



**Senate**

<b>Paper Title</b>	<b>Education Quality and Standards Board minutes: 29 March 2023</b>
<b>Outcome requested</b>	The Senate is asked to <b>note</b> the minutes.
<b>Points for Senate members to note and further information</b>	Minutes of the Education Quality and Standards Board (EQSB) meeting held on 29 March 2023.  For 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>
<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

### Minutes of a meeting held on 29 March 2023

#### Members present

Professor Anthony Michael (Chair)

Dr Yasir Alfadhil

Professor Maralyn Druce

Professor Henri Huijberts

Dr Karim Malik

Dr Lesley Robson

Professor Tim Warner

Dr Chris Bray

Elizabeth Gillow

Muneer Hussain

Jane Pallant

Dr Javier Sajuria

Professor Anthony Warrens

Dr John Buchanan

Maria Hayfron-Benjamin

Dr Rachel Male

Kate Price

Charlie Sellar

Professor Janet De Wilde

#### In attendance

Mary Childs

Simon Hayter (Secretary)

Chris Sleeman

Ali Dawn

Sarah Riley

Surjit Uppal

Dr Steph Fuller

Dr Emily Salines

Samantha Webb

#### Apologies

Robert Cashman

Chris Shelley

Professor Stephanie Marshall

Jonathan Otter

#### Quorum and declaration of interests

2022.31 The Board **confirmed** that it met the quorum and that there were no potential conflicts of interest that could affect decision-making.

#### Minutes of the previous meeting (EQSB22-04-01)

2022.32 The Board **confirmed** the minutes of the meeting held on 5 January 2023 without amendment.

#### Actions and matters arising (EQSB22-04-02)

2022.33 The Board **noted** updates on outstanding actions from the previous meetings. All items remained open and ongoing except for 2022.29 (production of guidance on generative AI), which had been completed and appeared on the agenda.

2022.33.a The Board **noted** that QMSU had drafted a paper on academic misconduct, exploring the impact of delays in resolving cases upon student wellbeing. This had been a topic of previous discussion at EQSB, and institutional consideration was being given to measures to reduce the prevalence of misconduct, which would in turn expedite the resolution of the cases that remained. QMSU was invited to submit a revised version of the paper to a future meeting of EQSB following discussion with the Deputy Vice-Principal Education (Programmes and Standards).

#### Report of Chair's actions (EQSB22-04-03)

2022.34 The Board **noted** that EQSB Chair's action had been taken once since the last meeting, to approve non-standard term dates for the MSc in Supply Chain Logistics and Analytics.

#### Vice-Principal (Education)'s update (EQSB22-04-04)

2022.35 The Board **noted** a written update from the Vice-Principal (Education), addressing Education leadership, teaching, learning and assessment, the National Student Survey and other student surveys, the Queen Mary Academy, and the Office for Students and other regulatory matters.

### QMSU Vice-Presidents' report (EQSB22-04-05)

2022.36 The Board **considered** written and verbal reports from the QMSU Vice-Presidents.

2022.36.a The Board **noted** that the QMSU Vice-President (S&E) had reviewed the results of a survey on January assessment and inclusive assessment. Data were shared with the Board, showing that of 636 respondents, a majority contested that examinations are not of sufficient duration. Noting the need to balance the student experience with ensuring rigorous and reliable assessment standards, the Board invited QMSU to discuss the matter further with the S&E Deputy Dean for Education (Quality and Standards), who would report back to the Board.

**Action: Chris Bray/Muneer Hussain**

### Staff guidance on ChatGPT and generative AI (EQSB22-04-06)

2022.37 The Board **considered** new guidance for staff on the use of generative AI in assessment, prepared by the Queen Mary Academy.

2022.37.a The Board **noted** that the guidance was intended to support colleagues in staff development and assessment design. It explained the challenges of generative AI, possibilities for its legitimate use, and issues to consider in assessment design. The guidance emphasised the need to give clear instructions to students on what was permitted and what was not permitted (and would be considered academic misconduct). Student-facing guidance was in development.

2022.37.b The Board **noted** that the guidance formed part of a package of new provision, including a staff workshop on Assessment Design for Academic Integrity. The Academy would add case studies and examples of good practice to its website as the technology evolved.

2022.37.c The Board **noted** some concerns that individual academics might view the guidance as license to make widespread use of generative AI but noted that Education Committees would act as a check upon this, and that schools/institutes were responsible for determining what was appropriate in their local contexts within the parameters of the institutional guidance.

2022.37.d The Board **noted** a need for additional instructions for students, specific to particular assessments. This would include standardised examination rubrics and assessment instructions with information on generative AI. The Directorate of Student Experience (including Academic Registry) had already been tasked with review of examination coversheets.

2022.37.e The Board **noted** its strong desire for a short institutional position statement on generative AI, to accompany the guidance. This would include words to the effect that use of generative AI could be permitted where explicitly permitted by an assessment rubric and where it was used fully in line with the specific instructions given (and where the assessment itself had been designed in line with the new guidance), but that where generative AI was used outside of those parameters, it would be likely to constitute academic misconduct. The Acting Chair agreed to draft this statement.

**Action: Anthony Michael**

2022.37.f The Board **noted** that some assessment formats, including MCQs, were seen as particularly vulnerable to generative AI software. The Taught Programmes Board had recently asked programme proposers to reconsider use of such assessments, especially at PGT level, and the Board sought a) guidance on possible alternative assessment formats to test the same material, and b) a clear institutional policy on what was and was not permitted and/or seen as good practice.

2022.37.g The Board **considered** whether and how the integrity of assessment and its relative vulnerability to misconduct should be factored into programme and module design. No definite outcome was reached, but members agreed that a) a clearer policy basis for assessment design was required and b) the specific question of judging and commenting upon the vulnerability of assessments to misconduct could be incorporated into programme and module proposal workflows as part of the curriculum manager project.

2022.37.h The Board noted that Turnitin had announced the release of a new tool intended to detect the use of generative AI. Turnitin intended to enrol all institutions unless they opted out and had given only a short window to respond. The Board did not feel that Turnitin had provided sufficient information. In common with the general Russell Group stance, the Board **agreed** that Queen Mary would opt-out until and unless more details on the tool's logic, impact, and effectiveness were made available.  
*After the Board it was confirmed that Queen Mary had successfully opted out.*

2022.37.i The Board **endorsed** the guidance on generative AI subject to small amendments to reflect its discussions. A revised version would be submitted to the Acting Chair before being disseminated.  
**Action: Emily Salines (to amend)**  
**Action: Anthony Michael (to approve for dissemination)**

#### Queen Mary Graduate Attributes update (EQSB22-04-07)

2022.38 The Board **considered** an update from the Queen Mary Academy on graduate attributes. Consultation and research as part of a strategic project had resulted in the creation of updated high-level graduate outcomes that mapped to Queen Mary's IPACE values. Every programme of study would in future include at least one attribute relating to each of the five values, and one relating to sustainability.

2022.38.a The Board **noted** that a dedicated group was working to embed the new values and to draw them out from existing programmes. The QM Academy was working directly with schools and institutes on this, with a learner intern to show students how graduates had made use of the attributes.

2022.38.b The Board **considered** how best to integrate graduate attributes within quality assurance processes including programme development and programme review, and agreed that they:

- i should be integrated within the existing approval and review processes, to emphasise that it was part of Queen Mary's standard provision.
- ii should be recorded separately from learning outcomes and (for degree apprenticeships) knowledge, skills and behaviours, recognising that – unlike those other categories – graduate attributes would not necessarily always have a one-to-one correspondence with individual modules and assessments.
- iii should be factored into the redesigned programme review processes.

2022.38.c The Board **agreed** that the graduate attributes would apply to all award-bearing programmes of study (UG, PGT and PGR). They would not explicitly apply to CPD and other non-award-bearing study, though it would be seen as good practice if that provision delivered similar outcomes. The attributes would apply equally to campus-based and distance-learning study.

2022.38.d The Board **noted** its support for the revised graduate attributes and commended the QM Academy's work on the project.

#### Queen Mary Academy: assessment and feedback (EQSB22-04-08a)

2022.39 The Board **considered** a paper that highlighted the range of support on assessment and feedback available for staff and schools/institutes from the Queen Mary Academy, including action plans, training provision, and individualised support.

2022.39.a The Board **noted** that the Academy's current work included the development of new training modules on becoming a marker and on acting as a Subject Examination Board Chair, and a broader package of support around assessment issues.

2022.39.b The Board **noted** its sincere thanks and commendation to the Academy for its excellent work and its development and provision of resources and learning materials for educators. Both the Board and the Academy were keen to further disseminate this work across Queen Mary, and members were encouraged to share the resources and training links. Positive and constructive dialogue with many individuals had been established, and the Academy wished to build further upon those relationships.

### Education case studies (EQSB22-04-08b)

- 2022.40 The Board **considered** a revised set of principles and templates for education case studies, prepared by the Queen Mary Academy. Analysis of previous case studies had shown that impact had not always been adequately evidenced. Under the revised principles, only initiatives with a clearly documented record of impact would be listed as education case studies, to be cited in institutional reviews such as the Teaching Excellence Framework (TEF). Initiatives without that evidence would still be published, but as a separate category and as 'good practice' initiatives. The revised submission templates made this division clear.
- 2022.40.a The Board **endorsed** the revised procedures and documentation for education case studies and noted that the Academy would lead on their dissemination.

### Co-creation at Queen Mary (EQSB22-04-08c)

2022.41 The Board **considered** a report on resources, training, and initiatives available to promote and recognise co-creation at Queen Mary, prepared by the Queen Mary Academy. These included:

- Resources:
  - Co-creation webpage:
  - Co-creation roadmap toolkit
  - Co-creation case studies
- Training/courses:
  - Co-chairing and co-creating in Staff-Student Liaison Committees
  - Co-creation and students as partners
- Support
- Recognition (SEED award)
- Research and scholarship
- Reputation-building

2022.41.a The Board **noted** that Queen Mary's work on co-creation had been nationally recognised. To further enhance practices, it was agreed that the Deans for Education would use all available channels and means to disseminate the report to schools and institutes.

**Action: Anthony Michael**

### Admissions policies (EQSB22-04-09a-d)

2022.42 The Board **considered** four new and amended policies from Admissions and Recruitment.

2022.42.a The Board **approved** the following policies, where changes were minor and limited to updates to terminology:

- Degree Apprenticeships Admissions Policy
- Admissions Reference Policy
- Student Transfer Policy

i The Board **noted** that not all apprenticeships were degree apprenticeships. Future iterations of the Degree Apprenticeships Admissions Policy would consider that point in its phrasing.

2022.42.b The Board **considered** the English Language Policy for Postgraduate Research Associates Enrolling for Less than Six-Months. This was a new policy. This category of students could not be sponsored by Queen Mary for visas, and as such the standard procedures (which had been framed partly around visa requirements) had been viewed as overly prescriptive and complex for this type of study. The new policy was lighter-touch, identifying and describing this group of students as a new category and stating that they must have a level of English appropriate to the particular task or study (on a system of self-declaration). Schools and institutes would set those thresholds as they deemed appropriate.

- i The Board **noted** concerns over the minimum standard, particularly in terms of health and safety requirements (including whether a student could understand warning signage in a laboratory setting).
- ii The Board **noted** that it was the responsibility of the student's supervisor to ensure the completion of a full health and safety induction.
- iii The Board **agreed** that the policy would be amended to specifically outline the responsibilities of the supervisor in this context and to state that the English language requirements must be sufficient for the student to allow safe use of laboratories and other controlled areas (as appropriate for each case). The policy would be considered for approval by Chair's action once those amendments were made.

**Action: Mary Childs/Tim Warner**

#### Non-standard term dates: PgCert Clinical Education (EQSB22-04-10)

2022.43 The Board **approved** non-standard term dates for the PgCert Clinical Education (Degree Apprenticeship). The programme had already been running on a non-standard calendar, which was difficult to amend at this stage, but the Board expressed its growing concerns over the increase in use of non-standard term dates.

#### HEAR recognition for KPMG placement students (EQSB22-04-11)

2022.44 The Board **considered** a request relating to degree apprenticeship students employed by KPMG studying on programmes in the School of Electronic Engineering and Computer Science. KPMG required that, in addition to the degree apprenticeship, students worked with them for an additional full calendar year. This was managed by having the students interrupt the degree apprenticeship for that year. KPMG had requested that Queen Mary formally recognise that year of employment by including it on the Higher Education Achievement Record (HEAR).

2022.44.a The Board **did not approve** the request, noting that:

- the year was not part of the programme of study.
- while interrupted, the students were not enrolled students of Queen Mary, therefore:
  - Queen Mary was not responsible for and could not recognise activities undertaken during that period.
  - Notwithstanding the above, to recognise this year of employment for these students would be unfair to other Queen Mary students who interrupted and undertook employment (or other activities), for which they would not receive additional recognition from the University.
- students already received recognition for the year in that it was a salaried role that could be formally cited on CVs and other professional documentation, with verification from the employer where required.

2022.44.b The Board **noted**, in addition, a concern that (irrespective of the question of HEAR recognition) the interruption would constitute a break in learning and as such negatively impact Queen Mary's compliance rates with Ofsted and ESFA on timely completion of apprenticeships.

#### External examining summary report 2021-22 (EQSB22-04-12)

2022.45 The Board **noted** an annual summary report on external examining, relating to 2021-22. No specific concerns were raised, but it was noted that submission rates of reports from external examiners and – especially responses to those reports from schools and institutes were below desirable levels. External examining had been impacted in some areas by industrial action in 2021-22, but these figures were part of an ongoing trend that had been discussed by the Board in previous years.

2022.45.a The Board **noted** that the EQSB Assessment Sub-Board had a dedicated sub-group for external examining, which had been tasked with reconsidering approaches to the subject more widely. This would include analysis of, and proposals to address, submission rates.

Register of Collaborative Provision (EQSB22-04-13)

2022.46 The Board **noted** an updated iteration of Queen Mary’s Register of Collaborative Provision.

Future meetings of the Education Quality and Standards Board

2022.47 The Board **noted** that meetings had been set for the following dates (all in MS Teams):

- Wednesday 17 May 2023, 1400-1630.
- Wednesday 19 July 2023, 1400-1600.

**Actions**

2021.59.c (March 2022)	Continue to engage with and support the development of a curriculum management system, and report regularly to EQSB on progress.	Stephanie Marshall Anthony Michael Simon Hayter
2021.59.e 2022.03.b (March 2022/ Oct 2022)	Take forward and report on work to develop a standard teaching calendar with three defined terms, reporting to the January 2023 EQSB with an update. This work falls into two strands – a short-term project to standardise non-standard calendars, especially for January-start programmes, and a longer term review of the standard calendar.	Anthony Michael Trudy Mason
2021.59.g (March 2022)	Write to Faculty Vice-Principals to establish whether and how Faculties, Schools and Institutes factor ‘central’ Queen Mary roles such as Appeal Chairs, Academic Misconduct Chairs, and Degree Examination Board Chairs into staff workload models.	Anthony Michael ESSG
2021.100.d (July 2022)	Meet to discuss whether and how PGR provision should be included in the new programme review processes.	Mary Childs, Tim Warner Anthony Michael
2022.20.b (Jan 2023)	Approach Schools/Institutes that have not provided Academic Misconduct Chairs in proportion to the numbers of allegations generated, to seek new appointments.	Anthony Michael
2022.36.a (March 2023)	Discuss student feedback on January assessments and provide feedback to EQSB on assessment durations.	Chris Bray Muneer Hussain
2022.37.e (March 2023)	Draft and disseminate a short institutional statement on generative AI.	Anthony Michael
2022.37.i (March 2023)	Make amendments to the QM Academy guidance on generative AI in line with EQSB’s discussions.	Emily Salines Complete
2022.37.i (March 2023)	Approve and disseminate the revised guidance on generative AI.	Anthony Michael
2022.41.a (March 2023)	Disseminate report on co-creation widely across the Faculties, via the Deans for Education in the first instance.	Anthony Michael
2022.42.b.iii (March 2023)	Make amendments to the ‘English Language Policy for Postgraduate Research Associates Enrolling for Less than Six-Months’ as specified in the minutes, and present the revised document for approval by EQSB Chair’s action.	Mary Childs Tim Warner