

UNIVERSITY OF WARWICK ACADEMIC QUALITY & STANDARDS COMMITTEE OPEN MINUTES OF THE MEETING HELD 09:00, Wednesday 29 APRIL 2020			
<b>Present</b>	Professor David Lamburn	DL	Deputy Pro-Vice-Chancellor (Education) (Chair)
	Professor Andy Clark	AC	Academic Director (Undergraduate Studies)
	Professor Will Curtis	WC	Academic Director (Partnerships)
<b>Attending</b>	Geraldine Connelly	GC	Assistant Registrar, Education Policy and Quality (Assistant Secretary)
	Katharine Gray	KG	Senior Assistant Registrar (Teaching Quality) (Secretary)
	Maureen McLaughlin	MMc	Director of Education Policy and Quality
<b>Ref</b>	<b>Item</b>		
<b>086</b>	<p><b>Apologies for Absence</b></p> <p>Due to the impact of Covid-19, it was requested that the sub-committees of Senate be stood-down where there were no business critical items pending. Where committee meetings needed to take place, only business critical or essential items would be taken forward for consideration. In light of this, it was decided that the Academic Quality and Standards Committee (AQSC) take place via paper circulation, with comments requested virtually of committee members. The comments received would then be considered by the Chair and Deputy Chairs of AQSC and decisions made, where possible, via a virtual meeting. These minutes reflect the discussions and decisions made at the virtual meeting of the Chair and Deputy Chairs of AQSC on the 29<sup>th</sup> April 2020.</p>		
<b>087</b>	<p><b>First Year Board of Examiners</b></p> <p>The Committee received a paper (087-AQSC280420) from the Director of Education &amp; Policy and the key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>• The Exam Board Procedures: Policy sub-group of the Review of Assessment put forward a proposal for the current system for the First Year Board of Examiners (FYBOE) to be discontinued from the academic year 2020/21. This is following consideration of the perceived benefits, challenges and the possible alternatives for retaining some of the most beneficial features of the current system.</li> <li>• The paper was circulated for consideration by AQSC committee members, with the majority of feedback being in support of the dissolution of FYBOE in the main. However, there are concerns raised by some members who feel the current system brings consistency across Faculties, particularly with regard to the decision making for mitigating circumstances.</li> <li>• This concern is shared across the board and is a recognised benefit on the current process, but these inconsistencies are not specific to first year students alone. Further work needs to be undertaken to address these inconsistencies across the institute for students studying at all levels.</li> <li>• As outlined in the paper, there is significant administrative burden that is disproportionate to the way in which other Boards of Examiners operate and there are concerns regarding the imbalance of effort required against the processes deliverables.</li> <li>• There is a reliance on the development of the Marks Management System being a solution to many of the issues outlined in the paper, which the committee have identified as a risk. The system is not yet developed and would not be in place by the intended implementation date suggested for the dissolution of FYBOE in 2020/21.</li> <li>• In response to Covid-19, FYBOE has been stood down for the academic year 2019/20. Delegated authority has been given to departmental Exam Boards and the Senate Sub-Group to make decisions for on the progression of first year students. There are lessons to be learnt from the operation of Board of Examiners taking place in the Summer Term 2020 that should be considered before a final decision can be made on the proposal.</li> </ul>		

- Whilst the committee were broadly supportive of the proposal to discontinue FYBOE and devolve decision making to departmental Board of Examiners, it was agreed that it was not possible to do so with effect from 2020/21. It was suggested that the system be discontinued from the academic year 2021/22, once the following matters have been resolved:
  1. The Summer 2020 Board of Examiners have taken place and any lessons learnt from the process have been incorporated into the papers considerations;
  2. The Exam Board Procedures Sub-Group have produced further guidance on the construction and the operation of Board of Examiners;
  3. There is parity in the decisions made on Mitigating Circumstances cases and the University is assured there is consistency across all academic departments.

**DECISION:** The committee agreed that the proposal should be revised and returned for consideration by AQSC in the Spring Term 2021, once the matters discussed by the committee had been resolved.

**ACTION:** Exam Board Procedures Sub-Group to develop proposal further to incorporate lessons learnt from the Summer 2020 Board of Examiners and produce guidance on the construction and the operation of Board of Examiners.

088

**Rules for Award**

The Committee received a paper (088-AQSC280420) from the Assistant Registrar (Assessment) and the key points and discussions were as follows:

- The Rules for Award had previously been submitted for consideration by AQSC and had since been updated following feedback and comments provided by committee members.
- The Committee had approved a consultation process for the 'Rules for Awards and Classification' that meant the paper would be submitted to Faculty Education Committees and the Board of Graduate Studies for consideration in the Spring Term 2020. However, due to the impact of Covid-19 on ongoing business, it had not been possible to submit the paper for consideration via this consultation process and further comments had been sought from AQSC members and incorporated in to the an updated version of the rules, in advance of the AQSC Chair's meeting.
- In reviewing the rules once again, a fundamental issue arose regarding the timing of implementation for 2020/21. The rules are based on having accurate course documentation and specifications in place, which the University does not yet hold in a central or reliable format. The course approval process has been updated to address this, as well as ensuring there are learning outcomes specified at each level of the course, but this information is only in place for amended or new courses that have undergone approval since October 2017. Whilst the module catalogue has been delivered, work on the Course Catalogue has been paused due to Covid-19 and will not be delivered by the beginning of the 2020/21 academic year.
- Having reviewed the University's credit requirements for the award of a pass degree, it was confirmed that the requirements are out of line with the sector, with the amount required in other institutions usually being set at 300 credits. Further consideration of the credit requirements for pass degrees would need to be considered by the Review of assessment group.
- Whilst the minimum pass mark for Integrated masters modules has moved to 50%, this was not intended to be applied at the level of the degree classification. The degree classification rules for the award of Integrated Master's require further consideration by the Review of assessment group.

**DECISION:** That committee agreed that the implementation of the following changes in policy **be delayed until the academic year 2021/22:**

- The introduction of the new progression requirements for undergraduate students and Integrated Masters students;
- The introduction of the Rules for Progression and Award;
- The introduction of the policy on the right to remedy failure in all failed modules on one occasion at the earliest opportunity.

	<p><b>DECISION:</b> The Committee agreed that the policy introduced during Covid-19 permitting intermediate and finalist students to be given the right to remedy failure in the September examination period continue for the academic year 2020/21.</p> <p><b>ACTION:</b> The Review of Assessment Group to review and discuss rules for Integrated Master's degree classification and the credit requirements for pass degrees.</p>
089	<p><b>Upgrades to the Registration of Taught Postgraduate Students</b></p> <p>The Committee received a paper (089-AQSC280420) from the Assistant Registrar (Learning &amp; Teaching) and the key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>• The paper explored the interpretation of the recognition of prior learning policy and upgrades process by Student Records, identifying how changes might be made to allow students to benefit from greater flexibility of movement between taught postgraduate courses.</li> <li>• The Committee welcomed the paper and were supportive of the recommendations made. There are some minor updates made to the recommended wording amendment to the RPL policy, which are outlined in the decision below.</li> <li>• The Committee commented that any amendments made to the policy should make it explicitly clear that there can be no gaps in study for students applying for an upgrade.</li> </ul> <p><b>DECISION:</b> The committee <b>approved</b> that the RPL policy (and consequently upgrades) be amended to make it explicit that students should be allowed to move incrementally between levels of taught postgraduate qualifications where course approval documentation and performance permit.</p> <p><b>DECISION:</b> The committee <b>approved</b> that RPL policy be amended to remove the expectation that applications to transfer credit in advance of the meeting of the Board of Examiners, with the following wording: <i>'2(e) Where permitted by course approval documentation, students registered for a Postgraduate Award, Postgraduate Certificate or Postgraduate Diploma may apply to transfer the credit they have obtained towards a higher postgraduate qualification. In such cases only the higher or highest award will be conferred by the University.'</i></p>
090	<p><b>Matters arising from meeting held on 18 February 2020</b></p> <p>The Committee received and noted the paper (090-AQSC280420)</p>
091	<p><b>Report on the actions taken by the Education Executive in response to Covid-19</b></p> <p>The Committee received and noted the report (091-AQSC280420)</p>
092	<p><b>Report on the Faculty Alternative Assessment Review Groups</b></p> <p>The Committee received and noted the report (092-AQSC280420)</p>
<b>Approved by Chairs Action</b>	
093	<p><b>Good Practice Guide on Monitoring Student Attendance and Progression</b></p> <p>The Committee received and noted the report (093-AQSC280420)</p> <ul style="list-style-type: none"> <li>• Committee members submitted comments concerning operational matters within the Good Practice Guide that would need to be raised with Student Administrative Services and the Immigration team.</li> </ul> <p><b>ACTION:</b> The Senior Assistant Registrar to respond to the comments raised and raise the queries with Student Administrative Services and the Immigration team.</p>
094	<p><b>Recognition of Prior Learning Standing Exemption - MSc in Diabetes Care, WMS</b></p> <p>The Committee received and noted the report (094-AQSC280420)</p>
<b>Subsidiary and Sub-Committee Reports</b>	
095	<p><b>Minutes of the Partnerships Committee:</b></p> <p><a href="https://warwick.ac.uk/services/gov/committees/partnerships/minutes/">https://warwick.ac.uk/services/gov/committees/partnerships/minutes/</a></p>
<b>Next meeting: 10.00 am, Tuesday 26 May 2020</b>	