



**Senate**

<b>Paper Title</b>	Education Quality & Standards Board, 31 March and 19 May 2021: Executive Summary
<b>Outcome requested</b>	The Senate is asked to <b>note</b> the summary report.
<b>Points for Senate members to note and further information</b>	<p>A high-level summary of the discussions and decisions of the Education Quality and Standards Board (EQSB) meetings held on 31 March and 19 May 2021.</p> <p>For fuller details on any of the points mentioned, including full papers and minutes, members are directed to the EQSB QMplus page: <a href="https://qmplus.qmul.ac.uk/course/view.php?id=6851">https://qmplus.qmul.ac.uk/course/view.php?id=6851</a></p>
<b>Questions for Senate to consider</b>	None
<b>Regulatory/statutory reference points</b>	
<b>Strategy and risk</b>	
<b>Reporting/consideration route for the paper</b>	Senate only.
<b>Sponsor</b>	Professor Stephanie Marshall, Vice-Principal (Education)



**Education Quality and Standards Board**  
**Executive summary of the meetings held on 31 March and 19 May 2021**

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

**31 March 2021**

**NOTED** that Chair's action had been taken to approve pandemic contingency arrangements for students planning to study abroad (as an extramural year) in 2021-22.

**NOTED** a written update from the Chair, covering education leadership, teaching, learning and assessment, student surveys, the Queen Mary Academy, the OfS and other regulatory matters, and student engagement.

**APPROVED** minor revisions to the APL Policy and the addition of new Academic Regulations on advanced standing for students using Queen Mary credits.

**CONSIDERED** the results of a consultation conducted in response to the [UKSCQA's Principles for Effective Degree Algorithm Design](#) and **APPROVED** the following changes, to take effect from the 2021-22 Academic Regulations:

- Removal of all provisions to directly consider extenuating circumstances as part of the borderline classification policy.
- Expansion of the borderline zone of consideration to a fixed 1.5%, to balance out the point above.
- Removal of regulation 3.57.vi, which had permitted the exclusion of up to 30 credits affected by ECs from the Classification Mark for certain awards.
- Clarification on how the borderline policy operated when the final year included advanced standing credits (students would need half of the credits taken *at Queen Mary* to be at the higher level).

The Board also discussed potential further changes to the borderline policy, and to requirements to take set values of credit at particular academic levels but paused those discussions for a future review.

**CONSIDERED** the 2019-20 summary report on external examiner feedback, noting that this was broadly positive and supportive of the pandemic contingency measures taken at the time, while noting that those should not extend beyond 2019-20. The Board noted poor response rates from externals and, particularly, responses from schools/institutes to externals and agreed to consider means of addressing that issue.

**AGREED** that Queen Mary would review the usage of MRes titles, establishing principles for their usage, taking into account marketing needs and disciplinary differences.

**CONSIDERED** the 2019-20 summary reports on student casework (appeals, complaints, academic misconduct, discipline, and fitness to practise). These had also been considered by the Senate in

March. An action to consider recognition and reward of academic staff involved in the central process was agreed, to encourage participation and to recognise those who took on that work.

**APPROVED** new credit and mark conversion schemes for four new study abroad partner institutions: Whittier College, Arizona State University, the University of Michigan, and the Pontifical Catholic University of Rio de Janeiro (PUC-Rio).

**APPROVED** 22 new QM Extra activities. QM Extras were extracurricular activities validated by Queen Mary so that they could be recognised on students' Higher Education Achievement Reports (HEAR).

**CONSIDERED** reports from the QMSU Vice-Presidents, addressing points including faculty reports, blended learning, SSLC training, school representatives and forums, work with the Queen Mary Academy, pandemic mitigations, the Festival of Education, the SEED Award, a new IT forum, study space, academic welfare, and representations to the UK Foundation Programme (UKFPO) on the handling of job allocations for medical students this year.

**NOTED** update reports on the Festival of Education, from Library Services, and on an issue raised by the Taught Programmes Board on the status of programme and module changes made in response to the pandemic.

#### 19 May 2021

**CONSIDERED** an update from the Chair, covering education leadership, assessment, the NSS and other student surveys, the Queen Mary Academy, the OfS and other regulatory matters, and student engagement.

**ENDORSED** updates to the following policies and recommended approval by the Senate. The changes are described in full in the corresponding Senate papers.

- Academic Regulations 2021-22
- Code of Practice for Research Degree Programmes 2021-22
- Assessment Handbook 2021-22
- Student Complaints Policy
- Code of Student Discipline
- Appeal Policy
- Academic Misconduct Policy
- Admissions Policy

**APPROVED** minor updates to the following policies:

- Interruption of Study Policy
- Admissions Appeals and Complaints Policy
- Student Transfer Policy

**CONSIDERED** an update on governance arrangements for the learner analytics project, noting the future direction of consideration would be determined by the Senate in June 2021.

**AGREED** a set of principles that would inform the development of a Queen Mary proctoring policy (invigilation of online examinations).

**APPROVED** new credit and mark conversion schemes for two new study abroad partner institutions: Bina Nusantara University (BINUS), and the National Taiwan University (NTU).

**CONSIDERED** update reports from the QMSU Vice-Presidents, focusing in particular on student representation and SSLCs, especially at postgraduate level.

**NOTED** an update report from Library Services.