction for an ACP.
- 12.5. If a suitable outcome is not normally permitted under regulations and policies, permission should be sought from Quality and Standards Subcommittee using a [variation of assessment](#).

#### Document Control:

|                      |                                    |
|----------------------|------------------------------------|
| Owner:               | Academic Integrity Lead            |
| Author:              | Senior Policy Advisor (Assessment) |
| Effective Date:      | 05/10/2025                         |
| Approving Body:      | Quality and Standards Subcommittee |
| Version Number:      | V1.0                               |
| Date of Next Review: | 01/03/2028                         |

#### Amendment History:

| Version Number: | Effective Date: | Summary of Amendments        | Author:                                          |
|-----------------|-----------------|------------------------------|--------------------------------------------------|
| V1.0            | 05/10/2025      | Creation of code of practice | Lynne Bayley, Senior Policy Advisor (Assessment) |

| Report to Quality and Standards Subcommittee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                         |                                          |   |
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| <b>Meeting Date</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 02 October 2025                                                                                                                         |                                          |   |
| <b>Title</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Report from Senate Sub-Group on Key Issues                                                                                              |                                          |   |
| <b>Owner/ UEB Lead/ Sponsor</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Professor Andrew Clark, Deputy Pro-Vice Chancellor (Education Policy)                                                                   |                                          |   |
| <b>Author</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Dr Lynne Bayley, Senior Policy Advisor (Assessment)                                                                                     |                                          |   |
| <b>Presenter</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Dr Lynne Bayley, Senior Policy Advisor (Assessment)                                                                                     |                                          |   |
| <b>Recommendation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Quality and Standards Subcommittee is invited to discuss the report from Senate Sub-Group on Key Issues and approve the recommendations |                                          |   |
| <b>Purpose of Report</b> (Tick all that apply ✓)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                         |                                          |   |
| To provide assurance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ✓                                                                                                                                       | To obtain approval                       |   |
| Regulatory requirement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                         | To highlight an emerging risk or issue   | ✓ |
| To canvass opinion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ✓                                                                                                                                       | For information                          | ✓ |
| To provide advice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                         | To highlight student or staff experience |   |
| <b>Additional Considerations</b> (Tick all that apply ✓)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                         |                                          |   |
| Risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                         |                                          |   |
| Equality, Diversity and Inclusion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                         |                                          |   |
| Environmental and Social Sustainability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                         |                                          |   |
| <b>Executive Summary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                         |                                          |   |
| <p><b>1. Report Purpose</b></p> <p>Senate Sub-Group (SSG) approves awards on the behalf of Senate and as such considers the Decision Record Logs submitted by Boards of Examiners. Senate Sub-Group- has terms of reference to follow up on issues of concern to identify and address any systemic problems. This report notes the keys issues identified by Senate Sub-Group.</p> <p><b>2. Key Points</b></p> <p>The key issues that have been identified by Senate Sub-Group and recommendations are;</p> <ul style="list-style-type: none"> <li>• Trends in awards classification and completion have been noted and it has been recommended that the Department is asked to explore / monitor and discuss at annual quality review meetings.</li> <li>• Variability in mitigating circumstances decisions for award or promotion have been noted and it has been recommended that the mitigating circumstances review produce guidance on when a student should be recommended for award or promotion.</li> <li>• The risk of students not having sufficient preparation time to succeed with high reassessment loads in the Summer Vacation Period have been noted. Exceptional approval to delay reassessment to resit without residence did not give Departments sufficient preparation time and was overly burdensome. QSS is asked to provide a steer on whether it is desirable to develop policy in 25/26 for students with high reassessment loads to be able to delay reassessment.</li> <li>• A small number of classification decisions were affected by mark errors. There is no evidence that this is a widespread issue and QSS is</li> <li>• The risk of students not meeting sector recognised standards by taking insufficient credits of FHEQ level 6+ has been mitigated by Department actions.</li> </ul> <p><b>3. Risk, Equality and Environmental Sustainability Considerations/Impacts</b></p> |                                                                                                                                         |                                          |   |

The report identifies possible risks and recommends actions to monitor risks.

There are no known equality or environmental sustainability considerations.

#### 4. Action Required

Quality and Standards Subcommittee is asked to endorse the recommendations from Senate Sub-Group that;

- WMG is asked to explore the reasons for the classification profile and determine whether it is appropriate for the discipline and context.
- The annual quality review for WMG is asked to discuss and explore the classification profile for postgraduate taught students.
- Warwick Medical School is asked to carry out continued monitoring of completion and progression on iHeed courses and collaboratively discuss in annual quality review processes.
- The mitigating circumstances review is asked to develop guidance on when students should be recommended for award or promotion under mitigating circumstances

#### Route Map for this Report

| Committee | Date            | Reference     | Action Requested/Taken                            |
|-----------|-----------------|---------------|---------------------------------------------------|
| QSS       | 02 October 2025 | 011-QSS021025 | <b>Discuss</b> and <b>approve</b> recommendations |

## UNIVERSITY OF WARWICK

For the meeting of Quality and Standards Subcommittee to be held on 02 October 2025

**Report from Senate Sub-Group on Key Issues****1. Introduction**

Senate Sub-Group (SSG) approves awards on the behalf of Senate and as such considers the Decision Record Logs submitted by Boards of Examiners. Senate Sub-Group- has terms of reference to follow up on issues of concern to identify and address any systemic problems. This report notes the keys issues identified by Senate Sub-Group.

**2. Key Issues**

Senate Sub-Group noted the trends in Award and Classification prior to approval of awards. Comments on trends with minor impact have been sent to Education Policy and Quality for possible inclusion in annual Quality Review discussions. The following trends were noted as being possibly more significant;

- The percentage of Distinctions and Merits awarded on courses delivered by WMG is below university averages for PGT courses and has been for a number of years (~10% Distinction and ~40% Merit versus ~20% and ~53% University averages).
- The number of students being required to withdraw from iHeed courses had previously been noted as significantly higher than other courses. Investigation was carried out by the Department and discussed at Partnerships Committee in 23/24. SSG noted that the percentage of students offered further assessment increased substantially in June 25. The type of course and student demographic have been noted as being atypical for Warwick.

The meeting schedule for Senate Sub-Group and the membership are designed to review award recommendations from Department Board of Examiners rather than conduct discussions on the grade profile and completion rates. Consequently, SSG recommends that;

- WMG is asked to explore the reasons for the classification profile and determine whether it is appropriate for the discipline and context. The annual quality review meeting for WMG is asked to discuss and explore the classification profile for postgraduate taught students.
- Warwick Medical School is asked to continue monitoring of completion and progression on iHeed courses and collaboratively discuss in annual quality review processes.

A significant variability was noted in the percentage of students being promoted to a higher classification by Department Boards of Examiners. SSG also found that the explanations of promotions under mitigating circumstances were not always clear enough to evaluate whether the higher classification was academically justifiable. A small number of students were approved for award with less than 90 credits FHEQ level 6. SSG noted that this is permitted under regulation 12 but noted a lack of guidance on when a Board of Examiners should recommend award. The mitigating circumstances review currently underway has been asked to develop guidance on when students should be recommended for award or promoted to a higher classification under mitigating circumstances.

The introduction of Right to Remedy Failure Policy for students starting their course in 21/22 has led to vacation period reassessments for all students. It has been observed that some students were being entered for very high reassessment loads in summer vacation with limited preparation time and that this may set up students to fail. Over the past few years, two Departments have offered students with a high reassessment load (>60 credits) the ability to delay their reassessments to the following academic year under exceptional approval from the Academic Registrar. SSG determined that all Departments should be informed of this route. Department Exam Secretaries were provided with information about the ability to seek approval

and offer delaying reassessments to students with high reassessment loads in the September vacation period. The timeliness of information on delaying reassessments was not optimum, and the process was burdensome for Departments and student records. An analysis of student choices and outcomes for students with a high reassessment load will be conducted following the Summer 2026 decisions. Policy change may be desirable within the 25/26 academic year to allow students to delay high reassessment loads from the Summer vacation period to resit without residence.

Senate Sub-Group noted a small number of students (9) who were affected by changes in classification after results release following corrections to module marks. In most cases the classification was improved by the change to module marks. Special Cases Committee agreed to retain the published classification for four students who would otherwise have had a corrected lower classification. A recent audit of the journey of marks did not flag any significant issues. However, actions such as sharing best practice and monitoring of the scale of module mark errors may be advisable to mitigate the risks. QSS is asked to provide a steer on whether any actions should be taken to address mark errors.

In 23/24 some students had taken or passed insufficient credit at the highest level required for award. In 24/25 the number of credits passed by FHEQ level were scrutinised. Only one student had taken insufficient credit at the highest level, the award was recommended by Special Cases Committee. A small number of students had taken but not passed sufficient credit at the highest level, five were explained as mitigating circumstances decisions and three were referred back to Boards of Examiners where the decisions were amended. The actions taken by Departments to ensure students take sufficient credit at the highest level required for award under sector recognised standards have been successful and the risks have been mitigated.

### **3. Next Steps**

Quality and Standards Subcommittee is invited to discuss the following and provide a steer.

- SSG has recommended that unusual trends in award classification and completion are referred to the Department for investigation / monitoring and the annual quality review process for discussion. Do these recommendations follow an appropriate route? Should there be a follow up via QSS or other?
- Is the recommendation from SSG to the mitigating circumstances review to develop guidance on when award or promotion should be recommended by a Board of Examiners appropriate?
- Is policy change desirable within the 25/26 academic year to allow students to delay high reassessment loads from the Summer vacation period to resit without residence?
- Are there actions that should be taken to address mark errors, noting the limited evidence of scale but significant impact?

### **4. Recommendation(s)**

Quality and Standards Subcommittee is asked to endorse the recommendations from Senate Sub-Group that;

- WMG is asked to explore the reasons for the classification profile and determine whether it is appropriate for the discipline and context.
- The annual quality review for WMG is asked to discuss and explore the classification profile for postgraduate taught students.
- Warwick Medical School is asked to carry out continued monitoring of completion and progression on iHeed courses and collaboratively discuss in annual quality review processes.

- The mitigating circumstances review is asked to develop guidance on when students should be recommended for award or promotion under mitigating circumstances

Dr Lynne Bayley  
Senior Policy Advisor (Assessment), Secretary to Senate Sub-Group  
19<sup>th</sup> September 2025

| Report to Quality and Standards Subcommittee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                           |                                          |   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|------------------------------------------|---|
| Meeting Date                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 02 October 2025                                                                           |                                          |   |
| Title                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Revised Guidance on Engaging with Students on Curriculum Change                           |                                          |   |
| Owner/ UEB Lead/ Sponsor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Dan Derricott, Director, Education Policy and Quality                                     |                                          |   |
| Author                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Karoline Schneider, Quality Assurance Manager, Education Policy and Quality               |                                          |   |
| Presenter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Lauren Baker, Head of Education Quality and Partnerships                                  |                                          |   |
| Recommendation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | The Quality and Standards Subcommittee is invited to <b>approve</b> the revised guidance. |                                          |   |
| <b>Purpose of Report</b> (Tick all that apply ✓)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                           |                                          |   |
| To provide assurance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                           | To obtain approval                       | ✓ |
| Regulatory requirement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                           | To highlight an emerging risk or issue   |   |
| To canvass opinion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                           | For information                          |   |
| To provide advice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                           | To highlight student or staff experience |   |
| <b>Additional Considerations</b> (Tick all that apply ✓)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                           |                                          |   |
| Risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ✓                                                                                         |                                          |   |
| Equality, Diversity and Inclusion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                           |                                          |   |
| Environmental and Social Sustainability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                           |                                          |   |
| <b>Executive Summary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                           |                                          |   |
| <p><b>1. Report Purpose</b></p> <p>As part of the implementation of the Curriculum and Partnerships Approval Policy in early 2025, <a href="#">initial guidance</a> on engaging with students regarding curriculum changes has been published. The attached revised guidance provides an updated version of that document, reflecting an enhanced understanding of certain categorisations of changes and incorporating feedback received from departmental colleagues concerning additional information they deem beneficial. This revised guidance has undergone review by the CMA Working Group, and their feedback has been integrated into the final draft presented here.</p> <p><b>2. Key Points</b></p> <ul style="list-style-type: none"> <li>• Clearer alignment with the Curriculum and Partnerships Approval Policy to improve the utility of the document</li> <li>• Enhanced contextual information regarding student voice in curriculum design</li> <li>• Additional guidance on engagement methods for student feedback</li> <li>• Updates to change categorisation to reflect evolved understanding of CMA implications</li> </ul> <p><b>3. Risk, Equality and Environmental Sustainability Considerations/Impacts</b></p> <p>The guidance advises users to consider effective strategies for engaging with diverse student groups, ensuring that students from underrepresented backgrounds are adequately included in feedback mechanisms.</p> <p><b>4. Action Required</b></p> <p>The subcommittee is invited to consider and approve the revised guidance for publication.</p> |                                                                                           |                                          |   |

| Route Map for this Report |                 |               |                           |
|---------------------------|-----------------|---------------|---------------------------|
| Committee                 | Date            | Reference     | Action Requested/Taken    |
| CMA Working Group         | 09 June 2025    | n/a           | Recommended for approval. |
| QSS                       | 02 October 2025 | 012-QSS021025 | To approve.               |

## **Engaging with Students on Curriculum Change**

To be read in conjunction with the [Curriculum and Partnerships Approval Policy](#).

As a degree-awarding body, the University must ensure that its courses and modules are well-managed, meet quality standards, and comply with legal and regulatory requirements. This includes providing students with clear, accurate, and timely information about their courses. Importantly, students should be seen not just as recipients of education, but as co-creators whose perspectives help shape a more effective and inclusive curriculum.

### **How does the student perspective affect curriculum change?**

- For all course or module changes, the student perspective must be considered, regardless of the level of change.
- If a change significantly alters a course from what was originally advertised, it should apply only to new students, while existing students should continue on the version they first enrolled on. Usually, this will be the case if 'material information' regarding a course is affected by a change. More information and a list of 'material information' can be found on the University's [Consumer Protection Law webpages](#).

### **Key considerations for making changes**

- Changes must be communicated clearly and in a timely manner to affected students, applicants, and offer holders.
- If a course or module is delivered in collaboration with another department or institution, all relevant parties must be meaningfully consulted before making changes.
- Any changes must comply with consumer protection laws and regulatory expectations (e.g., those set by the Office for Students and the Competition and Markets Authority), ensuring that students receive what they reasonably expect based on published information.

### **Key timelines for changes**

- Major changes to courses or core modules will usually only take effect in the next recruitment cycle, unless exceptional circumstances apply.
- Moderate and minor changes to courses can be made before the start of the next academic year, as long as there is no negative impact on the student learning experience, there has been sufficient consultation with students, and the changes are compliant with CMA requirements.
- For optional module changes, updates should be finalised before students choose their modules to ensure they have accurate and clear information when making their module choices.
- Student engagement on curriculum changes should take place early enough to allow meaningful engagement with the information provided and sufficient time for receiving and considering responses.

### **Good practice for consulting on curriculum changes**

Engaging with students before making changes to the curriculum helps improve the quality, relevance, and inclusiveness of education. It gives students a say in shaping their learning experience. Students should be seen as partners with important perspectives, with their feedback highlighting what is working well and what could be improved. Involving students in these discussions also helps the University meet its obligations set by the Office for Students in the Conditions for Registration and satisfy the expectations of the Competition and Markets Authority.

Any rules or conditions set by the relevant PSRBs should be taken into account when making changes to the curriculum and the PSRBs consulted as needed.

Different approaches to engaging with students on curriculum change should be considered depending on the nature and impact of the change, as well as the effectiveness of each engagement method for whole cohorts and different groups within cohorts.

Best practice ways to engage with students and gather their feedback on curriculum changes include:

- Surveys and Questionnaires, (e.g., Microsoft Forms, SiteBuilder Forms or institutional survey)
- Working closely with Student Representatives to gather views and ensure student perspectives are considered.
- Focus Groups and Workshops to explore student opinions in more depth.
- A mix of in-person and online drop-in sessions or town hall meetings where students can ask questions and share their views.
- Using Module and Course Evaluations to track student satisfaction and identify areas for improvement.

#### Late changes

Late changes are changes that are submitted after the respective deadlines for course and module changes detailed in the Curriculum and Partnerships Approval Policy. Late changes should be avoided and will only be considered if not making them would:

1. Negatively impact the student learning experience.
2. Put the University in breach of legal or regulatory obligations.
3. Risk losing accreditation for a course.

In these circumstances, students must be engaged to an appropriate degree to ensure CMA requirements are met. More information on this is provided in a later section of this guidance.

In emergency situations—such as those covered by the Student Protection Plan—impacted students (both current and prospective) must be immediately informed through established procedures like the University's Major Incident Plan. If changes occur after prospective students have applied or accepted an offer, they must be notified promptly and given options to transfer or withdraw.

Any requests to change assessment methods during the same academic year in which they are being delivered will go through the [Variation of Assessment process](#). This process involves review by the Quality and Standards Subcommittee. Changes to assessments made during the year should only be considered in exceptional circumstances.

#### Student Engagement Categories for Late Curriculum Changes

To support departments in ensuring students are consulted sufficiently, the table below sets out the requirements for involving students when making late changes to the curriculum. The approval process for the three types of change (minor, moderate and major), and what is classed as a late change, can be found in the Curriculum and Partnerships Approval Policy (noting that what is classed as a late change differs for core and optional modules).

Engaging with students when developing new courses and modules or amending existing ones within the timescales defined in the Curriculum and Partnerships Approval Policy falls into the 'discuss' category and is not included in the table.

For core modules, students who are currently taking or current students who are scheduled to take these modules and are affected by proposed changes should be directly consulted.

Additionally, when a module is shared across different courses or departments, the affected cohorts should be engaged appropriately.

The different engagement categories are:

### **Inform**

Students must be informed as early as possible of the change, normally by email. No response is required before implementing the change.

### **Discuss**

Students must be informed as early as possible about any potential changes, and their opinions should be asked for. The feedback received must be considered when developing the revised curriculum. Small focus groups, like student representatives or the SSLC, can be used as part of the consultation, but efforts should be made to include all students affected. Useful ways to gather feedback include email, in-person meetings, or online webinars where the change can be explained and students can ask questions. There are no strict rules about how much feedback is needed, but if engagement or response rates are low, departments should reach out to students again. Students should be given enough time to respond with their feedback.

### **Consent**

Students must be informed as early as possible about any potential changes, and their opinions should be asked for as above. However, in this category, students need to agree to the proposed change. Consent can be gained by asking students to reply to an email or by using an online tool like Microsoft Forms. If a student does not respond, it can be assumed that they agree, as long as this is clearly communicated. This means explicit unanimous approval from all students affected by the change is not required.

Where consent is required, it is recommended that, besides group meetings or surveys, students also have the chance to speak directly with academic staff about the change and what it means for them (if possible). If students express concerns or objections, those should be taken seriously and explained further before moving forward. The department should consider the impact of proceeding with a change if significant concerns are raised.

Students should be given enough time to discuss the changes or give their consent. Departments should consider factors such as the time of year and other commitments students may have when setting a timeframe for consultation and obtaining consent.

| Administrative Changes                        |                      |        |         |         |                                                                                                                                                                                                                              |
|-----------------------------------------------|----------------------|--------|---------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Change                                        | Material Information | Inform | Discuss | Consent | Rationale/Further Information                                                                                                                                                                                                |
| Correction of typographical errors            | No                   | n/a    |         |         |                                                                                                                                                                                                                              |
| Change to the UCAS code                       | No                   | n/a    |         |         |                                                                                                                                                                                                                              |
| Change to sector reference points             | No                   | n/a    |         |         | Updating reference points (subject benchmark statements, characteristic statements, etc.) is administrative. Making changes to a course/module based on reference point changes will come under a different change category. |
| Change to the course/route/module code        | No                   | x      |         |         |                                                                                                                                                                                                                              |
| Updates to reading lists and online resources | No                   | x      |         |         | We are expected and required to ensure resources are current.                                                                                                                                                                |

| Minor Changes                                                   |                      |        |         |         |                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------|----------------------|--------|---------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Change                                                          | Material Information | Inform | Discuss | Consent | Rationale/Further Information                                                                                                                                                                                                                                                                                                      |
| Confirming pending PSRB accreditation                           | Yes, see rationale   | x      |         |         | Confirming previously communicated information                                                                                                                                                                                                                                                                                     |
| Withdrawal of optional module                                   | No, see rationale    | x      |         |         | Late removal of an optional module is usually only required due to a lack of expertise in teaching staff to run the module, meaning the engagement activity could only be 'inform'<br><br>The withdrawal of a significant number of optional modules (impacting the course content/composition) will be classed as a major change. |
| Addition of a new optional module                               | No                   | x      |         |         |                                                                                                                                                                                                                                                                                                                                    |
| Change to course/module leader and/or their contact information | No                   | x      |         |         |                                                                                                                                                                                                                                                                                                                                    |

|                                   |                   |   |  |  |                                                                    |
|-----------------------------------|-------------------|---|--|--|--------------------------------------------------------------------|
| Change to the assessment strategy | No, see rationale | x |  |  | Changing individual assessments will be classed as a major change. |
|-----------------------------------|-------------------|---|--|--|--------------------------------------------------------------------|

| Moderate Changes             |                      |        |         |         |                                         |
|------------------------------|----------------------|--------|---------|---------|-----------------------------------------|
| Change                       | Material Information | Inform | Discuss | Consent | Rationale/Further Information           |
| Change to entry requirements |                      | x      |         |         | Applicable only to prospective students |

| Major Changes                               |                      |        |         |         |                                                                                                                                    |
|---------------------------------------------|----------------------|--------|---------|---------|------------------------------------------------------------------------------------------------------------------------------------|
| Change                                      | Material Information | Inform | Discuss | Consent | Rationale/Further Information                                                                                                      |
| Change to PSRB requirements                 | No, see rationale    |        | x       |         | Changes required by a PSRB, or other external regulatory body, only require discussion, even if consent would usually be required. |
| Change to course learning outcomes          | Yes                  |        |         | x       |                                                                                                                                    |
| Change to course title                      | Yes                  |        |         | x       |                                                                                                                                    |
| Change to home department                   | No                   |        | x       |         |                                                                                                                                    |
| Change to partnership details               | No                   |        | x       |         | Changes to partnership details that are out of the University's control should still be discussed with students.                   |
| Withdrawal of a core module                 | Yes                  |        |         | x       |                                                                                                                                    |
| Core module becoming optional               | Yes                  |        |         | x       |                                                                                                                                    |
| Addition of a new core module               | Yes                  |        |         | x       |                                                                                                                                    |
| Creation of an exit award                   | No                   | x      |         |         |                                                                                                                                    |
| Creation of a named route                   | No                   | x      |         |         |                                                                                                                                    |
| Creation of a new entry point               | No                   | x      |         |         | Applicable only to prospective students                                                                                            |
| Change to qualification aim                 | Yes                  |        |         | x       |                                                                                                                                    |
| Change to course duration                   | Yes                  |        |         | x       |                                                                                                                                    |
| Change to FHEQ level                        | Yes                  |        |         | x       |                                                                                                                                    |
| Change to credit year load/module weighting | Yes                  |        |         | x       |                                                                                                                                    |
| Change to course location                   | Yes                  |        |         | x       |                                                                                                                                    |

|                                               |     |                  |   |   |                                                                                                                        |
|-----------------------------------------------|-----|------------------|---|---|------------------------------------------------------------------------------------------------------------------------|
| Change to additional costs                    | Yes |                  | x |   | An increase in additional costs that are out of the control of the University should still be discussed with students. |
| Change to progression and award requirements  | Yes |                  |   | x | Changes made which are advantageous to the students will come under the discuss change category.                       |
| Change to module title                        | No  | x                |   |   | Change the title that has no implication on learning outcomes                                                          |
| Change to assessment type                     | Yes |                  |   | x |                                                                                                                        |
| Change to assessment weighting                | Yes |                  |   | x |                                                                                                                        |
| Amending the delivery mode/mode of attendance | Yes |                  |   | x |                                                                                                                        |
| Change to the module duration                 | No  |                  | x |   |                                                                                                                        |
| Change to learning hours breakdown            | Yes |                  |   | x |                                                                                                                        |
| Loss of or change to PSRB status              | Yes | Consult with EPQ |   |   |                                                                                                                        |

| Change Category to be Assessed by EPQ |                      |                                                                                                                                 |         |         |                               |
|---------------------------------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------|---------|---------|-------------------------------|
| Change                                | Material Information | Inform                                                                                                                          | Discuss | Consent | Rationale/Further Information |
| Changes to course/module description  | No                   | The change category and subsequent approval actions will be determined based on the level of amendment made to the information. |         |         |                               |
| Change to transferable skills         | No                   |                                                                                                                                 |         |         |                               |
| Change to KSBs                        | Yes                  |                                                                                                                                 |         |         |                               |
| Change to placement information       | Yes                  |                                                                                                                                 |         |         |                               |
| Change to module outline syllabus     | No                   |                                                                                                                                 |         |         |                               |

| Report to Quality and Standards Subcommittee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                    |                                                 |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------|---|
| <b>Meeting Date</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 02 October 2025                                                    |                                                 |   |
| <b>Title</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Proposal for the Annual Quality Review and Enhancement Activities  |                                                 |   |
| <b>Owner/ UEB Lead/ Sponsor</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Professor Lorenzo Frigerio, Pro-Vice Chancellor (Education)</b> |                                                 |   |
| <b>Author</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Sam Grierson, Quality Review and Enhancement Manager               |                                                 |   |
| <b>Presenter</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Sam Grierson, Quality Review and Enhancement Manager               |                                                 |   |
| <b>Recommendation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Quality and Standard Subcommittee is invited to approve.           |                                                 |   |
| <b>Purpose of Report</b> (Tick all that apply ✓)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                    |                                                 |   |
| <b>To provide assurance</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ✓                                                                  | <b>To obtain approval</b>                       | ✓ |
| <b>Regulatory requirement</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                    | <b>To highlight an emerging risk or issue</b>   | ✓ |
| <b>To canvass opinion</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                    | <b>For information</b>                          | ✓ |
| <b>To provide advice</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                    | <b>To highlight student or staff experience</b> | ✓ |
| <b>Additional Considerations</b> (Tick all that apply ✓)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                    |                                                 |   |
| <b>Risk</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                    |                                                 |   |
| <b>Equality, Diversity and Inclusion</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ✓                                                                  |                                                 |   |
| <b>Environmental and Social Sustainability</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                    |                                                 |   |
| <b>Executive Summary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                    |                                                 |   |
| <p><b>1. Report Purpose</b></p> <p>The University is committed to delivering transformative and enriching education, leading the sector in achieving educational excellence and a consistently high-quality student experience for all. Our strategic objectives for education, which are articulated in our <a href="#">Education and Student Experience Strategy</a> break down our goals and approach to achieving them.</p> <p>Quality review activities provide assurance that our internal expectations of educational excellence are being met. They also equip us with the insight needed to reflect on current practice and fulfil our strategic aims. This includes promoting collaboration, innovation, and the sharing of best practice. The approach is designed to be simplified and agile, with inclusivity and student success as core principles, and student insight, engagement, and co-creation embedded throughout.</p> <p>This paper has come to the Quality and Standards Subcommittee for approval and to provide assurance related to the specification, implementation plan, guidance, and outcomes of quality assurance processes for taught provision detailed in the Education Quality Framework. It also ask the subcommittee to recommend to the Education and Student Experience Committee this proposal in line with the University's Education Quality Framework which sets out the overarching approach and principles of quality assurance and enhancement. Implementation is scheduled for October–December 2025, ahead of academic resourcing activity in January–March 2026.</p> <p>The proposal supports the objectives of 1, 2 and 5 the <a href="#">University Strategy</a> more specifically related to Education, Inclusion and Innovation. The proposal furthermore meets other requirements such as those expected by the regulators Office for Students and Ofsted to demonstrate the quality of education and student experience provisions. These requirements when met will enable the University to demonstrate public accountability and secure excellent TEF outcomes.</p> <p><b>2. Key Points</b></p> <p>We are introducing enhancements to Warwick's model for quality review and enhancement, with the aim of creating a more effective and efficient system that supports continuous improvement across the institution.</p> |                                                                    |                                                 |   |

This revised approach is designed to foster an environment where excellence in education and student experience is consistently maintained and elevated.

The new model empowers academic departments to lead confidently, supported by robust data and collaborative input from specialist institutional teams. By strengthening this partnership, we aim to ensure that every member of our university community is well-positioned to thrive and reach their full potential.

The revised annual process is anchored in supporting educators and academic leaders from the outset, enabling them to design, deliver, evaluate, and improve excellent and inclusive education. For the 2024/25 academic year, departmental reviews will take place between October and December. These will be structured around:

- **Education Enhancement Plans** (October–November), which provide a foundation for reflection and planning.
- **Education Priorities Dialogues** (November–December), which offer a collaborative space to discuss strategic priorities and enhancement opportunities.

This approach builds on the previous interim model, maintaining a strong focus on enhancement while introducing a refreshed agenda aligned with institutional goals.

### 3. Consultation

The process has been through rigorous consultation across academic departments and the education group. Consultation included academic departments, professional services, and student representatives. Efforts have been made to align this process with other departmental activities, such as degree apprenticeship reviews, inclusive education plans, and academic resource timelines, to reduce duplication and burden. The resulting impact will be more visible and refined in the coming annual cycles.

Further details can be found in the report and the dedicated webpages [Quality Assurance and Enhancement Review Activities](#).

### 4. Risk, Equality and Environmental Sustainability Considerations/Impacts

This report identifies issues integral to students' quality of experience at Warwick including opportunities to balance equitable access to learning and study experiences and to support through the informed use of data and evaluation to mitigate ongoing risks. The informed use of data and evaluation will help identify and address risks related to equitable access and student experience. The combined impact of these activities will enable our community to coalesce around key priorities further driving the quality and pace of education and student enhancement.

### 5. Action Required

To approve this process and further recommend to the Education and Student Experience Committee this proposal in line with the University's Education Quality Framework which sets out the overarching approach and principles of quality assurance and enhancement. Timely approval will support the successful implementation of this key quality assurance activity and ensure alignment with strategic planning cycles.

**Route Map for this Report**

| Committee                                  | Date            | Reference     | Action Requested/Taken |
|--------------------------------------------|-----------------|---------------|------------------------|
| Quality and Standards Subcommittee         | 02 October 2025 | 013-QSS021025 | To approve.            |
| Education and Student Experience Committee | 21 October 2025 | TBC           | To note.               |

UNIVERSITY OF WARWICK

For the meeting of Quality and Standards Subcommittee to be held on 2 October 2025

## **Proposal for the Annual Quality Review and Enhancement Activities**

### **1. Introduction**

We are introducing changes to Warwick's model for quality review and enhancement. Our goal is to create a more effective and efficient system that drives continuous improvement and maximises the potential of our students and staff. By reorienting our approach, we aim to foster an environment where excellence in education and student experience is more easily maintained and continually elevated. We are focused on empowering academic departments to lead with confidence, supported by robust data and collaboration with specialist institutional teams, ensuring that every member of our university community can thrive and achieve their fullest potential.

The revised annual process aims to ensure quality overall is anchored in supporting our educators and leaders well to succeed up front in designing, delivering, evaluating and improving excellent and inclusive education.

### **2. Overview**

Departments already undertake quality assurance activity including Peer Dialogue on Teaching, Student Feedback and Co-creation and engaging with External Examiners, employers and Professional Statutory Regulatory Bodies and external review. In order to empower departments to lead with confidence in these activities, we anticipate the need to strengthen current approaches to some of the activity indicated. For example, external examining is overdue a refresh to ensure all departments benefit from External Examiners as critical friends, informing quality enhancement throughout the year, not just at meetings of Exam Boards. The outcomes the quality assurance activity undertaken within the department can then be used to develop the **Education Enhancement Plan** which will bring together actions from review activity and identify areas for enhancement. This will then form the basis for the proposed **Education Priorities Dialogues** and inform any additional support sessions.

**Robust activity within departments, and the resulting Education Enhancement Plan and Education Priorities Dialogues, will replace previous annual review processes including Teaching Excellence Group and the interim measures in place since the Institutional Teaching and Learning Review.**

### **3. 2025/2026 Activity**

Annual Review of the 2024/25 academic year will take place in October/November as planned. This will be in the form of **Education Priorities Dialogues** which are informed and supported by the **Education Enhancement Plan** (appendix 2). This approach is similar to the previous interim measure, with a focus on enhancement and an updated agenda (appendix 1).

## **Education Priorities Dialogue 2025 – Guidance**

### **Purpose and Overview**

The Education Priorities Dialogue serves as a key component of the Annual Quality Review process. Its primary aim is to:

- Review the department's Education Enhancement Plan.
- Confirm enhancement areas based on departmental quality assurance activities.

- Consider key data and documentation submitted alongside the Education Enhancement Plan.
- Explore University priority themes as outlined in the Education Enhancement Plan.

### Scope of the Dialogue

#### In Scope

Matters directly aligned with the delivery of the Education and Student Experience Strategy e.g.:

- Quality of teaching and learning
- Assessment and feedback
- Digital education
- Student experience
- Inclusivity
- Non-standard pathways and programmes

#### Out of Scope

Matters NOT directly aligned with the delivery of the Education and Student Experience Strategy e.g.:

- Enrolment, recruitment and marketing
- Infrastructure issues (e.g., timetabling systems, teaching accommodation, transport)

### Panel members

- Panel Chair – drawn from Education Strategy Team
- Panel Coordinator – drawn from the Education Policy and Quality team
- Faculty representative – usually the Deputy Chair of Faculty (Education)
- Internal panel member from Education Strategy Team or another department within the Faculty

### Recommended attendees

- Head of Department/School
- Department/School colleagues identified by the Head of Department/School as relevant or responsible for education and student experience.
- The department/school Staff-Student Liaison Committee **student** Chair (or nominated representative) will be invited. The Chair of Faculty Staff-Student Liaison Committee may also be in attendance for centralised departments.

### Preparation and Submission

Departments are asked to complete the Education Enhancement Plan using the provided template and upload it to their dedicated Annual Quality Review MS Teams space. Where plans are in place we will work with departments this year to utilise these and reduce additional administrative burden.

## 4. Quality Assurance Context

The Education Enhancement Plan consolidates all departmental quality assurance activities, demonstrating that:

- University-wide, data-driven quality assurance processes have been followed
- These processes have led to critical reflection and actionable enhancements

## 5. Education Enhancement Plan 2025

The Education Enhancement Action Plan is not intended to require significant additional work. It should reflect insights already gained through existing departmental review processes.

1. Progress towards our departmental quality enhancement priorities in 2024/25  
Progress on the departmental Education Enhancement Action Plan for 2024/25
2. Good practice in our department that we can share across the University  
Identifies good practice
3. Our enhancement priorities in 2025/26  
Summarises plans for enhancing education based on reflective activity already undertaken and enhancement activity under two university-wide themes.
  - Educational Leadership
  - Curriculum, programme and assessment development
4. Feedback to the Faculty and the University  
Indicates any additional resources, training or support

#### **6. University-wide priority themes**

As noted above the Education Enhancement Plan will include actions arising from quality assurance activity already undertaken within the department and actions arising from two university-wide priority themes. Prompts to support consideration of the two priority themes outlined for 2025/26:

- Education Leadership
- Curriculum, programme and assessment development

#### **7. Supporting Documentation**

Provided by the department

- Education Enhancement Plan
- Student-Staff Liaison Committee (SSLC) Annual Reports
- External review/ Professional Statutory Regulatory Bodies (PSRB) reports (if applicable)

Provided by Education Policy and Quality team:

- Notes of last year's IQR meetings and Action Plan
- National Student Survey (NSS) results
- Postgraduate Taught Experience Survey (PTES) results
- Inclusive Education Action Plan
- Degree Apprentice Review Report (if applicable)
- Collaborative Review Report (if applicable)

#### **8. Meeting Outcomes**

The Education Enhancement Plan serves as both the input and output of the dialogue. The Panel Chair will summarise agreed enhancements and actions at the conclusion of the meeting.

Following the dialogue:

- The Education Policy and Quality team will share the final agreed enhancements and actions with the Head of Department/School and Panel Chair for approval, alongside brief meeting insights to reflect the discussion.
- Departments are responsible for updating the Education Enhancement Plan and uploading a revised version to their MS Teams space.

#### **9. Further Information/ Appendices**

Items 1 and 2 below can be downloaded from the [Annual Quality Review 2025/26](#) pages.

## 1. Agenda for 2025/26 Meetings

[illegible]

## 2. Education Enhancement Plan



### Education Enhancement Plan 2025/26

Department / School: [insert]

#### Purpose of this plan

This document guides and supports the enhancement of quality education and experience for students in our school/department by:

- review actions taken in the academic year 2024/25, their impact for students, and the lessons we have learned
- identifying and communicating departmental priorities for enhancement in the year ahead and keeping them under review through the year
- identifying ongoing areas of excellence and sharing this across the University

#### Section 1: Progress towards our departmental quality enhancement priorities in 2024/25

| #  | Enhancement Area 2024/25 | Actions | Progress and lessons learned so far | Impact |
|----|--------------------------|---------|-------------------------------------|--------|
| 1. |                          |         |                                     |        |
| 2. |                          |         |                                     |        |
| 3. |                          |         |                                     |        |

#### Section 2: Good practice in our department that we can share across the University

|                                                                                                                                                  |                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| This is optional, but we would encourage you to identify up to 2 areas of practice which the University can develop into case studies and share. |                                                                |
| Activity Title:<br>Activity Summary:<br>Activity Lead/Contact:                                                                                   | Activity Title:<br>Activity Summary:<br>Activity Lead/Contact: |

### Section 3: Our enhancement priorities in 2025/26

This section summarises our department's plans for enhancing education. It should reflect both ongoing activity and new priorities that build on the reflective work already undertaken through reviews, surveys, and quality processes. Enhancement priorities should be ambitious but realistic, showing how the department intends to sustain quality, respond to external requirements, and address opportunities for innovation. While activities may arise from QA processes (such as external examiner reports, PSRB feedback, national surveys or course/module reviews), this section should also capture our strategic intentions more broadly for improving the student experience, strengthening employability outcomes, and building capacity for teaching excellence.

In this first table, the actions should result from reflective activity already undertaken, including, but not limited to: student engagement – including survey results and SSLC; External Examiner feedback; Peer Dialogue; external or PSRB review; module reviews; course reviews; Degree Apprenticeship Review (if applicable); Collaborative Review (if applicable).

|    | Actions | Action Owner | Measures of success | Timescale | Mechanisms for evaluation |
|----|---------|--------------|---------------------|-----------|---------------------------|
| 1. |         |              |                     |           |                           |
| 2. |         |              |                     |           |                           |
| 3. |         |              |                     |           |                           |
| 4. |         |              |                     |           |                           |

All academic departments are also asked to consider enhancement activity under two university-wide priority themes: **educational leadership** and **curriculum, programme and assessment development**. We have included some prompt questions to help you reflect on these themes.

|                                                         | Actions | Action Owner | Measures of success | Timescale | Mechanisms for evaluation |
|---------------------------------------------------------|---------|--------------|---------------------|-----------|---------------------------|
| <b>Educational leadership</b>                           |         |              |                     |           |                           |
| 5.                                                      |         |              |                     |           |                           |
| 6.                                                      |         |              |                     |           |                           |
| <b>Curriculum, programme and assessment development</b> |         |              |                     |           |                           |
| 7.                                                      |         |              |                     |           |                           |
| 8.                                                      |         |              |                     |           |                           |

**Prompt questions to help reflect on the priority themes.**

They are not intended as a checklist and do not require a response to all (or any) of the questions; they are simply a conversation starter to help identify what is important in the department's context.

| University-wide priority theme                          | Departments can use this theme to reflect and set enhancement activities by asking...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Educational leadership</b>                           | <ul style="list-style-type: none"> <li>Do we have effective structures for managing teaching and student experience in the department?</li> <li>Do we have effective succession and sustainability plans for key teaching and leadership roles?</li> <li>Are we enabling a culture of continuous improvement, encouraging peer dialogue, reflection, and innovation in education?</li> <li>Are our departmental goals aligned with University priorities, and do they guide our enhancement actions?</li> <li>How do we support students to navigate their learning experience and points of transition?</li> <li>Are we nurturing early career staff and teaching assistants, ensuring they are well supported, developed, and integrated into the teaching community?</li> <li>Are we encouraging and enabling staff to connect with the professional world (e.g. through industry links, PSRBs, external networks), and use these connections to enrich educational leadership and practice?</li> </ul>                                                                   |
| <b>Curriculum, programme and assessment development</b> | <ul style="list-style-type: none"> <li>Are programmes future-focused, responsive to trends in the sector, society, and industry?</li> <li>Do we offer interdisciplinary opportunities, allowing students to learn across subject boundaries?</li> <li>Are students digitally fluent, with AI and digital skills embedded throughout the curriculum?</li> <li>How are students involved in shaping curriculum, teaching, and assessment?</li> <li>Does the department take a programme level view of assessment to ensure assessment is diverse and inclusive and proportionate (over-assessment)?</li> <li>Are assessment and marking processes clear, transparent, and consistently moderated?</li> <li>How do you ensure that students know what to do to succeed in assessment – how is this communicated, equitable, clear?</li> <li>Do our feedback strategies provide timely, constructive, and effective support to student learning and development?</li> <li>Are our assessments fair, rigorous, and authentic, aligned with intended learning outcomes?</li> </ul> |

**Section 4: Feedback to the Faculty and the University**

| What would help?                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Use this section to indicate any additional resources, training, or support they would need from the Faculty or University to implement their enhancement activities effectively. This could include staffing, professional development, technology, or advice and guidance from university services.</p> |

## **10. Recommendation**

To approve this process and further recommend to the Education and Student Experience Committee this proposal in line with the University's Education Quality Framework which sets out the overarching approach and principles of quality assurance and enhancement. Timely approval will support the successful implementation of this key quality assurance activity and ensure alignment with strategic planning cycles.

Sam Grierson  
Quality Review and Enhancement Manager

24 September 2025

## **Curriculum Approval Panel (CAP) 2025/26**

### **Terms of Reference**

1. With delegated authority from the Senate, to make decisions about the approval of all new courses and modifications to existing approved courses of the University. This excludes non-credit bearing courses, short courses and CPD courses, which are managed at departmental level.
2. To ensure the consideration of all course proposals is in accordance with agreed institutional expectations, timescales, and level of scrutiny.
3. With delegated authority from the Senate, to make decisions about the discontinuation of provision.
4. To make recommendations to the Quality and Standards Subcommittee (QSS) on amending relevant regulation and/or policy, such as the Credit and Module Framework, and where required the introduction of new regulation, policy, or guidance to maintain the University's quality oversight for example as required by the introduction of novel qualifications or delivery models.
5. To ensure a definitive list of approved and discontinued courses, to include those being taught out, is maintained.
6. To ensure members of the CAP sub-groups receive annual training in the relevant role(s) and are informed of changes to processes, policies, and guidance when necessary.

### **Reporting Structure**

The Curriculum Approval Panel reports approval and discontinuation decisions to the Senate and the Quality and Standards Subcommittee on an annual basis. The Faculty Education and Student Experience Committees are informed of decisions on an annual basis. The Partnerships Committee is informed of approval and discontinuation decisions for collaborative provision at the next available Committee meeting.

The Educational Partnerships Oversight Panel recommends approval decisions to the Curriculum Approval Panel for collaborative provision. The Chair of the Curriculum Approval Panel will consider the recommendation when making an approvals decision.

Colleagues in the following teams and areas are notified of approval decisions on an individual basis immediately after the decision has been communicated to the proposing academic department(s): Academic Resourcing Committee; Modules, Marks and Assessment; Faculty Directors of Administration; Immigration and Compliance; Marketing Communications and Insight; Student Recruitment Outreach and Admissions Service; Student Finance; Student Opportunity; Strategic Planning and Analytics, including Central Timetabling; Student Records.

### **Meeting Timetable**

The Curriculum Approval Panel meet to consider course proposals as required. To ensure the review of course proposals in a timely manner, this is typically coordinated via correspondence unless an in-person approval event is required.

The Curriculum Approval Panel meet as appropriate to consider and/or develop policy relating to curriculum design and approval.

Recommendations to amend existing regulation or policy or introduce new policy as required and where appropriate, is submitted to the QSS for consideration.

## Membership

| Co-Chairs                                                                          |                       |
|------------------------------------------------------------------------------------|-----------------------|
| Deputy Pro-Vice-Chancellor (Education Policy) ( <i>ex-officio</i> )                | Professor Andy Clark  |
| Deputy Pro-Vice-Chancellor (Education Quality and Standards) ( <i>ex-officio</i> ) | Professor Will Curtis |

**Decisions made by the CAP Chair are informed by the recommendations made by the following CAP sub-groups which hold either disciplinary, pedagogical, or specific professional expertise. The sub-groups are:**

| CAP Deputy Chairs and Advisory Panel                                               |               |
|------------------------------------------------------------------------------------|---------------|
| Academic Director (Postgraduate Taught) ( <i>ex-officio</i> ) – Deputy Chair       | Lee Griffin   |
| Academic Director (Doctoral College) ( <i>ex-officio</i> ) – Deputy Chair          | TBC           |
| Quality Assurance Manager or nominee ( <i>ex-officio</i> ) – Advisory Panel Member | Lauren Botham |

| Academic Scrutiny Panel (refreshed annually to maintain disciplinary and pedagogical currency, with a maximum term of normally three consecutive years per colleague) |                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| One to two academic colleagues from every academic department within the University                                                                                   |                                                   |
| Academic Development Centre                                                                                                                                           | Jo Kukuczka & Dr John Kirkman                     |
| Chemistry                                                                                                                                                             | Dr Dan Murdock & Professor Martin Wills           |
| Centre for Interdisciplinary Methodologies                                                                                                                            | Dr Sanjay Sharma & Dr Kavin Narasimhan            |
| Classics and Ancient History                                                                                                                                          | Professor Victoria Rimell                         |
| Computer Science                                                                                                                                                      | TBC                                               |
| Cross-Faculty Studies                                                                                                                                                 | Dr Elizabeth Chant & Adela Glyn-Davies            |
| Economics                                                                                                                                                             | Dr Juliana Carneiro & Dr Mahnaz Nazneen           |
| Engineering                                                                                                                                                           | TBC                                               |
| English and Comparative Literary Studies                                                                                                                              | Dr Sarah Wood & Dr Emma Francis                   |
| History                                                                                                                                                               | Dr Liana Valerio & Dr Colin Storer                |
| IATL                                                                                                                                                                  | Professor Paul Prescott                           |
| Law                                                                                                                                                                   | Professor Andrew Williams & Dr Charlotte Woodhead |
| Life Sciences                                                                                                                                                         | Dr Ian Edwards & Dr Sarah Cook                    |
| Mathematics                                                                                                                                                           | Dr Richard Lissaman & Dr Tobias Grafke            |
| Politics and International Studies                                                                                                                                    | Professor Ben Clift & Dr Julia Welland            |
| Philosophy                                                                                                                                                            | Dr Nadine Elzein & Dr Thomas Crowther             |
| Physics                                                                                                                                                               | Dr Gavin Bell & Professor Rudolf Roemer           |
| Psychology                                                                                                                                                            | Dr John Galvin & Dr Adrian von Muhlenen           |

|                                                          |                                                                 |
|----------------------------------------------------------|-----------------------------------------------------------------|
| School of Creative Arts, Performance and Visual Cultures | Professor Stuart Hampton-Reeves & Dr Jamie Larkin               |
| SELCS - Centre for Lifelong Learning                     | Dr Charlotte Jones                                              |
| SELCS - Centre for Teacher Education                     | Dr Deborah Roberts                                              |
| SELCS - Applied Linguistics                              | Dr Daniel Dauber                                                |
| SELCS - Education Studies                                | Dr Rebecca Morris                                               |
| School of Modern Languages and Cultures                  | Dr Douglas Morrey                                               |
| Sociology                                                | Dr Lynne Pettinger & Dr Nick Gane                               |
| Statistics                                               | Dr Paul Skerrett                                                |
| Warwick Business School                                  | Professor Ross Ritchie & Professor Alexander Stremme            |
| Warwick Global Academy                                   | Professor Chris Jones & Paul Goodhead                           |
| Warwick Manufacturing Group                              | Professor Parveen Kaur Samra (PG) & Professor Rob Thornton (UG) |
| Warwick Medical School                                   | Dr Hollie White & Dr Surangi Jayakody                           |

#### **Financial Scrutiny Panel**

|                                                                                                |                                                                                                          |
|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Academic Registrar (Chair) ( <i>ex-officio</i> )                                               | Adam Child                                                                                               |
| Deputy Finance Director or nominee ( <i>ex-officio</i> )                                       | Samuel McClenaghan                                                                                       |
| Vice Provost and Chair of Faculty for the requesting academic department ( <i>ex-officio</i> ) | Professor Rachel Moseley (Arts)<br>Professor Mike Ward (SEM)<br>Professor James Hayton (Social Sciences) |

#### **Professional Service Group**

|                                                  |                    |
|--------------------------------------------------|--------------------|
| Compliance Manager (Student Immigration)         | Rosul Gazi         |
| Market Research Manager (Prospective Students)   | Matthew Webster    |
| Student Finance Manager                          | Tracey Grant       |
| Assistant Director (Head of Admissions Services) | Dr Elizabeth Hough |
| Business Operations Manager (Student Records)    | Emma Ford          |

#### **Secretariat**

Secretary: Fiona Au, Policy Advisor (Curriculum and Partnerships), EPQ

| Report to the Quality and Standards Subcommittee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                             |                                          |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|---|
| Meeting Date                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 2 October 2025                                                                                                                                              |                                          |   |
| Title                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Membership of Tier 4 Panels Reporting to the Quality and Standards Subcommittee                                                                             |                                          |   |
| Owner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Professor Andy Clark, Deputy Pro-Vice Chancellor (Education Policy) and Professor Will Curtis, Deputy Pro-Vice Chancellor (Education Quality and Standards) |                                          |   |
| Author                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Gabriella Bersanetti, Senior Policy Advisor (Education), EPQ                                                                                                |                                          |   |
| Presenter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | N/A                                                                                                                                                         |                                          |   |
| Recommendation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | The Quality and Standards Subcommittee is invited to <b>approve</b> the 2025-26 panel memberships listed in this report.                                    |                                          |   |
| Purpose of Report (Tick all that apply ✓)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                             |                                          |   |
| To provide assurance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                             | To obtain approval                       | ✓ |
| Regulatory requirement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ✓                                                                                                                                                           | To highlight an emerging risk or issue   |   |
| To canvass opinion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                             | For information                          |   |
| To provide advice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                             | To highlight student or staff experience |   |
| Additional Considerations (Tick all that apply ✓)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                             |                                          |   |
| Risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                             |                                          |   |
| Equality, Diversity and Inclusion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                             |                                          |   |
| Environmental and Social Sustainability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                             |                                          |   |
| Executive Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                             |                                          |   |
| <p><b>1. Report Purpose</b></p> <p>Following Senate and Council approval of the <a href="#">2024 Academic Governance Review</a>, the following panels, which consider various aspects of student casework articulated within the University's regulations, report to the Quality and Standards Subcommittee in place of the Senate:</p> <ul style="list-style-type: none"> <li>Academic Integrity Panel</li> <li>Continuation of Registration Panel (UG &amp; PG)</li> <li>Student <del>Misconduct Discipline</del> Panel (Panel title change wef 1 October 2025)</li> <li>Student <del>Misconduct Discipline</del> Appeals Panel (Panel title change wef 1 October 2025)</li> <li>Fitness to Practise Panel (MBChB)</li> <li>Fitness to Practise Panel (non-MBChB) (to follow for approval via Chair's action)</li> <li>Appeals Panel (UG/PGT/PGR)</li> </ul> <p><b>2. Key Points</b></p> <p>The members for the above panels listed in this report have been proposed by the faculties and departments indicated in the report.</p> <p><b>3. Action Required</b></p> <p>The Quality and Standards Subcommittee is invited to approve these panels' memberships for the 2025-26 academic year.</p> |                                                                                                                                                             |                                          |   |

| Route Map for this Report |            |               |                        |
|---------------------------|------------|---------------|------------------------|
| Committee                 | Date       | Reference     | Action Requested/Taken |
| QSS                       | 02.10.2025 | 015-QSS021025 | To approve             |

| Academic Governance Panels - Memberships 2025-26 |                                                                                                                                                  |                                                                               |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Name                                             | Category of Membership                                                                                                                           | Name (Department/Faculty)                                                     |
| Academic Integrity Panel                         | Members of academic staff from each of the Faculties, appointed by the Quality and Standards Subcommittee on the recommendation of the Faculties | Professor James Davidson (Arts)                                               |
|                                                  |                                                                                                                                                  | Professor Paulo de Medeiros (Arts)                                            |
|                                                  |                                                                                                                                                  | Dr Guy Crawford (Arts)                                                        |
|                                                  |                                                                                                                                                  | Dr Michael Bycroft (Arts)                                                     |
|                                                  |                                                                                                                                                  | Professor Katherine Astbury (Arts)                                            |
|                                                  |                                                                                                                                                  | Professor Tim Bugg (Science, Engineering and Medicine)                        |
|                                                  |                                                                                                                                                  | Dr Kevin Purdy (Science, Engineering and Medicine)                            |
|                                                  |                                                                                                                                                  | Dr Alexa Kirkaldy (Science, Engineering and Medicine)                         |
|                                                  |                                                                                                                                                  | Professor Philip Young (Science, Engineering and Medicine)                    |
|                                                  |                                                                                                                                                  | Dr Leda Mirbahai (Science, Engineering and Medicine)                          |
|                                                  |                                                                                                                                                  | Professor Kimberley Wade (Science, Engineering and Medicine)                  |
|                                                  |                                                                                                                                                  | Dr Tim Sullivan (Science, Engineering and Medicine)                           |
|                                                  |                                                                                                                                                  | Dr Dan Bayliss (Science, Engineering and Medicine)                            |
|                                                  |                                                                                                                                                  | Dr Anna Michalska (Social Sciences)                                           |
|                                                  |                                                                                                                                                  | Professor Jonathan Garton (Social Sciences)                                   |
|                                                  |                                                                                                                                                  | Dr Lynne Pettinger (Social Sciences)                                          |
|                                                  |                                                                                                                                                  | Dr Tim Monteath (Social Sciences)                                             |
|                                                  |                                                                                                                                                  | Dr Thomas Crowther (Social Sciences)                                          |
|                                                  |                                                                                                                                                  | Dr Alison Morgan (Social Sciences)                                            |
|                                                  |                                                                                                                                                  | Dr Steve Kettell (Social Sciences)                                            |
|                                                  |                                                                                                                                                  | Albina Gale (Social Sciences)                                                 |
|                                                  |                                                                                                                                                  | Dr Cecilia Lanata-Briones (Social Sciences)                                   |
| Appeals Panel (Undergraduate)                    | Members of academic staff from each of the Faculties, appointed by the Quality and Standards Subcommittee on the recommendation of the Faculties | Professor Kevin Butcher (terms 1 & 2) / Professor Zahra Newby (term 3) (Arts) |
|                                                  |                                                                                                                                                  | Dr Caitlin Vandertop (Arts)                                                   |
|                                                  |                                                                                                                                                  | Dr Rebecca Stone (Arts)                                                       |
|                                                  |                                                                                                                                                  | Dr Romain Chenet (Arts)                                                       |
|                                                  |                                                                                                                                                  | Dr Rich Rabone (Arts)                                                         |
|                                                  |                                                                                                                                                  | Professor Tim Bugg (Science, Engineering and Medicine)                        |
|                                                  |                                                                                                                                                  | Dr Jon Duffy (Science, Engineering and Medicine)                              |
|                                                  |                                                                                                                                                  | Dr Melina Kunar (Science, Engineering and Medicine)                           |
|                                                  |                                                                                                                                                  | Professor David Hobson (Science, Engineering and Medicine)                    |
|                                                  |                                                                                                                                                  | Dr Siavash Amin-Nejad (Science, Engineering and Medicine)                     |
|                                                  |                                                                                                                                                  | Dr Farhan Noordali (Science, Engineering and Medicine)                        |
|                                                  |                                                                                                                                                  | Dr Ian Edwards (Science, Engineering and Medicine)                            |
|                                                  |                                                                                                                                                  | Dr Nick Jackson (Social Sciences)                                             |
|                                                  |                                                                                                                                                  | Professor Stephen Butterfill (Social Sciences)                                |
|                                                  |                                                                                                                                                  | Dr Julia Welland (Social Sciences)                                            |
|                                                  |                                                                                                                                                  | Dr Maggie O'Brien (Social Sciences)                                           |
|                                                  |                                                                                                                                                  | Dr Clay Beckner (Social Sciences)                                             |
|                                                  |                                                                                                                                                  | Professor Mark Johnson (Social Sciences)                                      |
|                                                  |                                                                                                                                                  | Dr Lynne Pettinger (Social Sciences)                                          |
|                                                  |                                                                                                                                                  | David Tapp (Social Sciences)                                                  |
| Appeals Panel (Graduate)                         | Members of academic staff from each of the Faculties, appointed by the Quality and Standards Subcommittee on the recommendation of the Faculties | Professor Caroline Petit (Arts)                                               |
|                                                  |                                                                                                                                                  | Dr Jonathan Skinner (Arts)                                                    |
|                                                  |                                                                                                                                                  | Dr Claudia Stein (Arts)                                                       |
|                                                  |                                                                                                                                                  | Professor Louise Bourdua (Arts)                                               |
|                                                  |                                                                                                                                                  | Professor Mandy Sadan (Arts)                                                  |
|                                                  |                                                                                                                                                  | Professor Ingrid De Smet (Arts)                                               |

|                                                                                                                |                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                |                                                                                                                                                                    | Professor Martin Wills (Science, Engineering & Medicine)<br>Dr Emma Macpherson (Science, Engineering & Medicine)<br>Dr Sigurd Assing (Science, Engineering & Medicine)<br>Dr Alexa Kirkaldy (Science, Engineering & Medicine)<br>Dr Gurpreet Chouhan (Science, Engineering & Medicine)<br>Professor Chris Corre (Science, Engineering & Medicine)<br>Dr Ching Jin (Social Sciences)<br>Dr Subham Kailthya (Social Sciences)<br>Professor Christoph Hoerl (Social Sciences)<br>Professor Ben Clift (Social Sciences)<br>Dr Phil McCash (Social Sciences)<br>Professor Dalvinder Singh (Social Sciences)<br>Professor Nick Gane (Social Sciences) |
| Continuation of<br>Registration Panel<br>(UG & PG)                                                             | The Chairs of the Faculty Education<br>and Student Experience<br>Committees                                                                                        | Dr Marta Guerriero (Arts)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                                                                |                                                                                                                                                                    | TBC (Science Engineering and Medicine)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                                                |                                                                                                                                                                    | Dr Karen Simecek (Social Sciences)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                | The Chair of the Committee on the<br>Admission of Students to Courses<br>of Study for cases referred under<br>paragraph 36.4 (4) of Regulation 36                  | Professor Lorenzo Frigerio                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                                | Members of academic staff<br>appointed by the Quality and<br>Standards Subcommittee to<br>include at least one member of staff<br>involved in the four year MB ChB | Dr Will Amos (Arts)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                                                                                                |                                                                                                                                                                    | Prof Lydia Plath (Arts)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                |                                                                                                                                                                    | Dr Emily McGiffin (Arts)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                |                                                                                                                                                                    | Dr Victoria Rimell (Arts)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                                                                |                                                                                                                                                                    | Dr David Fox (Science, Engineering and Medicine)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                |                                                                                                                                                                    | Dr Deborah Biggerstaff (Science, Engineering and Medicine)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                                |                                                                                                                                                                    | Dr Rebecca Milot (Science, Engineering and Medicine)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                                                                                |                                                                                                                                                                    | Dr Olga Feher (Science, Engineering and Medicine)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                                                                                |                                                                                                                                                                    | Dr Jianhua Yang (UG) & Dr Jane Marshall (PG) (Science,<br>Engineering and Medicine)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                                                                                                |                                                                                                                                                                    | Dr Martin Lotz (Science, Engineering and Medicine)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                |                                                                                                                                                                    | Dr Cathy Slack (Science, Engineering and Medicine)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                |                                                                                                                                                                    | Dr Emil Kostadinov (Social Sciences)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                                                                                |                                                                                                                                                                    | Professor Matthew Nudds (Social Sciences)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                                                                |                                                                                                                                                                    | Professor Trevor McCrisken (Social Sciences)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <u>Student<br/>Misconduct Panel</u><br>*undertaken<br>specialist training<br>for cases of sexual<br>misconduct | Chair                                                                                                                                                              | A Pro-Vice Chancellor, Deputy Pro-Vice-Chancellor or an<br>appointed Chair as appointed by the Vice-Chancellor*                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                                                | Three Members of staff appointed<br>by the Vice-Chancellor and<br>President                                                                                        | Dr Emma Francis (Arts)*                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                |                                                                                                                                                                    | Professor Rachel Moseley (Arts)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                                                |                                                                                                                                                                    | Dr Lydia Plath (Arts)*                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                                                |                                                                                                                                                                    | Dr Elisabeth Blagrove (Science, Engineering and Medicine)*                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                                |                                                                                                                                                                    | Professor Simon Brake (Science, Engineering and Medicine)*                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                                |                                                                                                                                                                    | Dr Nikola Chmel (Science, Engineering and Medicine)*                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                                                                                |                                                                                                                                                                    | Dr Dawn Collins (Science, Engineering and Medicine)*                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                                                                                |                                                                                                                                                                    | Rinkal Desai (Science, Engineering and Medicine)*                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

|                                                                                                           |                                                                       |                                                                                |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------------------------------|
|                                                                                                           |                                                                       | Dr Louise Dunford (Science, Engineering and Medicine)*                         |
|                                                                                                           |                                                                       | Dr Gary Fowmes (Science, Engineering and Medicine)*                            |
|                                                                                                           |                                                                       | Professor Catherine Hale (Science, Engineering and Medicine)*                  |
|                                                                                                           |                                                                       | Professor Mike Joy (Science, Engineering and Medicine)*                        |
|                                                                                                           |                                                                       | Dr Sophie Martucci (Science, Engineering and Medicine)*                        |
|                                                                                                           |                                                                       | India Palmer (Science, Engineering and Medicine)*                              |
|                                                                                                           |                                                                       | Dr Tim Sullivan (Science, Engineering and Medicine)*                           |
|                                                                                                           |                                                                       | Helen Ure (Science, Engineering and Medicine)*                                 |
|                                                                                                           |                                                                       | Samantha Wilson-Thain (Science, Engineering and Medicine)*                     |
|                                                                                                           |                                                                       | Dr Dave Wood (Science, Engineering and Medicine)*                              |
|                                                                                                           |                                                                       | Professor Jane Bryan (Social Sciences)*                                        |
|                                                                                                           |                                                                       | Tilly Harrison (Social Sciences)*                                              |
|                                                                                                           |                                                                       | Dr Alex Karalis Isaac (Social Sciences)*                                       |
|                                                                                                           |                                                                       | Dr Karen Simecek (Social Sciences)                                             |
|                                                                                                           |                                                                       | Rachel Cooper (Centre for Teacher Education)                                   |
|                                                                                                           |                                                                       | Dr Elena Riva (IATL)*                                                          |
|                                                                                                           |                                                                       | Karen Barker (Professional Services)*                                          |
|                                                                                                           |                                                                       | Gareth Bennett (Professional Services)*                                        |
|                                                                                                           |                                                                       | Jackie Clarke (Professional Services)*                                         |
|                                                                                                           |                                                                       | Ruth Cooper (Professional Services)*                                           |
|                                                                                                           |                                                                       | Marie Greene (Professional Services)*                                          |
|                                                                                                           |                                                                       | Jane Miller (Professional Services)*                                           |
|                                                                                                           |                                                                       | Dan Pearson (Professional Services)*                                           |
|                                                                                                           |                                                                       | Clive Singleton (Professional Services)*                                       |
|                                                                                                           |                                                                       | Roberta Wooldridge-Smith (Professional Services)*                              |
|                                                                                                           | Two Student Members - Normally Sabbatical Officers of the Students'   | TBC                                                                            |
|                                                                                                           |                                                                       | TBC                                                                            |
| <u>Student Misconduct Appeals Panel</u><br>*undertaken specialist training for cases of sexual misconduct | Chair                                                                 | The Provost or a Pro-Vice-Chancellor, acting on behalf of the Vice-Chancellor* |
|                                                                                                           | Three Members of staff appointed by the Vice-Chancellor and President | Dr Emma Francis (Arts)*                                                        |
|                                                                                                           |                                                                       | Professor Rachel Moseley (Arts)                                                |
|                                                                                                           |                                                                       | Dr Lydia Plath (Arts)*                                                         |
|                                                                                                           |                                                                       | Dr Elisabeth Blagrove (Science, Engineering and Medicine)*                     |
|                                                                                                           |                                                                       | Professor Simon Brake (Science, Engineering and Medicine)*                     |
|                                                                                                           |                                                                       | Dr Nikola Chmel (Science, Engineering and Medicine)*                           |
|                                                                                                           |                                                                       | Dr Dawn Collins (Science, Engineering and Medicine)*                           |
|                                                                                                           |                                                                       | Rinkal Desai (Science, Engineering and Medicine)*                              |
|                                                                                                           |                                                                       | Dr Louise Dunford (Science, Engineering and Medicine)*                         |
|                                                                                                           |                                                                       | Dr Gary Fowmes (Science, Engineering and Medicine)*                            |
|                                                                                                           |                                                                       | Professor Catherine Hale (Science, Engineering and Medicine)*                  |
|                                                                                                           |                                                                       | Professor Mike Joy (Science, Engineering and Medicine)*                        |
|                                                                                                           |                                                                       | Dr Sophie Martucci (Science, Engineering and Medicine)*                        |
|                                                                                                           |                                                                       | India Palmer (Science, Engineering and Medicine)*                              |
|                                                                                                           |                                                                       | Dr Tim Sullivan (Science, Engineering and Medicine)*                           |
|                                                                                                           |                                                                       | Helen Ure (Science, Engineering and Medicine)*                                 |
|                                                                                                           |                                                                       | Samantha Wilson-Thain (Science, Engineering and Medicine)*                     |
|                                                                                                           |                                                                       | Dr Dave Wood (Science, Engineering and Medicine)*                              |
|                                                                                                           |                                                                       | Professor Jane Bryan (Social Sciences)*                                        |
|                                                                                                           |                                                                       | Tilly Harrison (Social Sciences)*                                              |
|                                                                                                           |                                                                       | Dr Alex Karalis Isaac (Social Sciences)*                                       |
|                                                                                                           |                                                                       | Dr Karen Simecek (Social Sciences)                                             |
|                                                                                                           |                                                                       | Rachel Cooper (Centre for Teacher Education)                                   |

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|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                        |                                                                                                                                                                                   | Dr Elena Riva (IATL)*                                                                                                                                                    |
|                                                                        |                                                                                                                                                                                   | Karen Barker (Professional Services)*                                                                                                                                    |
|                                                                        |                                                                                                                                                                                   | Gareth Bennett (Professional Services)*                                                                                                                                  |
|                                                                        |                                                                                                                                                                                   | Jackie Clarke (Professional Services)*                                                                                                                                   |
|                                                                        |                                                                                                                                                                                   | Ruth Cooper (Professional Services)*                                                                                                                                     |
|                                                                        |                                                                                                                                                                                   | Marie Greene (Professional Services)*                                                                                                                                    |
|                                                                        |                                                                                                                                                                                   | Jane Miller (Professional Services)*                                                                                                                                     |
|                                                                        |                                                                                                                                                                                   | Dan Pearson (Professional Services)*                                                                                                                                     |
|                                                                        |                                                                                                                                                                                   | Clive Singleton (Professional Services)*                                                                                                                                 |
|                                                                        |                                                                                                                                                                                   | Roberta Wooldridge-Smith (Professional Services)*                                                                                                                        |
| Two Student Members - Normally<br>Sabbatical Officers of the Students' | TBC                                                                                                                                                                               |                                                                                                                                                                          |
|                                                                        | TBC                                                                                                                                                                               |                                                                                                                                                                          |
|                                                                        |                                                                                                                                                                                   |                                                                                                                                                                          |
| Fitness to Practise<br>Panel (MBChB)                                   | Chair                                                                                                                                                                             | One Member of the: Continuation of Registration Panel or<br>Graduate Appeals Panel or Undergraduate Appeals Panel<br>Professor Philip Young (SLS)<br>Dr Gurpreet Chouhan |
|                                                                        |                                                                                                                                                                                   |                                                                                                                                                                          |
|                                                                        | A member of academic staff within<br>WMS                                                                                                                                          | Catherine Hale (Barrister)                                                                                                                                               |
|                                                                        |                                                                                                                                                                                   | Professor Geraldine Hartshorne                                                                                                                                           |
|                                                                        |                                                                                                                                                                                   | Professor Heather Draper                                                                                                                                                 |
|                                                                        |                                                                                                                                                                                   | Dr Leda Mirbahai                                                                                                                                                         |
|                                                                        |                                                                                                                                                                                   | Dr Hollie White                                                                                                                                                          |
|                                                                        |                                                                                                                                                                                   | Dr Amy Attwater                                                                                                                                                          |
|                                                                        |                                                                                                                                                                                   | Dr Helen Nolan                                                                                                                                                           |
|                                                                        | A member of clinical academic staff<br>within WMS                                                                                                                                 | Dr Vivek Furtado (clinical forensic psychiatrist)                                                                                                                        |
|                                                                        |                                                                                                                                                                                   | Professor Domenico Giacco (psychiatrist)                                                                                                                                 |
|                                                                        |                                                                                                                                                                                   | Professor Martin Underwood                                                                                                                                               |
|                                                                        |                                                                                                                                                                                   | Dr Saran Shantikumar                                                                                                                                                     |
|                                                                        |                                                                                                                                                                                   | Professor Jeremy Dale                                                                                                                                                    |
|                                                                        |                                                                                                                                                                                   | Professor Swaranpreet Singh (psychiatrist)                                                                                                                               |
|                                                                        | One senior clinician from a local<br>NHS Trust with undergraduate<br>teaching responsibilities                                                                                    | Dr Rathinavel Shanmugam                                                                                                                                                  |
|                                                                        |                                                                                                                                                                                   | Dr Asok Venkateraman                                                                                                                                                     |
|                                                                        |                                                                                                                                                                                   | Dr Pijush Ray                                                                                                                                                            |
|                                                                        |                                                                                                                                                                                   | Dr Jackie Woodman                                                                                                                                                        |
|                                                                        |                                                                                                                                                                                   | Dr Chris Marguerie                                                                                                                                                       |
|                                                                        |                                                                                                                                                                                   | Dr Viviana Elliott                                                                                                                                                       |
|                                                                        | One resident doctor                                                                                                                                                               | Dr Alexandra Timperley                                                                                                                                                   |
|                                                                        |                                                                                                                                                                                   | Dr James Gaywood                                                                                                                                                         |
|                                                                        |                                                                                                                                                                                   | Dr Hannah Webber                                                                                                                                                         |
|                                                                        |                                                                                                                                                                                   | Dr Eleanor Whittingham                                                                                                                                                   |
|                                                                        |                                                                                                                                                                                   | Dr Amelia Weaver                                                                                                                                                         |
| Dr Jonathan Pinnell                                                    |                                                                                                                                                                                   |                                                                                                                                                                          |
|                                                                        |                                                                                                                                                                                   |                                                                                                                                                                          |
| Fitness to Practise<br>Panel (non-MBChB)<br>TBC                        | At least 6 practitioners in the field of<br>Social Work appointed by the<br>Quality and Standards<br>Subcommittee on the<br>recommendation of the Centre for<br>Lifelong Learning |                                                                                                                                                                          |
|                                                                        |                                                                                                                                                                                   |                                                                                                                                                                          |
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|                                                                        |                                                                                                                                                                                   |                                                                                                                                                                          |
|                                                                        |                                                                                                                                                                                   |                                                                                                                                                                          |
|                                                                        | At least 6 practitioners in the field of<br>Teaching (Primary and Secondary<br>Education) appointed by the Quality<br>and Standards Subcommittee on                               |                                                                                                                                                                          |
|                                                                        |                                                                                                                                                                                   |                                                                                                                                                                          |
|                                                                        |                                                                                                                                                                                   |                                                                                                                                                                          |
|                                                                        |                                                                                                                                                                                   |                                                                                                                                                                          |

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|  | the recommendation of the Centre for Teacher Education                                                                                                                                                                                                   |  |
|  |                                                                                                                                                                                                                                                          |  |
|  |                                                                                                                                                                                                                                                          |  |
|  | At least 6 practitioners in the field of Person Centred Counselling and Psychotherapy appointed by the Quality and Standards Subcommittee on the recommendation of the Centre for Lifelong Learning                                                      |  |
|  |                                                                                                                                                                                                                                                          |  |
|  |                                                                                                                                                                                                                                                          |  |
|  |                                                                                                                                                                                                                                                          |  |
|  |                                                                                                                                                                                                                                                          |  |
|  | At least 6 practitioners in the field of Teaching (Further Education) appointed by the Quality and Standards Subcommittee on the recommendation of the Centre for Teacher Education                                                                      |  |
|  |                                                                                                                                                                                                                                                          |  |
|  |                                                                                                                                                                                                                                                          |  |
|  |                                                                                                                                                                                                                                                          |  |
|  |                                                                                                                                                                                                                                                          |  |
|  | At least 6 practitioners in the field of Digital Health and Wellbeing Sciences appointed by the Quality and Standards Subcommittee on the recommendation of the Academic Director for Digital Health and Wellbeing Sciences, Warwick Manufacturing Group |  |
|  |                                                                                                                                                                                                                                                          |  |
|  |                                                                                                                                                                                                                                                          |  |
|  |                                                                                                                                                                                                                                                          |  |
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| Report to Quality and Standards Subcommittee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                |                                          |   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|---|
| Meeting Date                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2 October 2025                                                                                                                                 |                                          |   |
| Title                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Terms of Reference and Membership                                                                                                              |                                          |   |
| Owner/ UEB Lead/ Sponsor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Prof Andy Clark, DPVC (Education Policy)                                                                                                       |                                          |   |
| Author                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Kim Robinson-Deputy Director and Head of Education Policy and Governance                                                                       |                                          |   |
| Presenter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Prof Andy Clark, DPVC (Education Policy), Kim Robinson-Deputy Director and Head of Education Policy and Governance                             |                                          |   |
| Recommendation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Quality and Standards Subcommittee is invited to approve Terms of Reference and Membership to the Academic Regulation and Policy Review Panel. |                                          |   |
| Purpose of Report (Tick all that apply ✓)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                |                                          |   |
| To provide assurance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                | To obtain approval                       | ✓ |
| Regulatory requirement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                | To highlight an emerging risk or issue   |   |
| To canvass opinion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ✓                                                                                                                                              | For information                          |   |
| To provide advice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                | To highlight student or staff experience |   |
| Additional Considerations (Tick all that apply ✓)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                |                                          |   |
| Risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                |                                          |   |
| Equality, Diversity and Inclusion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                |                                          |   |
| Environmental and Social Sustainability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                |                                          |   |
| Executive Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                |                                          |   |
| <p><b>1. Report Purpose</b></p> <p>The purpose of this report is to present the terms of reference for the Academic Regulation and Policy Review Panel for 2025/26 for approval.</p> <p><b>2. Key Points</b></p> <p>Through the Academic Governance Review (AGR) working groups or panels were defined. The intention of these is to contribute to the work of their parent committee, as a Tier 4, to create capacity and focus.</p> <p>The introduction of an Academic Regulation and Policy Review Panel will contribute to the work of the Quality and Standards Subcommittee (QSS) and its remit to secure robust and inclusive policy foundations.</p> <p>The role of the panel includes development and implementation of the <a href="#">Academic Regulation and Policy Framework</a> . This applies to both new and existing academic regulation and policy (business as usual) and will be a touchstone for work to reform academic regulations and policies.</p> <p><b>3. Risk, Equality and Environmental Sustainability Considerations/Impacts</b></p> <p>Work to improve the accessibility, inclusion and clarity of academic regulation and policy is a key consideration. This will also contribute to the reduction of risk resulting from internal inconsistencies in current regulation and policy.</p> |                                                                                                                                                |                                          |   |

| Route Map for this Report |                   |                 |                        |
|---------------------------|-------------------|-----------------|------------------------|
| Committee                 | Date              | Reference       | Action Requested/Taken |
| ARPRP                     | 30 September 2025 | 004-ARPRP300925 | To recommend           |
| QSS                       | 02 October 2025   | 016-QSS021025   | To approve             |

## Academic Regulation and Policy Review Panel - Purpose, Terms of Reference and constitution

Proposals for amendments to the Terms of Reference and new membership are shown in red below.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Purpose:</b><br><p>The Academic Regulation and Policy Review Panel proposes and upholds the common principles of the University's overarching framework for Academic Regulation and Policy. The Panel advises responsible Policy Owners and committees on developing compliant regulation or policy to achieve the policy aims.</p> <p>It scrutinises and endorses revisions and amendments to existing regulations and academic policies, and proposed new regulations and academic policies, to ensure coherence of approach, consistency of style and to secure academic standards, providing a recommendation to endorse, revise or reject to the responsible committee or policy owner.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Parent body:</b> Quality and Standards Subcommittee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Terms of Reference</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| To approve                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ol style="list-style-type: none"> <li>1. Minor typographical changes to academic policy.</li> <li>2. Guidance on the development and approval of academic regulation and policy</li> </ol>                                                                                                                                                                                                                                                                                          |
| To recommend:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ol style="list-style-type: none"> <li>3. [To Quality and Standards Subcommittee] the University's framework for Academic Regulation and Policy and the common principles underpinning them.</li> <li>2. [To responsible committees, subcommittees, panels and/or responsible policy owners] A recommendation to endorse, revise or reject on revisions and amendments to existing regulations and academic policies, and proposed new regulations and academic policies.</li> </ol> |
| To receive:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ol style="list-style-type: none"> <li>3. [From responsible committees, subcommittees, panels and/or responsible policy owners] Proposed revisions and amendments to existing regulations and academic policies and proposed new regulations and academic policies for review.</li> </ol>                                                                                                                                                                                            |
| To report:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ol style="list-style-type: none"> <li>4.[To Quality and Standards Subcommittee] an annual summary report of the activity of the Academic Regulations and Policy Review Panel.</li> </ol>                                                                                                                                                                                                                                                                                            |

## Proposed Constitution and Membership

A proposal for membership for 2025/26 is set out below. This is subject to approval by the Quality and Standards Subcommittee.

| <b>Who is involved</b> |                                                                                                        |                                                                                                                                                                                                                                                                                                                                                   |
|------------------------|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Members</b>         | Chair : <i>Nominated by the Pro-Vice-Chancellor (Education)</i>                                        | 1. Prof. Andy Clark, Deputy Pro-Vice-Chancellor (Education Policy)                                                                                                                                                                                                                                                                                |
|                        | Five members of academic staff with relevant expertise. (To include PGT/PGR/UG and Student Experience) | 2. Assoc. Prof. Anil Awesti (CLL)<br>3. Prof. Lucy Hammond (WMS)<br>4. Dr Lydia Plath (Arts)<br>5. Prof. Ross Ritchie (WBS)<br>6. Prof. Jose Rodrigo (Maths)                                                                                                                                                                                      |
|                        | Ex-officio PS leads                                                                                    | 10. Academic Registrar, Adam Child<br>11. Deputy Director and Head of Education Policy and Governance, Kim Robinson<br>11. Head of Governance Services (or nominee), Katharine Gray<br>12. Senior Assistant Registrar (Student Complaints and Academic Casework), Nathan Morris<br>13. Director of Social Inclusion (or nominee), Kulbir Shergill |
|                        | Student members                                                                                        | 14. SU Sabbatical Officer (TBC)                                                                                                                                                                                                                                                                                                                   |
| <b>In attendance</b>   | Secretary                                                                                              | Nominated by the Director of Education Policy and Quality TBC                                                                                                                                                                                                                                                                                     |
|                        | Assistant Secretary                                                                                    | Nominated by the Director of Education Policy and Quality TBC                                                                                                                                                                                                                                                                                     |

| Report to Quality and Standards Subcommittee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                         |                                          |   |
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| Meeting Date                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2 October 2025                                                                                                                                                                          |                                          |   |
| Title                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Proposed minor amendments to Regulation 10 Examination Regulations                                                                                                                      |                                          |   |
| Owner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Professor Andy Clark, Deputy Pro-Vice-Chancellor (Education Policy)                                                                                                                     |                                          |   |
| Author                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Nisia Pacelli, Modules Marks and Assessment, Student Administrative Services                                                                                                            |                                          |   |
| Recommendation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | The Quality and Standards Subcommittee is invited to consider the proposed minor amendments to Regulation 10 and recommend for approval to the Education & Student Experience Committee |                                          |   |
| Purpose of Report (Tick all that apply ✓)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                         |                                          |   |
| To provide assurance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                         | To obtain approval                       | ✓ |
| Regulatory requirement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | ✓                                                                                                                                                                                       | To highlight an emerging risk or issue   |   |
| To canvass opinion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                         | For information                          |   |
| To provide advice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                         | To highlight student or staff experience |   |
| Additional Considerations (Tick all that apply ✓)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                         |                                          |   |
| Risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                         |                                          |   |
| Equality, Diversity and Inclusion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                         |                                          |   |
| Environmental and Social Sustainability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                         |                                          |   |
| Report Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                         |                                          |   |
| <p><b>1. Report Purpose</b></p> <p>A set of proposed changes to Regulation 10 were discussed but rejected by the Quality and Standards Subcommittee at the meeting held on 27 November 2024. Following further consultation the Quality and Standards Subcommittee is invited to consider the proposed minor amendments to Regulation 10 and recommend for approval to the Education &amp; Student Experience Committee.</p> <p><b>2. Key Points</b></p> <p>Please find below a track changed version of the regulation highlighting the proposed amendments following the initial consultation and discussion. The changes are minor and relate to:</p> <ul style="list-style-type: none"> <li>Reg 10.1(b) Proof copies; wording slightly amended to reflect current practice.</li> <li>Reg 10.2(4) and 10.2(8) Clear bags for watches and inclusion of smart watches; amended wording as clear bags for watches are no longer provided and the inclusion of smart watches.</li> </ul> <p><b>3. Risk, Equality and Environmental Sustainability Considerations/Impacts</b></p> <p>None.</p> <p><b>4. Action Required</b></p> <p>The Quality and Standards Subcommittee is invited to consider the proposed minor amendments to Regulation 10 and recommend for approval to the Education &amp; Student Experience Committee.</p> |                                                                                                                                                                                         |                                          |   |

| Route Map for this Report |                 |               |                           |
|---------------------------|-----------------|---------------|---------------------------|
| Committee                 | Date            | Reference     | Action Requested/Taken    |
| QSS                       | 2 October 2025  | 017-QSS021025 | To recommend for approval |
| ESEC                      | 21 October 2025 | TBC           | To recommend for approval |
| Senate                    | 5 November 2025 | TBC           | To approve                |

## Reg. 10 Examination Regulations

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\*\*\*Amendments to Regulation 10 were last approved by Senate on 7 July 2021 and noted by Council on 14 July 2021, with changes taking effect from the beginning of the 2021-22 academic year (4 October 2021)\*\*\*

### 10.1 Regulations for Examiners

#### Setting and Proof-Reading of Examination Papers and other Assessments

- (1) (a) The Head of Department shall be responsible for the provision of examination papers and other assessments for modules taught by their department.
- (b) For each module a named member of the academic staff must be responsible to the Head of Department for setting examination papers and dealing with corrections to them. This member of staff should ensure that all final **versions** ~~proof copies~~ of the papers in their subject are checked and approval to print given to the Examinations Section.

#### Procedure on Day of Examination

- (2) The examiner responsible for the examination paper will ensure they are available at the contact details provided to the Examinations Section for the duration of the examination including those taken in Reasonable Adjustment rooms in Departments.

#### After the Examination

- (3) Scripts will be taken to the Examination Team for final reconciliation against the attendance register. Scripts will be packed for collection by Departments.
- (4) If a marker suspects academic misconduct has taken place Regulation 11 B4 applies.

#### Retention of Scripts

##### (5) Undergraduate Material

- (a) Examination scripts and assessed work which contribute to final degree credit, will be retained for two years following the meeting of the final year Board of Examiners in the case of successful students, and for two years after the final Board of Examiners at which an unsuccessful student was considered.

- (b) The following are excluded from the provisions of paragraph (a) above:

- (i) reports on individual pieces of laboratory work that contribute 5 per cent or less of the credit for that year of the course; *and*
- (ii) first year examination scripts and assessed work which individually contribute less than 1 per cent of the final degree result.

- (c) Examination scripts and assessed work not contributing to final degree credit or else falling within (b)(ii) above shall be retained until 30 September following the Summer term meeting of the first year Board of Examiners in the case of successful students, or until 31

December following the September meeting of the first year Board of Examiners in the case of students allowed to proceed to the second year after the September examinations, and for two years following the final Board of Examiners at which the student is considered for all others.

#### (6) Postgraduate Material

Scripts and assessed work of postgraduate courses shall be retained until two years after the date of the final invigilated examination.

*Notes:*

In addition to the provisions concerning retention of scripts set out in paragraphs (6) and (7) above, the Senate has passed the following resolutions:

(1) That work contributing to final degree credit, including essays, dissertations, reports and laboratory notebooks, other than scripts completed in invigilated examinations, may, at the discretion of the appropriate Department, be returned to students before the Board of Examiners' meeting which will consider the marks awarded for that work, subject to the following conditions:

(a) That any mark awarded prior to the Board of Examiners' meeting is subject to change; this will be made clear to the student before disclosing any such marks.

(b) That material which is returned will be re-submitted by the student in order that it is available at the Board of Examiners' meeting.

(2) That Heads of Departments, when considering whether to return work to students, should bear in mind the possibility of such works being altered before re-submission, and should consider the procedures they should adopt if a student fails to re-submit.

(3) That the decisions under resolution (1) should not apply to reports on individual pieces of laboratory practical work, provided that the piece of work concerned contributes 5 per cent or less of the credit for that year of the course. Examiners may, however, require those items to be re-submitted by the student as in (1) above.

### 10.2 General Examination Regulations

(1) Students are not permitted to enter an examination room until an invigilator has announced that the examination room is open. Students are advised to arrive at the examination room 20 minutes before the published start time of the examination.

(2) Students are under examination conditions as soon as they enter the examination room and must not communicate with anyone other than an invigilator.

(3) Students must complete and sign the attendance form.

(4) Students are permitted only the following items at the examination desk:

- **Student ID card:** this should be placed on the top right-hand corner of the examination desk;
- **Writing implements, rulers etc:** these should be in a clear pencil case or bag;
- **One clear container of still water:** bottles should have the labels removed;

- **Materials specified on the front page of the examination paper;** these will have been notified by the module leader prior to the examination;
- **Clear bag for personal, valuable items:** such as including, but not limited to, wallets, purses, keys, mobile phones, and electronic storage or retrieval devices (for example, smart watches). All mobile phones and electronic storage and retrieval devices placed in the bag must be switched off and alarms cancelled. The bag must be sealed and placed under the chair. Items must not be removed from the bag until the examination script has been collected.
- ~~**Clear bag for wrist watches:** Wrist watches must be placed in the clear bag and placed on the desk.~~
- **One bilingual dictionary:** Students who are permitted to use a bilingual dictionary must ensure the dictionary is approved and stamped by their Department. An invigilator will inspect the dictionary to ensure it has been approved and stamped. Any dictionary not approved and stamped will be removed for the duration of the examination.

**All other items are considered to be unauthorised materials. Students found in possession of unauthorised materials, either at the examination desk or on their person, will be noted and are subject to the procedure set out hereunder.**

(5) If a student is found to be in possession of electronic storage or retrieval devices (including Smart devices), either at the examination desk or on their person, the following steps shall be taken:

(a) The time when the device was found is to be noted in the report of the examination and in the student's answer booklet. The student is to complete a student incident form. The department is to be informed of the standard sanction for being in possession of smart devices during examinations.

(b) Any item suspected to be a smart device will be inspected by an invigilator and may be confiscated for the duration of the examination.

(c) The student shall be allowed to finish the examination.

(6) (a) The standard penalty for being in possession of smart devices during an examination is that a mark of zero be awarded for the examination by the marker.

(b) Students who are taking the examination as a first attempt and who have been awarded a mark of zero for possession of an unauthorised digital information, communication, storage and retrieval device will be given the opportunity to resit the examination at the earliest opportunity for a mark capped at the relevant pass mark. Students who are taking the examination as a resit are not eligible to a further resit attempt.

(7) Students who are in possession of unauthorised material or who are suspected of academic misconduct will be informed by the Senior Invigilator that a report may be submitted to the Head of the Department responsible for the examination under Academic Integrity Procedures (Academic Integrity Procedures B4.1 (2)). Where mark of zero under (6) above was awarded, further academic misconduct procedure under Regulation 11 and Academic Integrity Procedures will not normally be pursued, unless this is a repeat breach of these Regulations or the case requires resolution by an AIC for another reason.

(8) Students may not wear any watch while they are in the examination room. **Non-smart watches may be placed on the exam desk and left visible. Watches may be placed in the clear bag provided on the exam desk and left visible on the desk.**

(9) Students must not open the examination paper or make notes until the start of the examination has been announced.

(10) Students must write rough notes, calculations etc. in the answer book and cross this through to indicate to the marker that it should be disregarded.

(11) Students requiring assistance should raise their hand; an invigilator will come to the desk. Students must not leave the examination desk without the permission of an invigilator.

(12) Students arriving late for an examination will be permitted to enter the room up to 30 minutes after the start of the examination. No extra time will be allowed to compensate for a student's late arrival.

(13) Students may not leave the examination room within the first 30 minutes or last 15 minutes of the examination.

(14) During the examination, students may leave the examination room only if escorted by an invigilator. Students who leave the examination unescorted by an invigilator will not be permitted to return to the examination room.

(15) Students requiring a toilet break will be escorted by an invigilator. Their answer book will be marked at the point the toilet break is taken. Only one student at a time is permitted a toilet break.

(16) Any irregularities of conduct within the examination room will be reported and the invigilator may instruct a student to leave the examination room.

(17) When the end of the examination is announced, students should stop writing immediately.

(18) All answer books, even if they contain rough work or are blank, should be submitted.

(19) Students must stay in their seats until all examination books have been collected and the invigilator has announced students may leave.

(20) Students may not remove answer books or examination materials from the examination room.

### **10.3 Regulations for the Invigilation of Examinations**

(1) It is the responsibility of invigilators to ensure:

- examinations are conducted in compliance with the regulations agreed by the Senate;
- the security of the examination papers and materials;
- all students receive a consistent experience for all their examination;
- compliance with the processes and practices set out in the Guidance for Invigilators.

(2) A minimum of two invigilators will be allocated to each examination room. The number of invigilators in an examination room will be allocated at approximately 1:50 plus a Senior Invigilator.

(3) All invigilators are required to attend an annual training session.

| Report to the Quality and Standards Subcommittee                                                                                                                                   |                                                                                                                                                            |                                                 |                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------|
| <b>Meeting Date</b>                                                                                                                                                                | 2 October 2025                                                                                                                                             |                                                 |                                     |
| <b>Title</b>                                                                                                                                                                       | <b>Chair's Actions</b>                                                                                                                                     |                                                 |                                     |
| <b>Owner</b>                                                                                                                                                                       | Professor Andy Clark, Deputy Pro-Vice-Chancellor (Education Policy)<br>Professor Will Curtis, Deputy Pro-Vice-Chancellor (Education Quality and Standards) |                                                 |                                     |
| <b>Author</b>                                                                                                                                                                      | Helen Hotten, Policy Advisor (Assessment and Regulations)                                                                                                  |                                                 |                                     |
| <b>Recommendation</b>                                                                                                                                                              | The Quality and Standards Subcommittee is invited to <b>note</b> the actions taken by the co-Chairs of QSS since the last meeting on 22 May 2025.          |                                                 |                                     |
| <b>Purpose of Report</b> (Tick all that apply ✓)                                                                                                                                   |                                                                                                                                                            |                                                 |                                     |
| <b>To provide assurance</b>                                                                                                                                                        | <input type="checkbox"/>                                                                                                                                   | <b>To obtain approval</b>                       | <input type="checkbox"/>            |
| <b>Regulatory requirement</b>                                                                                                                                                      | <input type="checkbox"/>                                                                                                                                   | <b>To highlight an emerging risk or issue</b>   | <input type="checkbox"/>            |
| <b>To canvass opinion</b>                                                                                                                                                          | <input type="checkbox"/>                                                                                                                                   | <b>For information</b>                          | <input checked="" type="checkbox"/> |
| <b>To provide advice</b>                                                                                                                                                           | <input type="checkbox"/>                                                                                                                                   | <b>To highlight student or staff experience</b> | <input type="checkbox"/>            |
| <b>Additional Considerations</b> (Tick all that apply ✓)                                                                                                                           |                                                                                                                                                            |                                                 |                                     |
| <b>Risk</b>                                                                                                                                                                        | <input type="checkbox"/>                                                                                                                                   |                                                 |                                     |
| <b>Equality, Diversity and Inclusion</b>                                                                                                                                           | <input type="checkbox"/>                                                                                                                                   |                                                 |                                     |
| <b>Environmental and Social Sustainability</b>                                                                                                                                     | <input type="checkbox"/>                                                                                                                                   |                                                 |                                     |
| <b>Executive Summary</b>                                                                                                                                                           |                                                                                                                                                            |                                                 |                                     |
| This report sets out for the information of the Committee the actions taken on its behalf by the Co-Chairs since the circulation of papers for the 22 May 2025 meeting of the QSS. |                                                                                                                                                            |                                                 |                                     |

| Route Map for this Report |                |               |                        |
|---------------------------|----------------|---------------|------------------------|
| Committee                 | Date           | Reference     | Action Requested/Taken |
| QSS                       | 2 October 2025 | 018-QSS021025 | To note.               |

| <b>Date</b>  | <b>Chair's Action</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 20 May 2025  | Approval granted for the following PAIS modules to revert to in person exams from 2025/26: PO11Q, PO12Q, PO91Q                                                                                                                                                                                                                                                                                                                                         |
| 20 May 2025  | Approval granted for the following Classics modules to revert to in person exams from 2025/26: CX252, CX352                                                                                                                                                                                                                                                                                                                                            |
| 29 May 2025  | Variation to assessment for WM145-24 Software Development and Security component to be changed from a viva/presentation to a written report.                                                                                                                                                                                                                                                                                                           |
| 3 June 2025  | Approval granted for the following Chemistry modules to be exempt from Right to Remedy Failure: CH170-15, CH3H8-15, CH3H0-15                                                                                                                                                                                                                                                                                                                           |
| 3 June 2025  | Approval granted for the following WBS modules to revert to in person exams from 2025/26: IB3M60; IB1330; IB2D30; IB3J30; IB4100                                                                                                                                                                                                                                                                                                                       |
| 9 June 2025  | Variation to assessment for PH133, to offer optional FFA (In-Person Exam (26%)) to one student.                                                                                                                                                                                                                                                                                                                                                        |
| 13 June 2025 | Variation to assessment for WM9B5-15 Digital Consultancy module on the e-Business Management (Full-time) (H1S4) MSc to remove LO 6 from all assessment components.                                                                                                                                                                                                                                                                                     |
| 13 June 2025 | Approval granted for following Chemistry modules to be in person exams from 2025/26: CH170-15 CH281-15 CH3G8-15 CH3G9-15 CH3H1-15 CH3H2-15 CH3H3-15 CH3H4-15 CH3H5-15 CH3H6-15                                                                                                                                                                                                                                                                         |
| 13 June 2025 | Variation to assessment for marking all the affected assignments as WM to discount them from student's averages for:<br>HI3T6-30 A04 Seminar Contribution (10%) - 44 students affected - final year<br>HI3S2-30 A04 Presentation (10%) - 6 students affected - final year<br>HI2E4-15 A10 Seminar Contribution (10%) - 32 students affected - intermediate year<br>HI2K1-30 A03 Seminar Contribution (10%) - 32 students affected - intermediate year. |
| 18 June 2025 | Approval granted for variation to core module requirements for one student for LL351-15 French 6 for Global Engagement and LL308-15 French 7 for Enterprise to be taken in final year instead of optional core FR301-30 Modern French Language III.                                                                                                                                                                                                    |
| 18 June 2025 | Approval granted for following Philosophy module to be in person exams from 2025/26: PH134                                                                                                                                                                                                                                                                                                                                                             |
| 18 June 2025 | Approval granted for following Philosophy module to be in person exams from 2025/26: PH201                                                                                                                                                                                                                                                                                                                                                             |
| 18 June 2025 | Variation to assessment for one student to complete the Academic Poster with a weighting of (30%) and the Academic Poster Presentation (35%).                                                                                                                                                                                                                                                                                                          |
| 19 June 2025 | Approval granted for following WBS module to be in person exams from 2025/26: IB3FP                                                                                                                                                                                                                                                                                                                                                                    |
| 24 June 2025 | Approval granted for variation to curriculum for Sociology module SO350-15 - the module as though it was the overall average not the components that counted.                                                                                                                                                                                                                                                                                          |
| 25 June 2025 | Approval granted for the following Life Sciences module to be exempt from Right to Remedy Failure: LF136-30                                                                                                                                                                                                                                                                                                                                            |
| 27 June 2025 | Approval granted for in-person exams in Engineering.                                                                                                                                                                                                                                                                                                                                                                                                   |
| 30 June 2025 | Approval granted for variation for an individual student on one Statistics module ST119 Probability 2 and their examination assessment.                                                                                                                                                                                                                                                                                                                |
| 2 July 2025  | Approval granted for following WBS module to be in person exams from 2025/26: IB3M5                                                                                                                                                                                                                                                                                                                                                                    |

|                  |                                                                                                                                                                                                                        |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 July 2025      | Approval granted for the following Life Sciences module to be exempt from Right to Remedy Failure: LF271-30                                                                                                            |
| 4 July 2025      | Variation to assessment for one student for LA227, LA307, LA310 (exam element only) and LA365 - change assessment from exam to coursework.                                                                             |
| 9 July 2025      | Variation to assessment for 51 yr 2 students registered on BSc Digital and Technology Solutions (Degree Apprenticeship.)                                                                                               |
| 10 July 2025     | Variation to assessment for an individual SCAPVC – Film and TV Studies student due to personal circumstances.                                                                                                          |
| 10 July 2025     | Variation to assessment for an individual SCAPVC – Film and TV Studies student for module W620 due to personal circumstances.                                                                                          |
| 10 July 2025     | Variation to assessment for an individual student for module EQ948 due to personal circumstances.                                                                                                                      |
| 24 July 2025     | Variation to assessment for 143 students enrolled on the Cyber Security Management and Cyber Security Engineering 2024/25 MSc courses taking the WM9P1-15 Cyber Security Research Methods (CSRM) module.               |
| 24 July 2025     | Variation to assessment for one student registered on the Full-time International Trade, Strategy and Operations MSc.                                                                                                  |
| 24 July 2025     | Variation to assessment for 30 students on the Full-time MSc Games Engineering course.                                                                                                                                 |
| 24 July 2025     | Approval granted for following modules to be in person exams from 2025/26: IT116, FR121, GE112                                                                                                                         |
| 24 July 2025     | Variation request for the exam for HKPolyU students for WM9E8-15. 107 students affected; the exam not to count to final mark due to suspected Academic integrity issues in exam.                                       |
| 24 July 2025     | Approval granted for publication of Good Practice Guide on Providing Information to Students for the 25/26 academic year.                                                                                              |
| 30 July 2025     | Approval granted for an early resit request for a student going to VUB, module PO11Q                                                                                                                                   |
| 30 July 2025     | Variation to assessment for one student to take WM9E6-15 ‘Supply Chain Business Finance’ module.                                                                                                                       |
| 11 August 2025   | Variation to assessment schematic for an individual Physics student to remove a component not taken whilst they were on temporary withdrawal.                                                                          |
| 14 August 2025   | Approval granted for following modules to be in person exams from 2025/26: IB9SZ-15; IB9SU-15                                                                                                                          |
| 14 August 2025   | Variation to assessment for an individual student current personal circumstances as the student is better placed to present an oral presentation than complete a written essay, in this particular module TH332        |
| 14 August 2025   | Variation to assessment to a take home exam for both PO2E2 and PO2E3                                                                                                                                                   |
| 21 August 2025   | Approval granted for an Exemption from right to remedy failure request for LF404-90                                                                                                                                    |
| 21 August 2025   | Variation to assessment for IB9JJ Money, Banks and Financial Innovation - assessment changing from a 2,000 timed assignment to a 4,000 word standard individual assignment.                                            |
| 1 September 2025 | Variation to assessment for IT324                                                                                                                                                                                      |
| 2 September 2025 | Variation to assessment as WMG released the first assessments with the incorrect LOs (23/24 instead of 24/25), recommend maintain consistency and release the resubmission assessments in the same way with 23/24 LOs. |
| 2 September 2025 | Variation to assessment for an individual Centre for Cultural and Media Policy Studies student due to personal circumstances.                                                                                          |

|                   |                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 September 2025  | Variation to assessment for IB96F-15 Information Systems Consultancy - minor updates to module aims, outline syllabus.                                                                                                                                                                                                                                                                                |
| 5 September 2025  | Variation to assessment for an individual student due to personal circumstances - CX283 Writing in Greek Under Rome.                                                                                                                                                                                                                                                                                  |
| 8 September 2025  | Variation to assessment for All year 1 entrants to BSc Cyber Security for 25/26 modules will each have a 10-week duration instead of 30.                                                                                                                                                                                                                                                              |
| 11 September 2025 | Variation to assessment for 2 x pre-admission Degree Apprenticeship applicants to set these 2 apprentices' end of registration dates as 30/11/2027 instead of May 2028.                                                                                                                                                                                                                               |
| 11 September 2025 | Variation to assessment for the WM9B9-15 Cyber Security Consultancy (CSC) module. Upon reviewing assessments for next academic year discovered an issue with the 24/25 assessment for this year.                                                                                                                                                                                                      |
| 11 September 2025 | Variation to assessment for students attending the resit for LF130                                                                                                                                                                                                                                                                                                                                    |
| 15 September 2025 | Approval granted for publication of Placements Code of Practice and Taxonomical Flowchart.                                                                                                                                                                                                                                                                                                            |
| 15 September 2025 | Approval granted for Variations to Rules for Award: Assessment Conventions for International Foundation Programme / Variation to Rules for Award for WMG / Updates to Align with Rewording                                                                                                                                                                                                            |
| 15 September 2025 | Approval granted for Faculty Governance Review: Proposed Changes to Academic Policies.                                                                                                                                                                                                                                                                                                                |
| 16 September 2025 | Approval granted for Variation to Rules for Award for 25/26 for the BSc in Cyber Security.                                                                                                                                                                                                                                                                                                            |
| 18 September 2025 | Variation to assessment for a Second Year student on the course Film Studies (W620) to make an exception in the case of this student, such that they do not need to pass all components of the module in order for the module to be passed overall.                                                                                                                                                   |
| 18 September 2025 | Approval granted for publication of External Examiners handbook updated for 25/26.                                                                                                                                                                                                                                                                                                                    |
| 24 September 2025 | Variation to assessment for ST401, a 15 CATS Term 1 module - to replace a 100% exam by a 10% computer-based class test and a 90% exam.                                                                                                                                                                                                                                                                |
| 24 September 2025 | Variation to assessment for a late module assessment change IM945 (60 CATs) Assessment: 5000-word final project.                                                                                                                                                                                                                                                                                      |
| 24 September 2025 | Variation to assessment for HI2K9-30 A04 Research Proposal - increase to 2000 words - no significant change to assessment or curriculum.                                                                                                                                                                                                                                                              |
| 24 September 2025 | Variation to assessment for two students on the BA Global Politics (with Integrated Year Abroad at Brussels School of Governance, VUB), Year 2 - variation of curriculum so that they study 60 CATS of modules with PAIS in Term One and 60 CATS of modules with BSoG in Term Two/Three.                                                                                                              |
| 24 September 2025 | Variation to assessment for LF223 Clinical Microbiology. Assessment method the same. No change to credit weightings, module availability status. Change is to the syllabus. Affected students are incoming 25/26 Year 2 students in SLS on Biological Sciences, Biochemistry, Biomedical Science and Neuroscience courses. The module is optional for these courses- it is not core for any students. |



# PLACEMENTS CODE OF PRACTICE SEPTEMBER 2025

Jo Ramsay & Kimberley Harris  
Internships, Placements & Work Experience - Student Opportunity

## Placements Code of Practice

|    |                                                                                         |    |
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## 1. Purpose

A Code of Practice interprets existing University Policy in the context of a given area of provision. The Placements Code of Practice (PCoP) outlines the activities and standards that underpin work placement activity within degree courses at Warwick. This PCoP is designed to bring together in one place the varying and numerous activities associated with placement learning to provide an overarching framework for the management of placement learning.

The PCoP is based on a unified approach to overall accountability for placement learning and identifies the roles and responsibilities of academic departments, professional service teams and individual roles to provide understanding of the scope and remit of placement activity within different areas of the University.

This PCoP has been developed with reference to the University's Academic Regulations and Policy Framework and should be read in conjunction with the policies referenced, and the placement practitioner toolkit.

This Code of Practice is developed and maintained by the Student Opportunity team with key contributions from EPQ (relating to matters of Education Quality and Standards) and HSS in relation to practical and statutory requirements.

◆ **Practice Placeholder:** *Further work is needed to clarify Placement Approval Processes. This content is expected to be included in next year's revised edition of this Code of Practice.*

## 2. Scope

Placement activity and its management align with the [Education & Student Experience Strategy](#).

This Code of Practice applies to:

- academic departments and schools at Warwick that offer credit-bearing work placements or work-placement modules as part of their courses (see exclusions, below)
  - both UK-based and international, and
  - at all levels of study
- University staff involved in placement learning within academic departments, programme teams and schools

The audience for this document is therefore University staff, to inform local practice.

This Code **does not** provision for:

- additional requirements set by Professional, Statutory and Regulatory Bodies (PSRBs); in particular, professional placements in medicine and teaching are subject to unique standards and practices that are outside the scope of this inaugural Code of Practice.
- *co-curricular provision* such as the [Voluntary Year Out for Work Experience](#), as any work undertaken during this time is not part of the degree programme
- *extra-curricular work experience* undertaken outside the degree programme, such as part-time work and vacation work that students arrange for themselves
- study abroad or international exchange activity

- students who are [Temporarily Withdrawn](#)

Reporting requirements for student visa holders are applicable regardless of the length of the placement. Information and processes relating to overseas placements are also applicable regardless of the length of the placement.

This Code is **fully** applicable to placement years, but takes a proportionate view of placement learning, based on sector good practice; the Code acknowledges that placement opportunities: “are distributed along a spectrum, both in terms of length, and of integration into the curriculum”.<sup>1</sup> Where placements are shorter in duration, it is expected that the principles outlined in this document will be applied proportionately to ensure a reasonable and practicable approach to operationalising placement learning.

Throughout this document, there are two note formats that are attached to the text:

◆ **Practice Principles:**

*Baseline expectations for all placement types have been highlighted at the start of each section*

◆ **Practice Placeholders:** *where further work is needed to clarify this element of practice. This content is expected to be included in next year’s revised edition of this Code of Practice.*

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<sup>1</sup> wording taken from [ASET Good Practice for Work Based and Placement Learning in Higher Education](#), September 2022

### 3. Introduction

- **The purpose of placement learning** is to: “consolidate and complement the academic learning, knowledge and skills, with experience.”<sup>2</sup> The University of Warwick is further committed to embedding real-world application and employability within the curriculum.
- **Work placements involve a three-way** partnership between the student, University and placement provider, obliging each to follow expected behaviours and agreed responsibilities, outlined later in this document.
- **The day-to-day delivery of placement learning activity is the responsibility of academic departments.** Academic departments and programme teams are supported with good practice and specialist advice from professional service teams, as outlined later in this document.

#### Definitions

This section provides definitions of key placement terms referred to within the PCoP. The Placement Practitioner Toolkit includes a substantial [glossary](#) of placement-related terminology to support understanding and consistency of use across the University.

#### Work placement

A period of work experience, paid or unpaid:

- which is undertaken as a credit-bearing part of the student’s course, and
- where the student is enrolled at Warwick during this period, and
- where there is a transfer of direct supervision of the student to a third party

#### Types of provision

◆ **Practice Placeholder:** *A Warwick taxonomy of work experience is in parallel development and has been proposed to the Quality & Standards Committee but has not yet been approved. This content is expected to be included in next year’s revised edition of this Code of Practice.*

- Embedded – provision within a taught academic year at Warwick
- Extended – provision outside a taught academic year at Warwick
  - Integrated – included in the award classification average
  - Additional – not included in the award classification average

<sup>2</sup> definition taken from the [ASET Good Practice Guide for Work Based and Placement Learning in Higher Education](#), September 2022

**Placement practitioner**

A proxy term for the individual(s) responsible for *operational* placement activity within academic departments and programmes, regardless of their job title or local organisational structure.

**Placement Provider**

A third party (usually but not always an employer) who, during the placement, has responsibility for the direct supervision of the student. Any Higher Education provider (including Warwick) providing work experience on their premises as a placement, would still be the Placement Provider.

**Placement Approval Process**

The activity between receiving placement information from a student who has sourced their own placement (Placement Proposal), then confirming that the student will undertake that placement. The exact process will differ between academic departments.

## 4. Management of placement learning

This section outlines the activities and procedures that are essential to the design and delivery of placement learning.

### Placement Practitioner Toolkit

The University's framework for placement administration is provided within the [Placement Practitioner Toolkit](#). The toolkit, created and maintained by the Internships, Placements & Work Experience team (IPWE) in Student Opportunity, is a single point of truth for placement guidance and good practice.

The toolkit is an essential resource for practitioners to use throughout the placement cycle, bringing together relevant processes, good practice and helpful guidance in one place. Information provided in the toolkit is relevant to all work placements regardless of length, noting the statement above that: "Where placements are shorter in duration, it is expected that the principles...outlined will be applied proportionately to ensure a reasonable and practicable approach to operationalising placement learning."

Staff who are new to post or take on responsibility for elements of placements practice within a current role should be signposted to this resource as part of their induction process or handover/assignment of new responsibilities.

Advice and guidance for placement providers looking to work with Warwick students, and support their experience, is provided in [IPWE's employer toolkit](#).

### Considerations for the provision of placement learning opportunities

#### ◆ Practice Principle

*Placement Learning has implications across multiple areas of activity and should be considered for its benefits and its complexities before implementation*

#### Resourcing

Resourcing of placement learning is a key factor for departments when planning such activity.

Placement learning covers a broad spectrum of responsibilities for both the department and departmental or programme staff involved with the administration of placement activities (placement practitioners).

The three areas of responsibility - programme administration, student learning and support, and employer engagement – mean that placement practitioners juggle a complex workload and, as such, these activities need to be appropriately resourced. The Internships, Placements & Work Experience team recommend that departments, programmes and schools provide a clearly designated and dedicated practitioner – example Role Description Forms for an FA6 Placement Officer role are available from IPWE.

Please refer to the [What is Placement Work](#) document on the Placement Practitioner Toolkit for the context, scope and resource implications of placement practice within academic departments and programme teams.

#### *Approval of new placement learning activity*

The University, through the work of Education Policy and Quality, has responsibility for approving new courses. The Course Approval process is designed for this purpose and includes a specific set of questions for academic departments to consider and complete where placement learning is part of a new course.

Course Amendments are used when departments wish to amend or add a placement to an existing programme.

[Step-by-step guidance](#) is provided to support departments with the Course Approval process, including considerations for the creation of placement learning opportunities, including:

- Resourcing
- Academic support available to students on placement
- Pastoral support available to the students on placement
- Assessment of the activity
- Monitoring and evaluation
- Health and safety

#### Quality assurance of placements

##### **◆ Practice Principle**

*All Placement Learning shares quality considerations relating to teaching and Health & Safety; the latter increases with duration and distance.*

The [Policy Statement for the Accreditation of Placement Year in Industry and Year Abroad](#) sets out key principles for placements taking place within and outside the UK, as follows:

“the University must be assured that:

- Work placements offer students the opportunity to undertake work relevant to the discipline they are studying and which contribute to the achievement of the learning outcomes for their course
- Departments ensure that students will be appropriately supported and supervised before, during and after their placement
- Placements are approved prior to a student commencing their work placement
- Assessments set for students during the placement enable students to demonstrate the achievement of the stated learning outcomes.”

The [University’s Education Quality Framework](#) brings together existing quality assurance mechanisms in one place. Work-based learning is a [theme of the framework](#) providing brief expressions of minimum/typical expectations and three lines of assurance, informed by the Quality

Assurance Agency's (QAA) indicators of quality. The QAA provide non-mandatory advice and guidance on designing and operationalising work-based learning opportunities within curricula.

Quality assurance of placements is an essential part of pre-placement administration and Placement Approval. These activities enable departments to check that the placement:

1. meets teaching quality standards, duration, content, and assessment
2. provides assurances around health, safety and welfare, as part of the University's ongoing duty of care towards students
3. conforms to relevant legal requirements as stipulated by the University

#### *Quality assurance of placements: the first line of assurance*

Any placement sourced by the student, rather than by University staff who have applied quality assurance to their search for employer partners, should be aligned to University guidance and policy, found on the Placement Practitioner Toolkit. Compliance with central processes enables a record of quality assurance checks to be kept should information be needed for reference at any point during the placement, or required as part of a future audit (internal or external)

#### *Quality assurance of placements: the second line of assurance*

The second line assurance provides details of existing feedback mechanisms and processes that support quality assurance of work-based learning opportunities, the following being relevant to placements:

- [NSS](#) Outcomes give course leaders insight into the effectiveness of our delivery in the workplace
- [PTES](#) and [PRES](#) outcomes can look at those postgraduate courses with workplace experience elements
- [Course approval](#) and amendment process enables experts to help ensure that all courses with work-based learning elements deliver a high-quality academic experience that enable students to achieve
- [Module evaluation](#) can identify problem areas, areas of best practice and to feed into other enhancement and assurance activity such as review mechanisms
- [Student Staff Liaison Committee](#) can gain real time student feedback into workplace provision

#### *Quality assurance of placements: the third line of assurance*

The third line of assurance provides existing institutional and external processes:

- [ITLR](#) looks at Work-based Learning as well as 'on-campus' delivery
- [TEG](#) evaluates the quality of a department's provision annually. TEG also promotes ongoing enhancement of curricula, student support, student experience, student success and welfare
- [TEF](#) benchmarks measure against internal KPIs

### Quality and standards

Departments and programmes should develop a system and process for storing relevant paperwork in line with the GDPR and the University's data management policies.

The University is responsible for ensuring the quality and standards of placement learning.

Departments and programmes should develop systems and processes to monitor and record feedback on placements, seeking the views of both students and providers, analysing and interpreting findings and reporting on the effectiveness of the department's placement activities. This will include conducting regular reviews of processes and procedures related to placement programmes, and recommending and implementing changes where necessary, designed to ensure the continued effective and efficient operation of the programme.

### Health and safety

#### ◆ Practice Principle

*Health & Safety practice is predicated on taking "reasonable and practicable" care, considering both the risks of an activity and the actions that can be taken to mitigate against them. Some placements will naturally be lower risk due to location, work type or duration, but the University is responsible for considering that risk in advance of the activity.*

As outlined in Regulation 26, the [University's Health and Safety Policy](#) outlines accountabilities and responsibilities for health and safety and applies to all aspects of the University's business and activity, including those that take place away from University premises.

As set out in the Policy, Council is ultimately accountable for the governance, management and regulation of health and safety performance within the University. Council has delegated executive accountability for health and safety to the Vice-Chancellor and President. These roles are responsible for ensuring appropriate resources are dedicated to the development of standards and performance across the academic, administrative and commercial strands of the University.

Heads of Department have accountability for ensuring that University policies are followed within their areas of accountability and that necessary health and safety actions are completed for all departmental activities, including placement learning.

The [Leadership and Management of Health and Safety document](#) complements the Health and Safety Policy with further information for those with health and safety responsibilities, including available training.

### Health, safety and welfare for placements

The University has a duty to ensure, so far as is reasonably practicable, that students are not exposed to risks to their health, safety and welfare whilst on placement. Health, safety and welfare considerations should therefore follow a risk-based approach during the Placement Approvals Process.

A risk review process is being developed to enable academic departments to make informed decisions about whether a placement can be approved or not based on risk.

Placement practitioners should be familiar with and follow the risk review process for **all** work placement proposals. The process has been designed to provide a reasonable and practicable step-by-step guide for departments to reduce risk to both the student and University whilst students are on placement.

Whilst the risk review process is under development, departments and programmes are advised to seek assurance on health, safety, insurance and welfare arrangements from the placement provider. Template forms are provided on the Placement Practitioner Toolkit for this purpose based on whether it is UK or international. Practitioners should use this form, or local equivalent, as a basis for collating the recommended information from placement providers as part of approving a placement. Where the decision is taken not to approve a placement, for example, for health, safety and welfare reasons, travel security reasons or where a placement provider has not provided the necessary information, students will need to be supported with alternative options.

Students should also be informed of their option(s) if their placement is not approved, for example:

- support they might receive to source and apply for another placement, if time allows
- how they will be supported to meet the learning objectives of the placement if the placement has specific learning outcomes
- that they will be transferred to the non-placement variant of their degree course
- alternative optional modules or a project, where applicable
- other ways that students can gain work experience and/or employability skills

Students should be prepared in advance for the possibility their placement may not be approved. Departments and programmes should inform students at any early point, for example, when students are considering a placement, that placements are subject to approval and can only be approved once relevant conditions have been met and approval given.

### Compliance with Competition and Markets Authority requirements

#### ◆ Practice Principle

*All degree courses that involve a placement option need to offer clear information from the start*

In May 2023, the Competition and Markets Authority (CMA) published new consumer law advice for Higher Education Providers. This requires universities to provide clear, timely and unambiguous information to prospective and enrolling students so they can make informed decisions about their course and at each stage of their course.

Under consumer protection law, we are required to provide the right information to students at the right time. All communication about placements, from any member of staff, needs to inform students that work placements are subject to approval and cannot, therefore, be guaranteed.

The following messaging has been agreed for inclusion within:

- Prospectus
- UG terms page - TBC
- PG terms page - TBC
- Offer holder letter
- At enrolment and re-enrolment

*"If your course includes a placement:*

*Whilst there is lots of support available at the University to help you find a placement, in the majority of cases, students themselves are responsible for finding and securing a suitable work placement.*

*Please note that work placements within degree courses, including short, module-based placements and a year in industry, are subject to a University approval process and cannot, therefore, be guaranteed. The approval process involves identifying and mitigating any risks to your health, safety and welfare whilst on placement. If a placement is applicable to your course, it will need to satisfy the requirements of the approval process before it can go ahead.*

*We endeavour to facilitate your placement wherever possible and expect in the majority of cases, placements will be approved; however, where a placement does not meet learning requirements and/or outstanding concerns remain regarding your health, safety or welfare, you may be transferred to a variant of the degree without a placement. You will receive support from your academic department where this is the case, potentially with the option to source and apply for another placement where time allows."*

## Insurance

### ◆ Practice Principle

*Students going abroad will need their own insurance,*

Placement practitioners should be familiar with and follow guidance provided by the University's Insurance Services when authorising work placements. Queries relating to insurance matters should be referred to Insurance Services.

Students undertaking a work placement outside the UK should be made aware of the University's [Overseas Business Travel policy](#), which covers students going on a University-approved work placement for medical emergencies abroad. Students should read the policy, how to make a claim and limitations of the cover. It is strongly recommended that students consider taking out their own private health insurance to ensure they have appropriate cover for their needs. The policy does not cover personal liability if a student is working for an overseas employers.

Please see the [Placement Practitioner Toolkit](#) for guidance on insurance matters.

## Assessment of placements

### ◆ Practice Principle

*The choice of assessment type is often straightforward, but departments need to plan for when the placement or its assessment encounter a problem*

Students should be informed how their placement will be assessed e.g. pass/fail, percentage weighting, and whether those marks will contribute to the award classification average.

Learning outcomes, expected levels of competency, required skills and training (where relevant) and deadlines should be explained to students pre-placement. Students should also be reminded of any upcoming assessment deadlines during the placement to ensure awareness of timeframes and so that any [personal circumstances](#) may can be taken into account.

Students should be informed of the availability of reassessment under the right to remedy failure policy and, if it is not possible for reassessment to be offered, the options open to them in the event that they did not pass the placement module (e.g. transfer to course without placement / intercalated year). Departments would be expected to have such an alternative route available to students in this eventuality. (See *Progression*, below)

PGR students should be informed that assessment remains examination of their thesis, including work from the placement as applicable.

If a student contacts the department or programme team encountering difficulties during the placement due to circumstances outside of their control or they could not have predicted, for example, serious illness, death of someone close, being the victim of crime, family difficulties and/or financial hardship, and this results in the student potentially being unable to complete all or part of the placement module or related assessment, Mitigating Circumstances should be submitted by the student to the department via the Mitigating Circumstances Portal as soon as possible so these can be considered in the context of reassessment where available. See the [Mitigating Circumstances webpages](#). The Students' Union Advice Centre can support students with the submission of Mitigating Circumstances. Students should be aware that they may need to look at temporary withdrawal if a large period of placement will be missed

Assessment information is published in the [module catalogue](#) and is visible to staff and students (requires ITS log in). Updates to module content (including, but not limited to, assessment information) is done via the module approval system. Changes to modules that are to be introduced at the start of the academic year should be made and approved in the module approval system by the end of the preceding April vacation period. The exact April deadline is displayed in the module approval system. For courses starting at any other point in the academic year, the deadline is four months prior to the course start date.

Please see the 'Examinations and Assessment' section of the [Education Policy and Quality Good Practice Guide on Providing Information to Students](#) for additional points to include in this area, such as:

- Marking criteria and scales
- Academic integrity
- Extension requests

- Release of marks and feedback
- Examinations and online assessment
- Departmental assessment strategies

Students who started their programme of study in or after the 2021/22 academic year have the [right to remedy failure](#) on one occasion in each module at the earliest opportunity. Assessments related to placement years should have a submission date enabling consideration at the Summer Board of Examiners and reassessment should be offered in the Summer Vacation Resit Period. When designing assessment for a placement year, departments need to bear in mind that the assessment submission date may come before the placement end date. In this case, students may not have reached the end of projects or activities or be able to reflect on all of their placement when submitting their assessment.

If a placement module does not allow for students to undertake reassessment (e.g. if they did not complete the work based learning), the module should be submitted to the Quality and Standards Subcommittee to grant [approval for exemption from the right to remedy failure](#).

## Progression

◆ **Practice Placeholder:** *EPQ are currently reviewing progression onto and off course with an additional placement year as part of the review of the Rules for Award. Future versions of this Code of Practice will refer to this information.*

The [Policy Statement for the Accreditation of Placement Year in Industry and Year Abroad](#) explains that students are required to pass their placement year and should also be provided with opportunities to remedy failure, the same as other years. The following mechanisms are currently recommended for placement years:

“Work Placement: where a student is undertaking a short term placement replacing a research project at Warwick, they should be reassessed using the approaches in place for the Warwick modules.

Where a student fails a full year placement following a resit assessment, they will be required to transfer to a variant of the degree which does not include a placement year. This will ensure that students can proceed to complete a degree at the University.”

## Student visa holders

◆ **Practice Principle**  
*Student Visa Holders might encounter additional complexity when securing their placement; monitoring is a key activity during a placement of any length*

Home Office requirements must be met where placement learning opportunities are available to student visa holders. These requirements should be considered when new placement activity is being designed. Please see the [staff guidance on work placements](#) on the Immigration and Compliance webpages for further information.

Appropriate measures for monitoring and supervising student visa holders should also be in place to ensure compliance with Home Office regulations, as outlined in [Monitoring Student Engagement and Progress - Education Policy and Quality Team](#)

### Support available to students

#### ◆ Practice Principle

*Students continue to belong to the Warwick community during a placement – they are paying fees, can access services, and should feel that they are connected to their department and course*

Placement students continue to be enrolled at the University, and, as such, have access to University student support services whilst on placement. This should be communicated to students before their placement begins.

Departments and programme teams should ensure continuity of access to pastoral support, including continued contact with personal tutors (by email or by other means). Students on placements are entitled to access to the University's Student Support services.<sup>3</sup>

Heads of Department, or their named delegated representative, should ensure that there is a designated point of contact for students throughout their placement, for example, a Placement Officer or Placement/Personal Tutor, to approach with any issues or questions.

Where a placement continues for longer than a month, a placement check-in, either virtual or on site, should be carried out by the relevant member of departmental staff to check on the student's progress and any concerns. A virtual check-in should ideally take place during the student's working hours at their place of work. A second check-in via email is recommended if the placement is longer than one term in duration. Group check-ins can be helpful for students, but care should be taken to ensure that students can access a 1:1 conversation in real-time if preferred.

Where departments seek to discuss relevant information about a student's progress with the Placement Provider, in-principle agreement should be sought from the student at the point that the placement is approved. If the discussion is considered necessary for assessment, this should be made very clear to prospective placement students at the earliest possible point, and permission confirmed as a mandatory element of approval.

For further guidance, refer to the [placement check-ins section](#) of the Placement Practitioner Toolkit.

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<sup>3</sup> Taken from [Education Policy and Quality's Good Practice Guide for Placement Learning: Monitoring Progress: Pastoral Support](#)

## Preparing students for/supporting students through a placement

Departments and programmes should provide detailed information to students before their placement commences, in written form (essential) and via briefing meetings, where this is practical.

The [Placement Practitioner Toolkit](#) details the key messages and webpages to share with students, along with a checklist of areas to cover in communications post-approval.

### *Health and safety*

Students should be made aware that the placement provider has primary responsibility for health and safety and that health and safety arrangements should be explained as part of their induction. The department should make students aware of their responsibilities to understand and adhere to health and safety arrangements and reporting procedures, and what to do if they have concerns about health and safety within their workplace. Refer to the placements health and safety process.

◆ **Practice Placeholder:** *Further work is needed to clarify Placement Approval Processes, which incorporate a Health & Safety element. This content is expected to be included in next year's revised edition of this Code of Practice.*

### *Financial considerations*

Departments should encourage students to consider the financial implications of a placement, particularly if the placement will be unpaid, and signpost to relevant services and information, for example, [Student Funding Support](#) and the [Students' Union Advice Centre](#).

The University charges a reduced fee for a placement year. Fee information can be found on the [Student Finance website](#).

For staff supporting postgraduate research students, there is a [Paid Internships Procedure](#) where a placement is facilitated by the University as part of a PGR course.

### *Accommodation*

The Students' Union Advice Centre provides housing advice for students, including renting accommodation on long (more than 6 months) and shorter-term (less than 6 month) lets. Students can be signposted to the [Housing webpage](#) and [Renting webpage](#) for further information.

### *Student visa holders*

Student visa holders should be made aware of their responsibilities whilst on placement, including timely responses to monitoring point requests for compliance with Home Office regulations.

Immigration & Compliance provide [student guidance for work placements](#).

Where a student is able to transfer to a course variant that includes an additional or integrated placement year, the [Course Transfer procedure](#) must be followed so the University is compliant with Home Office reporting requirements.

For all work placements, departments and programmes are required to follow the [Change of Study Location and Reporting Work Placement procedure](#) when a student visa holder goes out on placement and upon their return to the University. This procedure is in place so that the University continues to meet its sponsorship requirements. The procedure applies regardless of the duration of the placement and to placements worked in person or remotely.

For PGR student visa holders, the Home Office requires justification for a work placement that students undertake as part of their course. Documentation must be submitted to the Immigration and Compliance team as part of the approval process, and approval from the team must be granted before the student is informed that they can go on the placement as part of their course. The procedure is outlined below:

- For PGR student visa holders, the Home Office requires justification for a work placement that students undertake as part of their course.
- The department must submit one of the following to the Immigration and Compliance team:
  - a copy of the student's approved Research Proposal, ensuring it explains how the work placement will contribute directly to the research and thesis and/or how it will be an assessed and integral part of the PhD,
  - or, if not available, a brief narrative to describe the ways in which the work placement will contribute directly to the research and thesis and/or how it will be an assessed and integral part of the PhD,
  - Submit either document to the Immigration resource account: [immigrationservice@warwick.ac.uk](mailto:immigrationservice@warwick.ac.uk)
- The Immigration & Compliance team will review the information on a case-by-case basis and provide approval, usually within 5 working days wherever possible.
- Approval must be received from the Immigration & Compliance team before the practitioner continues with this process

#### *[Wellbeing concerns and disability](#)*

Wellbeing and Student Support can support students who have wellbeing concerns and/or a disability that may affect their experience of the placement.

Where a student makes the department aware of wellbeing concerns and/or a disability, prior to, during or after a placement, the student can be signposted to [Wellbeing and Student Support](#) for advice. For reference, students can request a brief online or in person consultation with a member of the Student and Wellbeing Support team [via the Wellbeing Portal](#), to help identify their needs.

We are unable to share details of any disabilities or adjustments with employers. It is the student's choice to decide whether or not to make a disclosure to their placement provider.

Placement practitioners should read the [wellbeing concerns about a student; supporting disclosures](#) guidance on the Placement Practitioner Toolkit for advice and steps to follow when there are concerns about a student's wellbeing and/or when supporting disclosures.

Wellbeing and Student Support, in conjunction with the Dean of Students Office, and the Student Administrative Services, have developed guidance on missing students 'to give departments recommendations on how to try and re-engage students following non-engagement. The aim of this guidance is to establish that a student is safe and well.'<sup>4</sup>

If a student's personal circumstances or other factors known to the department raise additional wellbeing concerns following non-engagement, please refer to the [guidelines on the Wellbeing and Student Support webpages](#).

#### *Skills and personal and professional development*

Students should be made aware of any available skills training either provided by the department, programme or centrally that can support the preparation and development of skills during the placement.

Students should also be signposted to relevant resources to support their personal and professional development whilst on placement, and means of recording their learnings, progress and outcomes. Resources are also available to support students' transition to employment, cultural orientation and work expectations, including the [WorkReady Work Experience Toolkit](#).

#### *WorkReady Work Experience Toolkit*

The [WorkReady Toolkit](#) supports students throughout any type of work experience, providing resources, activities, opportunities and training for their needs.

Students can be directed to the Toolkit throughout the placement cycle (or other form of work experience), as they:

- get started and look for a placement
- prepare for and make the most of their placement
- return from their placement and reflect on and evaluate their experience

#### *Early termination of the placement*

There should be a process in place if a placement is terminated early by the placement provider through no fault of the student. The department should make all reasonable endeavours to support the student in sourcing an alternative placement, or provide an alternative mode of learning and assessment that is appropriate to their degree programme, enabling them to achieve the learning outcomes identified for the placement experience.

If a student contacts the department or programme wanting to leave the placement due to circumstances outside of their control or they could not have predicted, for example, serious illness, death of someone close, being the victim of crime, family difficulties and/or financial hardship, Mitigating Circumstances should normally be submitted by the student to the department via the Mitigating Circumstances Portal as soon as possible. The student should be encouraged to speak to their Personal (academic) Tutor or to the Senior Tutor in the department and to the placement coordinator (or appropriate member of staff) for advice. In some cases, it may not be appropriate for

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<sup>4</sup> Taken from Wellbeing and Student Support's ['Guidance for academic departments around non-engagement and missing students'](#)

a student to submit Mitigating Circumstances and departmental staff should be in a position to advise the student on the most appropriate course of action.

If the student must leave the placement due to medical issues, the Senior Tutor and other appropriate staff, such as the Director of Studies, should be involved. Mitigating Circumstances may apply – see [‘Assessment of placements’](#).

If a student contacts the department or programme wishing to leave their placement due to homesickness or other non-medical reasons, they must be made aware of the academic consequences of failing to complete the placement. The student should speak to the Personal (academic) Tutor or to the Senior Tutor, or to another appropriate member of staff such as the Director of Studies for advice. In some cases, it may still be appropriate for students to apply for Mitigating Circumstances under these circumstances.

In either situation, the department or programme should maintain contact with the placement provider and the student.

Departments and programmes should have support measures in place as far as reasonably possible to identify signs when a student may be struggling, and signpost relevant University support services throughout the placement cycle, so that a student can be given the opportunity of receiving support before a situation becomes more serious.

The Dean of Students Office and Students’ Union Advice Centre can provide advice and guidance to students on submitting Mitigating Circumstances.

The guide to [pre-placement communications](#), and [monitoring points and placement check-ins section](#), on the Placement Practitioner Toolkit, provide further advice on communicating key messages before the placement commences and setting up check-ins with students during their placement.

Guidance for supporting students with wellbeing concerns, and/or disclosures, is also available on the [toolkit](#).

### *Temporary Withdrawal*

Where a student decides to withdraw from their placement early, the student may choose to request a period of temporary withdrawal from the course. Information about the [Temporary Withdrawal Policy is available in Regulation 36](#); students should be signposted to this page for information about the process, important information and how to apply.

Going on Temporary Withdrawal if the placement fails is **not relevant to PGRs**, who can return and continue with their usual studies.

Students should follow these steps to apply for temporary withdrawal:

1. Students should consult with their departmental placement contact(s) and their Personal Tutor/supervisor or a member of the University’s Student Support Services before

completing the form. Students requesting temporary withdrawal must complete the electronic request form, available at [Student Records Online](#).

2. The request will require the support of the Senior Tutor or the Director of Graduate or Undergraduate Studies in the department.

Once the request is approved, Student Administrative Services will notify the student and their department by email, confirming last date of attendance, date of expected return and new expected completion date.

If the request is not approved, the department or programme should contact the student to explain the reason(s) and discuss next steps.

Students requesting temporary withdrawal on medical or health/social care related grounds must supply a recent medical note from a health/social care professional in support of their request.

Following a report made to the Home Office UKVI, Student visa holders, overseas nationals will be required to return to their home country during the period of their temporary withdrawal. Students should consult the [Immigration and Compliance team's webpages](#) for further information on breaks in studies.

Home and EU students should be advised to contact the Student Loans Company for advice as to how a temporary withdrawal may affect their student loan, maintenance grant or other student financial support.

PGT and PGR students who are in extension are not normally permitted to request temporary withdrawal as they have already gone beyond their original expected end date and should request further extensions.

Following a student's withdrawal from a placement, the placement provider should be directed back to the departmental colleague or University team who referred them, following usual practice within the department, to maintain connections for future conversations.

#### *[Preparing students for returning to university](#)*

Where students are working away from the University for long periods, it is helpful to inform and prepare students for returning to university. Information about module choices and registration for the next academic year as well as how and where to seek careers advice, and gain recognition of skills development through the Warwick Award, should be included in any communications.

Once students have returned to the university, departments or programmes may wish to host re-orientation meetings and events. Where resource allows, departments or programmes might consider hosting a joint event for returning students and outbound placement students to share peer insights into the placement experience.

The [Placement Practitioner Toolkit](#) provides advice on messaging to include to students returning from a placement after a long period away (6 months or more).

### *Monitoring and review*

All placement arrangements should feed into departmental and programme monitoring and review processes. There should also be mechanisms in place to solicit feedback from current and former students and placement providers to ensure the quality and standards of a placement. The review process should include any concerns about health and safety.

Information gathered through the review process should be referred to during the approvals process of subsequent placement cycles and departmental-level quality monitoring and review exercises.

### **ASET - the Work Based and Placement Learning Association**

[ASET, the Work Based and Placement Learning Association](#), plays an important role in placement learning across the sector. The organisation:

- provides strategic leadership
- champions the concept of work based and placement learning
- advises on best practice, providing staff training and development opportunities
- offers informed and authoritative representation, advice and support to professionals working in the field
- provides a forum for discussion
- prepares, develops and publishes information and research relating to work based and placement learning

The University has institutional membership, organised by IPWE in Student Opportunity, providing practitioners with access to a wide range of good practice resources and a network of peers from a broad range of Higher Education Providers.

Practitioners are strongly encouraged to utilise the resources available and actively take part in the range of events and training.

IPWE's framework of good practice is based on the information published by ASET.

## 4. Responsibilities

The responsibilities for each of the parties involved with placement work are incorporated within this section.

### Responsibilities of all staff: OfS Condition E6: Harassment and sexual misconduct

All University staff, regardless of role, must abide by Office for Students Condition E6: Harassment and sexual misconduct, which refers to incidents of harassment and sexual misconduct between staff and students, or students and other students. The University's single comprehensive source of information relating to this is at <https://warwick.ac.uk/services/conduct-and-resolution/regulations> and should be reviewed by all staff regardless of their role pertaining to placement learning.

### Responsibilities of the Academic Registrar

The University, through the role of the Academic Registrar, has overall accountability for work placements that are approved by academic departments or programme teams on behalf of the University. The Academic Registrar has responsibility for committing to provide the necessary central resources to plan and manage central placement activity, where distinct from academic provision.

The Academic Registrar receives assurance on how work placement activity is being operationalised in academic departments and programmes through an annual report on placement activity authored by the Internships, Placements & Work Experience team in Student Opportunity. Assurance is complemented on a termly basis by the provision of minutes, shared with the Academic Registrar, from the Placements Practice Group meetings. The Internships, Placements & Work Experience team will inform the Academic Registrar of any important issues that arise from placement learning activity.

### Responsibilities of Legal and Compliance Services

Legal and Compliance Services are responsible for:

- Providing general legal advice to practitioners on contractual matters and legal issues relating to placement learning, such as, placement agreements, data protection and data sharing, consumer law and Competition and Markets Authority (CMA) Guidance, and Non-Disclosure Agreements
- Providing legal support in case of conflicts or disputes arising from legal matters such as a breach of the terms of a contract
- NB: the University's legal team cannot provide advice to students

### Responsibilities of Insurance Services (sits under Legal and Compliance Services)

Insurance Services are responsible for:

- Assessing the University's insurance needs in relation to placement learning and providing guidance to staff on insurance matters connected to placement learning, such as, the extent and limitations of the University's public liability and employer liability insurance
- Managing the University's Overseas Business Travel Insurance Policy, including managing queries about the policy from practitioners
- NB: the University does not provide insurance advice to students

### Responsibilities of the Finance Office

The Finance Office is responsible for:

- Developing financial procedures and institutional policies to minimise the University's exposure to financial and contract risk, such as the correct application of the FP11 process as it applies to Placement Approvals, and related financial and reputational due diligence
- Providing training to improve financial knowledge and know-how amongst non-specialists, for example in relation to financial regulations, and to increase awareness and understanding of financial compliance across the University.

◆ **Practice Placeholder:** *Further work is needed to clarify Placement Approval Processes and the application of University-templated agreements (contracts). This content is expected to be included in next year's revised edition of this Code of Practice.*

### Responsibilities of the Risk and Resilience team

The Risk and Resilience team are responsible for:

- Helping the institution manage risk through communicating and encouraging understanding of risk management across the University and facilitating the sharing of good practice. This will involve the co-ordination of risk management workshops and the provision of required guidance and support
- Undertaking reviews with risk owners to determine whether risks are being appropriately considered by Committees/Groups and working with relevant colleagues to ensure the outcomes of Committee/groups are appropriately considered/actioned
- Supporting the identification, scoring, management and appropriate escalation of individual and thematic risks across all Professional, Academic and Commercial Services' groups
- Offering guidance and advice to departments on local risk management issues
- Reporting significant risks which impact several areas to the University Executive Board and the Audit & Risk Committee, on at least a quarterly basis

### Responsibilities of Education Policy and Quality

With respect to placement learning, EPQ advises on the design and approval process of modules, courses and academic partnerships in line with the Qualifications and Curriculum Framework and matters of quality assurance and quality enhancement. EPQ supports placement provision by:

- overseeing the publication of academic regulations and policies in line with the Academic Regulation and Policy Framework
- offering advice on the application of approved regulation and policy to Boards of Examiners on progression decisions to or from a placement year.
- working with Student Opportunity on matters relating to the academic governance of placement learning

### Responsibilities of Health & Safety Services

Health & Safety Services are responsible for:

- promoting a positive health and safety culture in all aspects of the University's business and activity, including placement learning
- developing systems and providing training for those whose role includes health and safety accountabilities and responsibilities
- developing health and safety competency across the institution
- reviewing health and safety practices across the institution and providing recommendations for enhancements
- providing advice and guidance directly to academic departments and programmes on health and safety queries or issues relating to placement learning
- working with Student Opportunity to clarify guidance for academic departments and the University community on Health & Safety matters relating to placement learning

#### Responsibilities of Wellbeing and Student Support

The Wellbeing and Student Support team are responsible for:

- providing a range of services and resources to support students to navigate the personal challenges potentially posed by placement learning, before, during and after their placement
- to support staff understanding of and familiarity with wellbeing guidance and referral mechanisms

#### Responsibilities of Immigration and Compliance

The Immigration and Compliance team are responsible for:

- providing guidance to student visa holders and academic departments and programmes on visa conditions and compliance requirements for students wishing to go on placement
- implementing and monitoring compliance procedures for adherence with UK Visas and Immigration and the University's responsibilities as a student sponsor

#### Responsibilities of Student Records

The Student Records team is responsible for:

- managing and maintaining accurate central student records
- developing and managing essential administrative procedures and workflows to ensure that placement data is integrated into the student's academic record, wherever feasible
- recognise placement activity on student transcripts of study or Higher Education Achievement Record
- supporting academic departments and programmes to understand and implement the administrative procedures associated with the University's student records system so that student records reflect:
  - the student's placement status within the limitations of the systems available
  - changes to placement status e.g. withdrawal
  - compliance with regulatory requirements, e.g. change of study location for student visa holders

#### Responsibilities of Student Mobility

Student Mobility are responsible for:

- maintaining the Student Mobility Tool that keeps a record of all student placements overseas for departmental approval and to meet the requirements of HESA reporting

- providing advice and guidance to academic departments and programme teams and professional service colleagues on using the Student Mobility Tool, and the application of emerging changes in practice
- collating and analysing international placement data to inform enhancements to mobility programmes

### Responsibilities of the Doctoral College

The Doctoral College is responsible for:

- providing funding information for postgraduate research students in relation to placement activity within PGR courses
- provide guidance and practical support to secure and maintain high-quality supervision and monitoring for postgraduate researcher students
- support postgraduate research students in developing their professional skills through the Researcher Development Programme
- keep the Internships, Placements & Work Experience team informed of any emerging factors that may affect the delivery of placement learning

### Responsibilities of Warwick Data Labs

Warwick Data Labs are responsible for:

- providing fit-for-purpose systems to enable the capture and processing of placement and student data
- creating and maintaining management information dashboards pertaining to strategically and operationally important placement data, for example, HESA returns and quantifying institutional placement activity

### Responsibilities of Conduct and Resolution

The Conduct and Resolution team are responsible for:

- developing and managing effective and empathetic policies in relation to student behaviour and discipline, which include student conduct on placement
- managing and overseeing the University's conduct and resolution policies and processes, which also apply to students on placement
- offering support and guidance to all students, including those on placements, who have experienced or witnessed incidents on or off campus
- offering support and guidance to academic departments and programme teams in the event of issues with student conduct on placement

### Responsibilities of Internships, Placements & Work Experience team, Student Opportunity

The Internships, Placements & Work Experience team (IPWE) are a central point of expertise and good practice to guide and support University staff in managing placement opportunities.

IPWE reports to the Head of Employer Engagement, who, as the direct representative of the Director of Student Opportunity, has responsibility for central placements work as a component of the Student Experience and Education strategy. Student Opportunity is part of Education Group, led by the Academic Registrar, who has overall accountability for central placement activity.

The Internships, Placements & Work Experience Manager has delegated accountability for operationalising the strategic elements of placement activity and its accompanying good practice framework, and oversees the institutional Placements Practice service. The Project Officer (placement activity) reports into the Internships, Placements & Work Experience Manager and has delegated responsibility for operationalising the good practice framework and managing the Placements Practice service on a day-to-day basis.

The responsibilities of the Internships, Placements & Work Experience team are to:

- Be the central point of expertise and good practice to guide and support University staff in managing placement opportunities: share institutional processes in relation to health and safety, due diligence, quality, student complaints and code of conduct, equality and diversity, and additional areas of compliance
- Act as a single point of truth for advice and guidance relating to placement activity
- Collaborate across the University to seek to provide technical, policy and practical resources to support the development of placement learning and students and staff involved.
- Champion the placement agenda through formal and informal networks, stay current with sector good practice and seek at all times to support Warwick's continued progress towards sector-leading placement provision
- Provide guidance on the design and development of placement activity at a central and departmental level
- Coordinate activity across the University to support placement practitioners, including the evaluation of placement practice
- Produce an annual report on the University's placement activity, including providing assurance on operational and compliance aspects of placement learning
- Support student interest in placement opportunities
- Undertake periodic sampling of risk reviews previously processed by placement practitioners
- Understand how employment law and related legislation relates to placements
- Provide clear guidance around placement resourcing, including suggesting role descriptions and resource allocation
- Provide a central platform to support students seeking, preparing for, and reflecting on their placement experience
- Develop toolkits and employer relationships to unlock work experience and engagement opportunities
- Facilitate learning and sharing of good practice across the institution and the wider HE sector
- Periodically review repeat providers of placement opportunities and evaluate against:
  - student need and interest
  - whether the provider continues to meet the University's expectationsand look for additional opportunities that enable the promotion of equality and diversity

## Responsibilities of Academic Departments and programme teams

Academic departments are responsible for the design, implementation and delivery of placement learning within the curriculum and for ensuring duration, provider and content meets immediate learning requirements, complies with relevant requirements from Professional, Statutory and Regulatory Bodies, where relevant, the Competition and Markets Authority (CMA) and UK Visas and Immigration (UKVI), and delivers designed final degree learning outcomes for the activity.

The role of academic departments and programme teams is also to support participation in placement opportunities, and observe institutional policy and good practice guidance in relation to the administration of placement learning, which is broken into specific levels of accountability:

### *Responsibilities of Head of Department/School/Programme Team (or their nominated representative)*

The accountability for ensuring compliance with internal and external policy and guidance for placement work sits with a Head of Department/School, who is accountable for all placement activities taking place within their respective department and programmes.

Delegated responsibility for operationalising placement work rests with the appointed placement practitioners, outlined in the next section. These could be academic *or* administrative staff, and could be split between several individuals.

The Head of Department/School, supported by their local managers and personnel, are accountable for:

- Ensuring that information for prospective students, including UCAS entries, course-specific web content, Student Handbooks and information shared on Open Day in relation to placements, contain the approved CMA-compliant text relating to the University's right of approval or rejection of student-sourced placements.
- Engaging with appropriate professional services regarding careers, employability and placement learning
- Resourcing placements appropriately, taking into account the complexities of placements work and associated workload
- Commit to providing the necessary departmental resources to plan and manage placement opportunities
- Allocating responsibility for placement practitioner tasks clearly within one or more roles
- Ensuring decision making responsibilities are allocated to a suitable grade
- Ensuring course approval guidelines are followed when implementing new placement activity
- Ensuring placement practitioners have access to and are supported to engage in training relevant to their role
- Signing off on escalated approval decisions as per the approval process published by IPWE
- Decision making in how to run placements safely and effectively, and to optimise student learning

- Ensuring that local placement procedures are in place (SOPs, reporting lines/lines of escalation, emergency procedures) are created and communicated, adhere to University policy, process and guidance and detail how processes are carried out, managed and monitored
- Following the University's Health and Safety Policy and standards within their own areas of accountability, ensuring that necessary actions across all placement activities within the department are completed. General guidance for planning, actioning and checking health and safety activities is provided in the [University's Leadership and Management of Health and Safety document](#).
- Identifying the departmental Points of Contact to act as the primary interface for students, placement providers and professional services
- Determining departmental approaches to reviewing feedback and monitoring placement activities
- Supporting staff participation in a community of institutional placement practice by supporting them to share insights and successful new practices with colleagues across the University, and facilitating their contribution to Warwick's Placement Practitioner Toolkit where appropriate
- Ensuring the escalation of any non-compliance reported to them, to the Responsible Team, as outlined above

#### *Responsibilities of academic lead*

All teaching and learning aspects of placement activity, including module/course design and assessment, rests with the academic member(s) of staff involved in designing and leading the module or placement year, as with any other part of the curriculum.

Academic leads are also responsible for enabling students to integrate learning from their placement into future studies and periodically review placement duration and format (e.g. part-time, full-time, split, blocks, multiple) against learning objectives, assessing suitability of offer against other potential formats.

#### *Responsibilities of Placement Practitioners*

The responsibilities listed below could sit fully within a Placement Officer role, be actioned as part of academic or administrative colleagues' portfolios of responsibilities, or split across several individuals. Departments, schools and programmes are invited to consider how best to allocate responsibility according to available resource and within their local context.

#### *Day-to-day administrative activities*

The day-to-day administration of placement work and adherence to University policy, process and guidance rests with the allocated placement practitioner(s) within the department or programme team.

Responsibility for communication with students and placement providers, and responding to queries and issues, rests with the allocated placement practitioner(s). Where a placement practitioner is unable to resolve an issue or needs support in order to do so, responsibility rests with the established lines of escalation within the department or programme team and escalation to professional services, where needed.

Please see [Appendix 1](#) for a full breakdown of practitioner responsibilities in table form. The table is separated into detailed responsibilities for pre-placement, on placement and post placement stages with each responsibility labelled as essential or good practice.

#### Quality assurance of placements:

##### 1. Placement approval – decision making

Accountability for decisions made to approve a placement rests with a named senior member of the department, as agreed by the Head of Department, for example, the practitioner's line manager, Head of Administration, or equivalent, or academic responsible for the module or placement year. Signing off escalated Placement Approvals should follow an approval process published by IPWE, where available. This accountability also involves ensuring adherence to University policy, process and guidance is followed.

##### 2. Reviewing placements and actioning Placement Approval

Responsibility for reviewing information relating to a placement and actioning Placement Approval rests with the placement practitioner(s). The practitioner is responsible for escalating any concerns to the senior member(s) of staff who has responsibility for Placement Approvals before approval is given. Signing off escalated Placement Approvals should follow the approval process published by IPWE.

#### Practitioner: Mitigating and managing issues

Responsibility for responding to placement issues rests with the placement practitioner(s). Where the placement practitioner is unable to resolve an issue or needs support in order to do so, responsibility rests with the established lines of escalation within the department or programme, escalation to IPWE and further escalation to professional services, where needed.

See the [Managing Issues section](#) of the Placement Practitioner Toolkit for further guidance.

#### Responsibilities of Placement Students

Departments and programme teams should impress upon students their role as representatives of the institution and responsibilities towards placement providers, customers, clients, patients- (where applicable) and other employees. This is good practice in all placement learning contexts.

Students should attend all briefing sessions and access and engage with information provided about their placement by both the University and the placement provider.

Students are also required to follow all rules regarding health and safety requirements, and other practices and procedures of the placement organisation.

Students should comply with assessment activities relating to their placement to the same extent as any other assessed part of their course. Provided that the placement itself is unfolding as expected, the same expectations apply regarding processes, communication and timeliness.

Where a placement may provide the student's first experience in a foreign country or work environment, it is also important to inform students of their responsibilities for managing both their own learning and professional relationships, recording progress and achievements and for alerting the placement provider and University to problems with, or when seeking any changes to, the placement as soon as possible.

A full list of student responsibilities is provided in [Appendix 2](#).

### Responsibilities of Placement providers

Placement providers have primary responsibility for placement students during the course of the placement, including for health and safety.

Placement providers should have relevant insurance, and health, safety and welfare practices in place, acknowledging that these will differ for providers based outside the UK. The student should receive an induction into workplace practices, including information about relevant policies, procedures, risks, training and supervision.

Placement providers should notify the department of any injury, damage or 'near miss' involving the student and make the department aware of any serious wellbeing concerns that arise during the placement such as prolonged periods of absence or absence without any notice.

Placement providers should facilitate a placement check-in, either virtual or on-site, undertaken by University staff in a safe and confidential environment. A virtual check-in should ideally take place during the student's working hours at their place of work.

Placement providers should also provide ongoing supervision and training for the student in the performance of their duties.

A full list of placement provider responsibilities is provided in [Appendix 3](#).

## 5. Operational use of this document

This document is a central reference point when designing Standard Operating Procedures for placement learning, providing an overview of the activities involved. For further detailed guidance and procedures relating to these activities, the [Placement Practitioner Toolkit](#) should be consulted to support the development of operational procedures within academic departments and programme teams.

In summary, the PCoP, and in turn, the toolkit, provide information, process, where applicable, and guidance on:

- Resourcing considerations
- Course approval and amendments
- Guidance for assessment
- Student visa holder processes
- Course transfer procedures
- Quality assurance of placements, including the risk review process
- Guidance on insurance matters
- Good practice for monitoring student engagement and progression
- Guidance for wellbeing concerns and supporting disclosures
- Induction and preparation of students
- Seeking feedback from students and placement providers

#### Developing Standard Operating Procedures

- *Placement approval risk review*
- *Preparing students for their placement*

Health & Safety Services and the IPWE team are developing a risk review process to support departments and programmes with the health and safety elements of Placement Approval. The process is designed to capture the minimum requirements for Placement Approval and provide a reasonable and practicable approach for departments to adopt at local level.

The Health and Safety process document will include a flowchart and written version of the procedure to support departments and programmes to develop a Standard Operating Procedure, or local equivalent, in relation to Placement Approvals.

◆ **Practice Placeholder:** *Further work is needed to clarify Placement Approval Processes and the application of University-templated agreements (contracts). This content is expected to be included in next year's revised edition of this Code of Practice.*

#### Training

##### Training opportunities for practitioners and professional development

Externally, ASET provide [training](#) in different areas of placement learning to support practitioners' personal and professional development and provide opportunities to develop and share good practice across the sector.

Internally, training for practitioners is provided by IPWE to support understanding of the placements context at Warwick and support discussion, embedding of good practice and ongoing learning across the breadth of placement activity.

Internal training opportunities can be found on the [training pages of the Placement Practitioner Toolkit](#).

### Health and safety training

It is recognised that those with accountabilities and responsibilities for health and safety, will require training and support to meet the expectations of their roles, as set out in the University's Health and Safety Policy. The Health and Safety Services team is responsible for developing systems to support these training needs, and each academic department/faculty has a named [Health & Safety contact](#).

For leaders and all tiers of managers, the [Leadership and Management of Health and Safety guidance](#) provides a list of available training, noting that some departments will have local training requirements and provision in place.

Training in the health and safety elements of Placement Approvals will be provided jointly by IPWE and Health & Safety Services once the risk review process has been developed.

## 6. References

- [Education Quality Framework](#), consulted in August 2024
- [Leadership and Management Policy for Health and Safety](#), consulted in September 2024
- [ASET Good Practice guides](#), consulted in April 2024
- [Universities Health and Safety Association \(USHA\): Guidance on Health and Safety Placements for Higher Education students 2018](#), consulted in April 2024
- [Placement Practitioner Toolkit](#), consulted in July 2024
- [Placement roles and responsibilities](#), consulted in July 2024
- [Education Quality and Policy's Good Practice Guide for Placement Learning](#), consulted in May 2024
- [The University of Birmingham's Placements Code of Practice](#), consulted in March 2024

## 7. Document control

| Document control |                |                               |                    |
|------------------|----------------|-------------------------------|--------------------|
| Version number   | Date issued    | Author                        | Update information |
| V1.0             | September 2025 | Jo Ramsay<br>Kimberley Harris |                    |
|                  |                |                               |                    |

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| Source location:           |  | Approval date: |  |
| Published location:        |  | Review date*:  |  |

\*a full review of the Code of Practice is due to be carried out annually. Changes may be required in the interim and where this is the case, changes will be documented here.

## 8. Appendices: further detail of responsibilities

### Appendix 1 – Responsibilities of the Placement Practitioner

This table provides a list of day-to-day responsibilities for placement practitioners, establishing where they are essential or good practice.

| Pre-placement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Essential or Good Practice?                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <p>Explain availability and accessibility of placement opportunities to students in a timely fashion</p> <p>Source <i>and/or</i> signpost to sources of placement opportunities for students.</p> <ul style="list-style-type: none"> <li>Refer to the student resource: <a href="#">‘Finding a Placement’ on the toolkit</a></li> <li>Liaise with Senior Careers Consultant to understand current Student Opportunity services relating to finding a placement</li> </ul>                                                                                                                                      | Essential                                                                                                                       |
| <p>Engage with potential placement providers to highlight placement provision opportunities, advising on, for example:</p> <ul style="list-style-type: none"> <li>timescales</li> <li>benefits of placement learning to the Placement Provider</li> <li>appropriate job roles, academic requirements, including assessment, and learning outcomes</li> <li>general expectations</li> <li>support for students as employees before, during and after placement</li> <li>university processes</li> <li>information relating to health and safety, insurance, equality and diversity and due diligence</li> </ul> | Good practice<br><i>Essential for practitioners whose department is committed to <u>sourcing</u> opportunities for students</i> |
| <p>Only promote those competitive external placement opportunities that can be reasonably assumed to meet legal requirements (i.e. are not undertaking illegal business activity or working practices). Practitioners must avoid knowingly publishing unlawful content and are obliged to remove illegal/discriminatory adverts once notified.</p>                                                                                                                                                                                                                                                             | Essential                                                                                                                       |
| <p>Provide support to students through the applications and recruitment process, signposting relevant contacts and services such as the departmental Senior Careers Consultant and relevant Student Opportunity services</p>                                                                                                                                                                                                                                                                                                                                                                                   | Essential                                                                                                                       |
| <p>Share guidance with students on sourcing a placement that meets module and/or course requirements, and any other requirements identified by the academic department</p>                                                                                                                                                                                                                                                                                                                                                                                                                                     | Essential                                                                                                                       |

|                                                                                                                                                                                                                                                                                                    |               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Compile and distribute all relevant supporting information to students                                                                                                                                                                                                                             | Essential     |
| Establish and communicate procedures to all parties for instances where responsibilities are not met                                                                                                                                                                                               | Essential     |
| Discuss and agree the arrangements for monitoring engagement with the placement provider                                                                                                                                                                                                           | Essential     |
| Understand and follow institutional processes to approve work placements, including written agreements, wellbeing, student record processes and health and safety policies, and guidance for student communications                                                                                | Essential     |
| Be familiar with access points for, and liaise with, appropriate services where students have additional requirements, such as Wellbeing & Student Support for health conditions and disabilities and the Immigration team for individual student circumstances (change of course, visa extension) | Essential     |
| Provide a named contact and appropriate contact point within the department to students and placement providers, for the duration of the placement                                                                                                                                                 | Essential     |
| Ensure all parties are aware of their responsibilities (department, student and placement provider) via a formal written agreement – a template agreement for UK placements will be available on the Placement Practitioner Toolkit                                                                | Essential     |
| Authorise work placements that are part of a programme of study                                                                                                                                                                                                                                    | Essential     |
| Maintain accurate and up-to-date records of student placements, including contact details for all parties, following data protection regulations                                                                                                                                                   | Essential     |
| Engage in professional development through available channels such as the <a href="#">University's Placements Practice Group</a> and ASET membership                                                                                                                                               | Good practice |

|                                                                                                                                                                                                                                                       |                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| <b>On placement</b>                                                                                                                                                                                                                                   | <b>Essential or Good Practice</b> |
| Establish check-in points and maintain contact with students during their placement.<br><br>In the case of non-student visa holders, organise and log at least: <ul style="list-style-type: none"> <li>One email check-in (all placements)</li> </ul> | Essential                         |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <ul style="list-style-type: none"> <li>One placement check-in (in person or via phone/video call) if the placement is more than a month in duration and preferably a second check-in via email if continuing over more than one term</li> </ul> <p>In the case of student visa holders:</p> <ul style="list-style-type: none"> <li>Request and record monitoring points on a monthly basis for UKVI purposes. The monitoring point can be remote if in-person is not feasible.</li> <li>Organise one placement check-in (in person or via phone/video call) if the placement is more than a month in duration</li> </ul> <p>Please refer to the 'departments' responsibilities' and 'work placements' section of the <a href="#">monitoring attendance and progress: good practice guide</a> for further information on recording monitoring points and acting on concerns.</p> |               |
| Ensure student wellbeing is monitored through contact points, and signpost to relevant services wherever necessary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Essential     |
| <p>Act as a first point of contact for queries, guidance and assistance in managing any issues with placements as they may arise, referencing established reporting procedures, support services and escalating issues where necessary</p> <ul style="list-style-type: none"> <li>See <a href="#">managing issues on placement</a> on the toolkit</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Essential     |
| Inform the placement provider if there are new factors that will affect completion of the placement or change the planned end date                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Essential     |
| Support students as and when required with; the transition to the workplace; queries; and issues                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Essential     |
| Provide activities or materials for students, to reflect on, and capture learnings from, their experience                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Essential     |
| Prepare students for returning to study with relevant supporting information, which may include: changes in the department, module information, information about accommodation for the following year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Essential     |
| Organise and advertise opportunities for current placement students to share learnings and experiences with other cohorts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Good Practice |
| Engage in professional development where possible through available channels such as the University's <a href="#">Placements Practice Group</a> and ASET membership                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Good Practice |

| Post placement                                                                                                                                                                                                                                                                                                                                                                             | Essential or Good Practice            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| <p>Coordinate and evaluate feedback from all parties (department/programme, student and placement provider) to inform the review, monitoring and development of future placement activities at a departmental and institutional level</p> <p>Summarise and share anonymised findings with placement providers, students and the University as appropriate</p>                              | <p>Essential</p> <p>Good Practice</p> |
| Agree follow up arrangements with the placement provider, which may include placement opportunities for the next cohort, or employer talks                                                                                                                                                                                                                                                 | Good Practice                         |
| Regularly review content of supporting information for students and placement providers                                                                                                                                                                                                                                                                                                    | Essential                             |
| Facilitate student learning across and between the cohorts, for example, through peer-led events or peer mentoring                                                                                                                                                                                                                                                                         | Good practice                         |
| <p>Periodically review repeat providers of placement opportunities and evaluate against:</p> <ul style="list-style-type: none"> <li>• course requirements</li> <li>• student need and interest</li> <li>• whether the provider continues to meet the University's expectations</li> </ul> <p>and look for additional opportunities that enable the promotion of equality and diversity</p> | Essential                             |
| Engage in professional development where possible through available channels such as the University's <a href="#">Placements Practice Group</a> and ASET membership                                                                                                                                                                                                                        | Good Practice                         |
| Share learnings and ideas within the institution and the sector to support good practice and the review and monitoring of work placements                                                                                                                                                                                                                                                  | Good Practice                         |

## Appendix 2 – Responsibilities of placement students

This section identifies students' responsibilities during the placement cycle and can be shared with students when considering and preparing for a placement.

### Pre-placement

- Source an appropriate placement based on current University and departmental or programme guidance and course requirements
- Understand the requirements and assessment of the work placement in relation to your course, including upholding the values and policies of both the University of Warwick and the Placement Provider's team, for the duration of the placement
- Undertaking any assessment activity as required by the academic department or programme team
- Consider any access or support needs that require reasonable adjustments and consider advising the Placement Provider of these needs
- Inform the Placement Provider of any conditions that may pose a substantial risk to yourself or others in the workplace and acknowledge the placement may not be approved if the risk assessment score is too high as a result
- Confirm when a placement is secured and provide details of the placement and placement provider to your academic department or programme team, via the Student Placement Request form, so the necessary risk review can be carried out by the department or programme team prior to approval of your placement
- Agree to expectations and responsibilities of all parties through a formal written agreement, as provided by the University, seeking independent legal advice where necessary. The Students' Union Advice Centre may be able to signpost you to relevant contacts and have dedicated resource for employment matters. Please note that the University is unable to review Non-Disclosure Agreements for you or provide you with legal advice.
- Read and be familiar with information and processes provided by the department or programme and Placement Provider, including assessment
- For compliance with UK Visas and Immigration (UKVI) rules, student visa holders should:
  - Understand that there are attendance requirements for you to meet in order for the university to continue sponsoring your Student Visa. Please refer to the [Immigration and Compliance webpages](#) on 'Immigration Responsibilities' and 'Working during your studies'. The monitoring points are outlined in the [Student Engagement and Progress Monitoring Policy 2024-25](#)
    - You will need to respond to regular, currently monthly, monitoring requests from your academic department so that your attendance can be recorded for UKVI purposes.
  - Notify both the relevant placement contact(s) within your academic department and your line manager/supervisor when unable to attend your placement on agreed dates and times
  - Ensure any changes to your placement are agreed in advance with both your academic department and your placement provider
- Complete and return all necessary paperwork in the given timeframe, including assessment

- Attend any briefing sessions prior to the placement
- Obtain any appropriate visa and work permits in a timely manner, taking responsibility for knowledge of relevant lead times. It is your responsibility to check likely lead times for these processes, as they may be subject to change.
- Make travel arrangements and find suitable accommodation for the placement
- Arrange to have any vaccinations which may be appropriate for the host country
- If travelling abroad for your placement, obtain adequate travel and medical insurance, including cover for;
  - personal money and property risks;
  - any emergency medical expenses; and
  - repatriation in case of a medical emergency or death
- Inform your line manager and academic department contact in a timely manner of any difficulties that arise before or during a placement that may affect your personal ability to complete the placement

### **On placement**

- Provide work-place contact details to the relevant member of academic department staff
- Behave professionally and courteously at all times, in line with the [Dignity Principles Policy](#), upholding at all times the University of Warwick's institutional values
- Abide by all the rules regarding Health & Safety requirements and other practices and procedures of the Placement Provider
- Abide by all the rules regarding GDPR and Privacy legislation requirements and other practices and procedures of the Placement Provider
- Carry out the work specified by the Placement Provider in a professional manner under the supervision of the specified supervisor
- Report any concerns about Health & Safety to the Placement Provider
- Report any incidents in which you are involved, and any Health & Safety concerns that are not addressed by the Placement Provider, to your academic department
- Respond to any communications or requests for information from the academic department in good time, including those relating to assessment. Requests relating to monitoring points must be replied to as soon as possible and within five working days
- Consult with the academic department prior to seeking significant changes in the terms or duration of the placement.
- Agree the timing for a placement check-in(s) with the Placement Provider and your academic department contact, and attend that check-in
- Make use of University support services if and when required, for example, Wellbeing & Student Support
- Participate in review and feedback opportunities with the Placement Provider and academic department

### **Post placement**

- Complete and comply with all assessment and evaluation tasks set by the academic department or programme team in a timely manner

### Appendix 3 - Responsibilities of Placement Providers

This section identifies responsibilities for the organisation hosting the placement.

An [abridged version of this document](#) is available to share with placement providers to support understanding of expectations and the role of the different parties involved with a placement.

#### Pre-placement

- Provide a clear job description setting out the role and responsibilities, skills and experience required, working hours, salary, and working arrangements
  - Remuneration should be stated at the outset, either as a set figure, an appropriate range or expressed comparatively to the National Minimum Wage or National Living Wage
- Recruit and select students using the same methods and standards that apply to regular recruitment
- Understand and fulfil legal responsibility as an employer with regards to recruitment and equality legislation, including Right to Work checks
- Provide an employment contract to the successful candidate(s)
- Seek to become familiar with any relevant university processes, as advised within placement communication
- Provide required information in relation to health and safety, insurance, and due diligence
- Prompt and monitor the completion of risk assessments
- Ensure that sufficient insurance cover is in place (held by the Placement Provider and the student, if appropriate) for the activities of the placement student and to others who could be affected by the placement student's actions or inactions
- Notify the student's academic department of any changes to the placement **within five working days**, for example, if the placement is shortened or terminated.
- Be familiar with and agree to the responsibilities and expectations for all parties through a formal signed agreement
- Arrange an induction programme and appoint a named line manager or supervisor who will act as the first point of contact throughout the placement, supervise the student, and liaise with the practitioner.

#### On placement

- Provide a sufficiently safe, professional working environment where appropriate, including the provision of guidelines for home working if necessary
- Accept liability and responsibility for students on placement in the same way as for all other employees
- Provide a structured induction and induction materials including information regarding equality and diversity and health and safety
- Provide suitable supervision, training and support throughout the placement
- Agree learning objectives with the placement student and include regular opportunities for two-way discussion, feedback and review sessions

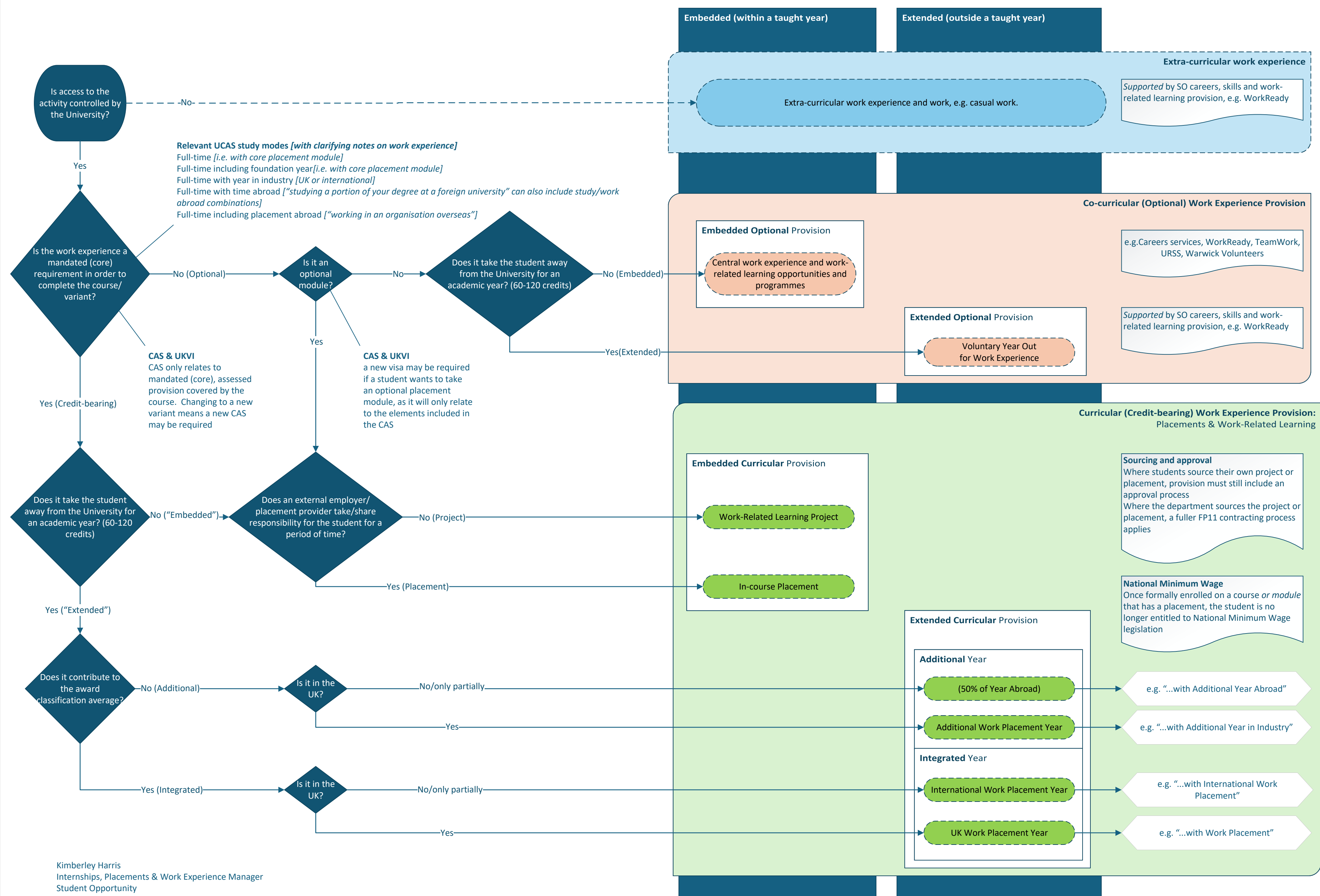
- Inform the student of any changes to the placement and provider contact details for an alternative member(s) of staff during periods when the student's appointed line manager/supervisor is absent or on annual leave, or no longer able to supervise the student
- Allow time, where possible, for the student to reflect on learning, or undertake any other tasks relevant to the academic assessment of their placement.
- Support the student to manage their own learning, by ensuring sufficient access to resources, support, and materials
- Comply with health and safety legislation and the General Data Protection Regulation (GDPR)
- Treat the placement student as a regular employee, excepting the additional needs of the placement
- Maintain good communication with the academic department by responding promptly to emails and other requests for information
- Notify the student's academic department of any changes to the placement **within five working days**, for example, if the placement is shortened or terminated.
- Report any issues or concerns that arise during the placement to the student (in all cases) and to the academic department (issues that threaten the continuance of the placement, unexplained absences) following agreed reporting procedures
  - For compliance with UK Visas and Immigration rules, if the student fails to attend their place of work, or the employer is unable to get in touch with the student, the employer should follow their own absence policy and **inform the academic department within seven working days**.

Facilitate at least one placement check-in by the practitioner or their representative, and ideally at least one further check-in by email if longer than one term

- Complete a final review with the placement student that includes an objective evaluation of their performance, effectiveness in consolidating the knowledge and skills to the workplace, and the learning that they have gained from the placement
- Complete any evaluation forms provided by the academic department

# Placement and associated Work-Related Learning provision:

## Taxonomical Flowchart April 2025



| Report to the Quality and Standards Subcommittee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                          |                                          |        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|--------|
| Reference:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 020-QSS021025                                                                                                                            | Report classification:                   | Public |
| Meeting Date                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Thursday 2 October 2025                                                                                                                  |                                          |        |
| Title                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | External Examiner Handbook (Taught Provision)                                                                                            |                                          |        |
| Owner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Lauren Baker, Head of Education Quality and Partnerships                                                                                 |                                          |        |
| Author                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Lauren Baker, Head of Education Quality and Partnerships                                                                                 |                                          |        |
| Recommendation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | The Quality and Standards Subcommittee is invited to note for information the approved external examiners handbook for use from 2025/26. |                                          |        |
| Purpose of Report (Tick all that apply ✓)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                          |                                          |        |
| To provide assurance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | ✓                                                                                                                                        | To obtain approval                       | ✓      |
| Regulatory requirement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                          | To highlight an emerging risk or issue   |        |
| To canvas opinion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                          | For information                          |        |
| To provide advice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                          | To highlight student or staff experience |        |
| University Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Additional Considerations (Tick all that apply ✓)                                                                                        |                                          |        |
| Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Risk                                                                                                                                     |                                          |        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Equality, Diversity and Inclusion                                                                                                        |                                          |        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Environment and Social Sustainability                                                                                                    |                                          |        |
| Executive Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                          |                                          |        |
| <p><b>1. Context and Background</b></p> <p>The external examiner handbook is a single point of reference for external examiners setting out mechanisms for engagement and the requirements of the role. This iteration of the handbook has been revised to ensure accuracy and currency for use from 2025/26 onwards.</p> <p><b>2. Key Points</b></p> <p>The external examiner handbook (taught provision) has been reviewed and minor content amendments made for this academic year, and minor formatting updates applied. Changes to content are:</p> <ul style="list-style-type: none"> <li>To note the expectation of external examiner scrutiny of Level 4 assessments that contribute to award in the SEM Faculty (11.4) and</li> <li>Amendments to the Constitution of Board of Examiners (12.1) to reference Regulation 37 for Postgraduate Taught students.</li> <li>Committee Titles amended to reflect changes introduced through 2024/25 as a result of the academic governance review.</li> <li>Formatting updated to included details of document versioning and ownership from the approved template.</li> </ul> <p>It should be noted that the handbook contains links to University webpages that external examiners will only be able to access once their IT account is active, but the handbook serves as a guide throughout their term of office and is only distributed after appointment.</p> <p><b>3. Risk, Equality and Environmental Sustainability Considerations/Impacts</b></p> <p>There are no known risks, equality or environmental sustainability considerations or impacts.</p> |                                                                                                                                          |                                          |        |

| Committee | Date           | Reference     | Action Requested/Taken      |
|-----------|----------------|---------------|-----------------------------|
| QSS       | 2 October 2025 | 020-QSS021025 | Approved via Chair's action |

**EXTERNAL EXAMINERS HANDBOOK  
(TAUGHT PROVISION)**

|                             |                                                                       |
|-----------------------------|-----------------------------------------------------------------------|
| <b>Policy Owner:</b>        | Professor Andrew Clark, Deputy Pro-Vice Chancellor (Education Policy) |
| <b>Policy Author(s):</b>    | Education Policy and Quality<br>Modules, Mark and Assessment Team     |
| <b>Effective Date:</b>      | 06/10/2025                                                            |
| <b>Approving Body:</b>      | Quality and Standards Subcommittee                                    |
| <b>Version Number:</b>      | V2.1                                                                  |
| <b>Date of Next Review:</b> | 01/03/2027                                                            |

#### **Amendment History:**

| <b>Version Number:</b> | <b>Effective Date:</b> | <b>Summary of Amendments:</b>                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Author:</b>                                                                                                 |
|------------------------|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <u>v2.0</u>            | <u>01/08/2024</u>      |                                                                                                                                                                                                                                                                                                                                                                                                                                        | <u>Sian Moore, Senior Policy Advisor, Education Policy and Quality</u>                                         |
| <u>V2.1</u>            | <u>06/10/2025</u>      | <ul style="list-style-type: none"> <li><u>Academic year for applicability removed – handbook remains applicable until next publication.</u></li> <li><u>Expanded 11.4 to note expectation for external examiner scrutiny of level 4 assessments that contribute to award in SEM Faculty.</u></li> <li><u>Constitution of Board of Examiners (12.1) updated to reference Regulation 37 for Postgraduate Taught students.</u></li> </ul> | <u>Head of Education Policy and Governance, Head of Quality and Partnerships, Education Policy and Quality</u> |

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| <b>19</b> | <b>Document Control .....</b>                            | <b>Error! Bookmark not defined.</b> |

## 1 Summary

- 1.1. This document is primarily for External Examiners but may also be of interest to university staff working with external examiners.
- 1.2. This document details your role and responsibilities in relation to undergraduate and postgraduate taught programmes and modules. It does not include Higher Degrees by Research and Publication.
- 1.3. The University views your work as one of our external examiners as central to its quality assurance and enhancement processes, both in the maintenance of the academic standards and quality of its programmes and in the enhancement of provision. In its use of external examiners, the University is guided by the Quality Assurance Agency's [UK Quality Code for Higher Education](#).
- 1.4. The University has various formal ways it checks that the External Examiner process is working effectively and in accordance with published policy and guidance. This includes scrutiny of appointment proposals by senior staff, providing support at departmental and institutional level to External Examiners and the receipt of your annual report. The report includes how well the University enabled you to act in your role.
- 1.5. If you have any questions about this document, please contact [quality@warwick.ac.uk](mailto:quality@warwick.ac.uk).

## 2 Quality Assurance

- 2.1. This handbook is designed to be consistent with the [QAA's External Examining Principles \(2022\)](#)<sup>1</sup>, the [UK Quality Code, Advice and Guidance: External Expertise \(2018\)](#)<sup>2</sup> and the [Advance HE External Examiners' Handbook \(2019\)](#)<sup>3</sup>. The document contains procedures and guidelines for the operation of the external examiners' system at the University of Warwick.
- 2.2. As an External Examiner, you are appointed to provide the University with impartial and independent advice incorporating informative comment on the institution's standards and on student achievement in relation to those standards. They provide assurance that:
  - the academic standards of its awards are appropriate;
  - standards at Warwick are comparable with those of other higher education institutions;
  - assessment processes are fair and appropriate.
- 2.3. You will be asked to provide comment and recommendations on good practice and innovation in relation to learning, teaching and assessment in order to highlight potential to enhance the quality of the learning opportunities provided to students. Departments will consult with you on draft coursework assignments and examination questions, which allows you to inform practice as it occurs.
- 2.4. Professional, Statutory and Regulatory Bodies (PSRBs) may expect you to perform additional functions to those expressed in this document, providing that they are not inconsistent with the expectations of the UK Quality Code and its advice and guidance on External Expertise.

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<sup>1</sup> <https://www.qaa.ac.uk/the-quality-code/external-examining-principles>

<sup>2</sup> <https://www.qaa.ac.uk/the-quality-code/advice-and-guidance/external-expertise>

<sup>3</sup> <https://advance-he.ac.uk/knowledge-hub/external-examining>

- 2.5. The University normally appoints its External Examiners for a period of four academic years. In some cases appointments are extended into a fifth academic year, but this is considered exceptional and a case must be made by the academic department to the MMA team using the extension request process.
- 2.6. The information contained in this Handbook also applies to External Examining arrangements relating to collaborative and/or partnership provision. Departments should ensure that, where they have collaborative and/or partnership provision arrangements in place, staff from the relevant organisation are aware of the extent of their responsibilities as set out in this Handbook.

### **3 Enhancement of Quality**

- 3.1. As an External Examiner, you have the opportunity to contribute to the enhancement of the student learning experience during your term of appointment. For example, by contributing to curriculum development, providing critical friendship to programme teams, drawing on your experiences outside of Warwick to recommend good practice in enhancing student experiences.
- 3.2. Academic departments are encouraged to make best use of your experience through discussions with academic staff on the structure and content of the programmes of study. As part of the programme approvals or e:Vision process, you may also be asked to comment on any proposed changes or to provide advice following changes to PSRB requirements or similar.

(Please note, as an existing external examiner, you can't be engaged to provide a full assessment of programme approval paperwork, this needs to be undertaken by an external assessor).

- 3.3. Informal meetings between External Examiners and groups of students are also strongly encouraged. See section 10.
- 3.4. External Examiners are requested, through their annual report, to comment on particular strengths or distinctive or innovative features in relation to standards and assessment, and to provide suggestions for the enhancement of the provision under scrutiny. See section 13.
- 3.5. As an External Examiner, you will be asked to consider and provide clear and informative feedback on areas such as:
  - whether an institution is maintaining the threshold academic standards set for its awards in accordance with the Frameworks for higher education qualifications and applicable Subject Benchmark Statements
  - whether the assessment process measures student achievement rigorously and fairly against the intended outcomes of the course(s) and is conducted in line with the institution's policies and regulations
  - whether the academic standards and the achievements of students are comparable with those in other UK higher education institutions of which the external examiner has experience
  - how teaching and learning approaches align with intended course outcomes
  - confirmation that sufficient evidence was received to enable the role to be fulfilled (and give details if the evidence was not sufficient)
  - whether issues raised in any previous report(s) have been, or are being, addressed to their satisfaction
  - any issues as specifically required by any relevant professional body

- whether they have received the required support to fulfil the role, including adequate time to consider samples of work and contribute to examination boards
- collaborative provision from a degree-awarding body
- an overview of their term of office (when concluded).

## **4 Your appointment**

- 4.1. On recommendation from the relevant academic department, your appointment will have been considered and approved by Senate Sub-Group.
- 4.2. When your appointment has been confirmed, the University will send you a confirmation of appointment letter from the University, specifying the programme(s) or module(s) to which you are assigned and details of the fee to be paid.
- 4.3. The University will send all newly-appointed External Examiners:
  - log on details for University of Warwick systems once an IT account has been created
  - log on details to access the University's software (e:Vision) where you submit your report.
- 4.4. For all external examiners (new or returning):
  - a link to this Handbook;
  - web links to relevant University legislation, including guidance on moderation.
  - guidance on claiming fees and expenses;
  - links to the relevant national regulatory framework (QAA UK Quality Code for Higher Education).
- 4.5. From this point on the University would expect a designated contact from the academic department to work with you in ensuring you have all the information needed in order to fulfil your role as an external examiner.
- 4.6. The relevant academic departments will supplement the information outlined in 4.3 and/or 4.4 with documentation specific to your appointment. As a minimum you will be sent or have available the following information, whether you are new to external examining or have been reappointed to the role:
  - relevant key departmental contacts with clear information on the main contact for different matters;
  - programme handbooks (to include programme specifications);
  - module specifications;
  - student handbooks;
  - marking and assessment criteria;
  - examination board conventions;
  - tasks and meetings in relation to the examination process, highlighting those requiring specific input from External Examiners;
  - relevant QAA subject benchmark statements including how equality, diversity, and inclusion aspects within the benchmark are incorporated into the curriculum, assessment, and programme material;
  - details of Professional, Statutory or Regulatory Body (PSRB) requirements where appropriate.
- 4.7. Departments will also provide newly appointed external examiners with a copy of the previous external examiner's final report and any actions resulting from the issues raised therein.

- 4.8. Departments are encouraged to invite their External Examiners to meet relevant staff, discuss the department's teaching and learning strategies and to discuss previous examples of students' work prior to the examination process.
- 4.9. At the earliest opportunity, and normally at the beginning of each academic year, Departments should inform External Examiners of the dates of the meetings of the Board of Examiners' which they are required to attend.  
Departments should also provide, in advance of the assessment period, the process and timescale for the moderation and return of students' work, with clearly stated deadlines.
- 4.10. Departments should ensure that appropriate support mechanisms are in place for External Examiners, particularly in the cases of less experienced External Examiners who may benefit from mentoring or from being paired with a more experienced External Examiner.
- 4.11. You may be invited by the academic department to attend days when students' work is on display (e.g. poster exhibitions or performances). If you feel you have not received sufficient information from the academic department or have not been made aware of key dates well in advance, please contact us.

## **5 Right to work**

- 5.1. The Home Office requires every employer in the UK to check their employee's entitlement to work in the UK. You will therefore be asked to produce an acceptable document(s) for a right to work check to be performed by the academic department. Like other forms of employee, a right to work check for external examiners must take place before you begin work at the start of an academic year.

## **6 Term of office**

- 6.1. External Examiners are appointed for a period of four academic years. An extension of one year may be approved in exceptional circumstances by [Senate Sub-Group](#) on behalf of the Senate. Appointments are renewed annually through this period.

## **7 Resignation, Suspension and Termination**

- 7.1. If, after you have been appointed, circumstances change leading to a conflict of interest (e.g. a change of job), you should notify the University ([externalexaminers@warwick.ac.uk](mailto:externalexaminers@warwick.ac.uk)) and the relevant head of Department of this change.
- 7.2. Your appointment may be suspended, for up to one year, by yourself or the University due to illness, maternity leave or other unforeseen circumstances. Please notify the relevant Head of Department and the university ([externalexaminers@warwick.ac.uk](mailto:externalexaminers@warwick.ac.uk)).
- 7.3. If you wish to resign from your appointment as external examiner, please email the University ([externalexaminers@warwick.ac.uk](mailto:externalexaminers@warwick.ac.uk)) and the relevant Head of Department giving at least three months' notice.
- 7.4. Should any of the circumstances outlined above (in 7.1, 7.2 or 7.3) occur, the notification will be considered by the Co-Chairs of [AQSC-Quality and Standards Subcommittee \(QSS\)](#) and a discussion about continuation of your current appointment as external examiner will commence.
- 7.5. The University may decline to reappoint an external examiner for a second, third or fourth year where there has not been satisfactory fulfilment of responsibilities in one or more preceding years such as attendance at Board of Examiners' meetings or completion of reports. Termination may also be necessary if an unexpected conflict of interest arises.

## 8 Contact details

It is important that we are able to contact our external examiners throughout the year.

Therefore, we ask that you keep us ([externalexaminers@warwick.ac.uk](mailto:externalexaminers@warwick.ac.uk)) informed of any changes to your contact details (institution address, phone numbers and email address) including changes to your place of employment. Please note we use email as our first and preferred method of communication with external examiners and a prompt response is much appreciated.

## 9 University IT systems

- 9.1. The University of Warwick will provide you with an IT services account and guidance on how to register.
- 9.2. To access the account, you will need to set-up [two factor authentication](#). This is a security requirement which uses an authenticator app to generate a code to verify your credentials.
- 9.3. Please note that log on details for the IT services account are different from the e:Vision account used for reporting.
- 9.4. Academic departments will provide information about any University of Warwick systems that they will ask you to access (e.g. Tabula, Moodle, Teams) and provide access to specific departmental areas of these systems.
- 9.5. Once e:Vision is set-up for the first time, you will receive a password which is valid for 12 months. You must update the password before the 12 months have expired to avoid getting locked out of the system.

## 10 Student Engagement

### 10.1. Programme information

In line with the QAA's guidance, the University is required to include your name, home institution and post held in programme information, which is made available to students (e.g. student handbooks and/or information on Moodle or Tabula).

Departments will explain the 'do's and don'ts' of their interactions with external examiners, including an explicit instruction not to try and contact you directly under any circumstance. If any such contact is attempted during your appointment either by a student or by a third party, please report the details immediately to the University, through the Head of Department.

### 10.2. Meeting with students

The University strongly encourages you to meet with representative groups of students to discuss the students' experiences of the programme of study and feed this back to the department. Where a meeting is arranged, departments provide clear guidance to the students about the purpose of that meeting and its limitations, particularly with regard to not influencing individual assessment outcomes.

The department should offer you this opportunity. If you believe the opportunity has not been offered, please let the department know.

Only external examiner(s) and students are to be present at the meeting to discuss student views. These meetings:

- are usually held in relatively informal circumstances, such as over lunch.

- may be incorporated into another visit (e.g., may be combined with a lab visit or project day visit).
- can be held virtually or in-person to suit the circumstances and arrangements of the programmes, students, and external examiner. Meetings via Teams, for example, are permitted.
- can take place at any point in the academic year.

### 10.3. Student access to reports

External Examiners' reports and the departmental responses are discussed with student representatives in the relevant Student Staff Liaison Committees (SSLCs). These discussions and the reports should be made available for all students on the programme to access.

Sabbatical Officers from the University of Warwick Union of Students will be present at the ~~Academic Quality and Standards Committee (AQSC)~~ Quality and Standards Subcommittee (QSS) meetings where summary reports of issues raised by external examiners are discussed.

## 11 **Assessment Procedures (Scrutiny of Marking)**

- 11.1. External Examiners are appointed to moderate marking standards, to comment on the quality of academic provision and comparability of standards and student performance – not to mark assessed work.

The External Examiner should be provided with all draft first sit and reassessment examination papers and other major elements of summative assessment that contribute to the final award (the expectation is that this will include level 5, 6 and 7 assessments in all Departments and level 4 assessments in many Science, Engineering and Medicine Faculty Departments where marks contribute to the final award) for comment and approval, together with model answers (where appropriate). In particular, External Examiners are asked to scrutinise examination papers for accuracy and to confirm that intended learning outcomes are appropriate to the level of study. Where suggestions for amendments are provided by an External Examiner, departments should reply to the External Examiner to confirm how their advice has been acted upon and in the case of decisions not to act upon the suggested revisions, give reason(s) why these have not been adopted.

- 11.2. External Examiners should be presented with a complete set of marks and a sample set of assessments after the completion of the internal moderation process. The External Examiner should be provided with an explanation of the marking and moderation process, which should be visible to the External Examiner on the basis of the assessments sent. The External Examiner's role is to audit and validate the marking and moderation process, highlighting any areas for improvement or good practice.
- 11.3. External Examiners should normally see scripts from the full range of performance which will include scripts from the top and bottom of the group, including those of borderline and failing candidates. Although the University does not stipulate sample sizes quantitatively, it is reasonable to expect that each sample should give the external examiner evidence of the full mark range. The University's guidance on internal moderation does contain information on sampling size, and departments may consider this approach when putting together samples for External Examiners. It is recommended that once you have determined the various sample sizes to be scrutinised this should be communicated to the external examiner accordingly. A sample should contain a random selection of all grades present. Sample size should allow for consideration of all

classifications (borderline and fail marks), all elements of the assessment and the contribution of all markers.

- 11.4. External Examiners shall not amend individual marks when sampling students' assessed work but may make recommendations on marking standards to departments as part of their role.
- 11.5. In the event of a disagreement on a mark to be awarded for a particular component of assessment, or on the final classification to be derived from the array of marks of a particular candidate at an examiners' meeting, due regard shall be given to the views of the External Examiner. The final decision is arrived at collectively by all members of the Board of Examiners.
- 11.6. During the process of classification, the External Examiner shall ensure that special consideration is given to candidates whose performance places them at the top and bottom of the group, or whose performance falls on the borderline between two classifications or is a fail.
- 11.7. External Examiners shall participate in any viva voce conducted for postgraduate taught programmes, noting that viva voce examinations are not conducted for students on undergraduate programmes. Where oral examinations contribute to the final assessment of students, the External Examiner may attend with the agreement of the Department, in accordance with any principles agreed in advance of the oral examination.
- 11.8. External Examiners shall satisfy themselves that work undertaken outside the University (for example as part of a placement opportunity) and written reports of such work, are of an appropriate standard and content for the awards concerned.

## **12 Board of Examiners' Meetings**

- 12.1. Board of Examiners are appointed annually by Senate and are constituted in line with [Regulation 9 \(undergraduate\)](#)<sup>4</sup> or [Regulation 37 \(postgraduate taught\)](#)<sup>5</sup>.
- 12.2. External Examiners are full members of the Board of Examiners. External Examiners have the right to be present at all examiners' meetings at all stages contributing to degree classification and to participate in discussions of the Board. External Examiners are required to be present at Examinations Boards at which University awards are recommended.
- 12.3. Where an External Examiner is unable to be present at the relevant Board of Examiners meeting, this should be agreed with the department in advance and mechanisms should be put in place for obtaining the External Examiner's agreement relating to the marks, progression decisions and awards confirmed at the meeting. The department may facilitate the conduct of meetings via Teams, where appropriate.
- 12.4. External Examiners do not make judgements in relation to mitigating circumstances or academic integrity except to ensure that the University's relevant procedures have been followed. In advance of the meeting of the Board of Examiners, External Examiners should be informed of the recommendations made by the Mitigating Circumstances Panels, including relevant supporting information where appropriate (e.g. meeting minutes could be shared, but evidence supplied for mitigation claims should remain confidential).

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<sup>4</sup> <http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/examiners/>

<sup>5</sup> [https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg37pgt\\_pt1/](https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg37pgt_pt1/)

- 12.5. External Examiners attend Board of Examiners meetings to confirm the outcomes of the assessment processes for the programmes (including constituent modules) to which they have been appointed. Only External Examiners approved and appointed to constituent programmes and modules are able to confirm the outcomes for students registered at the Board of Examiners,
- 12.6. Decisions are recorded on the relevant decision record log (DRL). The Chair of the Board of Examiners includes their name and the date and confirms the following in the DRL:
- I [Forename] [Surname] confirm that this Decision Record Log has received express approval from myself and the relevant External Examiner via email confirmation.*
- No award of the University shall be made without the participation in the assessment process of at least one External Examiner.
- 12.7. If you do not agree with a decision taken by the Board of Examiners, you have the right to withhold their approval only if you have serious concerns about the assessment process. In the event that you withhold your signature, a full report will be made by the Board of Examiners to Senate.

### 13 Reporting and Feedback

- 13.1. All External Examiners are required to submit an annual report on a standard web based pro-forma. The University will only accept responses via e:Vision (unless specified otherwise) and cannot accept responses submitted via any other means.
- 13.2. Guidance on how to submit a report can be found on the [University website](#)<sup>6</sup>.
- 13.3. In your report, you are expected to provide comment on the topics listed below:
- the programme information available
  - the programme content and design (including collaborative arrangements)
  - the rigor of the assessment process, which measures student achievement against the intended learning outcomes of the programme and in line with the University's policies and regulations
  - the academic standards demonstrated by students
  - comments made in meetings with students (if applicable)
  - any instances of good practice observed and opportunities to enhance the learning opportunities of the students
  - any issues specifically required by the relevant Professional, Statutory and Regulatory Body (PSRB)
  - issues requiring immediate essential actions or long-term advisable actions
  - any further comments which the external examiner may wish to make
- 13.4. External Examiners are also expected to confirm whether:
- Sufficient evidence and information was available to them in order to fulfil their role;
  - Issues raised in previous reports have been addressed satisfactorily.
- 13.5. If you are in the final year of your External Examiner appointment, you are requested to give an overview of your term of appointment at the end of the report form.

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<sup>6</sup> [https://warwick.ac.uk/services/academicoffice/examinations/externalexaminers/report\\_guidance](https://warwick.ac.uk/services/academicoffice/examinations/externalexaminers/report_guidance)

- 13.6. Unless specified otherwise, you are required to submit your annual report by **31 July for undergraduate programmes** and by **31 December for postgraduate taught programmes** or within one month of the meeting of the relevant Board of examiners for programmes delivered outside standard University term times.
- 13.7. If your annual report is not received by the stated deadline, you will be contacted by the MMA team. If you encounter problems preventing you from submitting your report by the stated deadline, the University should be notified of any delays by e-mailing: [externalexaminers@warwick.ac.uk](mailto:externalexaminers@warwick.ac.uk).
- 13.8. If you are appointed as External Examiner to programmes both at the undergraduate and postgraduate taught level, then separate reports are expected to be submitted by the respective deadlines. If you are appointed to a suite of programmes at the same level (undergraduate or postgraduate taught), only one report needs to be submitted.
- 13.9. You may, at any point during your appointment, submit a separate confidential report to the Vice-Chancellor. This may be to raise confidential concerns such as instances where the External Examiner considers it necessary to identify an individual member of the University. In such cases the Pro-Vice-Chancellor (Education) or the Chair(s) of the [Academic Quality and Standards Committee \(AQSC\) Quality and Standards Subcommittee \(QSS\)](#) will respond to the External Examiner on actions resulting from their report.
- 13.10. If you still have concerns about academic standards and quality of provision, and you have exhausted all internal procedures, including writing to the Vice-Chancellor, you can invoke the Quality Assurance Agency's Concern scheme or, where relevant, inform the relevant Professional, Statutory or Regulatory Body.
- 13.11. The University reserves the right to request additional information if the report submitted is considered to be of insufficient detail to assess your opinion of the academic standards of the programme(s) or module(s) concerned.
- 13.12. Payment of the annual fee is conditional upon the timely receipt of a satisfactory annual report.

## **14 Consideration of External Examiners' Reports**

- 14.1. Upon receipt, your annual report(s) will be made available to the Pro-Vice-Chancellor (Education) and the Chair(s) of the [Academic Quality and Standards Committee \(AQSC\) Quality and Standards Subcommittee \(QSS\)](#), Heads of Departments and other designated departmental staff as nominated by the Head of Department. Members of staff in the MMA team and Quality Office in the Academic Registrar's department will also have access to the report(s).
- 14.2. Academic departments will consider your report and provide a response. This response should be submitted via e:Vision by the nominated member of staff responsible for consideration of External Examiners' reports in the Department by the 30 September for undergraduate programmes and the 28 February for postgraduate taught programmes and will also be made available to the same staff who have permission to view External Examiners' reports.
- 14.3. For programmes that don't follow the standard deadlines mentioned in 14.2, academic departments have 40 working days (c. 8.5 weeks) after your report is received, in which to submit their response.
- 14.4. Once the departmental response has been submitted, you can view the department's response on e:Vision.

- 14.5. If you raise an issue relevant at the University level, it will be the responsibility of the Education Policy and Quality team, in conjunction with the Pro-Vice-Chancellor (Education) or their deputy, to provide a response. In these cases, a copy of the response will be forwarded to the academic department for information.
- 14.6. The University's ~~Academic Quality and Standards Committee (AQSC)~~ [Quality and Standards Subcommittee \(QSS\)](#) will consider separate summary reports of External Examiners' comments in order to identify, and where necessary, act upon, any common themes emerging at the department, faculty or university level.
- 14.7. External Examiners' reports and departmental responses will inform the University's programme review processes via the periodic review.
- 14.8. Reports and departmental responses will be made available to such other bodies and persons within the University as is deemed appropriate. Copies may also be provided to external bodies which request them, and which have a legitimate concern (e.g. professional, statutory and regulatory bodies (PSRBs)). See section 15 regarding Freedom of Information and Subject Access Requests.

## 15 Data Protection and Freedom of Information

- 15.1. The University of Warwick is committed to protecting the privacy rights of individuals who entrust the University with their personal data. The [Data Protection Policy](#) outlines the University's commitment to transparency, accountability, promoting good information governance and compliance with both the UK General Data Protection Regulations (UK GDPR) and the Data Protection Act 2018. Further information regarding these legislations can be found on the [University's Legal and Compliance Services webpage](#).<sup>7</sup>
- 15.2. All personal information supplied by the External Examiner for the purposes of their appointment will be held securely and for no longer than necessary, and in accordance with the Data Protection legislation. As stated in 10.1, your name, home institution and post will be included in programme information made available to students (e.g. student handbooks or information on Tabula or Moodle).
- 15.3. Under current data protection legislation, individuals are able to make requests to organisations to see any personal information which is held about them, this is called a 'subject access request'. Although information recorded by students during examinations (i.e. on their examination scripts) is exempt from disclosure, students do have the right to request a copy or transcribe of any examiners' comments on their examined work in an intelligible form within a prescribed timescale.
- 15.4. External Examiners should also be aware that their External Examiners' reports will be disclosable upon receipt of a Freedom of Information or subject data access request and the University would therefore not expect any identifiable reference to individual staff or students (by name or ID number) in their reports.
- 15.5. The University of Warwick has been designated a Public Authority for the purposes of the Freedom of Information Act (FOIA). Upon receipt of a request for copies of External Examiners' reports, the University has a statutory obligation to consider their release subject to any applicable exemption under the provision of the Act.

## 16 Fees and Expenses

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<sup>7</sup> <https://warwick.ac.uk/services/legalandcomplianceservices/dataprotection>

- 16.1. Information on how the fees for External Examiners' duties are calculated, is set out in the annual appointment letter; fees will be paid at the earliest opportunity once the External Examiner's report has been received by the University.
- 16.2. In addition to fees for duties, External Examiners are also entitled to claim reasonable travel and subsistence expenses as applicable to all University of Warwick staff and set out at <https://warwick.ac.uk/services/academicoffice/examinations/externalexaminers/payments/>.
- 16.3. In order to claim reasonable expenses, an expenses claim form is available to download from the [MMA website](#)<sup>8</sup> and completion advice is also provided.
- 16.4. Please note that receipts are required for all expenses except for vehicle mileage. If you are acting for both undergraduate and postgraduate taught programmes, expenses can be claimed either on the same or on individual forms, whichever is the more convenient. Please note that an expenses must be claimed within 3 months of them being incurred.
- 16.5. Payment of External Examiners' fees for undergraduate and PGCE examiners are automatically authorised following submission of your annual report.
- 16.6. For postgraduate examiners, the PGT Expenses and Fees form to be completed and returned to [externalexaminers@warwick.ac.uk](mailto:externalexaminers@warwick.ac.uk). You must provide your bank details on the Fees and Expenses form and, if you have a non-UK bank account, you will need to complete the Foreign Bank Details form.
- 16.7. If you are an external examiner at UG and PG level, only one claim form is required to activate the payment of fees (for PGT duties). However, you will need to submit two separate expenses claim forms.

## 17 Academic Regulations and Policies

The [University Calendar](#) contains the [University Regulations](#). The following regulations are of particular relevance in your role of external examiner:

- [Examination regulations](#) covering taught courses (UG and PGT)
- [Senate examinations and degree conventions](#) covering taught courses (UG and PGT)
- Regulations for [first degrees](#) (UG), [Taught PG Courses](#) (PGT)
- [Constitution of the Undergraduate Board of Examiners](#) (UG)
- [Constitution of Taught Postgraduate Board of Examiners](#) (PGT)

The [Education Policy and Quality homepage](#) site details the University's quality assurance strategy and processes. The [Graduate School](#) carries much information about policies and processes for PGT and PGR courses.

## 18 Collaborative provision

- 18.1. All collaborative provision must be the subject of scrutiny by an external examiner(s). The University is responsible for the appointment of external examiners for all credit bearing programmes leading to its awards, even where these programmes are delivered by a collaborative partner; the University will determine in discussion with such partners the extent to which they will be involved in aspects of the external examining process (for

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<sup>8</sup> [https://warwick.ac.uk/services/academicoffice/modules\\_marks\\_assessments/externalexaminers/payments/](https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/externalexaminers/payments/)

example, nominations and induction). For joint awards the arrangements for such appointments will be set out in the Memorandum of Agreement.

18.2. Further information is available under [Regulation 40: Collaborative Courses](#)<sup>9</sup>

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<sup>9</sup> <https://warwick.ac.uk/services/gov/calendar/section2/regulations/collaborative/>

| KEY ISSUES AND STATUS REPORT                                                                                                                                                                                                                           |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                               |                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| EDUCATIONAL PARTNERSHIPS OVERSIGHT PANEL 23 SEPTEMBER 2025                                                                                                                                                                                             |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                               |                                                           |
| The Educational Partnerships Oversight Panel fulfilled its role as defined within its terms of reference. The reports received by the Educational Partnerships Oversight Panel and the status are set out below. Minutes of the meeting are available. |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                               |                                                           |
| Issue                                                                                                                                                                                                                                                  | Status | Committee Update                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Action/<br>Recommendation                                                                                                                                                                                                                                                     | Timescale and lead                                        |
| Matters arising from meeting held on 8 May 2025                                                                                                                                                                                                        | GREEN  | The committee reviewed Matters Arising from meeting held on 8 May 2025. Actions were recorded for items relating to Doctoral College Annual Report and University College Birmingham Update.                                                                                                                                                                                                                                                                                                                                                            | <b>ACTION:</b> Report outcomes from meeting to discuss Eutopia to be held on 29 September 2025 at the Educational Partnerships Oversight Panel November meeting.                                                                                                              | Chair, EPOP<br>(November 2025)                            |
|                                                                                                                                                                                                                                                        |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>ACTION:</b> University College Birmingham Teach Out plan and Risk Register to be brought to the Educational Partnerships Oversight Panel November meeting.                                                                                                                 | Partnerships Development Manager, EPQ<br>(November 2025)  |
| MSc in AI-driven Industrial Systems – Fudan University                                                                                                                                                                                                 | AMBER  | The Panel received the report (006-EPOP230925, Public). A proposal for a partnership with Fudan University, China for an MSc in AI-driven Industrial Systems was presented. The requirement for consistent pricing structure and process across TNE provision and also consideration of export control requirements were raised by the panel. Strategic Approval was sought for the partnership aspect to allow for continuing work. A number of conditions and recommendations were discussed to be explored and are to be presented at full approval. | <b>DECISION:</b> The Educational Partnerships Oversight Panel were supportive of the partnership proposal and recommended strategic approval.                                                                                                                                 |                                                           |
|                                                                                                                                                                                                                                                        |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>ACTION:</b> Explore pricing structure and process for the partnership with TNE Working Group.<br><br><b>ACTION:</b> Discuss export control considerations with Research and Impact Services (RIS).<br><br><b>ACTION:</b> Updated proposal to be brought to the Educational | Director of Strategic Development, WMG<br>(November 2025) |

|                                                          |              |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                         |                                                                                                                             |
|----------------------------------------------------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
|                                                          |              |                                                                                                                                                                                                                                                                                                                                  | Partnerships Oversight Panel November meeting.<br><br><b>ACTION:</b> Request update regarding Chinese Ministry of Education's approval process from Deputy Pro-Vice-Chancellor (China).                                                                 | Secretary<br><br>(November 2025)                                                                                            |
| <b>Approval and management proposal for partnerships</b> | <b>AMBER</b> | The Panel received the report (007-EPOP230925, Public). The proposed change to the partnership approval process, to replace multiple manual paper-based forms with a streamlined solution, was discussed with the panel. A workshop was scheduled to take place in October with the aim of improving and finalising the process. | <b>ACTION:</b> Review attendee list for October workshop to reflect range of experience and expertise.<br><br><b>ACTION:</b> Updated proposal to be brought to the Educational Partnerships Oversight Panel November meeting for recommendation to QSS. | Partnerships Development Manager, EPQ<br><br>(November 2025)                                                                |
| <b>Collaborative Review Schedule</b>                     | <b>GREEN</b> | The Panel received the report (008-EPOP230925, Public) with the proposed schedule for Collaborative Review in 2025-2026.                                                                                                                                                                                                         | <b>DECISION:</b> The Educational Partnerships Oversight Panel approved the collaborative review schedule in 2025-2026.                                                                                                                                  |                                                                                                                             |
| <b>Terms of Reference and Membership</b>                 | <b>GREEN</b> | The Panel received the report (009-EPOP230925, Public). Membership and Terms of Reference were discussed by the panel members.                                                                                                                                                                                                   | <b>DECISION:</b> The Educational Partnerships Oversight Panel approved the 2025-2026 Terms of Reference and Membership.                                                                                                                                 |                                                                                                                             |
|                                                          |              |                                                                                                                                                                                                                                                                                                                                  | <b>ACTION:</b> Update membership upon appointment and acceptance of outstanding members.<br><br><b>ACTION:</b> Confirm governance structure for flexible provision (including fully online, short courses, no-                                          | Secretary/Assistant Secretary, EPOP<br><br>(November 2025)<br><br>Secretary/Assistant Secretary, EPOP<br><br>(October 2025) |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |  |                                                                                    |  |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |  | accredited) with Deputy Director and Head of Education Policy and Governance, EPQ. |  |
| <b>Items below this line were for receipt and/or approval, without discussion</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |                                                                                    |  |
| The following reports were received and noted without discussion:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |                                                                                    |  |
| <ul style="list-style-type: none"> <li>▪ Chair's Actions <ul style="list-style-type: none"> <li>○ <b>Courses</b></li> <li>○ <b>MSc Global Central Banking and Financial Regulation, WBS</b> Collaboration with the Bank of England. Module amendments to reflect content</li> <li>○ <b>Collaborations</b></li> <li>○ <b>Shandong University (Weihai and Qingdao campuses), China, School of Law</b> Progression agreement, LLM</li> <li>○ <b>West Balkans University, Albania, WMS</b> Summer school; two-week clinical anatomy summer masterclass and non-credit bearing.</li> <li>○ <b>Soochow University, China, SELCS – Applied Linguistics</b> Progression agreement, MSc in Intercultural Communication for Business and the Professions.</li> <li>○ <b>Tongi University, China, SMLC</b> Dual Masters, MA Translation and Cultures.</li> <li>○ <b>Tongi University, China, WBS</b> Progression agreement, Selection of Masters courses* to be confirmed by WBS.</li> <li>○ <b>Xi'an Jiaotong-Liverpool University (XJTLU), China, SMLC</b> Progression agreement, MA in Translation and Cultures</li> </ul> </li> <li>▪ International Education Working Group Minutes</li> <li>▪ Warwick International Intensive Study Programme disestablishment</li> </ul> |  |  |                                                                                    |  |

| Status Key   |                                                                                              |
|--------------|----------------------------------------------------------------------------------------------|
| Rating       | Status                                                                                       |
| <b>GREEN</b> | No gaps identified in plans to address major risks in relation to the item.                  |
| <b>AMBER</b> | There are gaps but we are confident appropriate plans are in place to address these.         |
| <b>RED</b>   | There are significant gaps and we need to understand and agree the adequacy of action plans. |

**KEY ISSUES AND STATUS REPORT**  
**Senate Sub-Group June 2025 – August 2025**

The Senate Sub-Group fulfilled its role as defined within its terms of reference. The reports received by the Senate Sub-Group and the status are set out below. Minutes of the meeting are available.

| Issue                                                                                 | Status       | Committee Update                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Action/Recommendation                                                                                 | Timescale and lead                   |
|---------------------------------------------------------------------------------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------|
| <b>007-SSG190625 Academic Regulations and Conventions in Use for Summer 2025</b>      | <b>GREEN</b> | <p>The key revised regulations and policies in use in 24/25 were highlighted as;</p> <ul style="list-style-type: none"> <li>Maximum period of study policy was introduced for 22/23 intake. The end of the 24/25 reassessment period is the first time that PGT or first year undergraduates could be withdrawn for exceeding the maximum period.</li> <li>Policies on Examination Methods and Mitigating Circumstances were revised for 24/25 to allow reassessment as the only normal outcome for submission issues in online examinations.</li> <li>Regulation 12: Absence for Medical Reasons from a University Examination was revised for 24/25 to apply to PGT students and permit posthumous Institutional Awards and Aegrotat Masters Awards.</li> <li>Integrated Masters students are considered under Rules for Award for the first time in 24/25.</li> </ul> |                                                                                                       |                                      |
| <b>008-SSG190625 Consideration and Approval of Postgraduate Taught Student Awards</b> | <b>AMBER</b> | <p>Senate Sub-Group considered and approved the Postgraduate Taught recommendations in the Decision Record Logs submitted from 14 Departments with one exception. It was noted that a PGA was not an available qualification but had been recommended for a student on the G5PA course in the Computer Science DRL.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>DECISION:</b> The DRLs from Department Boards of Examiners were approved, noting the exception.    |                                      |
|                                                                                       |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>DECISION:</b> Reject recommendation from Computer Science Board of Examiners for PG Award in G5PA. |                                      |
|                                                                                       |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>ACTION:</b> Student Records to inform Computer Science that a PGA is not an available              | June 2025<br>Student Records Manager |

|                                                                                           |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                      |                                                           |
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|                                                                                           |              | <p>Trends in awarding patterns were noted and discussed.</p> <ul style="list-style-type: none"> <li>There are a particularly low percentage of Distinctions awarded by WMG compared to the University average. This is consistent with previous years and should be discussed with the Department.</li> <li>There are high numbers of reassessment decisions in iHeed courses. It was noted that the iHeed courses were being monitored by Partnerships Committee for low completion rates.</li> </ul> <p>It was noted that there were a number of students on WBS courses who had been noted as “completed learning but not for credit”. SSG noted possible impacts on metrics considering completion and recorded an action to request that non-credit bearing equivalents be created for these courses.</p> | qualification and the award recommendation has not been approved.                                                                                                                                                    |                                                           |
|                                                                                           |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>ACTION:</b> SSG to request the department set up a non-credit bearing equivalents and then transfer students to a credit bearing course if they choose.                                                           | July 2025<br>SSG Secretariat                              |
|                                                                                           |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>ACTION:</b> Secretariat to report no MSc Business with Marketing with awards above a Pass for annual review purposes.                                                                                             | September 2025<br>SSG Secretariat                         |
|                                                                                           |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>ACTION:</b> Secretariat to query with WMG the reasons for the high number of delayed decisions.                                                                                                                   | July 2025<br>SSG Secretariat                              |
|                                                                                           |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>ACTION:</b> Secretariat to report to QSS the low numbers of Distinctions in WMG.                                                                                                                                  | October 2025<br>SSG Secretariat                           |
|                                                                                           |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>ACTION:</b> Secretariat to report high numbers of reassessment decisions in iHeed courses for consideration in Department annual reviews.                                                                         | September 2025<br>SSG Secretariat                         |
|                                                                                           |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>ACTION:</b> Secretariat to ask Warwick Medical School to provide additional information about students who have been promoted under borderline or mitigating circumstances in the DRL notes field in future DRLs. | September 2025<br>SSG Secretariat                         |
|                                                                                           |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                      |                                                           |
| <b>009-SSG190625</b><br><b>Consideration and Approval of Undergraduate Student Awards</b> | <b>GREEN</b> | Senate Sub-Group noted that no undergraduate award recommendations had been received for consideration.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                      |                                                           |
| <b>010-SSG190625</b><br><b>Consideration and Approval of UCB Awards</b>                   | <b>GREEN</b> | The Senate Sub-Group considered and approved the decision record log (DRL) submitted from University College Birmingham.<br>It was noted that;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>ACTION:</b> Quality and Partnerships Development Manager to review the analysis for any errors in the analysis of the PG Diploma and PG Certificate awards and send updated award analysis for assurance.         | Quality and Partnerships Development Manager<br>July 2025 |

|                                                                                             |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                   |                                                                |
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|                                                                                             |              | <ul style="list-style-type: none"> <li>the award analysis did not separate passes, merits and distinctions for the lower awards.</li> <li>there were several PG Diplomas to be retracted.</li> <li>the resit board information and arrangements for the meeting of the Board were not made available to the Link tutor prior to the meeting of the Board</li> </ul>                                                                                                                                                                                                             | <b>ACTION:</b> Quality and Partnerships Development Manager to query with UCB colleagues the reasons for the retractions.                                                                                                         | Quality and Partnerships Development Manager<br>September 2025 |
|                                                                                             |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>ACTION:</b> Quality and Partnerships Development Manager to discuss with UCB colleagues arrangements to ensure that Link Tutors receive information and arrangements for future Examination Boards prior to Boards being held. | Quality and Partnerships Development Manager<br>September 2025 |
| <b>011-SSG190625<br/>Consideration and Approval of Awards from Institutional Committees</b> | <b>GREEN</b> | <p>The Senate Sub-Group considered and approved the decision from the Aegrotat and Posthumous Award Committee but noted an amendment required to the title of the posthumous award from 'Institutional Masters' to 'Institutional Integrated Masters'.</p> <p>The Senate Sub-Group considered and approved the decision reported in the WBS DRL and confirmed by Special Cases Committee for a higher classification. SSG noted that increased awareness of Special Cases Committee route for approval of decisions outside normal regulations and policies may be helpful.</p> | <b>ACTION:</b> Student records to update title of the award following receipt of revised DRL.                                                                                                                                     | SSG Secretariat<br>July 2025                                   |
|                                                                                             |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>ACTION:</b> Communicate requirement for any exceptional cases for award to be considered for approval by the Special Cases Committee via Board of Examiner training and other appropriate communication methods                | SSG Secretariat<br>April 2026                                  |
| <b>023-SSG010725<br/>Consideration and Approval of Undergraduate Student Awards</b>         | <b>AMBER</b> | <p>The Senate Sub-Group considered and approved the Undergraduate decision record logs (DRLs) submitted from Department Board of Examiners'.</p> <p>Senate Sub-Group noted;</p> <ul style="list-style-type: none"> <li>A large percentage of late decisions from Computer Science</li> <li>A high proportion of students in English promoted to a higher classification compared to university average.</li> </ul>                                                                                                                                                              | <b>DECISION:</b> The DRL from Department Boards of Examiners were approved, noting the exceptions.                                                                                                                                |                                                                |
|                                                                                             |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>DECISION:</b> Recommendation for four students not approved due to not passed 90 credits of FHEQ level 6.                                                                                                                      |                                                                |
|                                                                                             |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>ACTION:</b> Secretariat to explore with Computer Science the reasons for late submission of DRLs.                                                                                                                              | SSG Secretariat<br>October 2025                                |
|                                                                                             |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>ACTION:</b> Secretariat to note that there is a high proportion of students in English being                                                                                                                                   | SSG Secretariat<br>September 2025                              |

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|  |  | <ul style="list-style-type: none"> <li>• A large number of decisions from History with notes stating 'HI3T6 and HI3S2 marks reviewed'.</li> <li>• A student from the Law School who passed only 75 credits of FHEQ level 6 and does not appear to have taken 90 credits of FHEQ level 6.</li> <li>• A student from PAIS had only passed 75 credits of FHEQ level 6.</li> <li>• Limited information from PAIS about promotion under mitigating circumstances.</li> <li>• Two students from School of Engineering had only passed 75 credits of FHEQ level 6.</li> <li>• Two students from Life Sciences required to graduate early due to not securing an MBio project.</li> <li>• Fewer first class awards in SMLC than previous years.</li> </ul> | promoted under mitigating circumstances compared to University and inform EPQ colleagues planning Annual Quality Review dialogue.                                                                              |                                   |
|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>ACTION:</b> Secretariat to ask History to provide further information about the reasons for HI3T6 and HI3S2 requiring review.                                                                               | SSG Secretariat<br>September 2025 |
|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>ACTION:</b> Secretariat to inform Law School that the award for student ID [redacted] was not approved and must be referred to Special Cases Committee.                                                     | SSG Secretariat<br>September 2025 |
|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>DECISION:</b> SSG resolved that future DRLs without information about promotions should not be approved.                                                                                                    |                                   |
|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>ACTION:</b> Secretariat to inform Law School that DRLs without information about promotion will not be approved in future.                                                                                  | SSG Secretariat<br>September 2025 |
|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>ACTION:</b> Secretariat to request that Politics and International Studies include more detail about the reasons for promotion under mitigating circumstances.                                              | SSG Secretariat<br>September 2025 |
|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>ACTION:</b> Secretariat to ask the department to provide further information about the MBio programme to better understand and check on any CMA implications in due course.                                 | SSG Secretariat<br>September 2025 |
|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>ACTION:</b> Secretariat to note that there seemed to be fewer first class honours degrees in SMLC and inform EPQ colleagues planning Annual Quality Review dialogues across departments in Term 1, 2025/26. | SSG Secretariat<br>September 2025 |
|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>ACTION:</b> Secretariat to contact the Mitigating Circumstances Review group with a request to                                                                                                              | SSG Secretariat<br>September 2025 |

|                                                                                                   |              |                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                       |                                   |
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|                                                                                                   |              |                                                                                                                                                | develop guidance for mitigating circumstances recommendation panels and / or Boards of Examiners on when they should “recommend to award of a Degree (or other qualification), or award a higher class of degree than would be merited by the marks returned.”                                                                        |                                   |
|                                                                                                   |              |                                                                                                                                                | <b>ACTION:</b> Secretariat to develop templates for including mitigating circumstances promotion / award information in DRLs.                                                                                                                                                                                                         | SSG Secretariat<br>September 2025 |
|                                                                                                   |              |                                                                                                                                                | <b>ACTION:</b> Secretariat to circulate a communication to departments following the meeting detailing the mechanism for offering a student the option to sit or resit without residence (RWR) instead of the vacation period where they have a significant load (indicated by reassessments in 60 credits or more of whole modules). | SSG Secretariat<br>July 2025      |
|                                                                                                   |              |                                                                                                                                                | <b>ACTION:</b> Secretariat to note trends in high percentages of Good Honours in Law School, SELCS and Philosophy and inform EPQ colleagues planning Annual Quality Review dialogues across departments in Term 1, 2025/26.                                                                                                           | SSG Secretariat<br>September 2025 |
| <b>024-SSG010725<br/>Consideration and<br/>Approval of Postgraduate<br/>Taught Student Awards</b> | <b>GREEN</b> | The Senate Sub-Group considered and approved the Postgraduate Taught decision record logs (DRLs) submitted from Department Board of Examiners. | <b>DECISION:</b> The DRL from Aegrotat and Posthumous Award Committee was approved.                                                                                                                                                                                                                                                   |                                   |
| <b>025-SSG010725<br/>Consideration and</b>                                                        | <b>GREEN</b> | The Senate Sub-Group considered the decision record log (DRL) submitted from the Aegrotat and                                                  | <b>DECISION:</b> The DRL from Aegrotat and Posthumous Award Committee was approved.                                                                                                                                                                                                                                                   |                                   |

|                                                                                       |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                            |
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| <b>Approval of Awards from Institutional Committees</b>                               |              | Posthumous Award Committee and approved the recommendation for one Aegrotat Honours award made by the Committee.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                            |
| <b>026-SSG010725<br/>Consideration and Approval of UCB Awards</b>                     | <b>GREEN</b> | The Senate Sub-Group considered and approved the decision record log (DRL) submitted from University College Birmingham.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>DECISION:</b> The DRL from University College Birmingham was approved.                                                                                                                                                  |
| <b>027-SSG010725<br/>Institutional External Examiner Comments</b>                     | <b>GREEN</b> | <p>The Committee received a verbal report from the Institutional External Examiner. The key points were as follows:</p> <ul style="list-style-type: none"> <li>• Thanked departmental colleagues, committee members, Secretariat and Student Records team involved in the administration and processing of data for these awards.</li> <li>• Noted the high quality of the documentation which enabled productive and useful discussions.</li> <li>• Reiterated that it would be useful for departments to provide more detailed justifications for borderline and mitigating circumstances considerations.</li> </ul> |                                                                                                                                                                                                                            |
| <b>030-SSG230725<br/>Consideration and Approval of UCB Awards</b>                     | <b>GREEN</b> | The DRL from University College Birmingham was considered by correspondence from close readers and the Institutional External Examiner.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>DECISION:</b> The DRL from University College Birmingham was approved by correspondence from close readers and the Institutional External Examiner.                                                                     |
| <b>031-SSG Consideration and Approval of Postgraduate Taught Student Awards – CTE</b> | <b>GREEN</b> | The DRL from the Centre for Teacher Education was considered by correspondence from close readers and the Institutional External Examiner.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>DECISION:</b> The DRL from the Centre for Teacher Education was approved by correspondence from close readers and the Institutional External Examiner.                                                                  |
|                                                                                       |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>ACTION:</b> Secretariat to noted increase in Merits and Distinctions and reduction in requirement to withdraw in the Centre for Teacher Education. Information to be passed to EPQ<br>SSG Secretariat<br>September 2025 |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |              |                                                                                                                                            |                                                                                                                                                       |                                   |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |              |                                                                                                                                            | colleagues planning Annual Quality Review dialogues in Term 1, 2025/26.                                                                               |                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |              |                                                                                                                                            | <b>ACTION:</b> Secretariat to request information on withdrawals and extensions and promotions for future DRLs from the Centre for Teacher Education. | SSG Secretariat<br>September 2025 |
| <b>032-SSG220725<br/>Consideration and Approval of Degree Apprenticeship Awards - WMG</b>                                                                                                                                                                                                                                                                                                                                                                                           | <b>GREEN</b> | The DRL from the Centre for Teacher Education was considered by correspondence from close readers and the Institutional External Examiner. | <b>DECISION:</b> The DRL from Warwick Manufacturing Group was approved by correspondence from close readers and the Institutional External Examiner.  |                                   |
| <b><i>Items below this line were for receipt and/or approval, without discussion</i></b>                                                                                                                                                                                                                                                                                                                                                                                            |              |                                                                                                                                            |                                                                                                                                                       |                                   |
| <p>The following reports were received and noted without discussion:</p> <ul style="list-style-type: none"> <li>• <b>013-SSG190625 Report on SSG Chair's Actions and Approvals by Correspondence</b></li> <li>• <b>014-SSG190625 Link Tutor Report</b></li> <li>• <b>015-SSG190625 Rewording of Rules for Award</b></li> <li>• <b>028-SSG010725 Academic Regulations and Conventions in Use for Summer 2025</b></li> <li>• <b>029-SSG010725 Updated UCB DRL Analysis</b></li> </ul> |              |                                                                                                                                            |                                                                                                                                                       |                                   |

| Status Key   |                                                                                              |
|--------------|----------------------------------------------------------------------------------------------|
| Rating       | Status                                                                                       |
| <b>GREEN</b> | No gaps identified in plans to address major risks in relation to the item.                  |
| <b>AMBER</b> | There are gaps but we are confident appropriate plans are in place to address these.         |
| <b>RED</b>   | There are significant gaps and we need to understand and agree the adequacy of action plans. |

| Report to the Quality and Standards Subcommittee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                             |                                                          |        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|--------|
| Reference:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 023-QSS021025                                                                                                                                                               | Report classification:                                   | Public |
| Meeting Date                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 02 October 2025                                                                                                                                                             |                                                          |        |
| Title                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Courses approved between September 2024 and August 2025                                                                                                                     |                                                          |        |
| Owner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Andy Clark, Deputy Pro-Vice-Chancellor (Education and Policy)<br>Will Curtis, Deputy Pro-Vice-Chancellor (Education Quality and Standards)                                  |                                                          |        |
| Author                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Fiona Au, Policy Advisor (Curriculum and Partnerships)<br>Lyudmyla Demchuk, Policy Advisor (Curriculum and Partnerships)                                                    |                                                          |        |
| Presenter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | n/a                                                                                                                                                                         |                                                          |        |
| Recommendation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | The Quality and Standards Subcommittee is invited to <b>note</b> the courses approved for departments across the entire institution between September 2024 and August 2025. |                                                          |        |
| <b>Purpose of Report</b> (Tick all that apply ✓)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                             |                                                          |        |
| To provide assurance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                             | To obtain approval                                       |        |
| Regulatory requirement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                             | To highlight an emerging risk or issue                   |        |
| To canvas opinion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                             | For information                                          | ✓      |
| To provide advice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                             | To highlight student or staff experience                 |        |
| <b>University Strategy</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                             | <b>Additional Considerations</b> (Tick all that apply ✓) |        |
| <b>Education</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                             | Risk                                                     |        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                             | Equality, Diversity and Inclusion                        |        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                             | Environment and Social Sustainability                    |        |
| <b>Executive Summary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                             |                                                          |        |
| <p><b>1. Context and Background</b></p> <p>The Curriculum Approval Panel (CAP), co-chaired by Professor Andy Clark and Professor Will Curtis, has delegated responsibility to approve courses across the institution. The CAP reports approvals on an annual basis to the Senate and the Quality and Standards Subcommittee. The Faculty Education and Student Experience Committees are informed of decisions on an annual basis. Approval of collaborative courses are reported to the Partnerships Committee at the time of approval.</p> <p><b>2. Key Points</b></p> <p>The appendix to this report lists all courses that have been approved, new and amended, between September 2024 and August 2025.</p> <p><b>3. Risk, Equality and Environmental Sustainability Considerations/Impacts</b></p> <p>There are no risk, EDI or sustainability considerations/impacts regarding reporting on the courses that have been approved between September 2024 and August 2025.</p> |                                                                                                                                                                             |                                                          |        |

| Route Map for this Report      |                  |               |                        |
|--------------------------------|------------------|---------------|------------------------|
| Committee                      | Date             | Reference     | Action Requested/Taken |
| QSS                            | 02 October 2025  | 023-QSS021025 | To note                |
| Facutly ESEC (Arts)            | 06 November 2025 | TBC           | To note                |
| Facutly ESEC (Social Sciences) | 12 November 2025 | TBC           | To note                |
| Facutly ESEC (SEM)             | 04 November 2025 | TBC           | To note                |

## UNIVERSITY OF WARWICK

For the meeting of the Quality and Standards Subcommittee to be held on 02 October 2025

**Appendix A**

| <b>Faculty</b> | <b>Department</b>                        | <b>Proposal Type</b> | <b>Award</b> | <b>Title</b>                                                                         | <b>Date of Introduction</b> |
|----------------|------------------------------------------|----------------------|--------------|--------------------------------------------------------------------------------------|-----------------------------|
| Arts           | Cross Faculty Studies                    | New Route            | BA           | BA Liberal Arts with Law                                                             | Oct-24                      |
| Arts           | Cross Faculty Studies                    | New Route            | BA           | BA Liberal Arts with Law (with Intercolated Year)                                    | Oct-24                      |
| Arts           | Cross Faculty Studies                    | New Course           | BASc         | BASc Design for Sustainable Innovation                                               | Sep-25                      |
| Arts           | Cross Faculty Studies                    | Amendment            | BASc         | BASc Education Studies & Global Sustainable Development                              | Oct-25                      |
| Arts           | Cross Faculty Studies                    | Amendment            | BASc         | BASc in Economic Studies and Global Sustainable Development                          | Oct-24                      |
| Arts           | Cross Faculty Studies                    | Amendment            | BASc         | BASc in Economic Studies and Global Sustainable Development (with Intercolated Year) | Oct-24                      |
| Arts           | Cross Faculty Studies                    | New Course           | BASc         | BASc Liberal Arts and Sciences (Strategic Approval)                                  | Oct-26                      |
| Arts           | Cross Faculty Studies                    | Amendment            | BASc         | UIPA-C1L8 Undergraduate Life Sciences and Global Sustainable Development             | Oct-24                      |
| Arts           | Cross Faculty Studies                    | Amendment            | BASc         | UIPA-L2L8 BASc Politics and International Studies and Global Sustainable Development | Sep-25                      |
| Arts           | English and Comparative Literary Studies | Amendment            | BA           | BA in English and History (with a term in Venice)                                    | Sep-24                      |
| Arts           | History                                  | Amendment            | BA           | BA History (Part Time)                                                               | Oct-25                      |
| Arts           | History                                  | New Course           | MA           | History (Strategic Approval)                                                         | Oct-26                      |
| Arts           | History                                  | Amendment            | BA           | UHIA-VM11 History and Politics                                                       | Oct-25                      |
| Arts           | History                                  | Amendment            | BA           | UHIA-VM11 History and Politics (with a term in Venice)                               | Oct-25                      |
| Arts           | History                                  | Amendment            | BA           | UHIA-VM11 History and Politics (with a Year Abroad and a term in Venice)             | Oct-25                      |
| Arts           | History                                  | Amendment            | BA           | UHIA-VM11 History and Politics with a Year Abroad                                    | Oct-25                      |

|      |         |           |    |                                                                                   |        |
|------|---------|-----------|----|-----------------------------------------------------------------------------------|--------|
| Arts | History | Amendment | BA | V100 History (Modern History Stream)                                              | Oct-25 |
| Arts | History | Amendment | BA | V100 History (Modern History Stream)                                              | Oct-26 |
| Arts | History | Amendment | BA | V101 History with a Year Abroad (Modern History Stream)                           | Oct-25 |
| Arts | History | Amendment | BA | V101 History with a Year Abroad (Modern History Stream)                           | Oct-26 |
| Arts | History | Amendment | BA | V102 History (Renaissance and Modern History Stream)                              | Oct-26 |
| Arts | History | Amendment | BA | V102 History (Renaissance and Modern History Stream)                              | Oct-25 |
| Arts | History | Amendment | BA | V103 History with a Year Abroad (Renaissance and Modern History Stream)           | Oct-26 |
| Arts | History | Amendment | BA | V103 History with a Year Abroad (Renaissance and Modern History Stream)           | Oct-25 |
| Arts | History | Amendment | BA | V104 History with an Intercalated Year (Modern History Stream)                    | Oct-26 |
| Arts | History | Amendment | BA | V105 History with an Intercalated Year (Renaissance and Modern History Stream)    | Oct-26 |
| Arts | History | Amendment | BA | V1V0 History and Philosophy (with an Intercalated Year and with a term in Venice) | Oct-26 |
| Arts | History | Amendment | BA | V1V5 History and Philosophy                                                       | Oct-25 |
| Arts | History | Amendment | BA | V1V5 History and Philosophy                                                       | Oct-26 |
| Arts | History | Amendment | BA | V1V6 History and Philosophy with a Year Abroad                                    | Oct-25 |
| Arts | History | Amendment | BA | V1V6 History and Philosophy with a Year Abroad                                    | Oct-26 |
| Arts | History | Amendment | BA | V1V7 History and Philosophy (with a term in Venice)                               | Oct-26 |
| Arts | History | Amendment | BA | V1V7 History and Philosophy (with a term in Venice)                               | Oct-25 |
| Arts | History | Amendment | BA | V1V8 History and Philosophy (with a Year Abroad and a term in Venice)             | Oct-26 |
| Arts | History | Amendment | BA | V1V8 History and Philosophy (with a Year Abroad and a term in Venice)             | Oct-25 |
| Arts | History | Amendment | BA | V1V9 History and Philosophy with an Intercalated Year                             | Oct-26 |
| Arts | History | Amendment | BA | VL13 History and Sociology                                                        | Oct-25 |
| Arts | History | Amendment | BA | VL13 History and Sociology                                                        | Oct-26 |

|      |         |            |    |                                                                                  |        |
|------|---------|------------|----|----------------------------------------------------------------------------------|--------|
| Arts | History | Amendment  | BA | VL14 History and Sociology with a Year Abroad                                    | Oct-25 |
| Arts | History | Amendment  | BA | VL14 History and Sociology with a Year Abroad                                    | Oct-26 |
| Arts | History | Amendment  | BA | VL15 History and Sociology (with a term in Venice)                               | Oct-25 |
| Arts | History | Amendment  | BA | VL15 History and Sociology (with a term in Venice)                               | Oct-26 |
| Arts | History | Amendment  | BA | VL16 History and Sociology (with a Year Abroad and a term in Venice)             | Oct-26 |
| Arts | History | Amendment  | BA | VL16 History and Sociology (with a Year Abroad and a term in Venice)             | Oct-25 |
| Arts | History | Amendment  | BA | VL17 History and Sociology with an Intercalated Year                             | Oct-26 |
| Arts | History | Amendment  | BA | VL18 History and Sociology (with an Intercalated Year and with a term in Venice) | Oct-26 |
| Arts | History | Amendment  | BA | VM11 History and Politics                                                        | Oct-26 |
| Arts | History | Amendment  | BA | VM12 History and Politics (with a Year Abroad)                                   | Oct-26 |
| Arts | History | Amendment  | BA | VM13 History and Politics (with a term in Venice)                                | Oct-26 |
| Arts | History | Amendment  | BA | VM14 History and Politics (with a Year Abroad and a term in Venice)              | Oct-26 |
| Arts | History | Amendment  | BA | VM15 History and Politics with an Intercalated Year                              | Oct-26 |
| Arts | History | Amendment  | BA | VM16 History and Politics (with an Intercalated Year and with a term in Venice)  | Oct-26 |
| Arts | SCAPVC  | New Course | MA | MA Film Marketing                                                                | Oct-25 |
| Arts | SCAPVC  | New Course | MA | MA Film Producing                                                                | Oct-25 |
| Arts | SCAPVC  | New Course | MA | Writing for Media                                                                | Oct-25 |
| Arts | SMLC    | Amendment  | BA | BA French with Film Studies                                                      | Oct-25 |
| Arts | SMLC    | Amendment  | BA | BA German with Film Studies                                                      | Oct-25 |
| Arts | SMLC    | Amendment  | BA | BA Hispanic Studies with Film Studies                                            | Oct-25 |
| Arts | SMLC    | Amendment  | BA | BA Italian with Film Studies                                                     | Oct-25 |
| Arts | SMLC    | New Route  | BA | English and Italian (3-year)                                                     | Oct-25 |

|      |                     |            |      |                                                                       |        |
|------|---------------------|------------|------|-----------------------------------------------------------------------|--------|
| Arts | SMLC                | New Route  | BA   | German and Business Studies (3-year)                                  | Oct-25 |
| Arts | SMLC                | New route  | BA   | Hispanic Studies and Theatre Studies (3 year)                         | Oct-25 |
| Arts | SMLC                | New Route  | BA   | Hispanic Studies with Film Studies (3-year)                           | Oct-25 |
| Arts | SMLC                | New Route  | MA   | MA Translation and Cultures: Translation and Technologies             | Oct-25 |
| Arts | SMLC                | New Route  | MA   | MA Translation and Cultures: Literary Translation Studies             | Oct-25 |
| Arts | SMLC                | New Route  | BA   | Modern Languages and Linguistics (3 -year)                            | Oct-25 |
| FSS  | Applied Linguistics | New Course | MA   | Linguistics with Modern Language (with intercalated year)             | Oct-25 |
| FSS  | Applied Linguistics | New Course | MA   | Professional and Intercultural Communication (with intercalated year) | Oct-25 |
| FSS  | Applied Linguistics | Amendment  | MA   | TETS-X9PR Postgraduate Taught TESOL                                   | Oct-25 |
| FSS  | CIM                 | New Course | MASc | MASc in AI, Technology and Society (Strategic Approval)               | Sep-26 |
| FSS  | CIM                 | New Course | PhD  | PhD in Data Visualisation                                             | Oct-25 |
| FSS  | CIM                 | Amendment  | MSc  | TIMS-L990 MSc in Big Data and Digital Futures                         | Oct-26 |
| FSS  | CLL                 | Amendment  | BA   | Child and Family                                                      | Jan-26 |
| FSS  | CTE                 | New Route  | n/a  | Assessment Only Route to QTS - International (Primary)                | Oct-25 |
| FSS  | CTE                 | New Route  | n/a  | Assessment Only Route to QTS - International (Secondary)              | Oct-25 |
| FSS  | CTE                 | Amendment  | PGCE | PGCE Primary (with recommendation for QTS)                            | Sep-25 |
| FSS  | CTE                 | Amendment  | PGCE | PGCE Secondary (with recommendation for QTS)                          | Sep-25 |
| FSS  | Economics           | Amendment  | BSc  | Economics Politics and International Studies                          | Oct-25 |
| FSS  | Economics           | Amendment  | BSc  | UECA-3 BSc Economics (L100)                                           | Oct-25 |
| FSS  | Law                 | Amendment  | LLB  | Law (Four Years)                                                      | Sep-25 |
| FSS  | Law                 | Amendment  | LLB  | Law (Three Years)                                                     | Sep-25 |
| FSS  | Law                 | Amendment  | LLB  | Law (Year Abroad)                                                     | Sep-25 |
| FSS  | Law                 | Amendment  | BA   | Law and Sociology                                                     | Oct-25 |
| FSS  | Law                 | Amendment  | LLB  | Law with French                                                       | Sep-25 |
| FSS  | Law                 | Amendment  | LLB  | Law with French                                                       | Sep-25 |

|     |            |            |     |                                                               |        |
|-----|------------|------------|-----|---------------------------------------------------------------|--------|
| FSS | Law        | Amendment  | LLB | Law with German                                               | Sep-25 |
| FSS | Law        | Amendment  | LLB | Law with German                                               | Sep-25 |
| FSS | Law        | Amendment  | BA  | Law with Humanities (Three Years)                             | Sep-25 |
| FSS | Philosophy | Amendment  | MA  | MA Continental Philosophy                                     | Oct-25 |
| FSS | Philosophy | Amendment  | MA  | MA Philosophy                                                 | Oct-25 |
| FSS | Philosophy | Amendment  | BA  | Philosophy with Psychology                                    | Oct-23 |
| FSS | SELCS-DES  | New Course | MEd | Masters in Education Reconstruction (Ukraine)                 | Sep-25 |
| FSS | SELCS-DES  | Amendment  | PhD | Education and Psychology                                      | Oct-25 |
| FSS | Sociology  | New Course | BA  | Human, Social and Political Sciences                          | Sep-26 |
| FSS | Sociology  | New Course | BA  | Human, Social and Political Sciences (Strategic Approval)     | Sep-26 |
| FSS | Sociology  | Amendment  | MA  | MA Social and Political Thought                               | Sep-25 |
| FSS | Sociology  | Amendment  | MA  | MA Sociology                                                  | Sep-25 |
| FSS | Sociology  | New Course | BA  | Social Sciences with Data Science (Strategic Approval)        | Sep-26 |
| FSS | Sociology  | Amendment  | MA  | TWSA-M9P7 MA Gender and International Development (Part-time) | Sep-25 |
| FSS | WBS        | Amendment  | DBA | DBA                                                           | Oct-26 |
| FSS | WBS        | Amendment  | BSc | International Management with Marketing                       | Oct-26 |
| FSS | WBS        | Amendment  | BSc | Management with Marketing                                     | Oct-26 |
| FSS | WBS        | Amendment  | BSc | Management with Marketing with Placement Year                 | Oct-26 |
| FSS | WBS        | Amendment  | MSc | Masters in Management                                         | Oct-26 |
| FSS | WBS        | Amendment  | MSc | MSc Accounting and Financial Management                       | Oct-25 |
| FSS | WBS        | New Course | MSc | MSc Accounting and Sustainability                             | Oct-25 |
| FSS | WBS        | Amendment  | MSc | MSc Accounting and Sustainability                             | Oct-25 |
| FSS | WBS        | Amendment  | MSc | MSc Business Analytics                                        | Sep-25 |
| FSS | WBS        | New Course | MSc | MSc Business Analytics and Artificial Intelligence            | Oct-26 |

|     |           |            |       |                                                                         |        |
|-----|-----------|------------|-------|-------------------------------------------------------------------------|--------|
| FSS | WBS       | Amendment  | MSc   | MSc Business Analytics and Artificial Intelligence (Strategic Approval) | Oct-26 |
| FSS | WBS       | Amendment  | MSc   | MSc Business with Consulting                                            | Oct-26 |
| FSS | WBS       | Amendment  | MSc   | MSc Finance                                                             | Oct-25 |
| FSS | WBS       | Amendment  | MSc   | MSc Finance and Economics                                               | Oct-25 |
| FSS | WBS       | Amendment  | MSc   | MSc Global Central Banking and Financial Regulation                     | Feb-26 |
| FSS | WBS       | Amendment  | MSc   | MSc in Finance & Economics                                              | Oct-25 |
| FSS | WBS       | Amendment  | MSc   | MSc in Finance and Economics                                            | Oct-25 |
| FSS | WBS       | Amendment  | MSc   | MSc Marketing and Strategy                                              | Oct-26 |
| FSS | WBS       | Amendment  | MSc   | MSc Marketing and Strategy                                              | Oct-26 |
| FSS | WBS       | Amendment  | MSc   | Postgraduate Award in Data Science, AI and Machine Learning             | Jun-26 |
| FSS | WBS       | Amendment  | MSc   | Postgraduate Award in Money, Banks and Financial Innovation             | Feb-26 |
| FSS | WBS       | New Route  | n/a   | with Business and Management route                                      | Oct-25 |
| FSS | WFS       | Amendment  | n/a   | International Foundation Programme (Strategic Approval)                 | Sep-26 |
| n/a | ADC       | New Course | PGA   | Digital Education: innovation, people and practice                      | Feb-25 |
| SEM | Chemistry | Amendment  | BSc   | BSc Chemistry                                                           | Oct-24 |
| SEM | Chemistry | Amendment  | BSc   | BSc Chemistry with Intercolated Year                                    | Oct-24 |
| SEM | Chemistry | Amendment  | BSc   | BSc Chemistry with Medicinal Chemistry                                  | Oct-24 |
| SEM | Chemistry | Amendment  | BSc   | BSc Chemistry with Medicinal Chemistry with Intercolated Year           | Oct-24 |
| SEM | Chemistry | Amendment  | MChem | MChem Chemistry                                                         | Oct-24 |
| SEM | Chemistry | Amendment  | MChem | MChem Chemistry with Industrial Placement                               | Oct-24 |
| SEM | Chemistry | Amendment  | MChem | MChem Chemistry with Intercolated Year                                  | Oct-24 |
| SEM | Chemistry | Amendment  | MChem | MChem Chemistry with International Placement                            | Oct-24 |
| SEM | Chemistry | Amendment  | MChem | Mchem Chemistry with Medicinal Chemistry                                | Oct-24 |
| SEM | Chemistry | Amendment  | MChem | Mchem Chemistry with Medicinal Chemistry with Industrial Placement      | Oct-24 |

|     |                  |            |       |                                                                                       |        |
|-----|------------------|------------|-------|---------------------------------------------------------------------------------------|--------|
| SEM | Chemistry        | Amendment  | MChem | Mchem Chemistry with Medicinal Chemistry with Intercalated Year                       | Oct-24 |
| SEM | Chemistry        | Amendment  | MChem | Mchem Chemistry with Medicinal Chemistry with International Placement                 | Oct-24 |
| SEM | Chemistry        | Amendment  | MSc   | MSc in Chemistry with Scientific Writing                                              | Oct-24 |
| SEM | Chemistry        | Amendment  | MSc   | MSc in Scientific Research and Communication                                          | Oct-24 |
| SEM | Computer Science | Amendment  | BSc   | BSc Computer Science with Business Studies                                            | Sep-25 |
| SEM | Computer Science | Amendment  | BSc   | BSc Computer Systems Engineering                                                      | Sep-25 |
| SEM | Computer Science | Amendment  | BSc   | Computer Science                                                                      | Sep-25 |
| SEM | Computer Science | Amendment  | MEng  | Discrete Mathematics                                                                  | Sep-25 |
| SEM | Computer Science | Amendment  | BSc   | Discrete Mathematics                                                                  | Sep-25 |
| SEM | Computer Science | Amendment  | MEng  | Meng Computer Systems Engineering                                                     | Sep-25 |
| SEM | Engineering      | Amendment  | MSc   | Advanced Mechanical Engineering                                                       | Oct-24 |
| SEM | Engineering      | Amendment  | Beng  | BEng Civil and Infrastructure Engineering (Degree Apprenticeship with Integrated EPA) | Oct-25 |
| SEM | Engineering      | Amendment  | BEng  | BEng Engineering Business Management                                                  | Oct-24 |
| SEM | Engineering      | New Course | PhD   | NET2Zero CDT                                                                          | Oct-25 |
| SEM | Life Sciences    | New Course | MSc   | Molecular Genetics & Genomics                                                         | Sep-26 |
| SEM | Life Sciences    | Amendment  | BSc   | Biological Sciences                                                                   | Oct-26 |
| SEM | Life Sciences    | Amendment  | BSc   | BSc Biochemistry (C700)                                                               | Sep-26 |
| SEM | Life Sciences    | Amendment  | BSc   | BSc Biochemistry with Placement Year (C701)                                           | Sep-26 |
| SEM | Life Sciences    | Amendment  | BSc   | BSc Biological Sciences                                                               | Oct-25 |
| SEM | Life Sciences    | Amendment  | BSc   | BSc Biological Sciences (C100)                                                        | Sep-26 |
| SEM | Life Sciences    | Amendment  | BSc   | BSc Biological Sciences with Placement Year (C113)                                    | Sep-26 |
| SEM | Life Sciences    | Amendment  | BSc   | BSc Biomedical Science (C1B9)                                                         | Sep-26 |
| SEM | Life Sciences    | Amendment  | BSc   | BSc Biomedical Science with Placement Year (CB18)                                     | Sep-26 |
| SEM | Life Sciences    | Amendment  | BSc   | BSc Neuroscience (B140)                                                               | Sep-26 |

|     |                           |            |                |                                                                  |        |
|-----|---------------------------|------------|----------------|------------------------------------------------------------------|--------|
| SEM | Life Sciences             | Amendment  | BSc            | BSc Neuroscience with Placement Year (B141)                      | Sep-26 |
| SEM | Life Sciences             | Amendment  | MBio           | Mbio Biochemistry (C1A2)                                         | Sep-26 |
| SEM | Life Sciences             | Amendment  | MBio           | Mbio Biochemistry with Industrial Placement (C1A6)               | Sep-26 |
| SEM | Life Sciences             | Amendment  | MBio           | MBio Biological Sciences (Industrial) (C1A5)                     | Sep-26 |
| SEM | Life Sciences             | Amendment  | MBio           | MBio Biological Sciences (In-House) (C1A1)                       | Sep-26 |
| SEM | Life Sciences             | Amendment  | MBio           | MBio Biomedical Science (C1A3)                                   | Sep-26 |
| SEM | Life Sciences             | Amendment  | MBio           | MBio Biomedical Science with Industrial Placement (C1A3)         | Sep-26 |
| SEM | Life Sciences             | Amendment  | MBio           | Mbio Neuroscience (B142)                                         | Sep-26 |
| SEM | Life Sciences             | Amendment  | MBio           | Mbio Neuroscience with Industrial Placement (B143)               | Sep-26 |
| SEM | Life Sciences             | Amendment  | PhD            | MIBTP training programme                                         | Oct-25 |
| SEM | Life Sciences             | New Course | MSc            | Molecular Genetics & Genomics (Strategic Approval)               | Oct-26 |
| SEM | Life Sciences             | Amendment  | BSc            | Neuroscience                                                     | Oct-26 |
| SEM | Physics                   | New Route  | BSc            | BSc Physics with Business and Management                         | Oct-25 |
| SEM | Psychology                | Amendment  | MSc            | MSc in Mental Health and Wellbeing                               | Oct-25 |
| SEM | Psychology                | Amendment  | BSc            | UPSA-C804 BSc Psychology with Education                          | Oct-25 |
| SEM | Psychology                | Amendment  | BSc            | UPSA-C806 BSc Psychology with Education (with Intercalated Year) | Oct-25 |
| SEM | SEM Faculty (house in CH) | Amendment  | PGA            | F1PD Postgraduate Award in Transferable Skills in Science        | Sep-24 |
| SEM | SEM Faculty (house in CH) | Amendment  | PGA            | Postgraduate Certificate in Transferable Skills in Science       | Sep-24 |
| SEM | Statistics                | Amendment  | BSc            | Mathematics and Statistics                                       | Sep-25 |
| SEM | Statistics                | Amendment  | BSc, MMathStat | Mathematics and Statistics                                       | Sep-25 |
| SEM | Statistics                | Amendment  | BSc, MMORSE    | MMORSE                                                           | Aug-25 |
| SEM | Statistics                | Amendment  | MSc            | Statistics                                                       | Sep-25 |

|     |     |            |      |                                                                                         |        |
|-----|-----|------------|------|-----------------------------------------------------------------------------------------|--------|
| SEM | WMG | Amendment  | MA   | Applied Artificial Intelligence (Full Time)                                             | Oct-26 |
| SEM | WMG | New Course | BEng | BEng Robotics Engineering with Artificial Intelligence (Full Time) (Strategic Approval) | Sep-26 |
| SEM | WMG | Amendment  | BSc  | BSc (Hons) Digital & Technology Solutions DA WBL                                        | Sep-24 |
| SEM | WMG | Amendment  | MA   | Cyber Security Engineering                                                              | Oct-26 |
| SEM | WMG | Amendment  | MA   | Cyber Security Management                                                               | Oct-26 |
| SEM | WMG | New course | MA   | Design for Sustainability (Full-time)                                                   | Sep-26 |
| SEM | WMG | Amendment  | MSc  | e-Business Management (Full Time)                                                       | Oct-24 |
| SEM | WMG | Amendment  | MSc  | e-Business Management (Full Time)                                                       | Sep-25 |
| SEM | WMG | Amendment  | MSc  | e-Business Management (Full Time)                                                       | Oct-26 |
| SEM | WMG | Amendment  | MSc  | Engineering Business Management (Full time)                                             | Sep-25 |
| SEM | WMG | Amendment  | MSc  | Engineering Business Management (HKPU) Joint                                            | Sep-25 |
| SEM | WMG | Amendment  | MSc  | Engineering Business Management (HKPU) Warwick only                                     | Sep-25 |
| SEM | WMG | Amendment  | MSc  | Engineering Competence (Smart, Connected, Autonomous Vehicles)                          | Sep-24 |
| SEM | WMG | Amendment  | MSc  | Healthcare Operational Management (Full Time)                                           | Sep-25 |
| SEM | WMG | Amendment  | MSc  | Innovation and Entrepreneurship (Full Time)                                             | Sep-25 |
| SEM | WMG | Amendment  | MSc  | International Trade, Strategy and Operations (Full Time)                                | Sep-25 |
| SEM | WMG | Amendment  | MSc  | Management for Business Excellence                                                      | Sep-25 |
| SEM | WMG | Amendment  | MSc  | Management for Business Excellence (Full Time)                                          | Oct-26 |
| SEM | WMG | Amendment  | MSc  | MSc in e-Business Management (Full Time)                                                | Oct-26 |
| SEM | WMG | Amendment  | MSc  | Programme and Project Management (BCU Beijing)                                          | Sep-25 |
| SEM | WMG | Amendment  | MSc  | Programme and Project Management (BCU Shanghai)                                         | Sep-25 |
| SEM | WMG | Amendment  | MSc  | Programme and Project Management (Full Time)                                            | Sep-25 |
| SEM | WMG | Amendment  | MA   | Programme and Project Management (Full Time)                                            | Oct-26 |
| SEM | WMG | Amendment  | MSc  | Renewable Energy (Azerbaijan)                                                           | Jan-26 |

|     |     |            |        |                                                                                 |        |
|-----|-----|------------|--------|---------------------------------------------------------------------------------|--------|
| SEM | WMG | Amendment  | MSc    | Supply Chain and Logistics Management (Full Time)                               | Sep-25 |
| SEM | WMG | Amendment  | MA     | Supply Chain and Logistics Management (Full Time)                               | Oct-26 |
| SEM | WMG | Amendment  | MSc    | Supply Chain and Logistics Management (HKPU) Joint                              | Sep-25 |
| SEM | WMG | Amendment  | MSc    | Supply Chain and Logistics Management (HKPU) Warwick only                       | Sep-25 |
| SEM | WMG | Amendment  | MSc    | Supply Chain and Logistics Management HKPU Joint                                | Aug-26 |
| SEM | WMS | Amendment  | MSc    | Advanced Clinical Practice                                                      | Sep-25 |
| SEM | WMS | Amendment  | MSc    | Advanced Clinical Practice (Critical Care) (Degree Apprenticeship)              | Sep-25 |
| SEM | WMS | Amendment  | MSc    | Advanced Clinical Practice (Degree Apprenticeship)                              | Sep-25 |
| SEM | WMS | New Course | PGA    | AI in Healthcare                                                                | Sep-25 |
| SEM | WMS | New Course | PGA    | Critical Care Skills for Advanced Critical Care Practitioners                   | Sep-25 |
| SEM | WMS | Amendment  | BSc    | Health And Medical Sciences                                                     | Sep-26 |
| SEM | WMS | New Course | n/a    | Improving Diabetes Care                                                         | Oct-25 |
| SEM | WMS | Amendment  | PGCert | Medical Education                                                               | Sep-26 |
| SEM | WMS | Amendment  | MRes   | MRes Translational Biomedical Research                                          | Oct-26 |
| SEM | WMS | Amendment  | MSc    | MSc in Advanced Critical Care Practice                                          | Sep-25 |
| SEM | WMS | Amendment  | MSc    | MSc in Interdisciplinary Biomedical Research                                    | Oct-26 |
| SEM | WMS | New Course | MSc    | MSc in Reproductive Science (Women's Health or Embryology)                      | Sep-26 |
| SEM | WMS | New Course | MSc    | MSc in Reproductive Science (Women's Health or Embryology) (Strategic Approval) | Oct-26 |
| SEM | WMS | Amendment  | MSci   | MSci Integrated Natural Sciences                                                | Sep-25 |

## **Professional, Statutory, and Regulatory Body Engagement Support and Reporting into the Quality and Standards Subcommittee**

| <b>General Information</b> <i>to be completed by the Department</i>                                                                                        |                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Department</b>                                                                                                                                          | Warwick Medical School                                                                                                                                                   |
| <b>Department lead colleague</b>                                                                                                                           | Dr Helen Nolan, Director of Education Quality of WMS.<br>Dr Rebecca Johnson, Deputy Course Director, MSc ACP/ ACCP, WMS.<br>Prof Joyce Yeung, Course Director, ACCP, WMS |
| <b>PSRB</b>                                                                                                                                                | FICM – Faculty of Intensive Care Medicine for accreditation of the Advanced Critical Care Practice programme.                                                            |
| <b>Type of engagement</b> <i>e.g., accreditation visit, paper-based recognition exercise, mid-cycle follow-up visit</i>                                    | Follow up meeting one year after approval visit to review completion of outstanding actions +/- confirmation of approval of accreditation.                               |
| <b>Date of engagement</b>                                                                                                                                  | Date of meeting 24-06-25                                                                                                                                                 |
| <b>Approximate timeline for engagement</b><br><i>e.g., deadline for submission of paperwork, date of visit, informal feedback, formal report, response</i> |                                                                                                                                                                          |
| <b>Suggested EPQ initial support meeting date</b>                                                                                                          | n/a                                                                                                                                                                      |

| <b>Key Information – Pre-engagement</b> <i>to be completed by the Department</i>                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Criteria set by PSRB/rules of engagement, including any areas of particular interest</b> <i>url if available; otherwise confirm hard copy shared with EPQ</i>                                                                                              |
| Details of criterial and requirements are outlined in the programme specification;<br><a href="#">ACCP PROGRAMME SPECIFICATION - Update 2021.pdf (ficm.ac.uk)</a>                                                                                             |
| <b>Summary of key criteria areas</b>                                                                                                                                                                                                                          |
| Key criteria relate to the following areas; programme selection requirements, unit (i.e. clinical learning environment), learner supervision, educational programme responsibilities, higher education institutes responsibilities, and trainee registration. |
| <b>Report from previous engagement</b> <i>note if available, if not available or if this is the first engagement with this PSRB</i>                                                                                                                           |
| Conditional approval, subject to completion of conditions. These have been updated and reported to FICM on an ongoing basis since July 2024                                                                                                                   |
| <b>Progress report on implementation/action of recommendations from previous report, including explanation of why recommendations have not been actioned</b> <i>if applicable</i>                                                                             |
| N/A                                                                                                                                                                                                                                                           |
| <b>Is the department confident that the engagement will have a positive outcome?</b>                                                                                                                                                                          |

|                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Yes. We have had regular contact with FICM representatives supportively to ensure suitability of our proposed actions and to update on progress. |
| <b>Are there any criteria which concern the department or are likely to prove problematic?</b>                                                   |
| None that we are currently aware of.                                                                                                             |
| <b>Is the department seeking any support from central service departments?</b>                                                                   |
| Not currently.                                                                                                                                   |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Key Information – Post-engagement</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Outcome of engagement</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Conditional approval – July 2024 (see actions below 1 –3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Recommendations/actions required by the PSRB</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ol style="list-style-type: none"> <li>1. The Assessors raised the issue of the proposed course title MSc in Advanced Clinical Practice (Critical Care). The recommendation from the assessing team is that this be amended to MSc in Advanced Critical Care Practitioner, for clarity on the training and the ACCP role moving forward. The FICM accreditation process also requires the HEI to have NHSE Advanced Practice accreditation (we know the university are seeking this currently) as this has an impact on the students’ career progression and their ability to move trusts post qualification. Deadline: September 2024</li> <li>2. If the reference to advanced airway skills in the course module is more of an introduction to airway skills, then it should be relabelled as such. Advanced airway skills are not part of the FICM curriculum. Advanced airway skills form an Optional Skills Framework for qualified ACCPs to consider with service needs in mind. All references to OSFs should therefore be removed from the course material and any taught or practical content on advanced airways and critical care transfer should be scaled back to ensure time is available to focus on attainment of the core skills of the FICM ACCP curriculum. Deadline: September 2024</li> <li>3. The FICM Assessing Team were concerned that the 5 days allocated to undertake the proposed ACCP Critical Care module may not be sufficient to cover the core skills required. The course module also mentioned it would cover Paediatrics. The Assessing Team accepted assurances from the course team that it was a brief overview to paediatrics but not ACCP specific. These changes in focus and timeline need to be addressed as a matter of urgency to ensure that the course can deliver the core competencies of the FICM ACCP Curriculum. DEADLINE: September 2024 onwards</li> </ol> |
| <b>These actions have now been confirmed as completed – June 2025</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Examples of good practice highlighted to the PSRB during initial approval visit May 2024</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ol style="list-style-type: none"> <li>1. The course enjoys a good position within the Medical School, and the university’s resources and training environment for trainees are well thought out and accessible. The online programmes the assessing team were shown were excellent.</li> <li>2. The students appear to enjoy the course and a special mention was made for Andrew Taylor (Pastoral Support) and Eva Mussio (Operations Team) for their day-to-day support of students undertaking the course.</li> <li>3. The examples of projects and portfolio cases demonstrated to the Assessing panel during the accreditation visit were comprehensive and the encouragement from the course team for students to present and publish their work was excellent.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Additional good practice highlighted in June 2025;</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

|                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Clarity of programme information for prospective students on WMS webpages.<br/>Expansion of EE oversight of our programme to ensure critical care expertise.<br/>WMS engagement and commitment to addressing actions identified and regularly updating FICM on these.</p> |
| <p><b>Follow-up actions</b> <i>e.g., outline of how recommendations/actions will be addressed, if there is any need to amend course documentation based on the outcome</i></p>                                                                                               |
| <p>Next actions will include routine annual quality review engagement with FICM</p>                                                                                                                                                                                          |
| <p><b>Is further AQSC involvement required?</b></p>                                                                                                                                                                                                                          |
| <p>n/a</p>                                                                                                                                                                                                                                                                   |

Professor Joyce Yeung  
MSc Advanced Critical Care Practice (ACCP) Course Director  
University of Warwick  
Warwick Medical School  
Coventry  
CV4 7AL

24 June 2025

Dear Professor Yeung,

### **FICM ACCP PROGRAMME ACCREDITATION**

Following our accreditation visit with the University of Warwick on the 24 May 2024, and the subsequent check in meetings throughout the first academic year 2024/2025 for the revised course, the Faculty of Intensive Care Medicine are delighted to advise that the University's ACCP programme has been awarded Full FICM HEI Accreditation as of the 24 June 2025.

The members of the Board of the Faculty join me in congratulating you on this achievement. We hope that you will enjoy many long years as a FICM Accredited Higher Education Institution for ACCP training.

The timeline for the accreditation cycle is as follows;

|        |                         |
|--------|-------------------------|
| Year 1 | 24/06/2025 – 23/06/2026 |
| Year 2 | 24/06/2026 – 23/06/2027 |
| Year 3 | 24/06/2027 – 23/06/2028 |
| Year 4 | 24/06/2028 – 23/06/2029 |
| Year 5 | 24/06/2029 – 23/06/2030 |

Continued accreditation is dependent upon satisfactory completion of annual reviews. The Faculty team will contact you in May each year to request any documentation required for the annual review. At this point the annual subscription PO will also be requested and then invoiced.

Finally, the Faculty team will be in touch early in 2030 to discuss the potential of a new accreditation cycle with the ACCP Programme Team at the University of Warwick.

We would like to take this opportunity to thank you once again for undertaking accreditation with the Faculty and congratulate you on achieving accreditation.

Yours sincerely



Dr Daniele Bryden  
Dean, FICM

## **Professional, Statutory, and Regulatory Body Engagement Support and Reporting into the Quality and Standards Subcommittee**

| <b>General Information to be completed by the Department</b>                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Department</b>                                                                                                                                          | WMG                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Department lead colleague</b>                                                                                                                           | Emma Rushforth & Amy Collins                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>PSRB</b>                                                                                                                                                | The Institution of Engineering and Technology (IET)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Type of engagement</b> <i>e.g., accreditation visit, paper-based recognition exercise, mid-cycle follow-up visit</i>                                    | <p>Accreditation visit.</p> <p>Courses:</p> <ul style="list-style-type: none"> <li>• BEng (Hons) Applied Professional Engineering (Electrical / Electronic Support Engineer)</li> <li>• BEng (Hons) Applied Professional Engineering (Manufacturing)</li> <li>• BEng (Hons) Applied Professional Engineering (Product Design)</li> <li>• BEng (Hons) Applied Professional Engineering (Control)</li> <li>• BSc (Hons) Digital &amp; Technology Solutions (Software Engineering)</li> <li>• BSc (Hons) Digital &amp; Technology Solutions (Data Analyst)</li> <li>• BSc (Hons) Digital &amp; Technology Solutions (Network Engineering)</li> </ul> |
| <b>Date of engagement</b>                                                                                                                                  | Ongoing process in 2024/2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Approximate timeline for engagement</b><br><i>e.g., deadline for submission of paperwork, date of visit, informal feedback, formal report, response</i> | <ul style="list-style-type: none"> <li>• Deadline for submission of materials on ADAMS (IET's accreditation management system): 28/01/2025</li> <li>• Preparation of logistics of the visit: from January 2025 up until visit</li> <li>• Visit: 25/03/2025-26/03/2025</li> <li>• Informal feedback: at the end of or just after the visit</li> <li>• Formal report: expected around 22/04/2025; factual check to be completed by WMG by around 29/04/2025</li> <li>• Action plan: due around 20/05/2025, with action plan review due around 24/06/2025</li> </ul>                                                                                 |
| <b>Suggested EPQ initial support meeting date</b>                                                                                                          | n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

| <b>Key Information – Pre-engagement to be completed by the Department</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Criteria set by PSRB/rules of engagement, including any areas of particular interest</b> <i>url if available; otherwise confirm hard copy shared with EPQ</i></p> <p>See online PDF from IET website:<br/> <a href="https://www.theiet.org/media/vdukzoys/accreditation-information-pack.pdf">https://www.theiet.org/media/vdukzoys/accreditation-information-pack.pdf</a> </p>                                                                                                                                                   |
| <p><b>Summary of key criteria areas</b></p> <p><b>Criterion 1</b> - Programme Aims, Learning Outcomes and Content should fulfil the AHEP4 (<a href="#">Accreditation of Higher Education Programmes 4<sup>th</sup> edition</a> by the Engineering Council) and align with the qualification.</p> <p><b>Criterion 2</b> - Achievement of AHEP Learning Outcomes at the correct level.</p> <p><b>Criterion 3</b> – Teaching and Assessment: evidence of innovative teaching, robust assessment policy maintaining academic integrity.</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Criterion 4</b> – major Projects: selection, allocation, supervision, management, standard and relevance, marking and moderation.</p> <p><b>Criterion 5</b> - Student Support and Staffing: Student recruitment, drop-out rates, support, careers etc. Staff recruitment, numbers, expertise, professional registration and memberships of PSRB's.</p> <p><b>Criterion 6</b> – Resources and Facilities: online VLE's, laboratory and computing facilities, planned capital investments, GDPR in assessments.</p> <p><b>Criterion 7</b> - Quality Assurance and Enhancement: reviews and monitoring for QA, including external examiners</p> <p>There are also 11 requirements.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Report from previous engagement</b> <i>note if available, if not available or if this is the first engagement with this PSRB</i></p> <p>Previous engagement was for accreditation of Masters' degrees with IET 18<sup>th</sup>-19<sup>th</sup> October 2023. Please see attached the Report from this visit.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Progress report on implementation/action of recommendations from previous report, including explanation of why recommendations have not been actioned</b> <i>if applicable</i></p> <p>Please see attached the ongoing Action Plan from the previous PGT visit in October 2023.</p> <p>For the degrees (Degree Apprentice (DA) degrees) that are planned to be accredited all AHEP4 mapping codes are written in the Module Approval system which will publish this information in Module Catalogue system in the module level learning outcomes for all the new modules and updated modules.</p> <p>WMG now has Industrial Advisory Boards (IABs): Advanced Engineering IAB, Digital Technologies IAB and Engineering management IAB.</p> <p>Current DA's on Applied Professional Engineering Programme had a presentation on IET membership and professional registration on 6/12/24. A further presentation to Digital and Technology Solutions DA's will be planned in January 2025 when we can establish with IET what entry years can be potentially accredited to avoid any potential CMA issues [July 2025 note: this presentation was rescheduled to a later date since the original form submission].</p> |
| <p><b>Is the department confident that the engagement will have a positive outcome?</b></p> <p>Yes.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Are there any criteria which concern the department or are likely to prove problematic?</b></p> <p>Yes: the low percentage of professional registration and memberships of PSRB's for departmental staff teaching on the degree programmes. IET recommends a minimum of 50% of teaching staff should be professionally registered as either CEng or IEng, and half of these with the IET.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Is the department seeking any support from central service departments?</b></p> <p>No.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|                                          |
|------------------------------------------|
| <b>Key Information – Post-engagement</b> |
| <b>Outcome of engagement</b>             |

|   | Type           | Programme Title                                                            | Mode | Duration<br>(in years) | Level of<br>Accreditation<br>Recommended | Backdating                                                                                                                                                                                                                                                                                                                                   |      | Period of<br>accreditation                                                                                                                                                                                                             |    | Recommended next<br>action |
|---|----------------|----------------------------------------------------------------------------|------|------------------------|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----------------------------|
|   |                |                                                                            |      |                        |                                          | From                                                                                                                                                                                                                                                                                                                                         | To   | From                                                                                                                                                                                                                                   | To |                            |
| 1 | BEng<br>(Hons) | Applied Professional Engineering (Control Technical Support Engineer)      | PT   | 4                      | Partial CEng<br>AHEP 3                   | DF**                                                                                                                                                                                                                                                                                                                                         | DF** | Backdating Accreditation Decision is pending decision from the Programme Recognition Forum. Decision of accreditation will also be confirmed following a first output review. Backdating has been requested from 2021 to 2023 intakes. |    |                            |
| 2 | BEng<br>(Hons) | Applied Professional Engineering (Electrical Electronic Support Engineer)  | PT   | 4                      | Partial CEng<br>AHEP 3                   | DF**                                                                                                                                                                                                                                                                                                                                         | DF** | Backdating Accreditation Decision is pending decision from the Programme Recognition Forum. Decision of accreditation will also be confirmed following a first output review. Backdating has been requested from 2021 to 2023 intakes. |    |                            |
| 3 | BEng<br>(Hons) | Applied Professional Engineering (Manufacturing)                           | PT   | 4                      | Partial CEng<br>AHEP 3                   | DF**                                                                                                                                                                                                                                                                                                                                         | DF** | Backdating Accreditation Decision is pending decision from the Programme Recognition Forum. Decision of accreditation will also be confirmed following a first output review. Backdating has been requested from 2021 to 2023 intakes. |    |                            |
| 4 | BEng<br>(Hons) | Applied Professional Engineering (Product Design and Development Engineer) | PT   | 4                      | Partial CEng<br>AHEP 3                   | DF**                                                                                                                                                                                                                                                                                                                                         | DF** | Backdating Accreditation Decision is pending decision from the Programme Recognition Forum. Decision of accreditation will also be confirmed following a first output review. Backdating has been requested from 2021 to 2023 intakes. |    |                            |
| 5 | BEng<br>(Hons) | Applied Professional Engineering (Control Technical Support Engineer)      | PT   | 4                      | Partial CEng<br>AHEP 4                   | To be considered at the next accreditation visit cycle. The changes to the apprenticeship standards informed the changes to the APEP programme, which resulted in the Commonality between programmes 1-4 (version 1) and programmes 5-8 (version 2) falling short of the 70%. Accreditation to be sought from 2024 intake at the next visit. |      |                                                                                                                                                                                                                                        |    |                            |

|   |             |                                                                            |    |   |                     |                                                                                                                                                                                                                                                                                                                                              |      |      |      |                                                   |
|---|-------------|----------------------------------------------------------------------------|----|---|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|---------------------------------------------------|
| 6 | BEng (Hons) | Applied Professional Engineering (Electrical Electronic Support Engineer)  | PT | 4 | Partial CEng AHEP 4 | To be considered at the next accreditation visit cycle. The changes to the apprenticeship standards informed the changes to the APEP programme, which resulted in the Commonality between programmes 1-4 (version 1) and programmes 5-8 (version 2) falling short of the 70%. Accreditation to be sought from 2024 intake at the next visit. |      |      |      |                                                   |
| 7 | BEng (Hons) | Applied Professional Engineering (Manufacturing)                           | PT | 4 | Partial CEng AHEP 4 | To be considered at the next accreditation visit cycle. The changes to the apprenticeship standards informed the changes to the APEP programme, which resulted in the Commonality between programmes 1-4 (version 1) and programmes 5-8 (version 2) falling short of the 70%. Accreditation to be sought from 2024 intake at the next visit. |      |      |      |                                                   |
| 8 | BEng (Hons) | Applied Professional Engineering (Product Design and Development Engineer) | PT | 4 | Partial CEng AHEP 4 | To be considered at the next accreditation visit cycle. The changes to the apprenticeship standards informed the changes to the APEP programme, which resulted in the Commonality between programmes 1-4 (version 1) and programmes 5-8 (version 2) falling short of the 70%. Accreditation to be sought from 2024 intake at the next visit. |      |      |      |                                                   |
| 9 | BSc (Hons)  | Digital Technology Solutions (Data Analyst)                                | PT | 4 | Partial CEng AHEP 3 | 2019                                                                                                                                                                                                                                                                                                                                         | 2023 | -    | -    | No further actions                                |
| 1 | BSc (Hons)  | Digital Technology Solutions (Network Engineering)                         | PT | 4 | Partial CEng AHEP 3 | 2019                                                                                                                                                                                                                                                                                                                                         | 2023 | -    | -    | No further actions                                |
| 1 | BSc (Hons)  | Digital Technology Solutions (Software Engineering)                        | PT | 4 | Partial CEng AHEP 3 | 2019                                                                                                                                                                                                                                                                                                                                         | 2023 | -    | -    | No further actions                                |
| 1 | BSc (Hons)  | Digital Technology Solutions (Data Analyst)                                | PT | 4 | Partial CEng AHEP 4 | -                                                                                                                                                                                                                                                                                                                                            | -    | 2024 | 2028 | Accreditation visit in the 2027/28 academic year. |

|   |            |                                                     |    |   |                     |   |   |      |      |                                                   |
|---|------------|-----------------------------------------------------|----|---|---------------------|---|---|------|------|---------------------------------------------------|
| 1 | BSc (Hons) | Digital Technology Solutions (Network Engineering)  | PT | 4 | Partial CEng AHEP 4 | - | - | 2024 | 2028 | Accreditation visit in the 2027/28 academic year. |
| 1 | BSc (Hons) | Digital Technology Solutions (Software Engineering) | PT | 4 | Partial CEng AHEP 4 | - | - | 2024 | 2028 | Accreditation visit in the 2027/28 academic year. |

**\*\*Decision deferred - Backdating Accreditation Decision is pending decision from the Programme Recognition Forum\*. Decision of accreditation will also be confirmed following a first output review. Backdating has been requested from 2021 to 2023 intakes.**

**\*The IET have confirmed that the Engineering Council will consider this decision on 14 October 2025.**

#### **Recommendations/actions required by the PSRB**

- 3.4:** The Panel recommends that the use of in-module formative feedback is kept under review to ensure Students receive helpful and timely feedback before summative assessments.
- 5.11:** The IET guidelines state that a minimum of 50% of teaching staff should be professionally registered as either CEng or IEng, and half of these with the IET. Currently the Department falls short of this and the Panel recommends them to address this by encouraging and supporting staff, both academic and technical, to apply for professional registration.
- 7.3:** The Panel recommends that existing activities and initiatives are continued to ensure students receive high quality teaching in all modules.

#### **Examples of good practice highlighted to the PSRB**

##### *Commendable Features:*

| <b>Sect. Ref.</b> | <b>Comments</b>                                                                                                                             | <b>Evidence</b>                  |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| 7.3               | The effective Staff Student Liaison Committee (SSLC) that works actively to enhance student experience and is valued by staff and students. | Student Meeting<br>Staff Meeting |
| 3.5               | Innovative use of generative AI for teaching and assessment, whilst maintaining academic integrity.                                         | Staff Meeting                    |
| 5.0               | Students met by the Panel were articulate and enthusiastic and valued the opportunity to complete a degree apprenticeship programme.        | Student Meeting                  |
| 5.0               | Mandatory training for students on matters such as information security, GDPR and research integrity.                                       | Staff Meeting                    |

|     |                                                                                                                                                                                   |                                     |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 6.2 | The WMG Degree Apprenticeship Centre provides high-quality spaces for collaborative and individual work, technology-enabled seminar and lecture rooms, and a teaching laboratory. | Facilities Tour                     |
| 3.1 | The Department has evolved the hybrid teaching and learning strategy to increase the proportion of in person teaching in response to feedback from students and employers.        | Staff Meeting<br>Industrial Meeting |
| 5.4 | The Panel found an enthusiastic staff team committed to working in partnership with students and employers to best meet the needs of students and employers.                      | Staff Meeting<br>Student Meeting    |
| 5.3 | Students appreciate the excellent support they receive from their Degree Apprenticeship Tutor.                                                                                    | Student Meeting                     |

**Follow-up actions** e.g., outline of how recommendations/actions will be addressed, if there is any need to amend course documentation based on the outcome

**Next Actions:**

1. Provide a satisfactory response to the action plan.
2. First output review of APEP programme (Programmes 1-4)
3. Report any Major Changes to programmes and completing the Annual Report until the next Accreditation Visit.

**WMG Action Plan (to address the recommendations listed earlier):**

1. **3.4:** WMG will review the current state of formative feedback across these courses. A working group shall be formed with a remit to review and identify existing good practice (tutorials, seminars, project supervision), and to improve the dissemination and signposting of such existing activities (as well as sharing good practice across modules), to make current provision both clearer and more consistent to apprentices. Planned completion date: December 2025 (end of block 1 of next academic year of UG DA delivery).
2. **5.11:** IET representative in WMG will regularly present to teaching staff at teaching meetings and discipline meetings about the support available in WMG for gaining CEng or IEng and providing advice on how to do this. WMG has an active IET PRA who is happy to support applications. WMG continues to pay for memberships of staff teaching on accredited degrees who have CEng or IEng. WMG is also requesting support and guidance from the IET on how teaching staff who have not recently worked in industry or research can demonstrate achievement of the UK-SPEC requirements particularly those under "Responsibility, management and leadership". WMG will reach out to IET and IMechE to see if a group application process could be agreed (including SOE as well). Planned completion date: September 2026 (aim at 35% CEng); September 2027 (ideally reach 50% CEng).
3. **7.3:** WMG commits to maintaining and enhancing quality of teaching using our existing processes, responsible staff, and quality assurance committees. Planned completion date: A cycle of annual course and module reviews will continue to monitor this (next instance summer 2025).

**Is further AQSC involvement required?**

None requested by WMG but we are happy to receive any feedback QSS might wish to send.



## Confidential

### Accreditation Visit Report and Action Plan

**Version** AAC Approved - FINAL

**Visit Type** IET Only

**AHEP:** 4th Edition

**Report on the visit to:** University of Warwick, Warwick Manufacturing Group – Undergraduate Degree Apprenticeship Division

**Date of visit:** 25<sup>th</sup> & 26<sup>th</sup> March 2025

**Head of Department:** Professor Robin Clark / Professor Rob Thornton

**Accreditation Contact:** Dr Emma Rushforth

#### Panel:

| Role              | Name                         |
|-------------------|------------------------------|
| Panel Chair:      | Sean Wellington              |
| Panel Members:    | Andy Tyrrell & Richard Guest |
| IET Staff Member: | Falak Smith                  |

## Summary of Programmes with recommendations to AAC:

|    | Type           | Programme Title                                                            | Mode | Duration<br>(in years) | Level of<br>Accreditation<br>Recommended | Backdating                                                                                                                                                                                                                                                                                                                                   |      | Period of<br>accreditation                                                                                                                                                                                                                    |    | Recommended next action |
|----|----------------|----------------------------------------------------------------------------|------|------------------------|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------|
|    |                |                                                                            |      |                        |                                          | From                                                                                                                                                                                                                                                                                                                                         | To   | From                                                                                                                                                                                                                                          | To |                         |
| 1. | BEng<br>(Hons) | Applied Professional Engineering (Control Technical Support Engineer)      | PT   | 4                      | Partial CEng AHEP<br>3                   | DF**                                                                                                                                                                                                                                                                                                                                         | DF** | Backdating Accreditation Decision is pending decision from the Programme Recognition Forum. Decision of accreditation will also be confirmed following a first output review.<br><br>Backdating has been requested from 2021 to 2023 intakes. |    |                         |
| 2. | BEng<br>(Hons) | Applied Professional Engineering (Electrical Electronic Support Engineer)  | PT   | 4                      | Partial CEng AHEP<br>3                   | DF**                                                                                                                                                                                                                                                                                                                                         | DF** | Backdating Accreditation Decision is pending decision from the Programme Recognition Forum. Decision of accreditation will also be confirmed following a first output review.<br><br>Backdating has been requested from 2021 to 2023 intakes. |    |                         |
| 3. | BEng<br>(Hons) | Applied Professional Engineering (Manufacturing)                           | PT   | 4                      | Partial CEng AHEP<br>3                   | DF**                                                                                                                                                                                                                                                                                                                                         | DF** | Backdating Accreditation Decision is pending decision from the Programme Recognition Forum. Decision of accreditation will also be confirmed following a first output review.<br><br>Backdating has been requested from 2021 to 2023 intakes. |    |                         |
| 4. | BEng<br>(Hons) | Applied Professional Engineering (Product Design and Development Engineer) | PT   | 4                      | Partial CEng AHEP<br>3                   | DF**                                                                                                                                                                                                                                                                                                                                         | DF** | Backdating Accreditation Decision is pending decision from the Programme Recognition Forum. Decision of accreditation will also be confirmed following a first output review.<br><br>Backdating has been requested from 2021 to 2023 intakes. |    |                         |
| 5. | BEng<br>(Hons) | Applied Professional Engineering (Control Technical Support Engineer)      | PT   | 4                      | Partial CEng AHEP<br>4                   | To be considered at the next accreditation visit cycle. The changes to the apprenticeship standards informed the changes to the APEP programme, which resulted in the Commonality between programmes 1-4 (version 1) and programmes 5-8 (version 2) falling short of the 70%. Accreditation to be sought from 2024 intake at the next visit. |      |                                                                                                                                                                                                                                               |    |                         |

|     | Type           | Programme Title                                                              | Mode | Duration<br>(in years) | Level of<br>Accreditation<br>Recommended | Backdating                                                                                                                                                                                                                                                                                                                                   |      | Period of<br>accreditation |      | Recommended next action                           |
|-----|----------------|------------------------------------------------------------------------------|------|------------------------|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------------------------|------|---------------------------------------------------|
|     |                |                                                                              |      |                        |                                          | From                                                                                                                                                                                                                                                                                                                                         | To   | From                       | To   |                                                   |
| 6.  | BEng<br>(Hons) | Applied Professional Engineering<br>(Electrical Electronic Support Engineer) | PT   | 4                      | Partial CEng AHEP<br>4                   | To be considered at the next accreditation visit cycle. The changes to the apprenticeship standards informed the changes to the APEP programme, which resulted in the Commonality between programmes 1-4 (version 1) and programmes 5-8 (version 2) falling short of the 70%. Accreditation to be sought from 2024 intake at the next visit. |      |                            |      |                                                   |
| 7.  | BEng<br>(Hons) | Applied Professional Engineering<br>(Manufacturing)                          | PT   | 4                      | Partial CEng AHEP<br>4                   | To be considered at the next accreditation visit cycle. The changes to the apprenticeship standards informed the changes to the APEP programme, which resulted in the Commonality between programmes 1-4 (version 1) and programmes 5-8 (version 2) falling short of the 70%. Accreditation to be sought from 2024 intake at the next visit. |      |                            |      |                                                   |
| 8.  | BEng<br>(Hons) | Applied Professional Engineering (Product Design and Development Engineer)   | PT   | 4                      | Partial CEng AHEP<br>4                   | To be considered at the next accreditation visit cycle. The changes to the apprenticeship standards informed the changes to the APEP programme, which resulted in the Commonality between programmes 1-4 (version 1) and programmes 5-8 (version 2) falling short of the 70%. Accreditation to be sought from 2024 intake at the next visit. |      |                            |      |                                                   |
| 9.  | BSc<br>(Hons)  | Digital Technology Solutions (Data Analyst)                                  | PT   | 4                      | Partial CEng AHEP<br>3                   | 2019                                                                                                                                                                                                                                                                                                                                         | 2023 | -                          | -    | No further actions                                |
| 10. | BSc<br>(Hons)  | Digital Technology Solutions (Network Engineering)                           | PT   | 4                      | Partial CEng AHEP<br>3                   | 2019                                                                                                                                                                                                                                                                                                                                         | 2023 | -                          | -    | No further actions                                |
| 11. | BSc<br>(Hons)  | Digital Technology Solutions (Software Engineering)                          | PT   | 4                      | Partial CEng AHEP<br>3                   | 2019                                                                                                                                                                                                                                                                                                                                         | 2023 | -                          | -    | No further actions                                |
| 12. | BSc<br>(Hons)  | Digital Technology Solutions (Data Analyst)                                  | PT   | 4                      | Partial CEng AHEP<br>4                   | -                                                                                                                                                                                                                                                                                                                                            | -    | 2024                       | 2028 | Accreditation visit in the 2027/28 academic year. |
| 13. | BSc<br>(Hons)  | Digital Technology Solutions (Network Engineering)                           | PT   | 4                      | Partial CEng AHEP<br>4                   | -                                                                                                                                                                                                                                                                                                                                            | -    | 2024                       | 2028 | Accreditation visit in the 2027/28 academic year. |

|     | Type          | Programme Title                                           | Mode | Duration<br>(in years) | Level of<br>Accreditation<br>Recommended | Backdating |    | Period of<br>accreditation |      | Recommended next action                              |
|-----|---------------|-----------------------------------------------------------|------|------------------------|------------------------------------------|------------|----|----------------------------|------|------------------------------------------------------|
|     |               |                                                           |      |                        |                                          | From       | To | From                       | To   |                                                      |
| 14. | BSc<br>(Hons) | Digital Technology<br>Solutions (Software<br>Engineering) | PT   | 4                      | Partial CEng AHEP<br>4                   | -          | -  | 2024                       | 2028 | Accreditation visit in the 2027/28<br>academic year. |

\*\*Decision deferred - Backdating Accreditation Decision is pending decision from the Programme Recognition Forum. Decision of accreditation will also be confirmed following a first output review. Backdating has been requested from 2021 to 2023 intakes.

|                                       |                        |        |           |
|---------------------------------------|------------------------|--------|-----------|
| For Office Use:                       | Date and name          | AV (✓) | MR/MV/FOR |
| Summary of Programmes                 | Falak Smith 26-03-2025 |        |           |
| IET database updated:                 |                        |        |           |
| Engineering Council database updated: |                        |        |           |
| Decisions outside committee updated:  |                        |        |           |

## Visit Summary:

WMG is a multidisciplinary academic department at the University of Warwick with more than 3,000 students and some 850 staff. The visit considered Degree Apprenticeship programmes presented by WMG and centred on two areas – Applied Professional Engineering (APEP) and Digital Technology Solutions (DTS). Both are four-year programmes.

APEP (Version 1) was introduced in 2021 but replaced by Version 2 of the programme from the 2024 intake following changes to the apprenticeship standards in use for this programme. There is less than 70% commonality between V1 and V2 and current Engineering Council regulations do not allow backdating of accreditation for a programme that is no longer being offered. APEP Version 1 has final year students completing in 2025 and a First Output Review is required to confirm accreditation if the Programme Recognition Forum agrees that accreditation can be conferred. The Department is encouraged to present APEP Version 2 for accreditation in the normal way, either when the first cohort has graduated or students are studying the final year of the programme.

DTS was introduced in 2019 and the Panel is recommending accreditation for five years (2024 to 2028 intakes) with backdating to the 2019 intake.

Programmes are of high quality and are being thoughtfully developed and enhanced by a committed and enthusiastic staff team in response to student and employer needs. All the students met by the Panel were employed by one major automotive manufacturer, however apprentices are based in a range of local and regional engineering employers. The programmes are highly regarded by the students and employers met by the Panel. The Panel was particularly impressed by the enthusiastic and articulate students we met during the visit.

WMG has adopted a hybrid teaching and learning strategy for these programmes, and this has been evolved in response to student and employer feedback. In-person teaching is delivered in WMG's Degree Apprenticeship Centre. This purpose-built facility provides high-quality spaces for collaborative and individual work, technology-enabled seminar and lecture rooms, and a teaching laboratory.

The Panel thanks WMG colleagues for their hospitality and very constructive engagement with the accreditation process and also extends thanks to students and members of the Industrial Advisory Board for their time and valuable input.

## Alignment with IET requirements and guidelines

| Requirements <sup>1</sup> |                                                                                                        |           |
|---------------------------|--------------------------------------------------------------------------------------------------------|-----------|
| R0                        | Graduates from an accredited programme must meet all of the required Learning Outcomes set out in AHEP | Compliant |
| R1                        | The title of the accredited degree programme must not be identical to an unaccredited programme        | Compliant |
| R2                        | Engineering Council Condonement Policy                                                                 | Compliant |
| R3a                       | Engineering Council Compensation Policy                                                                | Compliant |

<sup>1</sup> Requirement 5: From the 2024 /25 academic year there is no longer an IET accreditation requirement for a 50% pass threshold for progression within an integrated Masters degree.

|                   |                                                                                                                                                                                                                                                                                                                                                                               |                |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| R3b               | Major projects must not be compensated                                                                                                                                                                                                                                                                                                                                        | Compliant      |
| R4                | Postgraduate modules delivered as part of an undergraduate degree and also as part of a Master's degree other than Integrated Master's have the same pass threshold                                                                                                                                                                                                           | Not applicable |
| R6                | For Postgraduate Master's programmes, at least 150 of the 180 credits must be at postgraduate level                                                                                                                                                                                                                                                                           | Not applicable |
| R7                | External Examiner arrangements are in line with IET expectations <sup>2</sup>                                                                                                                                                                                                                                                                                                 | Compliant      |
| R8a               | Robust process that ensures all major project reports (group and individual) must be marked independently by two separate assessors, include a moderation process and ensure consistency in project assessment and maintenance of threshold academic standards. Assessment of group projects must also allocate differentiated marks to individual students within the group. | Compliant      |
| R8b               | For major group projects that are in place of a major individual project students must have a clearly defined individual assessment, in addition to any group mark.                                                                                                                                                                                                           | Compliant      |
| R9                | The Final Year Direct Entry Policy complied with in full                                                                                                                                                                                                                                                                                                                      | Not applicable |
| R10               | Reporting Major Changes to programmes and completing the Annual Report                                                                                                                                                                                                                                                                                                        | Not applicable |
| <b>Guidelines</b> |                                                                                                                                                                                                                                                                                                                                                                               |                |
| G1                | Component thresholds in place where modules contain multiple assessment that assess different learning outcomes                                                                                                                                                                                                                                                               | Compliant      |

<sup>2</sup> Programme level and detailed oversight of all modules that contribute to the overall degree classification; be involved in the moderation of all assessments and ideally have knowledge or experience of Accreditation requirements.

|    |                                                                                                                                                                                                         |                                 |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| G2 | Credit value / weighting of Major Projects (Group and Individual)                                                                                                                                       | Compliant                       |
| G3 | Assessment arrangements are in line with IET expectations <sup>3</sup>                                                                                                                                  | Compliant                       |
| G4 | Assessment of group work                                                                                                                                                                                | Compliant                       |
| G5 | For Master's Degrees other than Integrated Master's no more than 40 of the 180 credits should be non-technical. For all other programmes no more than 30% of the total credits should be non-technical. | Not applicable                  |
| G6 | A minimum of 50% of teaching staff should be professionally registered as either CEng or IEng, and half of these with the IET.                                                                          | Not compliant - Action required |

## Backdating of Accreditation

The Panel recommended that accreditation of the DTS Programme should be backdated to the 2019 intake to include the students currently on the programme. The Panel found information in the submission and evidence of assessments for these cohorts to be satisfactory.

<sup>3</sup> Accredited programmes at all levels should normally include a range of assessment methods. A Visit Panel will welcome innovative assessment methods and will carefully examine the programme assessment strategy to ensure:

- Assessment tasks are well matched to the Learning Outcomes assessed in each module
- An appropriate range of assessment activities is in use
- The activities themselves are valid and reliable with robust quality assurance arrangements (see Requirement 7)
- Academic standards set and achieved by students are commensurate with the level of study.
- There are robust mechanisms in place to monitor and act on plagiarism and or other academic malpractices in any assessment task
- There is an expectation is that all online examinations are conducted as 'open-book' as far as possible. Supplemented with individual assessment.
- The IET expects that reasonable adjustments for assessments are anticipated where possible and implemented for students as required to ensure that they are not unfairly disadvantaged due to a condition or disability.
- Reasonable adjustments may include, but not limited to, modifications to the format of the assessment, additional time, the provision of assistive technology or software, or the use of a scribe or reader

The IET recommends that a combination of coursework and examination assessment is generally appropriate but no specific balance between the two is mandated.

The Panel recommended that accreditation of the APEP Programme should be backdated to the 2021 intake to include the students currently on Version 1 of the programme, hence the 2021, 2022 and 2023 intakes only. The Panel found information in the submission and evidence of assessments for these cohorts to be satisfactory. This recommendation is subject to approval from the Programme Recognition Forum and a satisfactory First Output Review.

### Commendable Features:

| Sect. Ref. | Comments                                                                                                                                                                          | Evidence                            |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 7.3        | The effective Staff Student Liaison Committee (SSLC) that works actively to enhance student experience and is valued by staff and students.                                       | Student Meeting<br>Staff Meeting    |
| 3.5        | Innovative use of generative AI for teaching and assessment, whilst maintaining academic integrity.                                                                               | Staff Meeting                       |
| 5.0        | Students met by the Panel were articulate and enthusiastic and valued the opportunity to complete a degree apprenticeship programme.                                              | Student Meeting                     |
| 5.0        | Mandatory training for students on matters such as information security, GDPR and research integrity.                                                                             | Staff Meeting                       |
| 6.2        | The WMG Degree Apprenticeship Centre provides high-quality spaces for collaborative and individual work, technology-enabled seminar and lecture rooms, and a teaching laboratory. | Facilities Tour                     |
| 3.1        | The Department has evolved the hybrid teaching and learning strategy to increase the proportion of in person teaching in response to feedback from students and employers.        | Staff Meeting<br>Industrial Meeting |
| 5.4        | The Panel found an enthusiastic staff team committed to working in partnership with students and employers to best meet the needs of students and employers.                      | Staff Meeting<br>Student Meeting    |
| 5.3        | Students appreciate the excellent support they receive from their Degree Apprenticeship Tutor.                                                                                    | Student Meeting                     |

## Next Actions:

1. Provide a satisfactory response to the action plan.
2. First output review of APEP programme (Programmes 1-4)
3. Report any Major Changes to programmes and completing the Annual Report until the next Accreditation Visit.

## General Information

### Background

- i. The last accreditation visit to WMG – Undergraduate Degree Apprenticeship division was on the 8<sup>th</sup> & 9<sup>th</sup> October 2019, whereby programmes were awarded 2 years Full IEng accreditation from the 2019 to the 2020 intake, with backdating to 2013 intakes. Degree apprenticeship programmes considered at this visit were known as Applied Engineering (AEP) with 5 streams (Manufacturing Systems, General, Product Creation, Business & Railway Engineering). A monitoring review was due to take place in the 2020/21 academic year, however due to the subsequent changes to the programmes, this was not sought.
- ii. Since this visit, the degree apprenticeship programme went through a number of changes to meet the requirements of the apprenticeship standards at the time. The programmes were also renamed to the following titles. (APEP v1)
  - Applied Professional Engineering (Control Technical Support Engineer)
  - Applied Professional Engineering (Electrical Electronic Support Engineer)
  - Applied Professional Engineering (Manufacturing)
  - Applied Professional Engineering (Product Design and Development Engineer)

These programmes were developed against the AHEP 3 framework and are due their first output in the summer of 2025. Commonality between AEP and APEP v1 was not sought at the time.

- iii. The APEP v1 programmes went through a further major change to meet the new apprenticeship standards and were developed against AHEP 4. The programmes have the same titles (APEP v2) and the teaching of these programmes commenced in the 2024 intake.

## The present visit

- iv. Programmes 1 – 4 and 9 – 14 are being considered for accreditation for the first time, with backdating only accreditation requested for programmes 1 – 4. All programmes are being considered for Partial CEng accreditation only.
- v. Programmes 5 – 8 unfortunately fall short of the 70% commonality regulation, therefore will be considered at the next accreditation visit when the programme is either in its final year of operation or a cohort has been produced. First cohort will be produced in the summer of 2028.
- vi. Programmes 9 – 11 also underwent similar changes to the APEP v1 and APEP v2. Both versions of the Digital Technology Solutions programmes are being considered on this visit, with backdating being considered under the AHEP 3 framework. Commonality has been presented DTS v1 and DTS v2.
- vii. This report is based on the information gathered during the current Accreditation Visit which took place on 25<sup>th</sup> & 26<sup>th</sup> March 2025.
- viii. The Panel graded the topics in Criterion 1 – 7 thus:

| Score          | Definition                   | Action                                                                                                                                              |
|----------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| P<br>(Pending) | Unacceptable                 | Immediate Requirement: Remedy before Accreditation is confirmed.<br>Scoring will be revised once immediate requirement is satisfactorily addressed. |
| 1              | Unsatisfactory in many areas | Requirement                                                                                                                                         |
| 2              | Requires Improvement         | Requirement                                                                                                                                         |
| 3              | Opportunity for Improvement  | Recommendation                                                                                                                                      |
| 4              | Acceptable                   |                                                                                                                                                     |

- v. Please note that the grades awarded to individual criteria represent the grades above. Please also note that the total of each section is not an average. The overall grade of each section reflects instead the weighting accorded to each criterion by the Visit Panel.
- vi. Before consideration by the Academic Accreditation Committee, a draft of this report will be sent to the Head of Department for factual confirmation. The Department will also need to respond adequately to the items in the action plan.
- vii. The Panel would like to take this opportunity to thank the staff from the Department for their hospitality during the visit and for their willingness to discuss matters in an open and frank way.



## Criterion 1

| Programme Aims, Learning Outcomes and Content |                                                                                                                                                       |                     |                    |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------------------|
|                                               |                                                                                                                                                       | APEP<br>All streams | DTS<br>All streams |
|                                               |                                                                                                                                                       |                     |                    |
| 1.1                                           | Programme aims                                                                                                                                        | 4                   | 4                  |
| 1.2                                           | Programme level learning outcomes                                                                                                                     | 4                   | 4                  |
| 1.3                                           | Coverage of AHEP learning outcomes in programme learning outcomes                                                                                     | 4                   | 4                  |
| 1.4                                           | Alignment of programme content, learning outcomes and aims with the programme title                                                                   | 4                   | 4                  |
| 1.5                                           | Promotion of equality, diversity and inclusion in all aspects of the delivery and assessment of the programme                                         | 4                   | 4                  |
| 1.6                                           | Programme Structure: technical & non-technical, balance, breadth and scope                                                                            | 4                   | 4                  |
| 1.7                                           | Programme Content: up-to-date nature and evidence of continuing development, including engineering innovation, creativity and sustainability          | 4                   | 4                  |
| 1.8                                           | Industrial involvement: Evidence of industrial input and influence on programme design                                                                | 4                   | 4                  |
| 1.9                                           | Impact of scholarship/research and consultation on programme design                                                                                   | 4                   | 4                  |
| 1.10                                          | Public Information - How programme accreditation is integrated into all published material and the process for ensuring accuracy of such information. | 4                   | 4                  |
| <b>Overall grade:</b>                         |                                                                                                                                                       | <b>4</b>            | <b>4</b>           |

## General Information

|                                                                            |
|----------------------------------------------------------------------------|
| The Panel was satisfied that all accreditation requirements are fully met. |
|----------------------------------------------------------------------------|

## Criterion 2

| Achievement of AHEP Learning Outcomes |                                                  |                     |                    |
|---------------------------------------|--------------------------------------------------|---------------------|--------------------|
|                                       |                                                  | APEP<br>All streams | DTS<br>All streams |
| 2.1                                   | AHEP Learning Outcomes: Science and Mathematics  | 4                   | 4                  |
| 2.2                                   | AHEP Learning Outcomes: Engineering Analysis     | 4                   | 4                  |
| 2.3                                   | AHEP Learning Outcomes: Design and Innovation    | 4                   | 4                  |
| 2.4                                   | AHEP Learning Outcomes: The Engineer and Society | 4                   | 4                  |
| 2.5                                   | AHEP Learning Outcomes: Engineering Practice     | 4                   | 4                  |
| <b><u>Overall grade:</u></b>          |                                                  | <b>4</b>            | <b>4</b>           |

## General Information

|                                                                            |
|----------------------------------------------------------------------------|
| The Panel was satisfied that all accreditation requirements are fully met. |
|----------------------------------------------------------------------------|

## Criterion 3

| Teaching and Assessment |                                                                                                                                    |                     |                    |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------------------|
|                         |                                                                                                                                    | APEP<br>All streams | DTS<br>All streams |
| 3.1                     | Innovation in teaching methods, including any major changes to delivery methods                                                    | 4                   | 4                  |
| 3.2                     | Delivery of any non-campus-based teaching, including remote learning and support for employer-based delivery and projects.         | 4                   | 4                  |
| 3.3                     | Standard, appropriateness, and challenge of examination papers, including use of well-defined and transparent marking criteria.    | Defer               | 4                  |
| 3.4                     | Standard, appropriateness, and challenge of continuous assessment, including use of well-defined and transparent marking criteria. | Defer               | 3                  |
| 3.5                     | Robustness of the processes for the detection and consequences of academic malpractice (e.g. plagiarism and impersonation)         | 4                   | 4                  |
| 3.6                     | Assessment regulations                                                                                                             | 4                   | 4                  |
| <b>Overall grade:</b>   |                                                                                                                                    | <b>Defer</b>        | <b>4</b>           |

## General Information

The Department has made changes to programme delivery and assessment, however feedback from students indicated that there is still some inconsistency in the use of in-module formative feedback. The Panel recommends that work is continued to ensure Students receive helpful and timely feedback before summative assessments in all modules.

WMG has engaged proactively with Generative AI, with some innovative use of this technology for teaching and assessment, whilst maintaining academic standards. Students receive mandatory training on research integrity.

The Panel was satisfied that all accreditation requirements are fully met for DTS. A First Output Review will be required for APEP.

## First Output Review

To be completed at First Output Review

- The Panel is required to review final year assessments and results

## Criterion 4

| Projects <sup>4</sup> |                                                      |                     |                    |
|-----------------------|------------------------------------------------------|---------------------|--------------------|
|                       |                                                      | APEP<br>All streams | DTS<br>All streams |
|                       | <b>Individual Project</b>                            |                     |                    |
| 4.1                   | Project selection & allocation                       | 4                   | 4                  |
| 4.2                   | Staff supervision and management of student projects | 4                   | 4                  |
| 4.3                   | Project planning and management                      | 4                   | 4                  |
| 4.4                   | Standard and appropriateness                         | Defer               | 4                  |
| 4.5                   | Marking and moderation                               | Defer               | 4                  |
|                       | <b>Overall Grade:</b>                                | <b>Defer</b>        | <b>4</b>           |

## General Information

Projects are industry-based and co-supervised by an industrial supervisor (often the student's line manager) and a member of academic staff from WMG. Project proposals are originated by students, often in consultation with their line manager. There is a robust process in place to ensure proposed projects meet the academic requirements of the degree programme, for example ensuring compliance with University ethics processes and coverage of intended AHEP Learning Outcomes. The industrial supervisor is not directly involved in the assessment of the project; however, students are encouraged to offer evidence of industrial impact. The project is 30 credits. Marking and moderation arrangements are in line with IET accreditation requirements.

<sup>4</sup> Under AHEP4, innovation in teaching and assessment may remove the need for a major undergraduate project (Individual and Group), providing it can be demonstrated that all the Learning Outcomes are both taught and assessed by other means.

## First Output Review

To be completed at First Output Review

- The Panel is required to review student projects and comment on Individual project results and samples of individual project reports (3 high, 3 mid and 3 low scoring samples)

## Criterion 5

| Student Support and Staffing |                                                                                                                                                       |                     |                    |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------------------|
|                              |                                                                                                                                                       | APEP<br>All streams | DTS<br>All streams |
|                              | <b>Student Support</b>                                                                                                                                |                     |                    |
| 5.1                          | Entry routes and data (including number recruited)                                                                                                    | Defer               | 4                  |
| 5.2                          | Failure rates                                                                                                                                         | Defer               | 4                  |
| 5.3                          | Student support                                                                                                                                       | 4                   | 4                  |
| 5.4                          | Industrial involvement in the student learning experience including lectures, visits, sponsorship and training, and support for industrial placements | 4                   | 4                  |
| 5.5                          | IET Student awareness of professional registration and membership of PEIs.                                                                            | 4                   | 4                  |
| 5.6                          | Support for development of employability of students                                                                                                  | 4                   | 4                  |
|                              | <b>Staffing</b>                                                                                                                                       |                     |                    |
| 5.7                          | Staff recruitment, development and training                                                                                                           | 4                   | 4                  |
| 5.8                          | Use of teaching fellows, postgraduate tutors, demonstrators and visiting staff                                                                        | 4                   | 4                  |
| 5.9                          | Department staff numbers including academic and technical                                                                                             | 4                   | 4                  |
| 5.10                         | Subject expertise of academic staff                                                                                                                   | 4                   | 4                  |
| 5.11                         | Staff professional registration and membership of professional bodies                                                                                 | 3                   | 3                  |
|                              | <b>Overall Grade:</b>                                                                                                                                 | <b>Defer</b>        | <b>4</b>           |

## General Information

Student numbers have grown on these programmes in recent years, although mitigated by a planned reduction in activity elsewhere in WMG. Programmes are being thoughtfully developed and enhanced by a committed and enthusiastic staff team in response to student and employer needs.

In line with normal practice on Degree Apprenticeship programmes, students have a regulator progress review meeting, known as Tripartite Review and involving the student, their line manager and a representative from the University. For WMG the Tripartite Review is handled by a Degree Apprenticeship Tutor, a specialist role focussed on ensuring that apprentices make suitable progress, setting developmental goals and providing support as necessary. The excellent support provided by Degree Apprenticeship Tutors was highly valued by students.

All students receive mandatory training on matters such as information security, GDPR and research integrity.

From the data available to the Panel, it appears that less than 50% of teaching staff are professionally registered as either CEng or IEng, with half of these registered with the IET. This is, however, a degree of uncertainty with the data available to the Panel and the Department was invited to confirm this before the report is finalised for presentation to AAC. Since the visit, WMG have confirmed that 20% of the staff teaching on BEng Applied Professional Engineering (all streams), and 17% of the staff teaching on BSc Digital Technology Solutions (all streams), are professionally registered. WMG acknowledges that this does not meet the threshold of 50% of teaching staff professionally registered (nor half of those being with the IET). There is ongoing action in the department to improve this.

## First Output Review

To be completed at First Output Review

- The Panel is required to review Programme classification statistics

## Criterion 6

| Resources and Facilities     |                                                                              |                     |                    |
|------------------------------|------------------------------------------------------------------------------|---------------------|--------------------|
|                              |                                                                              | APEP<br>All streams | DTS<br>All streams |
| 6.1                          | Information and learning resources (including Virtual Learning Environments) | 4                   | 4                  |
| 6.2                          | Provision of general and specialist laboratory and computing facilities      | 4                   | 4                  |
| 6.3                          | Planned expenditure (capital and revenue)                                    | 4                   | 4                  |
| 6.4                          | IT security, particularly of any remote teaching and assessment              | 4                   | 4                  |
| <b><u>Overall grade:</u></b> |                                                                              | <b>4</b>            | <b>4</b>           |

## General Information

In-person teaching is delivered in WMG's Degree Apprenticeship Centre. This purpose-built facility received funding of £10 million from Government's Local Growth Fund through the Coventry and Warwickshire Local Enterprise Partnership (CWLEP) and provides high-quality spaces for collaborative and individual work, technology-enabled seminar and lecture rooms, and a teaching laboratory. The teaching laboratory has a range of modern equipment and is used to support the taught modules on the programmes; final year project work is completed in the student's workplace.

## Criterion 7

| Quality Assurance and Enhancement |                                                                                  |                     |                    |
|-----------------------------------|----------------------------------------------------------------------------------|---------------------|--------------------|
|                                   |                                                                                  | APEP<br>All streams | DTS<br>All streams |
| 7.1                               | Implementation of the action plan following the previous IET accreditation visit | N/A                 | N/A                |
| 7.2                               | Programme design, approval and periodic and annual review processes              | 4                   | 4                  |
| 7.3                               | Continuous quality improvement processes                                         | 3                   | 3                  |
| 7.4                               | External Examiners or other external peer review                                 | 4                   | 4                  |
| <b>Overall grade:</b>             |                                                                                  | <b>4</b>            | <b>4</b>           |

## General Information

Quality assurance and enhancement processes are in place and appear to work well. In particular, the Staff-Student Liaison Committee (SSLC) works effectively to enhance student experience. The Panel heard that, despite various efforts and initiatives, there is still some need to ensure that the teaching in all modules consistently reaches the high standards set by WMG.

## Overall Grades

| Criterion             | Heading                                       | APEP<br>All Streams | DTS<br>All Streams |
|-----------------------|-----------------------------------------------|---------------------|--------------------|
|                       |                                               |                     |                    |
| 1                     | Programme Aims, Learning Outcomes and Content | 4                   | 4                  |
| 2                     | Achievement of AHEP Learning Outcomes         | 4                   | 4                  |
| 3                     | Teaching and Assessment                       | Defer               | 4                  |
| 4                     | Projects                                      | Defer               | 4                  |
| 5                     | Student Support and Staffing                  | Defer               | 4                  |
| 6                     | Resources and Facilities                      | 4                   | 4                  |
| 7                     | Quality Assurance and Enhancement             | 4                   | 4                  |
| Years accredited for: |                                               | <b>Defer</b>        | <b>5</b>           |

## Calculation of period of Accreditation

| Score | Definition                   | Action                             |
|-------|------------------------------|------------------------------------|
| P     | Unacceptable                 | Immediate Requirement <sup>5</sup> |
| 1     | Unsatisfactory in many areas | Requirement                        |
| 2     | Requires Improvement         | Requirement                        |
| 3     | Opportunity for Improvement  | Recommendation                     |
| 4     | Acceptable                   |                                    |

Period of accreditation cannot be considered until any 'Pending (P)' scores have been updated. However, a panel may indicate estimated period of accreditation on satisfying the immediate requirement(s).

For the programmes to be accredited, all criteria must have a grade greater than 1. If any criteria have a grade of 1, accreditation decision is deferred.

For the accreditation period to be 5 years, all criteria must have a grade of 3 or 4,

Else the initial period of accreditation will be 3 years.

If the period of accreditation is less than 5 years, it can be extended to the full 5 years by means of a monitoring review which may involve a monitoring visit.

Please note, should Action Plan items be satisfactorily addressed before your accreditation expires or monitoring activity is due, it *is* possible to bring forward your monitoring activity.

<sup>5</sup> Remedy before Accreditation is confirmed. Scoring will be revised once immediate requirement is satisfactorily addressed.

## Action Plan

## Confidential

**HEI / Department:** University of Warwick, Warwick Manufacturing Group – Undergraduate Degree Apprenticeship Division

**Date of visit:** 25<sup>th</sup> & 26<sup>th</sup> March 2025

This is a working document designed to monitor progress against each of the requirements and recommendations<sup>6</sup>.

### 1. Requirements

All issues arising within this report under the heading of 'Immediate Requirement' or 'Requirement' must be responded to and adequately addressed in order for accreditation to be granted. 'Immediate Requirements' that must be dealt with before an accreditation decision is made are noted at the beginning of this report also.

### 2. Recommendations

All issues raised within this report under the heading of 'recommendations' must be responded to in order for accreditation to be granted. However, recommendations are suggestions for improvements made by the Panel of accreditors and as such it is not mandatory that the suggestions be implemented in order for accreditation to be granted.

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<sup>6</sup> **R10: Reporting Major Changes to programmes and completing the Annual Report**

*All departments / faculties / schools offering accredited programmes are expected to engage with the IET at least annually via the annual report to provide an update on the Action Plan as well as communicating any major changes. The IET must be advised of any changes that may affect the accredited programmes or their delivery. Failure to inform the IET of other sites that deliver the accredited programmes will jeopardise the accreditation awarded to them, unless they are suitably distinguishable.*

**Rationale:** *The IET accreditation is based on the submission and visit; any changes may affect the validity of the accreditation*

## Criterion 1

Programme Aims, Learning Outcomes and Content

No actions required

## Criterion 2

Achievement of AHEP Learning Outcomes

No actions required

Actions

Actions

## Criterion 3

### Teaching and Assessment

#### Recommendation

## Actions

| Sect. Ref. | Comments                                                                                                                                                                    | Evidence        |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 3.4        | The Panel recommends that the use of in-module formative feedback is kept under review to ensure Students receive helpful and timely feedback before summative assessments. | Student Meeting |

To be completed by the **Department** following their factual check of the visit report

| Proposed Action                                                                                                                                                                                                                                                                                                                                                                                                                 | Date entered | Planned completion date                                                | Action owner                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|------------------------------------------------------------------------|-----------------------------------------------------------------------|
| WMG will review the current state of formative feedback across these courses. A working group shall be formed with a remit to review and identify existing good practice (tutorials, seminars, project supervision), and to improve the dissemination and signposting of such existing activities (as well as sharing good practice across modules), to make current provision both clearer and more consistent to apprentices. | April 2025   | December 2025 (end of block 1 of next academic year of UG DA delivery) | Negar Riazifar,<br>Alaa Al Sebae,<br>Magda Cieslak,<br>and Piotr Klin |

To be completed by the Panel following receipt of a completed action plan from the Department:

| Reviewers' comments | Date entered: |
|---------------------|---------------|
|                     | ...           |

To be completed by the Department on an annual basis and submitted for checking by the AAC until status = closed:

| Date | Update on progress | For IET Use Only    |             |        |
|------|--------------------|---------------------|-------------|--------|
|      |                    | Reviewers' Comments | Reviewed by | Status |
|      |                    |                     |             |        |
|      |                    |                     |             |        |

|      |                    | <i>For IET Use Only</i> |             |        |
|------|--------------------|-------------------------|-------------|--------|
| Date | Update on progress | Reviewers' Comments     | Reviewed by | Status |
|      |                    |                         |             |        |
|      |                    |                         |             |        |
|      |                    |                         |             |        |

## Criterion 4

### Projects

## Actions

**No actions required**

## Criterion 5

### Student Support and Staffing

#### Recommendation

| Sect. Ref. | Comments                                                                                                                                                                                                                                                                                                                                                          | Evidence                               |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| 5.11       | The IET guidelines state that a minimum of 50% of teaching staff should be professionally registered as either CEng or IEng, and half of these with the IET. Currently the Department falls short of this and the Panel recommends them to address this by encouraging and supporting staff, both academic and technical, to apply for professional registration. | ADAMS Submission<br>Meeting with Staff |

To be completed by the **Department** following their factual check of the visit report

| Proposed Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Date entered | Planned completion date                                     | Action owner   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------------------------------------------------------------|----------------|
| IET representative in WMG will regularly present to teaching staff at teaching meetings and discipline meetings about the support available in WMG for gaining CEng or IEng and providing advice on how to do this. WMG has an active IET PRA who is happy to support applications. WMG continues to pay for memberships of staff teaching on accredited degrees who have CEng or IEng. WMG is also requesting support and guidance from the IET on how teaching staff who have not recently worked in industry or research can demonstrate achievement of the UK-SPEC requirements particularly those under "Responsibility, management and leadership". WMG will reach out to IET and IMechE to see if a group application process could be agreed (including SOE as well). | April 2025   | Sep 26 – aim at 35% CEng<br>Sep 27 – ideally reach 50% CEng | Emma Rushforth |

To be completed by the Panel following receipt of a completed action plan from the Department:

| Reviewers' comments | Date entered: |
|---------------------|---------------|
|                     | ...           |

To be completed by the Department on an annual basis and submitted for checking by the AAC until status = closed:

| Date | Update on progress | For IET Use Only    |             |        |
|------|--------------------|---------------------|-------------|--------|
|      |                    | Reviewers' Comments | Reviewed by | Status |
|      |                    |                     |             |        |
|      |                    |                     |             |        |
|      |                    |                     |             |        |
|      |                    |                     |             |        |
|      |                    |                     |             |        |

## Criterion 6

### Resources and Facilities

## Actions

**No actions required**

## Criterion 7

### Quality Assurance and Enhancement

#### Recommendation

| Sect. Ref. | Comments                                                                                                                                     | Evidence                         |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| 7.3        | The Panel recommends that existing activities and initiatives are continued to ensure students receive high quality teaching in all modules. | Student Meeting<br>Staff Meeting |

To be completed by the **Department** following their factual check of the visit report

| Proposed Action                                                                                                                                 | Date entered | Planned completion date                                                                               | Action owner   |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------------------------------------------------------------------------------------------------------|----------------|
| WMG commits to maintaining and enhancing quality of teaching using our existing processes, responsible staff, and quality assurance committees. | April 2025   | A cycle of annual course and module reviews will continue to monitor this (next instance summer 2025) | Alexa Kirkaldy |

To be completed by the Panel following receipt of a completed action plan from the Department:

| Reviewers' comments | Date entered: |
|---------------------|---------------|
|                     | ...           |

To be completed by the Department on an annual basis and submitted for checking by the AAC until status = closed:

| Date | Update on progress | For IET Use Only    |             |        |
|------|--------------------|---------------------|-------------|--------|
|      |                    | Reviewers' Comments | Reviewed by | Status |
|      |                    |                     |             |        |
|      |                    |                     |             |        |

| Date | Update on progress | For IET Use Only    |             |        |
|------|--------------------|---------------------|-------------|--------|
|      |                    | Reviewers' Comments | Reviewed by | Status |
|      |                    |                     |             |        |
|      |                    |                     |             |        |
|      |                    |                     |             |        |

Ref: AM/SAC

Professor Robin Clark  
Head of Department  
University of Warwick  
Coventry

16 July 2025

**IET Accreditation Decision: University of Warwick, Warwick Manufacturing Group – Undergraduate Degree Apprenticeship Division**

Dear Professor Clark,

I am pleased to inform you that the Academic Accreditation Committee has considered the report and Action Plan from the visit to your Department which took place on 25<sup>th</sup> & 26<sup>th</sup> March 2025. Both documents have been accepted and therefore your programmes have been accredited as per the table in Attachment 2.

Your next full accreditation visit will therefore take place in the 2027/2028 academic year.

The Committee also agreed that you should receive a copy of the report that was presented to them. This is part of the Committee's drive to make the accreditation process more transparent. You are asked to honour the confidentiality of the report and to contact Academic Accreditation before re-producing any part of it. The Committee also encourages you to share this visit report with your External Examiners.

Those graduating with either an accredited integrated MEng degree, or an appropriately accredited Bachelors degree with honours plus either an accredited Master's degree or appropriate further learning to Masters level, will have also fulfilled the knowledge and understanding requirements for Chartered Engineer (CEng) registration.

The Committee would like to thank you and your staff for your co-operation in the accreditation exercise.

As part of the IET's commitment to improving the accreditation process you will have been provided with a feedback form at the end of your visit to complete. If you have any further comments, please do not hesitate to contact us. Your comments will be used to inform the accreditation process and to enable us to improve our service.

Yours sincerely,



Sarah Odong  
Accreditation Manager – Academic and Industry

Attachments:

1. Conditions of Accreditation
2. Full Details of Programme Accreditation

**Conditions of Accreditation:**

Please note it is a standard condition of accreditation that the IET must be advised of any changes that may affect the programmes or their delivery. Failure to inform the IET of other sites that deliver the accredited programmes may jeopardise the accreditation awarded to them, unless they are suitably distinguishable.

For additional information on IET policies with regard to accredited qualifications please visit our website at [website](#).

The IET reserves the right to require a monitoring visit at any stage between 5-year periods of accreditation.

**Exemplifying Qualifications for Professional Registration:**

The following qualifications exemplify the required knowledge and understanding for:  
Incorporated Engineer (IEng) and Chartered Engineer (CEng)

**Incorporated Engineer**

- An accredited Bachelors or Honours degree in engineering or technology
- Or a Higher National Diploma or a Foundation Degree in engineering or technology, plus appropriate further learning to degree level.
- Or an NVQ4 or SVQ4 which has been approved by a licensed professional engineering institution, plus appropriate further learning to degree level.

**Chartered Engineer**

- An accredited Bachelors degree with Honours in engineering or technology, plus either an appropriate Masters degree or Engineering Doctorate (EngD) accredited by a licensed professional engineering institution, or appropriate further learning to Masters level.
- Or an accredited integrated MEng degree.

CEng and IEng Registration applicants who do not have exemplifying qualifications must clearly demonstrate they have achieved the same level of knowledge and understanding as those with exemplifying qualifications.

**Other Useful Information:**

All honours degrees accredited for CEng registration between intake year 1999 and 2021 also meet the requirements for standard route IEng registration and Sydney Accord recognition (Dual Accreditation). For new accreditation periods awarded from intake year 2022 dual accreditation is no longer automatically applied and must be requested separately.

All graduates are eligible for membership of the IET.

The IET and Engineering Council UK databases will be updated to reflect the accreditation status of all programmes listed in this document.

The link to the IET's accredited programmes weblist is available on this page of our website at [website](#).

The Engineering Council UK database is available on their [website](#).

As a Department with accredited programmes you are entitled to make use of the IET's 'Accredited Programme' logo and this is available upon request from [accreditation@theiet.org](mailto:accreditation@theiet.org)

Reference to IET accreditation should carry the full statement of the level and category of accreditation that was awarded by the IET, as defined in Attachment 3. It should be noted that the misuse of the above statements and the IET accreditation logo may lead to withdrawal of IET accreditation.

You are also entitled to make use of the Engineering Council accredited programme logo. The logo and instructions for its use are available for downloading on their [website](#).

You are also eligible to apply for a EUR-ACE label for your IET accredited programmes. This is a European quality label for engineering programmes at Bachelors and Masters level that is awarded by the European Network for Accreditation of Engineering Education (ENAE) via authorised agencies, of which the Engineering Council is one. There is a fee for the award of the label, and details are available on request from [accreditation@engc.org.uk](mailto:accreditation@engc.org.uk)

Your IET accredited degree is automatically recognised by the signatories of [international accords](#) where the Engineering Council is a signatory.

**Full Details of Programme Accreditation**

|    | Type           | Programme Title                                                            | Mode | Duration<br>(in years) | Level of<br>Accreditation | Backdating                                                                                                                                                                                                                                                                                                                                   |      | Period of<br>Accreditation                                                                                                                                                                                                                |    | Next Action |
|----|----------------|----------------------------------------------------------------------------|------|------------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------|
|    |                |                                                                            |      |                        |                           | From                                                                                                                                                                                                                                                                                                                                         | To   | From                                                                                                                                                                                                                                      | To |             |
| 1. | BEng<br>(Hons) | Applied Professional Engineering (Control Technical Support Engineer)      | PT   | 4                      | Partial CEng AHEP 3       | DF**                                                                                                                                                                                                                                                                                                                                         | DF** | Backdating Accreditation Decision is pending decision from the Programme Recognition Forum. Decision of accreditation will also be confirmed following a first output review.<br>Backdating has been requested from 2021 to 2023 intakes. |    |             |
| 2. | BEng<br>(Hons) | Applied Professional Engineering (Electrical Electronic Support Engineer)  | PT   | 4                      | Partial CEng AHEP 3       | DF**                                                                                                                                                                                                                                                                                                                                         | DF** | Backdating Accreditation Decision is pending decision from the Programme Recognition Forum. Decision of accreditation will also be confirmed following a first output review.<br>Backdating has been requested from 2021 to 2023 intakes. |    |             |
| 3. | BEng<br>(Hons) | Applied Professional Engineering (Manufacturing)                           | PT   | 4                      | Partial CEng AHEP 3       | DF**                                                                                                                                                                                                                                                                                                                                         | DF** | Backdating Accreditation Decision is pending decision from the Programme Recognition Forum. Decision of accreditation will also be confirmed following a first output review.<br>Backdating has been requested from 2021 to 2023 intakes. |    |             |
| 4. | BEng<br>(Hons) | Applied Professional Engineering (Product Design and Development Engineer) | PT   | 4                      | Partial CEng AHEP 3       | DF**                                                                                                                                                                                                                                                                                                                                         | DF** | Backdating Accreditation Decision is pending decision from the Programme Recognition Forum. Decision of accreditation will also be confirmed following a first output review.<br>Backdating has been requested from 2021 to 2023 intakes. |    |             |
| 5. | BEng<br>(Hons) | Applied Professional Engineering (Control Technical Support Engineer)      | PT   | 4                      | Partial CEng AHEP 4       | To be considered at the next accreditation visit cycle. The changes to the apprenticeship standards informed the changes to the APEP programme, which resulted in the Commonality between programmes 1-4 (version 1) and programmes 5-8 (version 2) falling short of the 70%. Accreditation to be sought from 2024 intake at the next visit. |      |                                                                                                                                                                                                                                           |    |             |

|     | Type           | Programme Title                                                              | Mode | Duration<br>(in years) | Level of<br>Accreditation | Backdating                                                                                                                                                                                                                                                                                                                                   |      | Period of<br>Accreditation |      | Next Action                                       |
|-----|----------------|------------------------------------------------------------------------------|------|------------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------------------------|------|---------------------------------------------------|
|     |                |                                                                              |      |                        |                           | From                                                                                                                                                                                                                                                                                                                                         | To   | From                       | To   |                                                   |
| 6.  | BEng<br>(Hons) | Applied Professional Engineering<br>(Electrical Electronic Support Engineer) | PT   | 4                      | Partial CEng AHEP 4       | To be considered at the next accreditation visit cycle. The changes to the apprenticeship standards informed the changes to the APEP programme, which resulted in the Commonality between programmes 1-4 (version 1) and programmes 5-8 (version 2) falling short of the 70%. Accreditation to be sought from 2024 intake at the next visit. |      |                            |      |                                                   |
| 7.  | BEng<br>(Hons) | Applied Professional Engineering<br>(Manufacturing)                          | PT   | 4                      | Partial CEng AHEP 4       | To be considered at the next accreditation visit cycle. The changes to the apprenticeship standards informed the changes to the APEP programme, which resulted in the Commonality between programmes 1-4 (version 1) and programmes 5-8 (version 2) falling short of the 70%. Accreditation to be sought from 2024 intake at the next visit. |      |                            |      |                                                   |
| 8.  | BEng<br>(Hons) | Applied Professional Engineering (Product Design and Development Engineer)   | PT   | 4                      | Partial CEng AHEP 4       | To be considered at the next accreditation visit cycle. The changes to the apprenticeship standards informed the changes to the APEP programme, which resulted in the Commonality between programmes 1-4 (version 1) and programmes 5-8 (version 2) falling short of the 70%. Accreditation to be sought from 2024 intake at the next visit. |      |                            |      |                                                   |
| 9.  | BSc<br>(Hons)  | Digital Technology Solutions (Data Analyst)                                  | PT   | 4                      | Partial CEng AHEP 3       | 2019                                                                                                                                                                                                                                                                                                                                         | 2023 | -                          | -    | No further actions                                |
| 10. | BSc<br>(Hons)  | Digital Technology Solutions (Network Engineering)                           | PT   | 4                      | Partial CEng AHEP 3       | 2019                                                                                                                                                                                                                                                                                                                                         | 2023 | -                          | -    | No further actions                                |
| 11. | BSc<br>(Hons)  | Digital Technology Solutions (Software Engineering)                          | PT   | 4                      | Partial CEng AHEP 3       | 2019                                                                                                                                                                                                                                                                                                                                         | 2023 | -                          | -    | No further actions                                |
| 12. | BSc<br>(Hons)  | Digital Technology Solutions (Data Analyst)                                  | PT   | 4                      | Partial CEng AHEP 4       | -                                                                                                                                                                                                                                                                                                                                            | -    | 2024                       | 2028 | Accreditation visit in the 2027/28 academic year. |
| 13. | BSc<br>(Hons)  | Digital Technology Solutions (Network Engineering)                           | PT   | 4                      | Partial CEng AHEP 4       | -                                                                                                                                                                                                                                                                                                                                            | -    | 2024                       | 2028 | Accreditation visit in the 2027/28 academic year. |

|     | Type          | Programme Title                                           | Mode | Duration<br>(in years) | Level of<br>Accreditation | Backdating |    | Period of<br>Accreditation |      | Next Action                                          |
|-----|---------------|-----------------------------------------------------------|------|------------------------|---------------------------|------------|----|----------------------------|------|------------------------------------------------------|
|     |               |                                                           |      |                        |                           | From       | To | From                       | To   |                                                      |
| 14. | BSc<br>(Hons) | Digital Technology<br>Solutions (Software<br>Engineering) | PT   | 4                      | Partial CEng AHEP 4       | -          | -  | 2024                       | 2028 | Accreditation visit in the 2027/28<br>academic year. |

\*\*Decision deferred - Backdating Accreditation Decision is pending decision from the Programme Recognition Forum. Decision of accreditation will also be confirmed following a first output review. Backdating has been requested from 2021 to 2023 intakes.

**Accreditation wording to be used in all references to IET accreditation, including, but not exclusive to websites, DiscoverUni entries and programme prospectuses.**

**MSc/EngD**

Accredited by the Institution of Engineering and Technology (IET) on behalf of the Engineering Council as meeting the requirements for Further Learning for registration as a Chartered Engineer. Candidates must hold a CEng accredited BEng/BSc (Hons) undergraduate first degree to fully meet the CEng registration educational requirements.

**MEng**

Accredited by the Institution of Engineering and Technology (IET) on behalf of the Engineering Council for the purposes of fully meeting the academic requirement for registration as a Chartered Engineer.

**BEng/BSc (Hons) – Partial CEng Accreditation**

Accredited by the Institution of Engineering and Technology (IET) on behalf of the Engineering Council for the purposes of partly meeting the academic requirement for registration as a Chartered Engineer.

**Top-up Bachelors**

Accredited by the Institution of Engineering and Technology on behalf of the Engineering Council as meeting the requirements for Further Learning for registration as an Incorporated Engineer. Candidates must hold a IEng accredited HND/ FDEng/ FDS to comply with full IEng registration requirements.

**BEng/BEng (Hons)/BSc/BSc (Hons) – IEng Accreditation**

Accredited by the Institution of Engineering and Technology on behalf of the Engineering Council for the purposes of fully meeting the academic requirement for registration as an Incorporated Engineer.

**Foundation Degree/ HND**

Accredited by the Institution of Engineering and Technology on behalf of the Engineering Council for the purposes of fully meeting the academic requirements for registration as an Engineering Technician and partially meeting the academic requirement for registration as an Incorporated Engineer.

UK providers are reminded of the consumer law [advice](#) published by the Competition and Markets Authority (CMA).

This is to certify that the IET has  
accredited selected programmes at

**University of Warwick;  
Warwick Manufacturing Group -  
Undergraduate Degree  
Apprenticeship Division**

for the CEng programmes listed within the  
decision letter of 16 July 2025 which  
details the period of accreditation awarded

This certificate is valid until

**31st August 2029**



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**Ed Almond**  
IET Chief Executive and Secretary



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**Warren East**  
CBE FREng FRS MA MBA CEng FIET  
IET President

| Report to Quality and Standards Subcommittee                                                                                                                 |                                                                                                                                   |                                          |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|---|
| Meeting Date                                                                                                                                                 | 2 October 2025                                                                                                                    |                                          |   |
| Title                                                                                                                                                        | Terms of Reference and Membership                                                                                                 |                                          |   |
| Owner/ UEB Lead/ Sponsor                                                                                                                                     | Prof Andy Clark, DPVC (Education Policy)                                                                                          |                                          |   |
| Author                                                                                                                                                       | Becky Murphy, Administrative Officer   Work-based & Professional Learning   Flexible & Online Learning Division                   |                                          |   |
| Recommendation                                                                                                                                               | Quality and Standards Subcommittee is invited to approve Terms of Reference and Membership to the Apprenticeship Oversight Panel. |                                          |   |
| Purpose of Report (Tick all that apply ✓)                                                                                                                    |                                                                                                                                   |                                          |   |
| To provide assurance                                                                                                                                         |                                                                                                                                   | To obtain approval                       | ✓ |
| Regulatory requirement                                                                                                                                       |                                                                                                                                   | To highlight an emerging risk or issue   |   |
| To canvass opinion                                                                                                                                           | ✓                                                                                                                                 | For information                          |   |
| To provide advice                                                                                                                                            |                                                                                                                                   | To highlight student or staff experience |   |
| Additional Considerations (Tick all that apply ✓)                                                                                                            |                                                                                                                                   |                                          |   |
| Risk                                                                                                                                                         |                                                                                                                                   |                                          |   |
| Equality, Diversity and Inclusion                                                                                                                            |                                                                                                                                   |                                          |   |
| Environmental and Social Sustainability                                                                                                                      |                                                                                                                                   |                                          |   |
| Executive Summary                                                                                                                                            |                                                                                                                                   |                                          |   |
| <b>1. Report Purpose</b><br>The purpose of this report is to present the terms of reference for the Apprenticeship Oversight Panel for 2025/26 for approval. |                                                                                                                                   |                                          |   |

| Route Map for this Report |                 |               |                        |
|---------------------------|-----------------|---------------|------------------------|
| Committee                 | Date            | Reference     | Action Requested/Taken |
| QSS                       | 02 October 2025 | 025-QSS021025 | To approve             |

## Apprenticeships Oversight Panel

### Purpose

To have overall responsibility for the delivery of apprenticeships at the University of Warwick, including the performance of programmes, adherence to regulations, and the development of apprenticeship provision. To provide assurance to the Quality and Standards Subcommittee and other committees that apprenticeships provision is appropriately managed and to provide challenge, where necessary, to ensure quality assurance is robust.

### Terms of Reference

1. To support the delivery of the University's Education, Employability and Student Recruitment Strategies through the development of institutional strategy and policy on apprenticeship provision.
2. To steer the diversification of the University's educational offer through the development of sector-leading apprenticeships in a joined-up and coherent way.
3. To have responsibility, on behalf of Quality and Standards Subcommittee, for ensuring the quality and standards of apprenticeship with specific responsibility for the development and monitoring of the institutional SAR and QIP.
4. To ensure that the university and departments involved in the delivery of apprenticeships are meeting the requirements and expectations of external quality assurance and regulatory bodies.
5. To receive updates from the Apprenticeships Quality Assurance Group, Apprenticeship and Work-based Learning Operations and Compliance Group, and Curriculum Approval Panel.
6. To advise Quality and Standards Subcommittee about current and future developments in apprenticeships and their alignment with University strategy and policy.
7. To survey external landscapes to ensure Warwick's provision is responsive to regional and national contexts.
8. To monitor and report on the University's responsibilities for safeguarding in the delivery of apprenticeships.

### Membership

| Post                                                                  | Member                |
|-----------------------------------------------------------------------|-----------------------|
| Deputy Pro-Vice-Chancellor (Education Quality & Standards) (Co-Chair) | Professor Will Curtis |
| Director of Flexible and Online Learning, FOLD (Co-Chair)             | Dr Sam Hardy          |
| Education Officer, Students' Union                                    | Muneeba Amjad         |
| Head of Work-Based and Professional Learning, FOLD                    | Jackie Whitehouse     |
| Head of Education Quality and Partnerships, EPQ                       | Lauren Baker          |
| Director of Wellbeing and Safeguarding, Wellbeing Support Services    | Penny Cowie           |
| Head of Careers, Student Opportunity                                  | Ali Collins           |
| Head of Skills, Student Opportunity                                   | Parmjit Dhugga        |

|                                                                                  |                            |
|----------------------------------------------------------------------------------|----------------------------|
| Associate Dean for Undergraduate Programmes, Warwick Manufacturing Group         | Professor Rob Thornton     |
| Director of Academic Studies, Centre for Lifelong Learning                       | Professor Nalita James     |
| Director of Degree Apprenticeships, Computer Science                             | Professor Andrew Hague     |
| Deputy Director Postgraduate Taught Programmes, Warwick Medical School           | Professor Rebecca Johnson  |
| Director of Skills, Industry Training and Apprenticeships, School of Engineering | Dr Elia Gironacci          |
| Quality and Partnerships Development Manager, EPQ                                | Dr Ewan Mellor             |
| External Member                                                                  | Derrick Baughan            |
| <b>To be invited as necessary</b>                                                |                            |
| Pro-Vice-Chancellor (Education)                                                  | Professor Lorenzo Frigerio |
| Academic Registrar                                                               | Adam Child                 |
| Deputy Pro-Vice-Chancellor (Education Policy)                                    | Professor Andrew Clark     |
| Assistant Director (Outreach)                                                    | Paul Blagburn              |
| Academic development (CPD) representative                                        | Jess Humphreys             |
| Director of Admissions                                                           | Dr Elizabeth Hough         |

### Secretariat

Secretary: Becky Murphy

Assistant Secretary: Amelie Parrott

Papers for consideration by the Apprenticeships Oversight Panel must be submitted to the Secretary two weeks prior to the meeting at which they are to be considered.

### Reporting Structure

The Apprenticeships Oversight Panel will report to the Quality and Standards Subcommittee.

| Report to Quality and Standards Subcommittee                                                                                                                           |                                                                                                                                             |                                          |   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|---|
| Meeting Date                                                                                                                                                           | 2 October 2025                                                                                                                              |                                          |   |
| Title                                                                                                                                                                  | Terms of Reference and Membership                                                                                                           |                                          |   |
| Owner/ UEB Lead/ Sponsor                                                                                                                                               | Professor Andy Clark, DPVC (Education Policy)                                                                                               |                                          |   |
| Author                                                                                                                                                                 | Jodie Wallington, Curriculum Operations Manager, EPQ                                                                                        |                                          |   |
| Recommendation                                                                                                                                                         | Quality and Standards Subcommittee is invited to approve Terms of Reference and Membership to the Educational Partnerships Oversight Panel. |                                          |   |
| Purpose of Report (Tick all that apply ✓)                                                                                                                              |                                                                                                                                             |                                          |   |
| To provide assurance                                                                                                                                                   |                                                                                                                                             | To obtain approval                       | ✓ |
| Regulatory requirement                                                                                                                                                 |                                                                                                                                             | To highlight an emerging risk or issue   |   |
| To canvass opinion                                                                                                                                                     | ✓                                                                                                                                           | For information                          |   |
| To provide advice                                                                                                                                                      |                                                                                                                                             | To highlight student or staff experience |   |
| Additional Considerations (Tick all that apply ✓)                                                                                                                      |                                                                                                                                             |                                          |   |
| Risk                                                                                                                                                                   |                                                                                                                                             |                                          |   |
| Equality, Diversity and Inclusion                                                                                                                                      |                                                                                                                                             |                                          |   |
| Environmental and Social Sustainability                                                                                                                                |                                                                                                                                             |                                          |   |
| Executive Summary                                                                                                                                                      |                                                                                                                                             |                                          |   |
| <b>1. Report Purpose</b><br>The purpose of this report is to present the terms of reference for the Educational Partnerships Oversight Panel for 2025/26 for approval. |                                                                                                                                             |                                          |   |

| Route Map for this Report |                 |               |                        |
|---------------------------|-----------------|---------------|------------------------|
| Committee                 | Date            | Reference     | Action Requested/Taken |
| QSS                       | 02 October 2025 | 026-QSS021025 | To approve.            |

## Educational Partnerships Oversight Panel

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Purpose:</b>           | The Educational Partnerships Oversight Panel ensures the quality of all new, revised, and renewed educational partnerships. Taking account of academic standards and strategic initiatives (e.g. Education and Student Experience Strategy, Internationalisation Strategy) the Group provides scrutiny, monitoring and review of educational partnership provision.                                                                                                                                                                                         |
| <b>Parent body:</b>       | Quality and Standards Subcommittee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Terms of Reference</b> | <b>To approve:</b> <ol style="list-style-type: none"> <li>1. Low to medium risk new and revised educational partnerships leading to the award of a University of Warwick award against agreed criteria for approval.</li> <li>2. New and revised educational exchange agreements.</li> <li>3. A schedule of cyclical and focused review activity across the educational partnerships portfolio.</li> </ol>                                                                                                                                                  |
|                           | <b>To recommend</b> <ol style="list-style-type: none"> <li>4. [To the Curriculum Approval Panel] the approval of new and revised courses, or modules leading to a University of Warwick Award to be offered via education partnership.</li> <li>5. [To the Quality and Standards Subcommittee] advice on strategy, regulation, and policy relating to educational partnerships.</li> <li>6. [To the Quality and Standards Subcommittee] proposals for high-risk collaborative provision (including, but not limited, to validation and franchise</li> </ol> |
|                           | <b>To receive:</b> <ol style="list-style-type: none"> <li>7. [From the International Exchange Working Group] Regular updates and reports on the management of international exchange agreements.</li> <li>8. [From Education Policy and Quality] External Examiner reports for provision delivered via educational partnerships.</li> </ol>                                                                                                                                                                                                                 |
|                           | <b>To report:</b> <ol style="list-style-type: none"> <li>9. [To the Quality and Standards Subcommittee] outcomes and action plans resulting from cyclical and focussed reviews.</li> <li>10. [To the Quality and Standards Subcommittee] low to medium risk new and revised educational partnerships leading to the award of a University of Warwick award.</li> <li>11. [To the Quality and Standards Subcommittee] Summary of External Examiner and external review findings of partnership provision.</li> </ol>                                         |

## Educational Partnerships Oversight Panel

### Membership

|                                |                                                                |                                                                                                        |
|--------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
|                                |                                                                |                                                                                                        |
| <b>Chair</b>                   |                                                                | Professor Will Curtis<br><b>Deputy Pro-Vice Chancellor (Education, Quality and Standards)</b>          |
| <b>Members</b>                 |                                                                | Professor Phil Young<br><b>School of Life Sciences, STEM Connect Education Lead</b>                    |
|                                |                                                                | Jonathan French (covering Maria Fox mat leave)<br><b>Head of Student Mobility, Student Opportunity</b> |
|                                |                                                                | Emily Lim<br><b>Associate Director, (International Strategy and Relations) Strategy Group</b>          |
|                                |                                                                | TBC<br><b>Academic Director, Doctoral College</b>                                                      |
|                                |                                                                | Lee Griffin<br><b>Warwick Manufacturing Group, Academic Director (Postgraduate Taught)</b>             |
|                                |                                                                | Lauren Baker<br><b>Head of Education Quality and Partnerships, EPQ</b>                                 |
|                                |                                                                | Dr Ewan Mellor<br><b>Quality and Partnerships Development Manager, EPQ</b>                             |
|                                |                                                                | Professor Debbi Marais<br><b>Deputy Pro-Vice Chancellor (International) Invited - TBC</b>              |
| <b>Student members</b>         | Representative from Students' Union                            | Ananya Sreekumar<br><b>Education Officer, Students' Union</b>                                          |
| <b>Faculty Representatives</b> | Representative from Faculty of Arts                            | Dr Heidi Ashton<br><b>Director of Education, SCAPVC</b>                                                |
|                                | Representative from Faculty of Science, Engineering & Medicine | Dr Claire Rocks<br><b>Deputy Head of Department (Teaching) Computer Science</b>                        |

|                                     |                                                         |                                                                                                  |
|-------------------------------------|---------------------------------------------------------|--------------------------------------------------------------------------------------------------|
|                                     | Representative from Faculty of Social Sciences          | Dr Charlotte Jones<br><b>Director of Academic Studies, SELCS- Centre for Lifelong Learning</b>   |
| <b>Departmental Representatives</b> | Representative from SELCS- Centre for Teacher Education | Dr Julie Taylor<br><b>Head of Primary Teacher Education, SELCS- Centre for Teacher Education</b> |
|                                     | Representative from Warwick Business School             | Laura Youngman<br><b>Programmes Development Manager (Masters Programme), WBS</b>                 |
|                                     | Representative from Warwick Manufacturing Group         | Gareth Roberts<br><b>Director of Strategic Development, WMG</b>                                  |
|                                     | Representative from Warwick Manufacturing Group         | Professor Parveen Kaur Samra<br><b>Associate Dean Postgraduate Studies, WMG</b>                  |
|                                     | Representative from Warwick Medical School              | Alyson Quinn<br><b>Associate Professor, WMS</b>                                                  |
| <b>In attendance</b>                | Secretary                                               | Jodie Wallington<br><b>Curriculum Operations Manager, EPQ</b>                                    |
|                                     | Assistant Secretary                                     | Lyudmyla Demchuk<br><b>Policy Advisor (Curriculum and Partnerships), EPQ</b>                     |

| Report to Quality and Standards Subcommittee                                                                                                   |                                                                                                                     |                                          |   |
|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------|---|
| Meeting Date                                                                                                                                   | 2 October 2025                                                                                                      |                                          |   |
| Title                                                                                                                                          | Terms of Reference and Membership                                                                                   |                                          |   |
| Owner/ UEB Lead/ Sponsor                                                                                                                       | Professor Andy Clark, DPVC (Education Policy)                                                                       |                                          |   |
| Author                                                                                                                                         | Helen Hotten, Policy Advisor (Assessment and Regulations)                                                           |                                          |   |
| Recommendation                                                                                                                                 | Quality and Standards Subcommittee is invited to approve Terms of Reference and Membership to the Senate Sub-Group. |                                          |   |
| Purpose of Report (Tick all that apply ✓)                                                                                                      |                                                                                                                     |                                          |   |
| To provide assurance                                                                                                                           |                                                                                                                     | To obtain approval                       | ✓ |
| Regulatory requirement                                                                                                                         |                                                                                                                     | To highlight an emerging risk or issue   |   |
| To canvass opinion                                                                                                                             | ✓                                                                                                                   | For information                          |   |
| To provide advice                                                                                                                              |                                                                                                                     | To highlight student or staff experience |   |
| Additional Considerations (Tick all that apply ✓)                                                                                              |                                                                                                                     |                                          |   |
| Risk                                                                                                                                           |                                                                                                                     |                                          |   |
| Equality, Diversity and Inclusion                                                                                                              |                                                                                                                     |                                          |   |
| Environmental and Social Sustainability                                                                                                        |                                                                                                                     |                                          |   |
| Executive Summary                                                                                                                              |                                                                                                                     |                                          |   |
| <b>1. Report Purpose</b><br>The purpose of this report is to present the terms of reference for the Senate Sub-Group for 2025/26 for approval. |                                                                                                                     |                                          |   |

| Route Map for this Report |                 |               |                        |
|---------------------------|-----------------|---------------|------------------------|
| Committee                 | Date            | Reference     | Action Requested/Taken |
| QSS                       | 02 October 2025 | 027-QSS021025 | To approve.            |

**Senate Sub-Group Membership and Terms of Reference 2025-26**

| <b>Post</b>                                                                       | <b>Member</b>                                                  | <b>Representing</b> | <b>ex-officio</b> | <b>From</b> | <b>To</b> |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------|---------------------|-------------------|-------------|-----------|
| <b>Pro-Vice-Chancellor (Education), Chair</b>                                     | Professor Lorenzo Frigerio                                     |                     | ex-officio        |             |           |
| <b>Co-Chair of QSS, Deputy Chair</b>                                              | Professor Andrew Clark                                         |                     | ex-officio        |             |           |
| <b>Co-Chair of QSS</b>                                                            | Professor Will Curtis                                          |                     | ex-officio        |             |           |
| <b>Academic Director (Postgraduate Taught)</b>                                    | Lee Griffin                                                    |                     | ex-officio        |             |           |
| <b>Faculty Chairs (or their nominee appointed in consultation with the Chair)</b> | Professor Alison Ribeiro de Menezes (Arts)                     |                     |                   | 2024/25     |           |
|                                                                                   | Professor Rob Thornton (Science, Engineering and Medicine)     |                     |                   | 2023/24     |           |
|                                                                                   | Dr Fiona Wallace (Social Sciences)                             |                     |                   | 2024/25     |           |
| <b>Faculty Deputy Chairs (Education)</b>                                          | Dr Marta Guerriero (Arts)                                      |                     |                   |             |           |
|                                                                                   | Professor Georgia Kremmyda (Science, Engineering and Medicine) |                     |                   |             |           |
|                                                                                   | Dr Karen Simecek (Social Sciences)                             |                     |                   |             |           |
| <b>Academic Registrar</b>                                                         | Adam Child                                                     |                     | ex-officio        |             |           |
| <b>Institutional External Examiner</b>                                            | Professor Steve King                                           |                     |                   | Current     | July 2026 |

**In Attendance**

Director of Education Policy &amp; Quality

Assistant Director, Student Administrative Services

Business Operations Manager, Student Administrative Services

Student Records Manager

Senior Policy Advisor (Assessment) (Secretary)

Policy Advisor (Assessment and Regulations) (Assistant Secretary)

**Terms of Reference**

1. To consider recommendations for appointment to the role of External Examiner against the criteria laid down for appointments (in relation to this extant term, the Chief External Examiner and Faculty Education Committee Chairs will not attend for these considerations).
2. To consider recommendations by Heads of Department for the appointment of members of Boards of Examiners for all taught courses.
3. To discharge responsibility on behalf of the Senate for consideration and approval of Undergraduate and Postgraduate Taught Decision Record Logs, setting out awards to be made in the name of the University.
4. To uphold, reject or moderate the recommendations of the departmental Examination Boards to maximise the consistency of approach across academic departments.
5. To follow up on issues of concern to identify and address any systemic problems.
6. To receive reports on specific actions taken by the Special Cases Committee.