



Senate

Paper Title	Education Quality and Standards Board: summary minutes
Outcome requested	The Senate is asked to note the summary minutes.
Points for Senate members to note and further information	The Education Quality and Standards Board met on 27 March 2024. This paper provides a high-level overview of the meeting. Full papers and minutes are available on 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 27 March 2024

The Board:

1. CONFIRMED the minutes and reviewed the actions of its previous meeting.
2. NOTED update reports from the Vice-Principal (Education) and the QMSU Vice-Presidents.
3. CONSIDERED and ENDORSED the following documents, recommending approval by the Senate.
 - a. Student Learning Engagement Policy 2024-25, noting further guidance would follow the Policy to explain and guide schools/institutes through the delivery of the Policy.
 - b. SSLC Reporting Template, which would be piloted this year and would continue to be developed and improved over the year.
 - c. Degree Outcomes Statement 2022-23, recommending that the top-level report containing faculty data would be published, and not the appendices containing individual school data.
 - i. The Board noted that Queen Mary remained consistently above the sector averages for the award of 'good honours' (first and upper second class awards) for first degree students and distinctions and merits for Masters degrees. Queen Mary had yet to return to, at most, pre-pandemic levels of good honours by the 2022-23 academic year: the commitment made on behalf of the sector by Universities UK (UUK) to the UK Standing Committee on Quality Assessment (UKSCQA) and specifically to the OfS (addressing the B Conditions of Registration).
 - ii. The Board noted the absence of Third class awards to first degree students, and in some cases the lack of any marks awarded under 60%. This was flagged to the Board as a cause for concern that could make Queen Mary vulnerable under OfS Condition B4 which requires awards to be credible and to hold their value.
 - d. External Examining Summary Report 2022-23, noting that External Examiners did not raise any institutional concerns. The Board noted the large number of outstanding External Examiner reports, such that the university cannot evidence that External Examiners are completing their role if they did not submit a report which supports compliance to OfS Condition B4
 - e. Study Abroad Mark and Credit Conversions for the Shanghai University of Finance and Economics (SUFE), Pace University, the University of North Carolina (UNC) and the University of British Columbia (UBC).
4. NOTED a report providing an update on Module Evaluation Surveys for semester 1 of 2023-24.
5. NOTED the Degree Apprenticeships Self-Assessment report 2022-23, which had been submitted to Ofsted as part of the Apprenticeship monitoring cycle. The Board noted a new timeline and workflow for compiling this report would be in place for next academic year, and work was underway to fundamentally change the approach to the compilation and submission of the Self-Assessment Report.
6. NOTED the updated supplementary guidance relating to the OfS requirement on the retention of assessed work (Condition B4). The requirement applied to summative, not formative, assessment and was for a duration of 5 years past the point of graduation. It also applied to marking schemes for assessment.
 - a) Storage and costs would be involved and should be considered, however this was a requirement that Queen Mary would need to comply with.
 - b) The Board recommended that Deans should discuss this with Schools and Institutes on the practicality of complying with this regulatory requirement. It was emphasised that while the requirement to retain all assessed work applied across all programmes, there would be no central solutions and the challenges would need to be addressed and resolved at Faculty, School and Institute level.

7. NOTED the new role descriptors for Director of Education, Programme Directors, and Module Organisers, which were created to support the Role Based Leadership programmes.
8. NOTED a verbal update on the EQSB Assessment Sub-Board and various workstreams currently ongoing. Recommendations would be presented to the May 2024 EQSB meeting. The items to be included in the May 2024 meeting would focus on the Assessment Strategy and the Principles of Assessment Design to complement the Principles of Programme Design.