

**UNIVERSITY OF WARWICK**  
**QUALITY AND STANDARDS SUBCOMMITTEE**  
**PUBLIC MINUTES OF THE MEETING HELD ON WEDNESDAY 26 NOVEMBER 2025**

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| <b>Present</b>   | Professor Will Curtis       | Deputy Pro-Vice-Chancellor (Education Quality and Standards) (Co-Chair) (Meeting Chair) |
|                  | Professor Andy Clark        | Deputy Pro-Vice Chancellor (Education Policy) (Co-Chair)                                |
|                  | Dr Emily Biggs              | University Community member                                                             |
|                  | Professor John Davey        | Expert in managing domestic validation partnerships                                     |
|                  | Dan Derricott               | Director of Education Policy and Quality                                                |
|                  | Dr Neil Evans               | Departmental Director of Education, Faculty of Science, Engineering and Medicine        |
|                  | Dr Laura Gelhaus            | Deputy Chair (Education), Faculty of Social Sciences                                    |
|                  | Professor Letizia Gramaglia | Head of Department, Academic Development Centre                                         |
|                  | 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                                      |
|                  | Andrew Higgins              | Director of Student Administrative Services                                             |
|                  | Grace Huang                 | Postgraduate Taught Student representative                                              |
|                  | Karen Jackson               | Research and Academic Support Manager, Library                                          |
|                  | Helen Knee                  | Director of Conduct and Resolution                                                      |
|                  | Professor Georgia Kremmyda  | Chair of the Learning and Teaching Subcommittee                                         |
|                  | Dr David Lees               | Representative of the Student Success Subcommittee                                      |
|                  | Professor Debbi Marais      | Deputy Pro-Vice Chancellor (International Education)                                    |
|                  | Dr Helen Nolan              | Expert in the regulation of medical education                                           |
|                  | Dr Martyn Parker            | Deputy Chair (Education), Faculty of Science, Engineering and Medicine                  |
|                  | Maanya Raju                 | Students' Union Vice-President (Postgraduate)                                           |
|                  | Dr Claudia Rei              | Departmental Director of Education, Faculty of Social Sciences                          |
|                  | Professor Ross Ritchie      | Deputy Chair of the Academic Regulations and Policy Review Panel                        |
|                  | Dr Gavin Schwartz-Leeper    | Departmental Director of Education, Faculty of Arts                                     |
|                  | Linda Sherwin               | University Community member                                                             |
|                  | Professor Phil Young        | Expert in Online Programme Delivery                                                     |
| <b>Attending</b> | Lauren Anipchenko           | Quality Assurance Manager, EPQ (for item 035)                                           |
|                  | Lauren Baker                | Head of Education Quality and Partnerships, EPQ, Secretary                              |
|                  | Dr Lynne Bayley             | Senior Policy Advisor (Assessment), EPQ (for items 038/039)                             |
|                  | Dr Mark Bonnett             | Senior Teaching Fellow, WMG (attending in place of Dr Alexa Kirkaldy)                   |
|                  | Helen Hotten                | Policy Advisor (Assessment and Regulations), Assistant Secretary                        |
|                  | Ger Purcell                 | Academic Partnerships Officer, EPQ (for item 040)                                       |
|                  | Jodie Wallington            | Curriculum Operations Manager, EPQ (for item 035)                                       |
|                  | Jackie Whitehouse           | Head of Work Based & Professional Learning (for item 036)                               |
| <b>Ref</b>       | <b>Item</b>                 |                                                                                         |

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| 029                      | <p><b>Chair's welcome and Apologies for absence</b></p> <p>The Chair welcomed new members to the Committee.</p> <p>Apologies were received from:</p> <p>Professor Jonathan Hickman-Heron, Jack Keen, Dr Alexa Kirkaldy and Gareth Roberts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 030                      | <p><b>Declarations of Interest</b></p> <p>No new declarations were made.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 031                      | <p><b>Minutes of last meeting held on 2 October 2025</b></p> <p>The minutes of the meeting held on 2 October 2025 (031-QSS261125, Public) were <b>approved</b>, with a minor amendment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 032                      | <p><b>Matters arising from meeting held on 2 October 2025</b></p> <p>A detailed verbal update from the Chair was received:</p> <ul style="list-style-type: none"> <li>Item 008: Introduction to the Committee / Membership - Quality and Standards Subcommittee 2025/26 - the Education and Student Experience Committee approved the QSS Terms of Reference, Constitution and Membership. Action completed.</li> <li>Item 010 Academic Misconduct Sanctions Code of Practice - Collaborative project related to students as part of Academic Integrity celebrations month which was held during November. Lead: Senior Policy Advisor (Assessment)/Academic Director (Postgraduate Taught)) To report an update to February QSS meeting - In progress.</li> <li>Item 011 Report from Senate Sub-Group on Key Issues: <ul style="list-style-type: none"> <li>- Student outcomes for the iHeed partnership are to be raised at the WMS Education Priorities Dialogue meeting in November. Action completed.</li> <li>- Develop policy to allow resit without residence for students with no mitigation but a large volume of resits. Lead: Senior Policy Advisor (Assessment). In Progress.</li> </ul> </li> <li>Item 071: Curriculum Management Project update – reported under item 035.</li> <li>Item 074: Academic casework that could affect a change in policy or guidance – the Deputy Pro-Vice-Chancellor (Education Quality and Standards) is leading review work to investigate quality and student experience concerns on the Cyber Security programme. In progress.</li> <li>Item 090: Update on Online Programme Management – reported under item 041.</li> <li>Item 095: Proposed Changes to Quality Assurance of Collaborative Provision - Consultation process underway with departments and Educational Partnerships Oversight Panel for testing of proposed process and refinement. Work also underway to think about alignment of processes with the Curriculum Management system. To report an update to future QSS meeting – In progress.</li> <li>Item 096: Update on UCB Annual Quality Report - An Action plan in response to this annual review and the Collaborative Review of UCB to be presented for assurance to the Subcommittee at a future QSS meeting – In progress.</li> </ul> |
| <b>Chair's Update</b>    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 033                      | <p><b>Chair's Business</b></p> <p>The Chair highlighted the report (050a-QSS261125, Public) and the approval via QSS Chair's action of a Recognition of Prior Learning (Standing Exemption) for the MSc Medical Education for Healthcare Professionals, offered in partnership with iHeed.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Substantive Items</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 034                      | <p><b>Students' Union Update</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|     | <p>The Committee received a verbal report from the Students' Union Vice-President (Postgraduate), and key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>Highlighted ongoing efforts by the SU to ensure that connections were made to different study groups e.g. those not on 'main' campus including apprentices, postgraduate students and students based at Gibbet Hill and Westwood.</li> <li>'Food for thought' initiative is providing free breakfast options for students up to three days per week in accessible places on campus.</li> <li>A Postgraduate Sports Day has been scheduled for March 2026 for PG students to participate in sports activities and a social event.</li> <li>Work is underway on Education priorities including developing a rationale for students' use of AI, and language barriers and the subsequent impact on students.</li> <li>The SU is also undertaking initiatives in partnership with WIHEA on anti-racist practices, neurodiversity themes and associated support for students.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 035 | <p><b>Curriculum Management Project Update</b></p> <p>The Committee received and noted a verbal report on the Curriculum Management Project from the Quality Assurance Manager and the Curriculum Operations Manager, EPQ and key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>Noted Discovery phase is underway; several sessions have been held with Akari to understand Warwick systems along with adopting new policies and processes in the future.</li> <li>An output report including recommendations to support baseline configurations such as workstreams and start and finish dates is due from Akari on 5<sup>th</sup> December.</li> <li>Noted a number of decisions have been made about the data the new system will hold; including the Curriculum and Partnerships Approval policy and the Qualifications Credit Framework with stakeholder consultation across the University.</li> <li>Noted the Full Course and Full Module Records have been redesigned containing specification, approval, amendment and operational data.</li> <li>Exploring new Course and Module Academic models to enable to a more standardised approach and reduce potential errors and staff workload, redesigning workflows for approvals and amendments ensuring that post-approval data is captured to support other processes such as statutory reporting.</li> <li>Noted a range of working and consultation groups contributing and advising the project on a number of areas including course diets, course and module data and PSRBs.</li> <li>System development stages will commence with the Foundation Configuration stage in January 2026 with a period of user testing and acceptance at the end of each stage to confirm satisfaction.</li> <li>The Migration followed by Reports and Publishing stages will allow testing of the data through workflow and approvals processes, then the Advanced Configuration stage due at the end of April 2026 will allow Akari to build in more complexity and confirm end users.</li> <li>The Data collection phase: confirmation of in-use courses and routes has been completed and the next stages are underway to cleanse and structure courses and routes and then validate core course data which will be migrated to Akari later in 2026; including supported data entry of Course Specifications. Module data can be more easily extracted from the Module Approval Platform but proposed enhancements based on business needs to be explored.</li> </ul> |
| 036 | <p><b>Institutional Self-Assessment Report 2024/25 &amp; QIP 2025/26</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|     | <p>The Committee received the report (036-QSS261125, Public) and verbal update from the Head of Work Based &amp; Professional Learning and key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>• The Self-Assessment Report (SAR) for 2024/25 summarises the strengths of the Degree Apprenticeship provision and those areas requiring improvement that were highlighted in the Ofsted full inspection conducted in October 2024.</li> <li>• Addressing quality assurance actions requiring improvement and/or development highlighted in the Quality Improvement Plan (QIP) 2025/26, including ensuring apprentices do not exceed their planned end dates through more robust monitoring and documentation of the progress of apprentices on a programme.</li> <li>• Highlighted work on peer dialogue schemes and monitoring progress, workshops for training and standardisation and fair and consistent process.</li> <li>• Noted the Department of Education have recently released a first set of results for this academic year which are very positive including ~70% of Degree Apprenticeship programmes are above 80% completion, a reduction in the attainment gap and positive achievement rates across ethnicity and gender demographics.</li> </ul> <p>The Chair noted in the QIP the concern about 46 PG Engineer apprentices past their planned end date which poses risk.</p> <p>The Head of Work Based &amp; Professional Learning gave an update that a number of these apprentices have since completed and there is continuing effort to focus on robust monitoring in liaison with alongside Warwick Manufacturing Group colleagues.</p> <p><b>DECISION:</b> The Committee <b>approved</b> the Institutional Self-Assessment Report 2024/25 and Quality Improvement Plan 2025/26.</p> <p><b>ACTION:</b> To report an update on the number of apprentices past their planned end date on the PG Engineer programme to the next meeting of QSS in February, alongside an action plan and to highlight any areas of good practice from tracking and progress reviews (Head of Work Based &amp; Professional Learning, QSS meeting February 2026)</p> |
| 037 | <p><b>Warwick Flexible Futures</b></p> <p>The Committee received and noted the report (037-QSS261125, General) and verbal update from the Expert in the regulation of degree apprenticeships and areas of discussion included:</p> <ul style="list-style-type: none"> <li>• Highlighted need to diversify provision at Warwick and the introduction of the Warwick Flexible Futures Strategy as part of the University's responses to external factors including the Lifelong Learning Entitlement (LLE) commencing from January 2027, the Growth and Skills Levy and market volatility in international recruitment.</li> <li>• Established Warwick Flexible Futures Steering Group with six strategic pathways leading specific elements of the strategy work: Flexible and Stackable Learning offering qualifications such as Cert/Dip HEs as stackable qualifications, Degree Apprenticeship provision, Online Education, Short courses and the Growth and Skills Levy, Tertiary Education Partnerships and Transnational Education.</li> <li>• Identified key enablers including governance, digital capability, operational models, digital learning environment, and unified marketing.</li> <li>• Noted work on the strategy will include a detailed risk assessment and outlining mitigations for strategic, financial, operational, and reputational risks.</li> <li>• Highlighted need for coordinated institutional investment and cross-departmental collaboration, with reporting lines to QSS, Academic Strategy Group (ASG) and other committees for oversight and review.</li> </ul> <p>Members highlighted the importance of robust academic support and personal tutoring for students for provision delivered via partnerships.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| 038 | <p><b>Academic Misconduct Annual Report</b></p> <p>The Committee received and noted the report (038-QSS261125, Public) and verbal update from the Senior Policy Advisor (Assessment), EPQ and areas of discussion included:</p> <ul style="list-style-type: none"> <li>• Responses to the academic misconduct annual report were received from approximately two thirds of departments. The information received is helpful for developing institutional responses and actions but that it may be more useful to adapt the annual survey to ask about academic integrity and assessment practices to create a more joined up approach with other services for Departments tackling misuse of artificial intelligence.</li> <li>• Anecdotally staff have reported increasing concerns around misuse of artificial intelligence however the data insights show a slightly reduced investigation and misconduct rates per module in 24/25. However, it is possible that markers and academic conduct panels do not have sufficient confidence to report, investigate or find academic misconduct where there are suspicions of artificial intelligence misuse.</li> <li>• Regulation 11: Academic Integrity was revised for the 21/22 academic year, and a few minor inconsistencies and omissions have been noted including the terminology of the sanctions listed, treatment of collusion cases and the investigation of other assessments within the same academic year. It is proposed that informal discussions over the next year are instigated with a view to collating areas for amendment and a full review of the regulation in the 26/27 academic year as part of the wider project to review academic regulation and policy. QSS is invited to discuss the desirability of refreshing regulation 11.</li> </ul> <p>Members noted the importance of the submission of the academic misconduct annual reports and nil returns are a cause for concern.</p> <p>A query was raised if ethical breaches are reported alongside academic misconduct as this is currently unclear.</p> <p>The Committee endorsed all recommended actions.</p> <p><b>ACTION 1:</b> Continue to deliver Academic Conduct Panel training sessions annually and provide clarity that the training sessions are open to all to encourage representation [Academic Integrity Lead, Senior Policy Advisor (Assessment)], ongoing</p> <p><b>ACTION 2:</b> Send a reminder to departments who haven't submitted an academic misconduct annual return for the past academic year and reiterate the importance of annual submission [Academic Integrity Lead, Senior Policy Advisor (Assessment)], Term 2</p> <p><b>ACTION 3:</b> To provide clarity to markers and academic conduct panels to ask for comment in the narratives to help establish a sense of the scale about the lack of resource or confidence to report, investigate or find academic misconduct [Academic Integrity Lead], Term 2</p> <p><b>ACTION 4:</b> To explore where ethical breaches are reported and institutional oversight of students' ethics and report back to QSS [Chair/secretariat, Academic Integrity Lead], Term 2</p> |
| 039 | <p><b>Student Outcomes analysis</b></p> <p>The Committee received and noted the report (039-QSS261125, General) and verbal update from the Senior Policy Advisor (Assessment), EPQ and areas of discussion included:</p> <ul style="list-style-type: none"> <li>• Noted the majority of Warwick metrics are significantly above the Office for Students (OfS) thresholds for student outcomes data.</li> <li>• A small number of "split metrics" (specific student groups) are below threshold, but these are not considered a regulatory concern due to small numbers and overall strong institutional performance.</li> <li>• OfS data shows a sector-wide decrease in first and good honours awards in 2023/24, but long-</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|     | <p>term increases since 2010/11.</p> <ul style="list-style-type: none"> <li>• Provider-level data is not yet available for 23/24 and should be reviewed later when it is released. The latest released data from 22/23 showed negative values for first class and good honours unexplained outcomes.</li> <li>• Noted there is a risk that lower classification profiles than sector average disadvantages students, increases the attainment gap and impacts some league tables. However, there is also a risk that grade inflation would compromise academic standards and reputation.</li> <li>• Highlighted there is a sector level discussion arising from the tension between preserving historic grade profiles to ensure classifications retain their value and allowing classifications to rise (e.g. due to better teaching and closing of attainment gaps).</li> </ul> <p>Members discussed the importance of considerations around student success when reviewing classification profiles for undergraduate and postgraduate taught awards. Proposed a version of this report should be considered by the Student Success Subcommittee in future; in particular to aid discussions about the university's commitment to closing attainment and awarding gaps.</p> <p>Noted a recent OfS statement referred to universities using degree algorithms and if an algorithm is changed then universities must ensure no increase in grade inflation.</p> <p><b>ACTION 1:</b> To identify the courses / Departments in relation to the split metrics with evidence of being below threshold and develop action plans to address the areas [EPQ team/WDL], Term 2</p> <p><b>ACTION 2:</b> To further explore the conflict between preserving historic grade profiles and allowing classifications to rise (e.g. due to better teaching and closing of attainment gaps) [QSS Chairs, Student Success Subcommittee representative], Term 2</p> |
| 040 | <p><b>UCB Teach Out Plan and Risk Register</b></p> <p>The Committee received and noted the report (040-QSS261125, Confidential) and verbal update from the Academic Partnerships Officer, EPQ and key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>• Noted this report was presented at EPOP on 12th November and approved in principle. Final approval will be confirmed via EPOP Chair's Action upon notification of UCB's approval; any further revisions requested by UCB are expected to be minor. A final version incorporating any final amendments will be reported to the next EPOP meeting.</li> <li>• Noted the definitive end date for the teach-out period is 30 September 2032. By this date, all students must either have achieved a UoW qualification, transferred to an appropriate UCB award or withdrawn.</li> <li>• The Validation Management Group (VMG) will monitor the effectiveness of the plan through established quality assurance processes, drawing on evidence such as student feedback, annual monitoring and external examiner reports, and progression data. This will ensure risks are identified early and both student experience and academic standards are safeguarded during the teach-out period.</li> <li>• An operational handbook will be incorporated as an appendix to the Plan and Risk Register detailing key processes including Boards of Examiners, External Examiners and complaints reporting.</li> <li>• Discussed it would be worthwhile to maintain the Collaborative Review 5-year cycle with UCB, with consideration to particular quality assurance and risk management aspects.</li> </ul> <p><b>ACTION:</b> To circulate the operational handbook to QSS for oversight [Academic Partnerships Officer, EPQ], Term 2.</p>                                                                                                                      |

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| 041                                                                               | <p><b>Online Learning Update</b></p> <p>The Committee received and noted the report (041-QSS261125, General) and noted a verbal update on Online Learning from the Expert in Online Programme Delivery and areas of discussion included:</p> <ul style="list-style-type: none"> <li>• The Online Programme Management (OPM) project is focused on the development of a portfolio of online postgraduate taught (PGT) programmes initially, but the project will also review potential expansion to include CPD, micro-credentials, stackable learning, and potentially Undergraduate programmes in the future.</li> <li>• UEB has approved a 6-9-month discovery phase through which will investigate how to build and deliver online courses internally. The review will included analysis of capabilities including framework policy data and processes, technology and infrastructure, student experience and engagement.</li> <li>• The proposal is to review full delivery capability during the discovery phase, with the aim of presenting a robust business case to UEB in June 2026 and a launch date (first cohort) of September 2027.</li> <li>• Noted that the first phase is focussed on PGT but alongside the work underway on the Flexible Futures strategy there will be an aim to expand the review to Undergraduate programmes.</li> <li>• Highlighted a number of risk areas which will be reviewed by workstreams during the Discovery phase; including current limited institutional experience with marketing, recruiting and developing online degrees, IT infrastructure may not currently allow multiple entry points and financial implications of support (academic and pastoral).</li> </ul> <p>Discussed that ongoing risk assessment of the provision included in the review would be useful oversight for the Committee.</p> |
| 042                                                                               | <p><b>Education Quality Framework</b></p> <p>The Committee received the report (042-QSS261125, Public) and verbal update from the Head of Education Quality and Partnerships and key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>• The Education Quality Framework (EQF) provides a reference point for all quality activities, allowing visibility of relationships between activities, identifying duplication and gaps, maintaining consistency, acknowledging standards and practice and enabling reflection and future improvement.</li> <li>• Noted a number of substantive changes made to the EQF, reflecting new regulatory requirements, sector standards, and practice developments.</li> <li>• Noted that the EQF will evolve to reflect future processes and developments with regard to flexible and online learning and delivery models, and in particular alignment with Flexible Futures work.</li> <li>• Noted the EQF will be reported to the Committee on an annual basis for future oversight, review and approval.</li> </ul> <p>Members commented it would be useful to include links to Academic Development Centre initiatives in the Quality Design section of the EQF.</p> <p>Members discussed recent Curriculum design and toolkit initiatives will be reviewed as part of future work on the Education and Student Experience strategy look at future principles of curriculum design.</p> <p><b>DECISION:</b> The Committee <b>approved</b> the updated Education Quality Framework (EQF).</p> <p><b>ACTION:</b> To review comments made by committee members for future inclusion in the EQF, and will form part of future Review and revalidation work [Head of Education Quality and Partnerships, Director of EPQ], 2026-27</p>                                                   |
| <b>Items below this line were for receipt and/or approval, without discussion</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| 043 | <b>Updated Quality and Standards Subcommittee Membership 2025/26</b><br>The Committee received and noted the report (043-QSS261125, Public).                      |
| 044 | <b>Amendments to the Curriculum and Partnerships Approval Policy</b><br>The Committee received and approved the report (044-QSS261125, Public).                   |
| 045 | <b>Update to Curriculum Approval Panel Membership/Terms of Reference</b><br>The Committee received and approved the report (045-QSS261125, Public).               |
| 046 | <b>Academic Regulation and Policy Review Panel Membership/Terms of Reference</b><br>The Committee received and approved the report (046-QSS261125, Public).       |
| 047 | <b>Updated Tier 4 Panel Memberships 2025/26</b><br>The Committee received and approved the report (047-QSS261125, Public).                                        |
| 048 | <b>Fitness to Practise Panel (non-MBChB) Membership and revisions to Regulation 34</b><br>The Committee received and approved the report (048-QSS261125, Public). |
| 049 | <b>PSRB Activity</b><br>The Committee received and noted the report (049-QSS261125, Confidential).                                                                |
| 050 | <b>Chair's Actions</b><br>The Committee received and noted the reports (050/050a-QSS261125, Public).                                                              |
| 051 | <b>EPOP KISR</b><br>The Committee received and noted the report (051-QSS261125, General).                                                                         |
| 052 | <b>SSG KISR October 2025</b><br>The Committee received and noted the report (052-QSS261125, General).                                                             |

#### DECISIONS AND ACTIONS

| ITEM                                            | DECISION/ACTION                                                                                                                                                                                                                                                                                                                                                                     | LEAD AND DUE DATE                                                                               | STATUS      |
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| <b>2025-26</b>                                  |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                 |             |
| <b>042 Education Quality Framework</b>          | <b>ACTION:</b> To review comments made by committee members for future inclusion in the EQF, and will form part of future Review and revalidation work.                                                                                                                                                                                                                             | Head of Education Quality and Partnerships, Director of EPQ,<br>2026-27                         | In Progress |
| <b>040 UCB Teach Out Plan and Risk Register</b> | <b>ACTION:</b> To circulate the operational handbook to QSS for oversight.                                                                                                                                                                                                                                                                                                          | Academic Partnerships Officer, EPQ,<br>Term 2                                                   | In Progress |
| <b>039 Student Outcomes analysis</b>            | <b>ACTION 1:</b> To identify the courses / Departments in relation to the split metrics with evidence of being below threshold and develop action plans to address the areas.<br><br><b>ACTION 2:</b> To further explore the conflict between preserving historic grade profiles and allowing classifications to rise (e.g. due to better teaching and closing of attainment gaps). | EPQ team/WDL<br>Term 2<br><br>QSS Chairs, Student Success Subcommittee representative<br>Term 2 | In Progress |

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| <b>038 Academic Misconduct Annual Report</b>                              | <b>ACTION 1:</b> Continue to deliver Academic Conduct Panel training sessions annually and provide clarity that the training sessions are open to all to encourage representation.                                                                                                                                                                             | Academic Integrity Lead, Senior Policy Advisor (Assessment), ongoing                          | In Progress |
|                                                                           | <b>ACTION 2:</b> Send a reminder to departments who haven't submitted an academic misconduct annual return for the past academic year and reiterate the importance of annual submission.                                                                                                                                                                       | Academic Integrity Lead, Senior Policy Advisor (Assessment), Term 2                           | Complete    |
|                                                                           | <b>ACTION 3:</b> To provide clarity to markers and academic conduct panels to ask for comment in the narratives to help establish a sense of the scale about the lack of resource or confidence to report, investigate or find academic misconduct.                                                                                                            | Academic Integrity Lead, Term 2                                                               | In Progress |
|                                                                           | <b>ACTION 4:</b> To explore where ethical breaches are reported and institutional oversight of students' ethics and to report an update to a future QSS meeting.                                                                                                                                                                                               | Chair/secretariat, Academic Integrity Lead, Term 2                                            |             |
| <b>036 Institutional Self-Assessment Report 2024/25 &amp; QIP 2025/26</b> | <b>ACTION:</b> To report an update on the number of apprentices past their planned end date on the PG Engineer programme to the next meeting of QSS in February, alongside an action plan and to highlight any areas of good practice from tracking and progress reviews.                                                                                      | Head of Work Based & Professional Learning, QSS, February 2026                                | In Progress |
| <b>009 Annual Committee Effectiveness Review</b>                          | <b>ACTION 1:</b> Matters arising to be made more transparent and available to members following committee meetings.<br><b>ACTION 2:</b> Minutes and Decision and action log to be made available as soon as possible following committee meetings,<br><b>ACTION 3:</b> To utilise methods such as close scrutiny groups and break out groups when appropriate. | Chairs/Secretariat Ongoing, 2025-26                                                           | In Progress |
| <b>010 Academic Misconduct Sanctions Code of Practice</b>                 | <b>ACTION:</b> To report an update to February QSS meeting on Collaborative project related to students as part of Academic Integrity celebrations held in November 2025.                                                                                                                                                                                      | Academic Director (Postgraduate Taught) QSS, February 2026                                    | In Progress |
| <b>011 Report from Senate Sub-Group on Key Issues</b>                     | <b>ACTION 2:</b> Develop policy to allow resit without residence for students with no mitigation but a large volume of resits.                                                                                                                                                                                                                                 | Senior Policy Advisor (Assessment) Term 2                                                     | In Progress |
| <b>2024-25</b>                                                            |                                                                                                                                                                                                                                                                                                                                                                |                                                                                               |             |
| <b>074 Academic casework that could affect a change in</b>                | <b>ACTION:</b> Deputy Pro-Vice-Chancellor (Education Quality and Standards) is leading Review work to ensure the Cyber Security programme addresses quality and student experience concerns. To report an update to a future QSS meeting.                                                                                                                      | Deputy Pro-Vice-Chancellor (Education Quality and Standards)/ WMG colleagues Ongoing, 2025-26 | In Progress |

| policy or guidance                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                     |             |
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| <b>095<br/>Proposed<br/>Changes to<br/>Quality<br/>Assurance of<br/>Collaborative<br/>Provision</b>                      | <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.</p> <p><b>Update:</b> Consultation process underway with departments and Educational Partnerships Oversight Panel for testing of proposed process and refinement. Work also underway to think about alignment of processes with the Curriculum Management system. To report an update to future QSS meeting.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                          | Quality and Partnerships Development Manager, EPQ<br>Ongoing, 2025-26                                                                                                                                                                                                                                               | In Progress |
| <b>096 Update on<br/>UCB Annual<br/>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 at a future QSS meeting.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Quality and Partnerships Development Manager, EPQ<br>2025/26                                                                                                                                                                                                                                                        | In Progress |
| <b>100<br/>Postgraduate<br/>Taught and<br/>Collaborative<br/>External<br/>Examiners'<br/>Report Analysis<br/>2023-24</b> | <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><b>ACTION 2:</b> To follow up with Departments where outstanding responses are still awaiting.</p> <p><b>ACTION 3:</b> To explore and follow up an institutional response to the External Examiner reports.</p> | <p>Academic Director (Postgraduate Taught)/ Head of Quality and Partnerships/ Head of Education Policy and Governance, EPQ</p> <p>Head of Education Policy and Governance/Policy Advisor (Assessment and Regulations), EPQ</p> <p>Head of Quality and Partnerships/Head of Education Policy and Governance, EPQ</p> | In Progress |

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|  | <p><b>ACTION:</b> To review and propose amendments to the template for collaborative provision External Examiner reports.</p> <p><b>Update:</b> These actions are all combined in a proposal for a refined approach to external examining, which is currently drafted and will be consulted on later this academic year.</p> | <p>Head of Education Quality and Partnerships, EPQ</p> <p>Ongoing, 2025-26</p> |  |
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