



Senate

Paper Title	Education Quality & Standards Board, 24 October 2018: Executive Summary
Outcome requested	The Senate is asked to note the summary report.
Points for Senate members to note and further information	A high-level summary of the discussions and decisions of the Education Quality and Standards Board (EQSB) meeting held on 24 October 2018. For fuller details on any of the points mentioned, including full papers and minutes, members are directed to the EQSB QMplus page: https://qmplus.qmul.ac.uk/course/view.php?id=6851
Questions for Senate to consider	None.
Regulatory/statutory reference points	
Strategy and risk	
Reporting/consideration route for the paper	Senate only.
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Education Quality and Standards Board
Executive summary of the meeting held on 24 October 2018

Full papers and minutes for the Education Quality Board are available in QMplus:
<https://qmplus.qmul.ac.uk/course/view.php?id=6851>

1. The Board **confirmed** its terms of reference and membership. These were subsequently approved at the November 2018 meeting of the Senate.
2. The Board **noted** a written update from the Vice-Principal (Education), subsequently shared as an all-staff message. Key topics included discussion of PTES and UKES results, an update on TEF 5 operational arrangements, and the Teaching and Learning Conference 2019.
3. The Board **considered** the Education Risk Register. Attention was focused upon risks 2.01 (failure to achieve target for student satisfaction with academic programme and university experience), 7.03 (failure to achieve target for quality of teaching facilities and spaces) and 7.04 (failure to achieve target for teaching and learning resources). These had been labelled high-risk areas with direct links to key TEF measures. The Going for Gold initiative had established measures to address each of these risks.
4. The Board **considered** a proposed Library Services Strategy, setting out the mission and goals of Library Services. The Board did not approve the document, and requested that it be resubmitted to the next meeting following greater consultation with service-users, and inclusion detailed metrics, targets, and action plans.
5. The Board **considered** a proposed Accessible and Inclusive Education Policy, which made four specific recommendations to provide better access to learning materials for students with disabilities. The proposals were:
 - a. To allow disabled students to make video recordings of lectures, on condition that these were reserved for personal use at destroyed at the end of the programme (currently, only audio recordings are permitted), and for QReview recordings to be released no more than one week after the associated lecture. The Board noted that research and consultation would be required before taking a decision on this point.
 - b. To provide full reading lists for each module at least four weeks before the start of teaching. The Board did not wholly endorse this recommendation, noting that this might be overwhelming and confusing for students. Instead, it favoured provision of a list of key texts at an early stage, with the full list made available at the start of teaching. Talis Aspire already allowed for this functionality, and the Board suggested that this recommendation be considered as part of the revised Library Services Strategy detailed above.
 - c. To supply key learning materials such as outline lecture notes at least 48 hours before the relevant lecture. The Board did not endorse this proposal, noting that module outlines should already give clear indications of what should be expected in a given session and that attention might need to be directed to those documents if problems had arisen.
 - d. Finally, it was noted that the Disability and Dyslexia Service had encountered reluctance on the part of a very small number of colleagues to wear microphone in lectures, which was problematic for students with hearing impairments. The Board

noted that this was a compliance issue under the Equality Act 2010, and that compliance should be enforced.

The Board referred oversight of all of these issues to the Going for Gold thread on inclusive education.

6. The Board **considered** the report of the External Member to the Degree Examination Boards. The report was generally positive and confirmed that Queen Mary's standards and policies remained appropriate, but three concerns were raised.
 - a. Greater clarity on the use of mark scaling was sought, to ensure that there was no perceived conflation of scaling and good honours initiatives (which would have amounted to grade inflation). The Board reaffirmed that scaling for that purpose was unacceptable, and agreed to amend the Assessment Handbook to specifically state that scaling results to meet predefined norms or targets was not acceptable under any circumstances.
 - b. Better data and reports for Subject Examination Boards were requested, to show and explain trends in marking. The Board endorsed the request, and agreed that Strategic Planning would join the forthcoming Student Process Improvement Project sessions on examination board reporting, with the aim of creating new standardised reports that included longitudinal data on the performance of individuals, cohorts, and modules.
 - c. The revised policy on the late submission of assessment was deemed wholly appropriate, but work was required to understand *why* students submitted work late, and how they could be better supported to submit on time. This was referred to the Going for Gold strand on assessment to take forward.
7. The Board **considered** the 2017/18 summary report on suspensions of regulations (which was subsequently considered at the November 2018 meeting of the Senate). The Board expressed serious concern at the discovery that cases had more than doubled since the previous year, and that there were so many cases in which incorrect assessment schemes had been delivered to students. The Board agreed to consider potential means to reduce the incidence of case at its next meeting; these would be likely to include a strengthening of powers for Subject and Degree Examinations Boards, and an increased role for the Deans for Education in the suspension process.
8. The Board **noted** that 2017/18 PTES and UKES results. A number of areas had received lower than hoped for results, and were being addressed through the Going for Gold initiative.
9. The Board **approved** the following reports and updates from recent periodic reviews:
 - a. Wolfson Institute of Preventive Medicine report.
 - b. Educational Development report and three-month update.
 - c. Institute of Dentistry report and three-month update.
 - d. William Harvey Research Institute three-month update.
 - e. Blizzard Institute 12-month report.
 - f. BUPT Partnership Review Visit report.
10. The Board **noted** written updates on the activities of Academic Development, Library Services, and Queen Mary Students' Union.