



Senate

Paper Title	Minutes of the meeting of Senate held on 9 June 2016.
Outcome requested	Senate is asked to approve the minutes of the last meeting
Points for Senate members to note and further information	n/a
Questions for Senate to consider	n/a
Regulatory/statutory reference points	n/a
Strategy and risk	n/a
Reporting/consideration route for the paper	Senate to approve.
Authors	Jane Pallant, Deputy Academic Registrar
Sponsor	Professor Simon Gaskell, President and Principal

Senate

Minutes of 9 June 2016 (unconfirmed)

Present:

Professor Simon Gaskell (Chair)	Dr Aylin Baysan	Dr Mark Baxendale
Professor Alison Blunt	Professor Frances Bowen	Professor Edmund Burke
Professor Markman Ellis	Professor Adam Fagan	Professor Omar Garcia
Professor Lucinda Hall	Dr Henri Huijberts	Imran Hussain
Dr Andrejs Ivanov	Professor Shirley Jordan	Professor Boris Khoruzhenko
Professor David Lee	Professor Rebecca Lingwood	Professor Steve Lloyd
Professor Spyros Maniatis	Carolina Mantzalos	Dr Michael McKinnie
Professor Peter McOwan	Professor Valsamis Mitsilegas	Professor Sujoy Mukerji
Dr Sandra Nicholson	Professor Mauro Peretti	Dr Chris Phillips
Professor Richard Pickersgill	Dr Katy Price	Dr Mark Roberts
Dr Isobel Roele	Professor David Sadler	Professor Julia Shelton
Dr Robbie Shilliam	Professor Adrian Smith	Professor William Spence
Professor Wen Wang	Professor Anthony Warrens	Professor Geraint Wiggins

In attendance:

Dan Burke	Simon Hayter	Jonathan Morgan
Jane Pallant (Secretary)		

Apologies:

Professor Adrian Armstrong	Professor David Arrowsmith	Professor James Busfield
Dr Melania Capasso	Dr Jenny Chamarette	Professor Mike Curtis
Professor Jack Cuzik	Professor Graham Hitman	Dr Robert Janes
Professor Rafael Leal-Arcas	Professor Nicholas Lemoine	Professor Seán McConville
Jane Reid	Professor Nicholas Ridout	Dr Anwar Tappuni
Dr Christopher Tyson	Professor Ferranti Wong	

Part 1: Preliminary items

Minutes of the previous meeting (SE2015.50)

2015.106 Senate **approved** the minutes of the meeting held on 9 June 2016.

President and Principal's report

2015.107 The President and Principal **reported** that:

- (i) QMUL had considered its position regarding the forthcoming referendum on the European Union and was unequivocal in its view that remaining in the EU was in the best interests of the institution. The President and Principal's update for June 2016 featured the President and Principal in

discussion with Dr Paul Copeland from the School of Politics and International Relations, discussing the key issues facing the electorate with regard to the referendum. Universities UK had undertaken some research with prospective EU and international students which had indicated that 80% of EU students were less likely to study in the UK in the event that the UK left the EU, with a concerning 25% of non-EU students who would be similarly disinclined if the UK ceased to be a member of the EU.

- (ii) The Finance and Investment Committee had recommended the draft budget for 2016-2017 for acceptance by Council. The realisation of the budget was dependent on the achievement of some ambitious recruitment targets. Colleagues were reminded of the importance of making every effort to achieve these targets in the 2016 recruitment cycle.
- (iii) The University of London had considered the relationship between some of its members and the federal university. To this end, the Vice-Chancellor of the University of London had explored with the Department for Business, Innovation and Skills the possibility of some of the constituent institutions in the federation obtaining university status in their own right. The University of London was currently defined as a federation of colleges so in order to enable constituent colleges to obtain university title and remain in the federation, an amendment to the University of London Act 1994 would be required to replace the current federation of colleges with a 'federation of universities and colleges'. The possibility of obtaining university status was a positive step and would be considered further by QMSE, Senate and Council in the coming months.

Vice-Principals' reports (SE2015.51a-SE2015.51g)

2015.108 Senate **received** a report from the Vice-Principal (Health) (SE2015.51a) Members **noted** that:

- (i) The School of Medicine and Dentistry (SMD) had published its five year strategy which aimed to improve the health of the population through the provision of first class education and research, closely aligned to the QMUL Strategy. The strategy was published on the School of Medicine and Dentistry's website and had been provided in hard copy for Senate members.
- (ii) SMD anticipated an increase in research capacity over the next five years, in accordance with the School's strategy. Each of the School's constituent Institutes continued to undertake research of the highest quality with many individuals who were leaders in their fields. A notable example was Professor Jack Cuzick who had recently been awarded Fellow of the Royal Society (FRS).
- (iii) The School continued to work collaboratively with a number of external organisations. SMD was a member of the University College London Partners (UCLP) initiative which sought to bring together higher education and the NHS in the north east of London. The provision of health care was changing and SMD was involved in new initiatives such as the development of accountable care organisations. SMD continued to contribute to these developments in order to provide appropriate academic input to future initiatives.

- 2015.109 Senate **received** a report from the Vice-Principal and Executive Dean (Humanities and Social Sciences) (SE2015.51b). Members **noted** that:
- (i) Professor Guido Westkamp from the Centre for Commercial Law studies had been awarded a Marie Sklodowska Curie Innovative Training Network grant to establish a pan-European training network.
 - (ii) The Faculty of Humanities and Social Sciences was organising a briefing event on the new Global Challenges Research Fund on 15 June 2016.
 - (iii) The Vice-Principal and Executive Dean would be sponsoring a project, as part of QMUL's High Potential Leaders Programme, to develop a strategy for the enhancement of external income generation to fund research studentships in different disciplinary contexts. The project would explore national and international approaches to supporting doctoral study across the disciplines.

- 2015.110 Senate **received** a report from the Vice-Principal and Executive Dean (Science and Engineering) (SE2015.51c). Members **noted** that:
- (i) The Vice-Principal and Executive Dean (Science and Engineering) had visited QMUL's partner institutions during April 2016: Beijing University of Posts and Telecommunications and Nanchang University. A visit had also been made to Northwestern Polytechnical University, a leading research university in China, and QMUL's partner in a Joint Education Initiative (JEI) approved by the Chinese Ministry of Education.
 - (ii) Professor David Lee had been appointed to the role of Dean for Research from 1st September 2016.
 - (iii) The Faculty had secured funding for a number of strategically important business cases in the Planning and Accountability Review. One project would establish a mechanism to support large Research Council UK projects. This project was in keeping with the Faculty's strategic aims of increasing its research income and supporting sustainable growth in research student numbers.
 - (iv) A key priority for the Faculty in 2016 was its work with colleagues in Human Resources to develop the institutional submission for an Athena SWAN silver award.

- 2015.111 Senate **received** a report from the Vice-Principal (Student Experience, Teaching and Learning) (SE2015.51d) Members **noted** that:
- (i) As at 6 May 2016, recruitment figures for 2016 entry were not as high as had been anticipated. Compared to the same point in 2015, numbers were down for both Home/EU and Overseas undergraduate applications. Postgraduate taught applications from Home/EU applicants had decreased, but this was offset by an increase in the number of Overseas applicants. Plans were underway for Confirmation and Clearing in the faculties of

Humanities and Social Sciences and Science and Engineering, with the Marketing, Admissions and Recruitment Group having oversight of the planning and delivery of this process.

- (ii) The Grade Point Average (GPA) task and finish group had been working towards recommendations for the introduction of a GPA alongside degree classification. A pilot scheme would be undertaken in 2016-17 to be followed by further consultation with the intention of full implementation of GPA scores for students in 2017-18.
- (iii) The National Student Survey had closed with a QMUL response rate of 70.1%. Thanks were extended to those who had helped promote the survey and colleagues were reminded that the results would be published in August 2016.
- (iv) HEFCE had recently announced a Degree Apprenticeships Development Fund (DADF) of £8 million to encourage the development of new degree apprenticeships. A group within the Faculty of Science and Engineering was engaged in preparing a submission for Phase 1 of the call for submissions from HEFCE-funded institutions already active in degree apprenticeships to develop more of these for 2017-18.
- (v) The work of the Engagement, Retention and Success Team had been showcased at the 'Maximising Our Students' Potential' event on the 11 May 2016. The team was pleased to announce that Christina Perry (School of Law) had been appointed as the Academic Lead for Engagement, Retention and Success at QMUL.
- (vi) QMUL's admissions team had hosted a useful event *UK Qualification Reform: Student Recruitment and Admissions, 2017 and Beyond* on 27 April 2016. A number of external experts contributed to the presentations and there were also contributions from QMUL staff. The event was very successful and provided information on qualification reform and its implications for QMUL and the sector.

2015.112

Senate **received** a report from the Vice-Principal (Research) (SE2015.51e). Members **noted** that:

- (i) The Government had introduced a new five-year £1.5bn Global Challenges Research Fund (GCRF) to "*ensure UK science takes a leading role in addressing the problems faced by developing countries.*" Plans for applications to this fund were underway.
- (ii) A detailed study of the Research Excellence Framework for each unit of assessment for each output or impact case study had been undertaken.
- (iii) Preparations for the next Research Excellence Framework exercise were in progress, with meetings arranged with each school and institute to discuss their plans.

- (iv) The Research Consultation Group had been reformed as a forum for the discussion of research matters. Also, a Research Computing Board would be established to monitor information technology needs for research.
- (v) Colleagues were invited to contribute to a review of QMUL's policy on the misuse of social media.
- (vi) Barts Health Trust had submitted its strategic outline case on land redevelopment at Whitechapel, with the next stage of discussions due to take place at the end of June 2016.

2015.113

Senate **received** a report from the Vice-Principal (International) (SE2015.51f). Members **noted** that:

- (i) The Vice-Principal (International) had led a QMUL delegation to South East Asia (Thailand, Indonesia, Malaysia, Singapore and Vietnam) in April 2016. The visit sought also to extend QMUL's transnational education (TNE) network and to initiate research collaborations.
- (ii) A Summer School Development Task and Finish Group had been convened to have oversight of the development of a QMUL-wide summer school programme for 2017.
- (iii) During March – May 2016 the Vice-Principal's (International) office had hosted a number of international visitors as follows: Secretaría de Energia de México (SENER); Howard University, USA; National University of Singapore; embassy representatives from Kazakhstan, Turkey, Thailand, Singapore, Japan, South Korea and Taiwan.
- (iv) QMSE had approved an International Partnerships Plan. This plan had been designed to support the aims of the International Strategy and was based around five key objectives: to diversify the geographic location of QMUL's partners; to develop wide-ranging and enduring partnerships; to maximise the promotion of the QMUL brand at partner institutions and through QMUL's partnerships portfolio; to identify appropriate metrics for assessing the value and effectiveness of all partnerships and TNE activity.
- (v) An increased number of QMUL students would participate in short-term summer programmes in 2016, following the increased promotion of these activities by the International Partnerships Office. Study destinations included China, Columbia and Indonesia with some students eligible for QMUL or external resources to support these opportunities.

2015.114

Senate received a **report** from the Vice-Principal (Public Engagement and Student Enterprise) (SEN2015.51g). Members **noted** that:

- (i) Careers and Enterprise had won the 2016 Guardian Employability Award for QConsult, supported by J.P Morgan. QConsult placed high-calibre students from low income families

into teams which conducted five-week, paid consultancy projects within east London growth sector businesses.

- (ii) An event showcasing QMUL spin-out companies and early stage commercial opportunities had been held at Bloomberg's London offices in April 2016. Bloomberg's customers and clients were presented with twelve projects, including the student-led DocSnap which was funded by QMUL's QHealth programme.
- (iii) Careers and Enterprise had hosted its first east London social hack in March 2016. 40 QMUL students had created business ideas which addressed issues of health, housing, unemployment and community cohesion.

Students' Union President's report

2015.115 The Students' Union President **reported** that:

- (i) The Students' Union had been encouraging students to vote in the EU referendum and had reminded students of the voting options available to them if they were not on the electoral roll at their term-time address.
- (ii) The QMSU campaign to extend library opening hours continued with a view to exploring funding sources to enable the library to be open for 24hrs, seven days a week during the examination period.
- (iii) QMSU was involved in the working group on the QMUL Model and had explored the possibility of incorporating the Students' Union QM Skills Award into the QMUL Model framework.
- (iv) A faith forum would be established to consider the different needs of students who were required to observe requirements of their religious faith alongside their studies.
- (v) Research degree students from the School of Medicine and Dentistry were keen to have *Barts and The London School of Medicine and Dentistry* on their award certificates and this request would be considered by the Research Degrees Programmes and Examination Board.
- (vi) The Students' Union President and Vice-President (Education) thanked members of Senate for their support during the academic year 2015-16.

Part 2: Matters for information

Higher Education and Research Bill, Higher Education White Paper: *Success as Knowledge Economy* (SE2015.52)

2015.116 Senate **received** a summary of the key points contained in the Government's White Paper. Members **noted** that the Higher Education and Research Bill 2016 provided legislation to support the proposals contained in the White Paper: the establishment of an Office for Students, the creation of a single route into the

higher education sector, the establishment of a Teaching Excellence Framework (TEF), and revisions to the UK's research infrastructure.

2015.117 Members further **noted** that the President and Principal was the Chair of a Universities UK group which was working with parliamentarians to ensure that appropriate input from the sector was advanced before the second reading of the Higher Education and Research Bill.

Teaching excellence framework year 2: technical consultation

2015.118 Senate **received** an oral update on a consultation from the Department for Business, Innovation and Skills regarding the second year of operation of the TEF. Members **noted** that year one of the TEF would be based on the outcomes of a higher education institution's most recent Higher Education Review, conducted by the Quality Assurance Agency.

2015.119 Senate was advised that a group comprising the Deans for Taught Programmes, or their delegates, would review a first draft of QMUL's response to the consultation. Members **noted** that QMUL would feed in to the responses prepared by Universities UK and the Russell Group

HEFCE Annual Provider Review (SE2015.53)

2015.120 Senate **received** an update on the summary of HEFCE's revised operating model for quality assessment. Members **noted** that all institutions would be subject to the new quality assessment arrangements from 2017-18, but that QMUL would be required to comply with elements of the new process from 2016 because, under the previous model, QMUL was due to undergo the QAA's Higher Education Review in autumn 2016.

Freedom of Speech Policy (SE2015.54)

2015.121 Senate **received** the revised Freedom of Speech Policy, approved by Chair's action on 30 March 2016, following feedback from Senate members after the March 2016 meeting of Senate. Senate **agreed** to review the Freedom of Speech Policy on an annual basis for the immediate future.

Part 3: Matters for consideration

QMUL Model

2015.122 Senate **received** an information paper on the proposals for the QMUL Model which summarised the work completed on the project to date, illustrated how the QMUL Model would operate in practice and set out the formal case for approval. Members discussed the following issues in relation to the QMUL Model:

- (i) The QMUL project team had conducted an internal consultation on the proposals for the QMUL model and had visited (or would visit) all schools and institutes to discuss the proposals in more detail. These discussions had been invaluable in the evolution of the proposals for Senate's consideration.
- (ii) The consultation exercise with schools and institutes had led to discussion of the current structure and value of academic credit at QMUL. At present, QMUL's degree programmes were structured in

multiples of 15 credit modules; however, some schools had expressed an interest in moving to a 10 credit module (or multiples thereof) structure to allow greater portability of credit since this structure was more commonly used across the sector. It was agreed that a consultation on the value and structure of academic credit would take place during 2016-17; members **noted** that this consultation would impact on the QMUL Model, but was a separate issue in its own right.

- (iii) Senate members were in broad agreement with the concept of the QMUL Model and the benefits that it offered to students; however, some members raised concerns about the implementation process and timescale. While some schools and institutes had indicated that the QMUL Model as set out in the paper could be accommodated with relative ease from 2017-18, others expressed concern about elements of the proposals for their particular school or institute. Members were concerned that the paper did not articulate fully all of the risks associated with the project; although the project's risk register had been made openly available on QMPlus, it was felt that risks relating to the implementation of the QMUL Model should be incorporated into the paper.

2015.123 Senate **agreed** that the QMUL Model would be implemented for the start of the 2017-18 academic year. Senate acknowledged that some local variations within schools and institutes would be accommodated in the first year ahead of full implementation of the Model. Members **agreed** that Senate should receive the project's risk register at future meetings of Senate, and that members should receive regular updates on the project's progress in between meetings of Senate.

Academic Regulations 2016-17 (Taught Programmes) (SE2015.56)

2015.124 Senate **considered** and **approved** revisions to the Academic Regulations for Taught Programmes for the academic year 2016-17.

Assessment Handbook 2016-17 (SE2015.57)

2015.125 Senate **considered** and **approved** revisions to the Assessment Handbook for 2016-17. Members **noted** that there were few changes for this iteration of the Assessment Handbook and that these were made to reflect amendments to the Academic Regulations.

Academic Regulations for Research Degree Programmes 2016-17 and the Code of Practice for Research Degree Programmes (SE2015.58, SE2015.59)

2015.126 Senate **considered** proposed changes to the Academic Regulations and the Code of Practice for Research Degree Programmes. Members **noted** that both documents were currently under review by the Research Degree Programmes and Examinations Board. Schools and institutes were involved in a consultation process regarding the changes and a final version of both documents would be circulated to Senate members for approval in July 2016.

Code of Student Discipline (SE2015.60)

2015.127 Senate **considered** and **approved** the revised Code of Student Discipline for implementation from 2016-17. Members **noted** that a task and finish group had

reviewed the Code of Student Discipline in order to simplify the operation of the Code and to update some of the definitions of misconduct used in the Code.

Fitness to Study Policy (SE2015.61)

- 2015.128 Senate **considered** a policy on Fitness to Study that had been developed to provide a framework to support students who encountered mental or physical health problems that impacted on their fitness to study. The policy was supported by guidance that was intended to assist staff with the management of these often complex cases, while ensuring that appropriate provision was in place to support students with the continuation of/return to their studies.
- 2015.129 Members **noted** that the proposed policy did not depart from current practice or regulatory guidance; rather, it sought to document the steps necessary to ensure consistency of approach for cases where fitness to study could be in question. Members **agreed** that the development of a policy of this nature was a worthwhile exercise but felt that there were further refinements to be made. Senate **agreed** that it would consider a further draft of the policy at its meeting in October 2016.

Teaching Recognition Project (SE2015.62)

- 2015.130 Senate **considered** a report on the Teaching Recognition Project and **approved** the recommendation that while the Higher Education Academy Fellowship was the main benchmark for teaching recognition, other categories of Fellowship would also be recognised, including Associate Fellowship for those with limited engagement in teaching.
- 2015.131 Members **agreed** that the decision regarding other qualifications, including those awarded internationally, would be deferred until 2016-17 when additional information would be available to support discussion. Members further **agreed** that additional clarification was required on a process for appeals following unsuccessful applications for Fellowships.

Q-Review Policy (version 3.6) (SE2015.63)

- 2015.132 Senate **considered** and **approved** the Q-Review Policy which replaced the Code of Practice (2009) on the use of Q-Review. Members requested that the E-learning unit should gather some evidence on the take up of QReview among students with disabilities as there was anecdotal evidence of students using their own device for lecture capture purposes.

Suspensions of Regulations: summary report for March to May 2016 and outcomes of the Suspension of Regulations Working Group (SE2015.64)

- 2015.133 Senate **noted** the report on requests for suspensions of the academic regulations received between March and May 2016.
- 2015.134 Senate **received** a report from the working group convened to explore ways of reducing requests for suspensions of regulations in the future. Senate **approved** the recommendation of the working group which was to increase communications to schools/institutes on approved assessment patterns. ARCS would contact school/institute managers at the start of teaching in order to remind them of the need to use the approved assessment structures and asking them to cascade this information to all teaching staff. Senate would continue to monitor suspensions of regulations through quarterly reports.

Honorary Degrees and Fellowships Committee (SE2015.65)

2015.135 Senate **noted** the proposed amendments to the terms of reference of the Honorary Degrees and Fellowships Committee and the updates to Ordinances A17-A19 in relation to honorary awards.

LLM term dates (SE2015.66)

2015.136 Senate **approved** the term dates for the dual LLM award in Commercial Law, offered in collaboration with Singapore Management University. Members **agreed** that, in future, the Education Quality Board would consider non-standard term dates on Senate's behalf.

Part 4: Reports from sub-boards of Senate

Taught Programmes Board (SE2015.67)

2015.137 Senate **noted** the report from the Taught Programmes Board which detailed academic developments considered between 27 February and 26 May 2016.

Education Quality Board (SE2015.68)

2015.138 Senate **noted** the report from the Education Quality Board which detailed key items of business considered at the meeting held on 18 May 2016.

Research Degrees Programmes and Examinations Board (SE2015.69)

2015.139 Senate **noted** the executive summary of business considered by the RDPEB between March and May 2016.

Partnerships Board (SE2015.70)

2015.140 Senate **noted** the executive summary of the meetings of the Partnerships Board held between March and May 2016.

Vice-Principal's (Research) Advisory Group (SE2015.71)

2015.141 Senate **noted** the executive summary of the Vice-Principal's (Research) Advisory Group held on 16 May 2016.

Vice-Principal's (International) Advisory Group (SE2015.72)

2015.142 Senate **noted** the executive summary of the Vice-Principal's (International) Advisory Group held on 5 May 2016.

Part 5: Other matters

Dates of meetings in 2015-16

2015.143 Senate **noted** that the next meeting of Senate would be held as follows:

- Thursday 13 October 2016
- Thursday 15 December 2016

- Thursday 9 March 2017
- Thursday 8 June 2017