



EDUCATION COMMITTEE

26 April 2018

MINUTES

Present:

Professor Anthony Smith (Chair);
 Dr Tracey Allen; Ms Sarah Al-Aride; Ms Stefanie Anyadi; Ms Wendy Appleby; Dr Simon Banks; Dr Julie Evans; Dr Arne Hofmann; Ms Blathnaid Mahony; Dr Helen Matthews; Professor Tim McHugh; Mr Derfel Owen; Professor Norbert Pachler; Dr Aeli Roberts; Dr Mike Rowson; Dr Hazel Smith; Professor Eva Sorensen; Ms Olga Thomas; Professor Angie Wade.

In attendance: Ms Lizzie Vinton (Secretary); Mr Rob Traynor for item 43, Ms Anniina Wikman for item 44, Professor David Waters for item 45, Mr Tom Flynn for item 47.

Apologies were received from: Dr Ben Clifford; Mr Ian Davis; Dr Clare Goudy; Ms June Hedges; Dr Christine Hoffman; Ms Aiysha Qureshi; Dr Fiona Strawbridge.

Key to abbreviations

ARQASC	Academic Regulations and Quality Assurance Sub Committee
CMA	Competitions and Markets Authority
EdCom	Education Committee
EE	External Examiner
LSA	Late Summer Assessment
MAPS	Faculty of Mathematical and Physical Sciences
PMAP	Programme and Module Approval Panel
SoR	Suspension of Regulations
SRS	Student and Registry Services
SU	Students' Union
TEF	Teaching Excellence Framework

PART I: PRELIMINARY BUSINESS

40 MINUTES OF THE LAST MEETING (*EdCom Minutes 27-39*)

40.1 **Approved** - the minutes of the meeting held 28 February 2018 were agreed.

41 MATTERS ARISING FROM THE MINUTES

41.1 *Minute 30 Academic Partnership Agreements* – The committee noted that an update would be received at a future meeting.

PART II: MATTERS FOR DISCUSSION

42 REPORT FROM STRIKE MITIGATION TASK GROUP

[Minute 32, EdCom 28.02.2018]

- 42.1 **Received** – the report at EDCOM 4-01 (17-18).
- 42.2 The Chair thanked the Task Group and Faculty Tutors for their work in ensuring that students were not adversely affected by the recent industrial action.
- 42.3 EdCom had agreed that the Material Irregularities Procedure should be used as it provided a range of mitigation options for groups of students or individuals. The Task Group was able to provide further advice and guidance on individual cases, particularly where the action could have had an adverse impact on student progression or the award of degrees. A large proportion of cases had been resolved by rewriting examination papers or by extending coursework deadlines. In only a handful of cases was it necessary to exclude an affected component or module from progression, award or classification decisions. Where modules had been affected,

expressed concerns about student engagement if modules could be dropped from the classification

wrongly-configured, making it very difficult for institutions to create coherent narrative, and for assessors to reach a judgement. It was felt that the final model would be something akin to