**Senate: 10.03.16**
**Paper Code: SE2015.37**

Queen Mary University of London

**Senate**

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| **Paper Title** | Academic governance review |
| **Outcome requested** | Senate is asked to consider the updated report of the academic governance review. |
| **Points for Senate members to note and further information** | Senate commissioned a review of academic governance in October 2014. The initial report provided the outcome of a desk-based review which focussed on an evaluation of the following:<br>• Senate's effectiveness for exercising its responsibility for the academic activity of QMUL;<br>• the extent to which the QMUL Academic Framework introduced in 2010 (included for reference) is reflected in current practice;<br>• the capability of the governance structure to support QMUL's strategic aims;<br>• the degree of alignment with the expectations of the QAA's UK Quality Code for Higher Education.<br>The report has been updated to indicate progress with the initial observations and recommendations considered in June 2015. |
| **Questions for Senate to consider** | Senate is asked to consider the updates together with issues relating to consultation and decision making processes (Emerging recommendations 2.a), b) and c)). |
| **Regulatory/statutory reference points** | Aligns with:<br>QMUL Strategy<br>QMUL Academic Framework 2010<br>Quality Assurance Agency, *UK Quality Code for Higher Education*<br>Committee of University Chairs, *The Higher Education Code of Governance* |
| **Strategy and risk** | 2.01 Student Experience<br>7.01 Design and delivery of high quality portfolio of programmes<br>10.01 Partnerships<br>13.01 Maintain effective and constructive governance<br>14.01 Failure to develop and implement strategic development projects in support of the College's overarching Strategy. |

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| **Reporting/ consideration route for the paper** | QMSE considered the report at its meeting on 16th February 2016<br><br>Council will consider the report at its meeting in May 2016 |
| **Authors** | Jonathan Morgan, Academic Registrar and Secretary to Council<br>Jane Pallant, Deputy Academic Registrar |
| **Sponsor** | Professor Simon Gaskell, President and Principal |

QUEEN MARY UNIVERSITY OF LONDON

# ACADEMIC GOVERNANCE REVIEW

## Introduction

1. This is the final report of a review of academic governance arrangements at Queen Mary that was commissioned in October 2014 by Senate in order to evaluate:

   [a] Senate's effectiveness at exercising its responsibility for the academic activity of QMUL;

   [b] the extent to which the QMUL Academic Framework, introduced in 2010, is reflected in current practice;

   [c] the capability of the governance structure to support QMUL's strategic aims;

   [d] the degree of alignment with the expectations of the UK Quality Code.

2. The review was predominantly a desk-based exercise, encompassing governance within schools and institutes as well as at the institutional level, but also included discussions with a selection of managers to test and expand on the emerging issues.

3. The review did not look at academic quality assurance processes or the Planning and Accountability Review (PAR) process, except to consider how these interact with the governance structure. Assessment governance was also excluded from this review on the grounds that it has been the subject of a recent, dedicated review through the work of the Assessment Governance Task and Finish Group.

## The QMUL Academic Framework

4. QMUL introduced a new academic governance framework in September 2010, the aims of which were:

   [a] to establish the Senate as the body responsible for the academic activity of QMUL with a particular emphasis on safeguarding academic standards and promoting academic freedom;

   [b] to reduce bureaucracy and establish a clearer distinction between management and governance by making the Vice-Principals individually accountable for decisions and strategic delivery, consultation and communication in their areas of responsibility and for providing assurance to Senate through regular reports;

   [c] to establish task and finish groups as required, and advisory groups for the Vice-Principals, in place of a number of standing committees;

   [d] to identify individuals with responsibility for taught programmes and for research at the executive, faculty, and school and institute levels.

**The relationship to corporate governance**

5. The Senate is nominated in the Charter as the body responsible for the academic activity of QMUL, subject to the general superintendence and control of Council. Council's oversight of Senate is regulated by its commitment, through the CUC Code of Governance, to the principles of collegiality and academic freedom. The responsibilities of Council in relation to academic governance are therefore:

    [a] to approve QMUL's strategy and oversee the educational character of the institution;

    [b] to assure itself that QMUL has an effective framework, overseen by Senate, to manage the quality of learning and teaching and to maintain academic standards;

    [c] to have oversight of all major academic partnerships involving significant institutional-level risks;

    [d] to assure itself that student complaints are addressed effectively, to encourage student engagement in academic governance and to make such provision as it thinks fit for the general welfare of students, in consultation with Senate.

6. The review of Council's effectiveness highlighted a desire among Council members to engage more with these responsibilities and to strengthen the interaction between Council and Senate, while noting that Senate already provides Council with appropriate assurance in relation to academic risks. In order to address this, Council has received more expansive reports from Senate, together with summaries of student surveys, appeals and complaints processes and institutional performance in relation to academic strategies. Presentations from early career researchers have been well received by Council members and have also covered academic governance and associated areas to increase their awareness of developments in learning, teaching and assessment.

**Observations**

7. Overall, QMUL has a comprehensive framework of academic governance that provides structured opportunities for staff and students to engage on issues at all levels of the institution and conforms to sector expectations. Some aspects of the framework have been clarified or strengthened following the initial report on the academic governance review. These enhancements are summarised below together with those areas that could benefit from further consideration.

8. It is a widely expressed view that Senate meetings contain insufficient debate and that a significant proportion of time is devoted to formal business.

    [a] Senate did not regularly receive information about strategic issues in a way that stimulated debate and constructive challenge. The Vice-Principals now provide written reports in advance of meetings of Senate. These reports provide members with the opportunity to make a considered contribution to meetings.

    [b] Although the majority of Senate members are drawn from faculties, schools and institutes, their role is to act in the general interest of QMUL, rather than to represent the view of any individual constituency within it. Some contributions in meetings are nonetheless perceived to be relatively parochial, which makes it more difficult for Senate to reach decisions through consensus and discourages debate and constructive challenge. Senate members will receive a briefing before their first meeting, and the Senate Handbook (to be available on QMPlus) will support members in their role.

[c] In common with most UK higher education institutions, QMUL has had more comprehensive formal mechanisms for reporting to Senate on learning, teaching and assessment than on research and public engagement. The introduction of written reports from Vice-Principals provides a more complete agenda which aims to reflect the concerns of academic staff and facilitates the opportunity for members to take a strategic overview.

9. The Academic Framework defines the route through which consultation and decision making takes place vertically within the institution by making the Vice-Principals individually accountable for strategic delivery and by creating roles with responsibility for teaching and research at the executive, faculty, and school and institute levels. The extent of the authority of Vice-Principals, Deans and Directors of teaching and research to make and implement decisions is not widely understood across the institution, however, and there is a tendency for decisions to be referred, rather than reported, upwards through the governance and management structure. This limits the visibility of decision making at the school and institute level and has the potential to reduce the overall capacity of the institution to drive strategic initiatives. The Directors of teaching and research are not all represented on the senior management groups of their schools, making it more difficult for them to communicate and implement initiatives that are being driven at the faculty and institutional levels.

10. The practice of establishing fixed-term task and finish groups in place of standing committees has become well embedded. This has not led to there being evidently fewer meetings, in particular for staff working at the faculty and institutional levels, but it has ensured that meetings remain aligned with current requirements. The introduction of the QMUL Strategy 2015 will require consideration of how the governance structure should in future support the achievement of longer-term initiatives in internationalisation, public engagement and partnership, and cross-disciplinary curricular and educational developments, which are at the interface between institutional strategy and planning at the school and institute level.

**Consideration by Senate**

11. Senate considered these observations at its meeting in June 2015. Senate is asked to consider the recommendations from the review in the attached annex.

Jonathan Morgan
Academic Registrar and Council Secretary

Jane Pallant
Deputy Academic Registrar

January 2016

**ANNEX: Emerging Recommendations from the initial report (June 2015) with updates**

1. The role of Senate in debating strategic issues and providing constructive challenge to members of the executive should be strengthened.

   [a] Brief written reports from the Principal and Vice-Principals should be circulated to Senate in advance of each meeting both to provide assurance in relation to their areas of responsibility and to invite comment from members on current issues and developments. The reports from the Vice-Principals' advisory groups should also be considered in this context to avoid duplication.

   *This recommendation is partially complete with Vice-Principals having provided written reports on their areas of activity for the meetings of Senate in 2015-16. So far, these reports have been well-received by members and have enriched the business of meetings. The newly created advisory boards for the Vice-Principal (Public Engagement and Student Enterprise) and Vice-Principal (International) mean that each of the cross-cutting Vice-Principals has an advisory group and/or sub-board of Senate to support their work.*

   [b] Senate should consider whether it would stimulate more discussion to receive presentations periodically from the Vice-Principals on the progress of strategic initiatives.

   *Senate received a presentation from the Vice-Principal (Student Experience, Teaching and Learning) at its meeting in December 2015. The presentation provided a very useful means of briefing Senate members on a key strategic initiative, and the intention is that all Vice-Principals will be invited to present at future meetings.*

   [c] Work should continue to develop an induction and handbook for Senate members to clarify their role and the distinction between their responsibilities as members of Senate and as members of faculties, schools and institutes.

   *The development of the Senate members' handbook is underway and members will be invited to comment on a first draft at the March 2016 meeting. It is anticipated that the handbook will be housed on QMPlus to ensure that it remains current and can link to additional resources that may be of interest to members.*

   [d] The annual schedule of Senate business should be reviewed to ensure that all areas of academic activity are adequately represented.

   *The annual schedule of Senate business is reviewed at the start of each academic year and the indicative business plan will incorporate each area of academic activity.*

   [e] Formal reports from quality assurance processes should be refocused to highlight the key issues and recommendations requiring Senate's attention. The remit and membership of the new Education Quality Board, which undertakes detailed quality assurance work on behalf of Senate, should be kept under review in this regard.

   *In previous years, Senate had received the detailed reports of quality assurance processes which did not lend themselves well to focussed discussion at meetings. From 2015-16, the Education Quality Board will consider these reports in detail and a summary of key issues and recommendations will be prepared following this initial consideration. It is anticipated that this summary report will also be of interest to Council.*

2. Where consultation and decision making processes have deviated from what is defined in the Academic Framework, they should be realigned.

[a] The extent of the authority of Vice-Principals, Deans and Directors of teaching and research to make and implement decisions within the Academic Framework should be clarified.

*QMSE recommends that the structure of the Academic Framework should be re-asserted, with key individuals/groups to provide a self-evaluation of how the structure is working from their perspective at the end of the year. To this end, the Academic Framework will be updated to reflect the current arrangement of advisory groups and boards of Senate, and will be circulated with details of the proposed evaluation process. Senate is asked to consider this recommendation.*

[b] The Directors of teaching and research should be represented on the senior management groups of their schools, where they are not already, so that they can support effective communication and consultation on initiatives that are driven at the faculty and institutional levels.

*QMSE has recommended that the academic governance structures of schools and institutes should be monitored as part of the Planning and Accountability Review (this also relates to emerging recommendation 4). A template of the expected academic governance structures will be circulated as part of the PAR documentation; schools and institutes will be expected to confirm that their structures align with the template, highlighting any changes as appropriate. Senate is asked to consider this recommendation.*

[c] Consultative processes should be planned and supported to give schools and institutes adequate opportunities to engage a broad range of staff. Consideration should be given in this context to providing schools and institutes with a written digest of current issues to be communicated and discussed at staff meetings.

*QMSE has recommended that the academic secretariat should collate a digest of key issues on which the views of schools and institutes are sought. This document will be provided to Deans and Directors of Taught Programmes and Research, Heads of School and Institute and Directors of Administration. The document will aim to provide details of priorities and timescales in order to support schools and institutes, with a view to easing the burden of responding to numerous separate requests for feedback and documentation. ARCS will discuss this initiative with the Faculty Operating Officers to agree the optimum format and frequency for this digest. Senate is asked to consider this recommendation.*

3. The academic governance arrangements should continue to be strengthened and refocused as needed to support emerging strategic priorities.

[a] The remit, membership and reporting lines of the Taught Programmes Planning Group should be renewed to ensure it can take a strategic overview of the taught portfolio and the interface between curriculum developments and the administrative infrastructure.

*The remit and membership of both the Taught Programmes Planning Group and the Marketing, Recruitment and Admissions Group have been reviewed to ensure that their roles and reporting lines are clear*.

[b] The remit of the Partnerships Board and the interfaces it has with the Education Quality Board and the Vice-Principal (Research) Advisory Group should be kept under review as international and research strategies develop. Consideration should be given to expanding its remit further to include links with significant industry and NHS partners.

*The Partnerships Board and the Education Quality Board have considered their respective remits at the start of the academic year. The Boards will remain alert to their roles within the academic governance framework in order to keep pace with strategic initiatives and the external landscape. It may be helpful to Senate to revisit the operation of its boards at the end of the academic year in order to enact any changes for 2016-17.*

*The interface between the Partnerships Board and the Taught Programmes Board is under review in order to ensure that the approval process for new initiatives is carefully managed by both Boards.*

[c] The process and timescales for approving major academic partnerships across academic and corporate governance should be clarified, and models governing the implementation of major collaborative projects should be developed that can be replicated efficiently in different schools and institutes.

*Revisions to policy and procedure for collaborative provision is underway, with final draft documentation to be considered by the Partnerships Board and Senate in 2016.*

[d] The Vice-Principal (Research) Advisory Group should keep under review the new arrangements for maintaining oversight of the interface between developments in research and the administrative infrastructure.

*The Vice-Principal (Research) Advisory Group has considered its remit at the start of 2015-16 and will continue to monitor the interface between developments in research and the administrative infrastructure.*

4. While differences in the composition of schools and institutes inevitably lead to variations in individual governance arrangements, Senate should ensure that those matters that it has formally delegated to schools and institutes are addressed in a consistent and transparent way. ARCS staff will arrange to meet with schools and institutes to explore governance arrangements in more depth, and to offer support to chairs and secretaries as appropriate.

*ARCS staff have begun engagement with schools and institutes to offer support on governance arrangements. The formal Periodic Review process explores the individual governance arrangements of schools and institutes in more depth, and makes recommendations where any issues arise relating to effectiveness, consistency or transparency.*

Queen Mary
University of London

# Academic Governance

## Introduction

1. This paper sets out arrangements for academic governance at Queen Mary that were approved by Academic Board in June 2010. The arrangements were based on proposed discussed at Academic Board and Faculty Boards in March 2010, the Heads Away Days in May 2010 and Faculty Boards in June 2010.

*Note on the organisational structure*

2. Throughout this paper there is reference to faculty/SMD – there are to be three faculties: Humanities and Social Science, Science and Engineering and the School of Medicine and Dentistry. Throughout there is reference to schools/institutes – all academic departments are to be renamed schools and, in SMD, an institute is the equivalent organisational unit to a school.

## Approach

*Outline of the new arrangements*

3. From September 2010, Queen Mary will adopt a new approach to academic governance based a framework headed by a Senate charged with providing guardianship and oversight of Queen Mary's academic activities with particular emphasis on academic standards and academic freedom. Senate will be informed by reports from the Principal and Vice-Principals and the Chairs of its boards as well as outputs from monitoring and review processes. In turn, the Vice-Principals will be informed by advisory groups. Faculty/SMD staff will engage with discussions about academic policy developments through the mechanism put in place by the VP and Executive Dean and supported by the Academic Secretariat for that purpose. In addition, task and finish groups may be established to look at specific issues; these groups will be characterised by a remit to perform a specific task and a clear end point when the task is completed.

*Streamlining committees and individual accountability*

4. The new arrangements will replace the current, extensive sub-committee framework. There will be an emphasis on individual accountability for decisions and strategic delivery, consultation and communication where the individual has been given authority and responsibility for delivery in a given area. A more streamlined approach will result in reduced bureaucracy and greater clarity of the distinction between governance and management/executive functions.

5. An important emphasis in the proposed academic governance arrangements will be that of responsibility for decisions resting with individuals not committees. In this regard, the individual concerned will be clearly accountable for a decision, its implementation and the delivery of a major strategic area for Queen Mary. Typically these individuals will be the relevant Vice-Principals and at Faculty/SMD level, the VP and Executive Deans.

*Interface with executive structures*

6. The academic organisational structure includes identified individuals at executive, faculty/SMD and school/institute level who have a remit and accountability for taught programmes, and for research (including research degrees). To be clear about the responsibilities and authority to make decisions, a delegation framework will be developed to show the levels of authority for decision makers at each level and the areas for which they are accountable. Decision making that does not fall within the purview of Senate, or is made in order to operationalise a Senate decision, will be made by the relevant individual supported as detailed in the delegation framework from the Principal.

Senate

7. Academic Board will be replaced with a Senate as this is now possible because the University of London no longer has a Senate. The role of Senate will be to act on behalf of Council to take broad oversight of the academic activities of Queen Mary, particularly the arrangements for setting and maintaining its academic standards, and for protecting academic freedom. Therefore, it is envisaged that Senate will scrutinise standards and the processes for setting them. Senate will be empowered to intervene when it considered standards to be at risk; it will report to Council on matters concerning academic standards and Queen Mary's discharge of its public responsibilities for the standards of awards.

8. The constitution, terms of reference and membership of Senate are established by Ordinance (approved by Council) and attached as an appendix to this paper. The proposed constitution, terms of reference and membership are detailed in the appendix to this paper and replicated in the draft Ordinances. At its meeting in March 2010, Academic Board members expressed the view that Heads of School/Institute and Deans should be involved in decision making, not just in attendance at meetings, because in many cases these individuals were responsible for the delivery of Senate's decisions. Options for membership have been considered by Faculty Boards which have advised their preferred option. The various models presented are set out in the appendix along with the preferred option.

9. Other Heads of School and Directors of Professional Services that support the academic business may be invited by the Chair to attend meetings of Senate as required.

10. The Academic Secretary, or nominee, will be secretary to Senate.

## Boards of Senate

11. The extensive sub-committee structure of Academic Board (see appendix 1) will be replaced by Boards that have a specific remit for the management of academic standards or to provide structured peer review processes in a more detailed manner than is feasible by Senate itself. There will be the following Boards of Senate:

    [a] Programme and Module Approval Board
    [b] Subject Examination Boards
    [c] Degree Examination Boards
    [d] Research Degrees Examiners and Awards Board
    [e] Research Ethics Board

### *Task and Finish Groups*

12. Senate, QMSE and/or a Vice Principal may identify specific tasks that need to be undertaken and may wish to establish a group to do this work for example to develop a new policy or review an existing one. The group established will take the form of a task and finish group, characterised by a specific task, as opposed to a range of more generic activity, and an end point, usually when the task is completed. The rationale for adopting such an approach enables bespoke responses to specific requirements, the engagement of the relevant people and a focussed approach. A feature of task and finish groups is that they have a 'sunset clause' which means that they identify from the outset the point at which the group will have completed it work and may be disbanded. Senate Task and Finish Groups will be supported by by staff from the Academic Registry and Council Secretariat (ARCS) or other relevant staff depending on remit for the Group.

### *Vice-Principals' Advisory Groups*

13. The Vice-Principals will have delegated authority from the Principal for decision making and taking forward a key area of academic activity. Decision making will be clearly located with the individual, unless it is rightly a matter for Senate or one of its Boards. The Vice-Principals for Teaching and Learning, and for Research will have an advisory group, comprising key individuals such as the Deans, to provide a forum for consultation and dissemination of information and decisions. The Vice-Principals' Advisory Groups will be supported by staff from ARCS.

*Student views and representation*

14. The new arrangements make provision for the continued operation of Student-Staff Liaison Committees (SSLCs). ARCS publishes guidance on SSLCs along with templates for agendas and minutes. Annual reports on the operation of SSLCs are prepared for Senate. Senate also received annual reports on student complaints, appeals and discipline, and reviews by the Office of the Independent Adjudicator. In addition, to SSLCs, student views are being fed into annual programme reviews and internal reviews. VP & Executive Deans, and Deans for Teaching and Research may also wish to hold regular meetings with student representatives as a way of ensuring they are informed about the student experience. Likewise, the Principal meets with the President of the Students' Union.

## Faculty and School/Institute Structures

*Faculty-level engagement on academic policy etc*

15. Each VP & Executive Dean will establish a mechanism to enable a wide range of staff to engage with the development of academic policy and for communication about such matters in his/her faculty. The Academic Secretariat will assist the VP & Executive Dean to establish this mechanism and will support it to ensure consistency of approach and a consistent standard of service across the faculties. One model that might be adopted would be the establishment of faculty forums however, in all cases, any such body will be advisory and will be supported by the Academic Secretariat. The VP & Executive Dean will draw on the feedback from this body/mechanism when making reports to Senate. The Academic Secretariat will assist as appropriate in the preparation of reports and ensure that Senate is equipped with the knowledge and information it needs. It is intended that this approach be flexible to meet the needs of the different faculties/SMD and at the same time provide sufficient consistency of approach to enable Senate to be clear in discharging its responsibilities.

*Other Faculty Structures*

16. VP & Executive Deans are likely to wish to establish Faculty Executive Teams. There may be other groups required at faculty/SMD level, to be determined by the VP & Executive Deans, Deans for Research and Deans for Taught Programmes. A proliferation of groups is discouraged in the interests of avoiding the creation of an unwieldy bureaucracy and inability to hold individuals to account.

*School/Institute Committee Structures*

17. At school/institute level, the Head of School/Institute is responsible for setting School/Institute policies. Committees and boards can enable staff to come

together to consider relevant matters and make recommendations to the Head of School/Institute. Each school/institute will be expected to work to a standard framework by establishing a relevant body in each of the following areas: research (including research degrees), taught programmes, and staff-student liaison. These bodies will report to a School/Institute Board and/or any School/Institute Executive Team as determined by the Head of School. In addition to the standard requirements, Heads of School/Institute may wish to establish other relevant groups to meet the needs of their school/institute.

18. The research and taught programmes committees will provide staff with an opportunity to engage with the relevant agendas, inform the school lead for research or taught programmes and identify matters for discussion in other forums. Staff-student liaison committees will continue to provide a formal forum where matters of concern to students can be raised and discussed with actions formally reported and recorded. A further reason for putting in place a standard core framework is to ensure that Queen Mary wide procedures can be operated consistently and engage staff and students at all levels. Support for school/institute-level bodies will be drawn from staff in the school however the current operation of SSLCs is variable and may be indicative of the need for greater support to committee secretaries in schools/institutes.

## Operating framework

19. The following will be incorporated into the operating framework to enable more efficient operations across the College. (These points were mainly identified at the HOS/I away days.)

    [a] In seeking nominations for Senate, younger staff should be encouraged to stand.
    [b] Ways of ensuring that early career/new staff understand the way the College works should be considered and put in place.
    [c] Provide committee papers further in advance than the current arrangements (despatch one week ahead of the meeting) to allow members a time to digest and consult.
    [d] Make more effective use of the web site and email by publishing papers and circulating summaries of discussions and decisions.
    [e] The Principal's Open meeting is a useful forum for communication. This should be retained and might be replicated at Faculty level. The UCL monthly bulletin from the Principal was considered useful.
    [f] Professional services should be encouraged to attend School/Institute staff meetings to talk about their service.
    [g] At its first meeting of the new academic year, each group/board/committee should receive its terms of reference and membership and a business plan for the coming year's meeting.

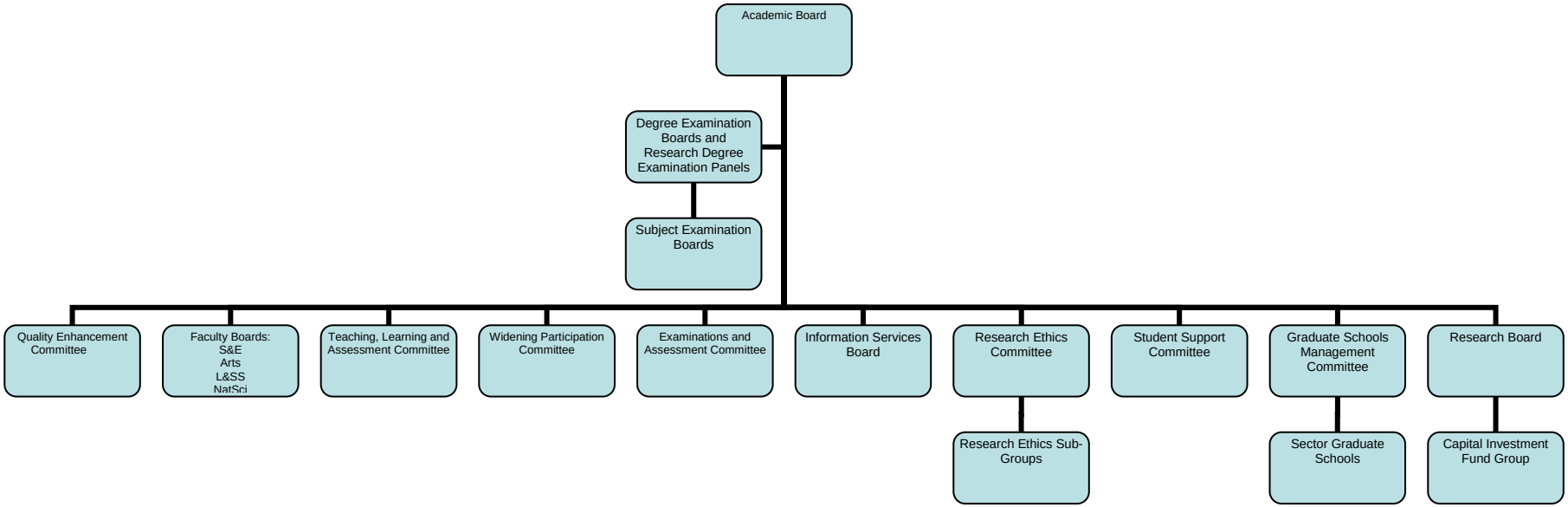
[h] At the last meeting of the academic year, each group/board/committee should review its effectiveness over the past year and its continued need going forward.

Wendy Appleby
Secretary to Council and Academic Secretary

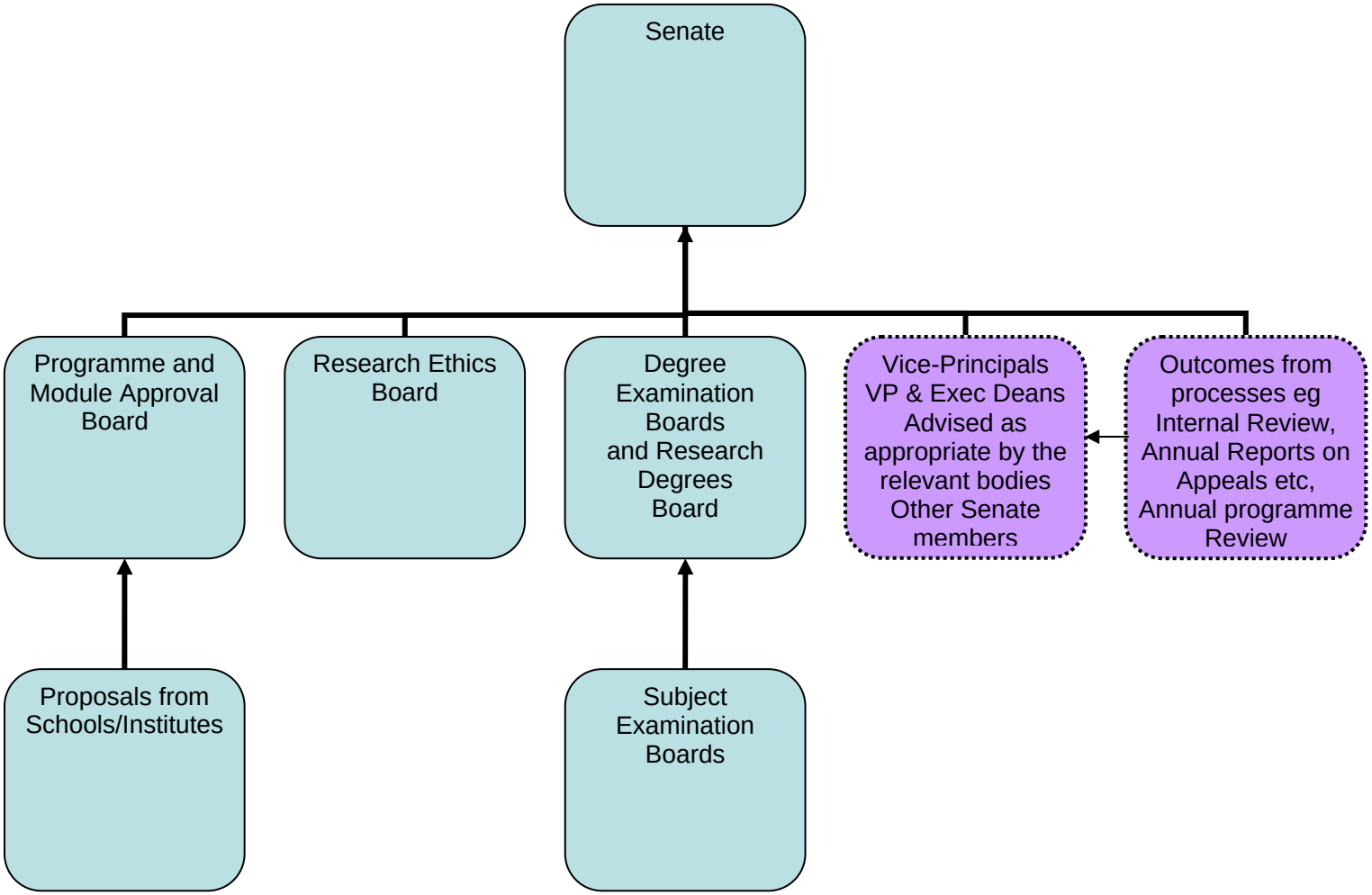
July 2010

November 2009
Updated January 2010
Updated February 2010 for first consultation with the Faculty Boards in March
Updated May 2010 in the light of feedback from Faculty Boards and Academic Board in March and Heads Away Day in May.
Updated June 2010 for final draft to Academic Board on 17 June 2010
This version is based on the arrangements approved by Academic Board in June 2010

# Previous structure



## Structure from Sept 2010



## Ordinance A15: The Senate

*Constitution of Senate*

*20.* The Senate is established by the Charter, subject to the overall superintendence of the Council, to exercise general responsibility for the academic activity of Queen Mary. In addition to exercising jurisdiction over the following issues, it may offer advice to the Council and to the Principal on all academic matters.

*Terms of reference*

**Academic Standards**

[a] To establish the requirements for degrees and other awards made under the Charter and to put in place procedures and boards for the consideration of such awards.

[b] To approve regulations relating to the admission, assessment and operation of all programmes, modules and awards.

[c] To approve procedures for approval and amendment of programmes and modules leading to awards of the College and the University.

[d] To approve procedures for the withdrawal of programmes and modules.

[e] To consider and approve or advise on as applicable strategies and policies designed to ensure the academic quality of programmes, including the teaching, learning and assessment strategy.

[f] To receive reports on procedures that relate to academic standards, academic quality and the quality of the student experience and recommend appropriate action in the light of these reports.

[g] To approve provisions for the operation and award of prizes as applicable.

**Academic Freedom**

[h] To approve policies to support and foster academic freedom in relation to the academic activity of Queen Mary and to report to Council on matters of concern in relation to the provision of academic freedom.

**Research**

[i] To consider and approve or advise on as applicable the research strategy and policies for research.

[j] To approve regulations relating to the admission, supervision, assessment and operation of postgraduate research programmes in addition to those provided for under Academic Standards above.

[k] To approve in place structures and procedures for the consideration of research ethics.

**Academic Organisation**

[l] To advise the Principal and the Council on matters related to the academic organisation of Queen Mary.

[m] To advise the Principal and the Council on the election of Honorary Fellows of the College and award of Honorary Degrees of the University, upon the recommendation of the appropriate committee.

**Other**

[n] To regulate the conduct of students and receive reports from the Student Disciplinary and Fitness to Practise Committees.

[o] To advise on any other matter referred to it by the Council.

*Membership*

[a] The Principal as Chair *ex-officio*

[b] The Vice Principals (7) *ex-officio*

[c] The President of the Students' Union *ex-officio*

[d] The Students' Union VP Education and Welfare *ex-officio*

[e] Heads of School/Institute (20) *ex-officio*

[f] Faculty Deans of Research and Taught Programmes (6) *ex-officio*

[g] Three students elected by the students' representatives across all faculties.

[h] Elected members of academic staff so that there is an overall elected majority (including the elected student members). The numbers of elected members of academic staff per faculty may vary to provide for uneven numbers of HOS/I so that there is in total an even number from each Faculty over all membership categories. In the first instance this will be: 9 from HSS; 12 from SMD and 13 from S&E.

*Elected members of Senate*

21. The call for nominations and elections shall be conducted by the Academic Secretary. The elections shall be conducted by a ballot using a single transferable vote system.

22. All academic staff in the relevant constituencies shall be entitled to stand and to vote. Academic staff are defined in Ordinance BXX. In any category, where more than one person stands for election, the Secretary to Council conducts a postal ballot.

23. Elections are normally held during the second semester prior to the academic year in which an elected member's period of office shall be due to end.

24. Where a casual vacancy arises because an elected member ceases to be a member before his/her term of office expires, the member replacing him/her shall commence a new term of office of four years and be eligible for re-appointment in the same way as other members.

*Attendance at Senate meetings*

6. Individuals in attendance at meetings of Senate, in addition to the Secretary to Senate, do so at the invitation of the Chair.

*Boards and Committees of Senate*

7. Senate may establish such Boards and Committees as it considers appropriate for the discharge of its responsibilities

# Indicative Remits and Participants of Groups and Forums

## Vice-Principal's Advisory Group for Research

*Indicative Remit*

The Vice Principal for Research may establish an advisory group to provide advice on research policy development for approval by Senate and/or QMSE and for the operation of decisions of Senate and/or QMSE. The Group's remit would also cover research degrees. The terms of reference are determined by the VP and might include:

- Commenting on the Research Strategy and monitoring progress against key targets.
- Receiving annual reports and periodic reviews of research Centres and recommending to QMSE the establishment of Research Centres.
- Advising on draft policies before they are put before Senate for approval.
- Making recommendations to QMSE about new strategic developments and advising the Vice Principal on the implementation/operation of policies.
- Other matters referred to the Vice-Principal by Senate and QMSE

*Indicative participants may include*

- Vice Principal, Research and International (Chair)
- The Deans for Research

*In attendance may include*

- A representative from Research Grants
- A representative from the Research Degrees Office
- A representative from the Joint Research and Development Office

*Co-ordination*

- Nominated by the Academic Secretary

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## Vice-Principal's Advisory Group for Taught Programmes

*Indicative Remit*

The Vice Principal, Teaching and Learning (VPTL) may establish an advisory group to provide advice on to teaching and learning policy development for approval by Senate and/or QMSE and for the operation of decisions of Senate and/or QMSE. The terms of reference are determined by the VP and might include:

- Commenting on the Teaching and Learning Strategy and monitoring progress against targets.
- Making recommendations to Senate on proposed policies and procedures that relate to teaching and learning, including those that are focused on academic quality and standards, and widening participation.
- Advising on draft policies before they are put before Senate for approval.

- Making recommendations to QMSE and advising the Vice Principal on the operationalisation of policies.
- Other matters referred to the Vice-Principal by Senate and QMSE.

*Indicative Participants may include*

- Vice Principal, Teaching and Learning (Chair)
- The Deans for Taught Programmes

*In attendance may include*

- A representative from Education and Staff Development
- A representative from Student and Campus Services in relation to learning support.
- The Director of Library Services
- The Director of Information Services

*Co-ordination*

- Nominated by the Academic Secretary

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## Faculty Groups

*Indicative Remit*

The VP & Executive Dean for each of Faculty/SMD may establish a Group to advise on matters relating to the activities of the faculty and to provide a basis for consultation with faculty staff on academic policy developments and other matters of relevance. The purpose of such a Group is to facilitate participation in academic policy developments and to provide a basis for communication. The VP make reports to Senate and QMSE as applicable.

*Indicative membership*

- The VP & Executive Dean (Chair)
- The Faculty Dean for Research
- The Faculty Dean for Taught Programmes
- The Heads of School/Institute in the Faculty
- Staff from each School/Institute in the faculty as determined by the VP & Exec Dean, taking advice from the HOS/I as appropriate.

*In attendance may include*

Those staff and students invited by the VP & Executive Dean

*Co-ordination*

The nominee of the Academic Secretary

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## School/institute Structures

Heads of School/Institute may wish to establish a School Board and/or School Executive to advise them on all matters relating to the operation of the School. The membership of any such group is determined by the Head of School/Institute. Co-ordination and support for School/Institute level groups is from within the School/Institute.

Heads of School/Institute are required to put in place structures to provide oversight of the following matters in their school/institute:

**Research and Research Degrees** to advise the School/Institute Director of Research on the delivery of the QM Research Strategy at School/Institute level and the application of the Code of Practice for Research Studies and other relevant policies.

**Taught Programmes** to advise the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at School level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Programme and Module Approvals Board.

**Staff-Student Liaison Committees** to ensure that the College's requirement for this is met.