



## Senate

<b>Paper title</b>	Education Quality Board: Minutes of 16 November 2016
<b>Outcome requested</b>	Senate is asked to <b>note</b> the minutes.
<b>Points to note and further information</b>	N/A
<b>Questions to consider</b>	N/A
<b>Regulatory/statutory reference points</b>	N/A
<b>Strategy and risk</b>	N/A
<b>Reporting/consideration route for the paper</b>	Senate only.
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<b>Sponsor</b>	Professor Rebecca Lingwood Vice-Principal (Student Experience, Teaching & Learning)

Education Quality Board

Minutes of a meeting held on 16 November 2016 (unconfirmed)

**Present**

Professor Rebecca Lingwood (Chair)		
Sumeera Ahmad	Laura Gibbs	Professor Lucinda Hall
Dr Henri Huijberts	Chowdhury Albab Kadir	Ruairi McGowan
Gemma Meredith	Jane Pallant	Dr Eyal Poleg
Dr Lesley Robson	Professor Anthony Warrens	Lewis Williams
Dr Guglielmo Volpe		

**In attendance**

Dr Simon Booy	Dr Conor Byrne	Dr Martin Carrier
Mary Childs	Brad Coales	Stella Ekebuisi
Simon Hayter (Secretary)	Dr Alasdair King	Professor Catherine Nash
Dr Victoria Tischler		

**Apologies**

Dr Jo Brown	Dr Colleen Cotter	Dr Alan Cruchley
Dr Carole Davis	Arran Dokal	Jonathan Morgan
Dr Ann O'Brien	Professor Alastair Owens	Christina Perry
Emma Vilventhraraja	Professor Mike Watkinson	

**Additional items for discussion**

2016.31 The Board **invited** members to open for debate any of the agenda items that were otherwise to be taken without discussion. No such requests were made.

**Declaration of interests**

2016.32 The Board **invited** members to declare any potential declarations of interest. No such declarations were made.

**Minutes of the previous meeting ([EQB16-02-01](#))**

2016.33 The Board **approved** the minutes of 20 September 2016, without amendment.

**Actions and matters arising ([EQB16-01-01](#))**

2016.34 The Board **considered** the action points from its previous meetings.

2016.34.a *2015.27.f.i: IT Services to amend its acceptable use policy to state that it is not acceptable to copy or disseminate recorded material.*

IT Services had amended the text, but this did not go far enough and comprised only a personal use statement. IT Services had agreed to revisit the text and to communicate the outcome to ARCS.

2016.34.b *2015.51.c: Include more information on associates in the APR data sets, specifically on the numbers of associates on each module and in each school.*

Complete. This had been added to the Taught Programmes Action Plans.

2016.34.c *2015.66.c: SETLA Strategy: Define actions to address the lack of progress against IOP1.3ii (number of London-based students who undertake some proportion of their studies and/or work experience outside of the UK), and review the scores on the risk register against the indicators of progress.*

Complete. Dr Eyal Poleg had been appointed as Academic Lead for Outward Student Mobility to assume leadership and effect change in this area.

2016.34.d *2015.71.b: Establish a working group to review the variation in assessment patterns and to establish broad guidelines on the development of assessment.*

Action held open. As noted at the previous meeting, the group would not be established until after the conclusion of the review of the QMUL Academic Credit Framework.

- 2016.34.e *2015.77.c: SLLF Periodic Review: SLLF to further explore means by which to strengthen the School's identity as a single unit.*  
Complete. The School had drafted text explaining the relationships between its constituent departments and the School as a whole for inclusion in student handbooks from 2017/18.
- 2016.34.f *2015.77.d: Peer review: Review progress on the peer review process at the QMUL-level, and ensure that existing policy statements are shared widely, to prompt discussion.*  
Complete. The Vice-Principal (SETL) had asked the Centre for Academic and Professional Development to take this work forward.
- 2016.34.g *2015.81.a.i: Annual Programme Review: Deans for Taught Programmes, to share examples of good practice across and between the faculties, to help further embed the APR process.*  
Complete. The Deans for Taught Programmes had been discussing these issues in meetings with colleagues from their respective faculties.
- 2016.34.h *2015.83.c: Forum for religious matters: Establish a joint discussion group with QMSU to consider issues related to religious observance and teaching.*  
Complete. Discussions between QMUL and QMSU on the constitution and timing of meetings were underway.
- 2016.34.i *2015.84.b: Working group on feedback: Establish a working group on feedback, drawing on the QMSU Student Experience Survey report.*  
Complete. The Group had held its first meeting, and would report to the Board in May 2017.
- 2016.34.j *2015.89.a: EQB membership: Contact the Deans for Taught Programmes, who should each nominate two representatives from their respective faculties.*  
One vacancy in the Faculty of Science and Engineering was held open.
- 2016.34.k *2016.7: EQB membership: nomination to fill an SMD vacancy, and notification of new PGT student representative.*  
Complete. Dr Lesley Robson and Gemma Meredith had taken these respective positions.
- 2016.34.l *2016.8.c: QAA Handbook, section 7 Collaborative provision: to be passed on to Partnerships Board for approval.*  
Complete. Considered under 2016.42, below.
- 2016.34.m *2016.9.c Intercalated Masters: Update Academic Regulation 2.25*  
Complete. Added to the list of regulatory amendments for 2017/18.
- 2016.34.n *2016.12.b: Study Abroad Group: to provide further comparative data on student performance whilst on the year abroad, against their first year average.*  
Complete. Considered under 2016.43, below.
- 2016.34.o *2016.12.c: Study Abroad Group: standing group to create grade conversions.*  
Complete. The Dean for Taught Programmes (H&SS) and the Academic Quality & Standards Officer (S&E) had opened discussions on the constitution of the group.
- 2016.34.p *2016.12: Study Abroad Group: Block credits to appear on transcripts and year average provided for College Mark*  
Complete. Registry had been informed of the change. The Board agreed that block credit (rather than individual modules) would be introduced from 2016/17 rather than 2017/18, given that no contrary information had been provided to students and that doing so brought operational benefits for QMUL and had no adverse implications for students.
- 2016.34.q *2016.12: Study Abroad Group: recommendations to Senate for regulatory changes.*  
Complete. Added to the list of regulatory amendments for 2017/18.

### Vice-Principal (Student Experience, Teaching and Learning)'s update (16-02-02)

- 2016.35 The Board **noted** a written update from the Vice-Principal, addressing recruitment, the QMUL Model, student surveys, the Credit Framework consultation, online developments, Degree Apprenticeships, a review of QMUL's Access Agreement, the Teaching Space Utilisation Task and Finish Group, and the proposed School of Foundation Studies. Members were invited to comment upon the update and to ask questions.
- 2016.35.a The Board **noted** that module amendments and proposals for the QMUL Model scheduled to run in 2017/18 should be made in accordance with the existing credit framework specifications, using multiples of 15 credits. If the consultation resulted in a change to the framework, the change would not take effect until 2018/19 (giving 2017/18 as a development year).
- 2016.35.b The Board **noted** that the proposed School of Foundation Studies was intended to bring together all foundation programmes at QMUL and allow the expansion of both the number of foundation students and the number of foundation programmes. It had been proposed that the School would sit within the Faculty of Science and Engineering in the first instance, though there was potential for this to change in the future.

### Education Quality Board efficacy review

- 2016.36 The Board **considered** whether Education Quality Board had been discharging its duties effectively, as part of a routine annual governance check. The Board was satisfied that this was the case, and did not recommend any amendments to its terms of reference or processes.
- 2016.36.a The Board **considered** the frequency and timing of its meetings, and in particular whether it might reduce the number of annual meetings from four to three. It was agreed to retain four meetings, but to attempt to spread the meetings more evenly throughout the year in 2017/18.

### SETLA Risk Register (16-02-03)

- 2016.37 The Board **noted** an updated version of the Student Experience, Teaching and Learning (SETLA) Risk Register. There had been few changes, and the majority of those had related to updated terminology and nomenclature.
- 2016.37.a The Board **noted** that the risk levels for student recruitment had been raised slightly in response to a drop in applications across the sector and at QMUL, to date, for 2017/18.

### Teaching Excellence Framework (16-02-04)

- 2016.38 The Board **considered** a paper that summarised QMUL's current position in respect of the Teaching Excellence Framework (TEF). QMUL had established a working group to manage its preparations.
- 2016.38.a The Board **noted** a number of significant changes from previous iterations of the TEF measures. A new metric on highly skilled employment/further study had been introduced alongside the existing measures of teaching quality, learning environment, and student outcomes and learning gain.
- 2016.38.b The Board **noted** that TEF outcomes would be judged with gold, silver and bronze awards. These would be allocated according to a formula based around a flagging system relating to standard deviation from norms in the core metrics. Having reviewed the data and noted several positive flags and one negative flag (against the highly skilled/further study metric), QMUL had undertaken to seek silver accreditation.
- 2016.38.c The Board **noted** that QMUL would submit a 15 page narrative document to contextualise its performance against each metric. This would include a student voice, with representatives from QMSU sitting on the working group that would coordinate the submission.

### **MSc Physician Associate Studies term dates (16-02-05)**

- 2016.39 The Board **considered** the proposed non-standard terms dates for the MSc Physician Associate Studies, a 27-month postgraduate taught programme that had been approved by Taught Programmes Board subject to Education Quality Board's approval of the term dates.
- 2016.39.a The Board **noted** that the programme had a January start date. It was confirmed that this would be the standard start date in perpetuity, rather than reverting to a standard September-start after the first year. This allowed the programme to remain competitive against September-start programmes at other institutions, and established an end date that allowed students to apply on to further study for a September-start (for example, graduate entry MBBS programmes).
- 2016.39.b The Board **considered** whether the proposed calendar allowed sufficient time for marking and examination board processes. It agreed to move the OSCE to the final Friday of the private study period in order to give an extra day of preparation time (after the modification below, this put the OSCE on the Friday of week 44).
- 2016.39.c The Board **considered** whether the proposed calendar allowed sufficient revision time between the notification of failure and the resit period. It agreed to add an extra week, which was achieved by reducing the vacation by one week to run from weeks 30 to 31 (previously weeks 30 to 32). All succeeding events were moved forward by one week, with the Student Selected Component period (which also constituted the revision period) extended from three to four weeks, covering weeks 46 to 49 (previously weeks 47 to 49).
- 2016.39.d The Board **noted** that the resit revision period covered the same period as the Student Selected Component (SSC). Students with resits (or first sits) were therefore unable to undertake SSCs. It was clarified that SSCs were value added components and not an integral part of the programme. The lack of opportunities for resit and first sit students to undertake SSCs was in line with standard MBBS procedures at QMUL and elsewhere in the UK.
- 2016.39.e The Board **considered** whether the proposed calendar allowed sufficient time for Registry and the Student Office to complete the necessary administrative procedures, given that these were scheduled for non-standard points in the year when these offices would be engaged in other tasks. It was noted that the MBBS, with a much larger cohort, already operated on that basis. It was agreed that this would be permitted, but made subject to periodic review to ensure that the workload remained manageable.
- 2016.39.f The Board **approved** the MSc Physician Associate Studies terms dates for academic years 2016-2022, subject to the amendments described in 2016.39.a and 2016.39.c.
- 2016.39.g The Board **noted** that the short summer break for this programme meant that there would be an unavoidable clash with the annual upgrade of QMplus, during which time certain QMplus functions would be unavailable. The upgrade had been moved forward in the year to avoid affecting the MBBS insofar as was possible. Read-only functionality would be available throughout the upgrade. The Head of E-Learning undertook to confirm and clarify the upgrade dates for 2017, with particular respect to the MSc Physician Associate Studies and the MBBS Part 4 and 5 start dates.

**Action: S Ekebuisi**

### **Exit awards for professional doctorate programmes (16-02-06)**

- 2016.40 The Board **considered** the possible introduction of taught exit awards for professional doctorate programmes at QMUL, with particular reference to the DPpsych.
- 2016.40.a The Board **noted** that the Wolfson Institute of Preventive Medicine had sought to introduce an MSc exit award for students who did not progress to the final part of the research programme. These students had completed up to 270 credits at academic level eight.
- 2016.40.b The Board **noted** that postgraduate taught awards, including MSc awards, were set at academic level seven, while professional doctorate modules were set at level eight. It was determined that this did not preclude the award of an MSc exit award using level eight credits.

- 2016.40.c The Board **agreed** that - were taught exit awards to be introduced - PGDip and PGCert awards should be introduced alongside masters awards.
- 2016.40.d The Board **noted** a proposal from the Wolfson Institute to use only a specified subset of the taught modules from the DPsych towards the exit award. It was determined that the standard exit award rules, as used for taught programmes should apply, (i.e. the best 60 (PGCert), 120 (PGDip), or 180 (masters award) credits would be used for award and classification). Standard condoned failure rules would apply. In the case of masters awards, it would be a requirement to pass one or more research-focused modules (minimum combined total of 30 credits); this would be used in place of a dissertation for the purposes of classification and award.
- 2016.40.e The Board **approved** the introduction of taught exit awards for professional doctorate programmes under the conditions outlined in 2016.40.d.
- 2016.40.f The Board **noted** that while it was supportive of the Wolfson Institute's request to introduce exit awards of MSc, PGDip and PGCert Intercultural Psychoanalytic Psychotherapy for the DPsych, it did not have the authority to make programme amendments. The matter was referred to Taught Programmes Board.  
**Action: S Hayter**
- 2016.40.g The Board **noted** that the overarching regulatory amendments to permit taught exit awards for professional doctorate programmes needed to be captured in the Academic Regulations.  
**Action: M Childs/S Hayter**
- 2016.40.h The Board **noted** that the Institute of Dentistry also offered professional doctorate programmes. The Assistant Academic Registrar (Research Degrees) undertook to discuss the issue of exit awards with Dentistry and to explain the required approval process (via Taught Programmes Board). Exit awards for future professional doctorates would be established at the point of programme approval.  
**Action: M Childs**

### **E-Learning Strategy (16-02-07)**

- 2016.41 The Board **considered** the QMUL E-Learning Strategy, and earlier draft of which had been considered at the meeting held on [18 May 2016](#).
- 2016.41.a The Board **noted** that the new strategy entirely replaced the previous version, which had focused upon the initial introduction of e-learning technologies to many areas within QMUL, and the transition to QMplus. The new strategy recognised that these technologies had become established and were in widespread use; it focused on current and creative usage of QMUL's e-learning resources within teaching and learning.
- 2016.41.b The Board **noted** that the strategy did not apply to online learning, for which separate policies and guidance were in development. The strategy concerned the use of e-learning resources to support and enhance campus-based learning.
- 2016.41.c The Board **noted** that the revised version of the strategy had been streamlined, and included a reduced number of objectives in line with comments made by the Board in May 2016. The E-Learning Steering Group had given its approval to the revised document.
- 2016.41.d The Board **noted** that the E-Learning Team would lead on the implementation of the strategy, working closely with Directors of Teaching and Learning in schools and institutes. It was recognised that there would be a considerable degree of local variation in how e-learning resources were utilised, in line with school and institute action plans.
- 2016.41.e The Board **noted** that the strategy required the effective and efficient migration of data between bespoke data systems in schools and institutes and QMUL e-learning resources. This was considered under the strategic theme of 'infrastructure', in liaison with schools and institutes.
- 2016.41.f The Board **noted** that the timeframe for delivering the goals of the strategy was dependent upon funding (to be sought through a PAR business case), but it was confirmed that the highest priority items could be delivered within the next year using existing resources.
- 2016.41.g The Board **approved** the E-Learning Strategy.

### Education Manual (16-02-08, 16-02-09)

- 2016.42 The Board **considered** a number of new entries for the Education Manual (previously the Quality Handbook).
- 2016.42.a The Board **noted** that it was satisfied with the new introduction to the Education Manual, which explained the new quality assurance environment including HEFCE Annual Provider Review.
- 2016.42.b The Board **considered** new procedures for the monitoring and review of QMUL's collaborative provision.
- 2015.42.b.i The Board **noted** that, historically, any collaborative programme with 20 or more students had been subject to full periodic review in the same manner as a school or institute at QMUL. This had been deemed inappropriate, and a more flexible approach was proposed in which externals would complete desk-based reviews and a small team from QMUL would visit the collaborative institution. The outcomes and recommendations of that visit would be fed into the next periodic review of the affiliated QMUL school or institute.
- 2015.42.b.ii The Board **noted** that under the proposals a joint annual programme review (APR) would take place for all collaborative programmes. The outcomes of this APR would be considered in the APRs of the affiliated QMUL schools and institutes.
- 2015.42.b.iii The Board **approved** the new arrangements for the monitoring and review of QMUL's collaborative provision, noting that the first partnership visit would occur in April 2017. There would be an opportunity to revisit the procedures in light of that experience.

### Study Abroad Working Group (16-02-10)

- 2016.43 The Board **considered** a number of issues relating to the study abroad paper approved at the meeting held on [18 May 2016](#).
- 2016.43.a The Board **considered** whether, in the light of newly available statistical data showing year-on-year performance for three student cohorts, the previously approved requirement for all students studying abroad to pass all 120 first year credits with a minimum average mark of 60.0 remained appropriate, or whether this was unnecessarily severe.
- 2015.43.a.i The Board **agreed** that the hurdle remained appropriate. The data showed no clear trends.
- 2016.43.b The Board **noted** that it had previously agreed to allow students who studied abroad in semester one but failed one or modules to 'retake' up to 30 credits in semester two, alongside the standard semester two diet. In such cases, the 'retake' was a new module but was treated as the second attempt (capped module result, no resit opportunity).
- 2015.43.b.i The Board **agreed** to extend its previous decision as follows: (i) students studying overseas for the full year and who failed one or modules in semester one would be permitted to take a new module(s) in semester two under the 'retake' conditions detailed above; (ii) students studying overseas for the full year or for semester two only and who failed one or modules in semester two would be permitted to take a new module(s) at QMUL on their return the following year, under the 'retake' conditions detailed above.

### HEFCE Annual Provider Review (16-02-18)

- 2016.44 The Board **noted** an update on the HEFCE Annual Provider Review of QMUL's quality assurance mechanisms.
- 2016.44.a The Board **noted** that Council was due to consider three statements on QMUL's quality assurance processes, and to give a vote of confidence (or otherwise) on these processes. Council could give full or partial approval; partial approval would result in a follow-up visit by HEFCE in 2017.
- 2015.44.a.i The Board **noted** that QMUL had sought a statement of full assurance. Council had raised a number of queries at its previous meeting, and was due to take a final decision at its meeting on 21 November 2016.
- 2016.44.b The Board **noted** that QMUL would be required to benchmark its quality processes against European Association for Quality Assurance in Higher Education (ENQA) guidance in 2016/17.

**Action: J Pallant**

### Periodic Review of the School of Geography (2016): Three-month update ([16-02-11](#))

2016.45 The Board **received** a three-month progress report against the recommendations and commendations made during the periodic review of the School of Geography (2016).

2016.45.a The Board **noted** the report and **agreed** that it demonstrated satisfactory progress.

### Groups reporting to Education Quality Board

2016.46 The Board **noted** the minutes and reports of the groups detailed below:

- Student Experience Advisory Group, 21 July 2016 ([16-02-12](#)).
- Taught Programmes Planning Group, 12 October 2016 ([16-02-13](#)).
- OFFA Access Monitoring Group, 13 October 2016 ([16-02-14](#)).
- Engagement, Retention and Success Steering Group, 27 September 2016 ([16-02-15](#)).
- QMUL Model Working Group, 20 October 2016 ([16-02-16](#)).

### Teaching Recognition Project ([16-02-17](#))

2016.47 The Board **noted** an update on the Teaching Recognition Project. The data showed that QMUL was ahead of the national average for Fellowships and Principal Fellowships, but below the average for Associate Fellowships and Senior Fellowships.

### Next meetings

2016.48 The Board **noted** that the remaining meetings in 2016/17 would take place as follows:

- Wednesday 15 March 2017, 1400-1600 (Colette Bowe Room)
- Wednesday 17 May 2017, 1400-1600 (Colette Bowe Room)

### Actions

2015.27.f.i	IT Services to amend its acceptable use policy to state that it is not acceptable to copy or disseminate recorded material.	IT Services (to communicate outcome to ARCS)
2015.71.b	Establish a working group to review the variation in assessment patterns and to establish broad guidelines on the development of assessment. Action to be held open until the close of the consultation on the Academic Credit Framework.	R Lingwood / S Hayter
2015.89.a	EQB membership: Contact the Deans for Taught Programmes, who should each nominate two representatives from their respective faculties.	S Hayter
2016.39.g	Confirm 2017 QMplus update dates and effects with regard to the MSc Physician Associate Studies and the MBBS Parts 4 and 5 term dates.	S Ekebuisi
2016.40.f	Refer DPpsych exit awards to Taught Programmes Board for approval. <i>Complete – recommendation approved by TPB on 23 November 2016.</i>	S Hayter
2016.40.g	Codify new professional doctorate exit award arrangements in the Academic Regulations.	M Childs/S Hayter
2016.40.h	Work with the Institute of Dentistry to introduce and approve taught exit awards for the DClinDent.	M Childs
2016.44.b	Arrange benchmarking of QMUL's quality processes against ENQA guidance.	J Pallant