



Senate

Paper Title	Minutes of the last meeting of Senate held on 08 June 2023
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.
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Sponsor	Professor Colin Bailey, President and Principal

Senate

Minutes of 08 June 2023

Present:

Prof Colin Bailey (Chair)
Prof Frances Bowen
Prof Mary Collins
Dr Jayne Dennis
Prof Jonathan Griffiths
Dr Philippa Lloyd
Prof Anthony Michael
Prof Mike Noon
Charlie Sellar
Prof Elizabeth Tanner

Prof Amrita Ahluwalia
Dr Lucy Carter
Dr Dianne Cooper
Dr Pedro Elston
Prof Steffi Krause
Prof Stephanie Marshall
Prof Wayne Morrison
Prof Richard Pickersgill
Dr James Strong
Prof Wen Wang

Prof Adrian Bevan
Prof Mark Caulfield
Dr Giulia De Falco
Elizabeth Gillow
Prof Andrew Livingston
Prof John Marshall
Dr Ali Nankali
Dr Simon Rawlinson
Prof Jason Sturgess
Dr Yannick Wurm

In attendance:

Mary Childs
Prof Stefan Krummaker
Jonathan Morgan
Kaya Wiles (Secretary)

Haylee Fuller
Prof David Lee
Jane Pallant

Dr Kristian Hibberd
Dr Maggie Leggett
Christopher Sleeman

Apologies:

Prof Adrian Armstrong
Dr Giorgio Chianello
Dr Joseph Cronin
Prof Panos Deloukas
Prof Neve Gordon
Muneer Hussain
Dr Theo Kreouzis
Prof Arunthathi Mahendran
Dr Émilie Oléron Evans
Prof Thomas Prellberg
Adi Sawalha
Saynab Sharif
Prof Fiona Walter

Dr Erik Blair
Prof Alex Clark
Prof Kavita Datta
Dr Paula Fonseca
Prof Richard Grose
Prof Martin Knight
Prof Nicholas Lemoine
Prof Seán McConville
Dr Michael Page
Dr Amitha Ranauta
Prof Hazel Screen
Prof Daniel Todman
Prof Anthony Warrens

Prof Rob Briner
Prof Paul Coulthard
Dr Debbie De Girolamo
Dr Abimbola Giwa
Prof Henri Huijberts
Prof Ioannis Kokkoris
Dr Michaela MacDonald
Prof Scott McCracken
Dr Anthony Phillips
Prof Kathryn Richardson
Dr Prakash Shah
Prof Steve Uhlig
Dr David Williams

Part 1: Preliminary items

Welcome and apologies

2022.118 The Chair welcomed members to the meeting and **noted** the apologies received.

Minutes of the last meeting on 16 March 2023

(SE2022.48)

2022.119 Senate **confirmed** the minutes of the meeting held on 16 March 2023.

Chair's actions

(SE2022.49)

2022.120 Senate **noted** the approval of Dr Michael Page's appointment as a Senate-appointed Fitness to Practise Committee member by Chair's action

President and Principal's report (SE2022.50)

2022.121 Senate **received** the President and Principal's report. The following points were **noted**:

- (i) The overall recruitment position was positive. There had been an increase in taught programmes applications of 8%, year on year. Overseas applications to taught programmes had increased by 16%, year on year. There had been a 16% increase in applications to postgraduate taught programmes.
- (ii) Gilliam Keegan MP, Secretary of State for Education, had visited the University as part of the Education World Forum. The Education Secretary had been joined by Sir Steve Smith, the Prime Minister's International Education Champion, alongside education representatives from other countries.
- (iii) The University had seven finalists in the National 'targetjobs' Undergraduate of the Year Awards. Queen Mary students had also won the Excellence Through Adversity Award and the First-Generation Award. Congratulations were expressed to all students.

Vice Principal's reports (SE2022.51a-f)

2022.122 Senate **received** a report from the Vice-Principal (Health) (SE2022.51a). The following points were **noted**:

- (i) The Faculty had generated £4.5m more funding than budgeted. This had been the result of higher research overheads, Office for Students (OfS) teaching income and other income.
- (ii) Postgraduate taught student recruitment had progressed well with increases noted in year-on-year numbers across all provision.
- (iii) A launch event had been held for the Faculty's Lynton House floor space in Ilford, showcasing the new clinical teach skills hub to guests.

2022.123 Senate **received** a report from the Vice-Principal (Humanities and Social Sciences) (SE2022.51b). The following points were **noted**:

- (i) The Faculty was recruiting to three roles; Deputy Vice-Principal, Dean for Research and Deputy Dean for Research Impact.
- (ii) Appointments had been made to two Head of School positions in the School of History and the School of Politics and International Relations.

2022.124 Senate **received** a report from the Vice-Principal (Science and Engineering) (SE2022.51c). The following points were **noted**:

- (i) Recruitment numbers indicated that the Faculty's academic quality and Research Excellence Framework (REF) results had been well received.
- (ii) The Faculty would commence its third and final round of strategic hires shortly.

2022.125 Senate **received** a report from the Vice-Principal (Education) (SE2022.51d). The following points were **noted**:

- (i) A series of National Student Survey (NSS) workshops had taken place between April and June 2023. Heads of School, Institute Directors and Directors of Education had been invited to attend, along with Faculty Education teams, and staff from relevant Professional Services directorates.
- (ii) The University achieved a response rate of 70.3% in the 2023 NSS. The results release date had not yet been published.
- (iii) The OfS had published its guidance on the development of Access and Participation Plans (APPs). For most institutions, including Queen Mary, new APPs would need to be prepared and submitted for approval in 2024.

2022.126 Senate **received** a report from the Vice-Principal (Policy and Strategic Partnerships) (SE2022.51e). The following points were **noted**:

- (i) Reinstatement works had begun to restore the areas of the London City Institute of Technology (LCIoT) that had been damaged by flooding. The works were expected to be completed by mid-August 2023.
- (ii) The Apprenticeships Learning Management System had been successfully commissioned pending contract signature by both parties.
- (iii) The Centre for Public Engagement (CPE) funded 11 successful projects from their recent Participatory Research Funding scheme call; four from The Faculty of Medicine and Dentistry (FMD), three from the Faculty of Science and Engineering (S&E) and four from the Faculty of Humanities and Social Sciences (HSS). These three-month projects each sought to include non-academic partners in the research process.

2022.127 Senate **received** a report from the Vice-Principal (Research and Innovation) (SE2022.51f). The following points were **noted**:

- (i) Thanks were expressed to all those who supported the inaugural Research and Innovation Awards, which took place in May 2023. The Research and Innovation Awards would be held again in 2024.
- (ii) A SharePoint site had been created for the Research and Innovation Board with the aim of promoting transparency and to facilitate contributions to meeting discussions with researchers

across the University. The site could be used to access the upcoming calendar of meetings and papers from previous meetings.

Students' Union President's report

(SE2022.52)

2022.128 Senate **received** the Students' Union President's report. The following points were **noted**:

- (i) The QMSU Spring Elections had concluded, and 73 students had been elected to represent their peers during 2023-24. 151 students had submitted nominations, up from 105 in 2022. 4060 students had voted in the elections, up from 2459 in 2022. A range of promotional approaches, included targeted emails and on-campus poster campaigns, had been attributed as contributing to the increase in voter numbers. The newly elected officers would start their term on 01 August 2023.
- (ii) The Education Awards ceremony had been attended by just under 100 members of staff and students from all faculties. The event had been a success and provided a good opportunity to recognise the outstanding contributions made to the student experience this academic year. Thanks were expressed to the Vice-Principal (Education) for their involvement.

Part 2: Matters for Discussion

Presentation from the Vice-Principal (Policy and Strategic Partnerships) Presentation

2022.129 Senate **received** a presentation from the Vice-Principal (Policy and Strategic Partnerships) on public affairs and civic engagement, and working with employers. The following points were **noted**:

- (i) A project team, reporting to the Vice-Principal (Policy and Strategic Partnerships) had been established to develop the University's approach to public affairs. The project was in its fourth and final stage; consulting with further external organisations to identify best practice and making proposals to the Reputation Steering Group and Senior Executive Team (SET).
- (ii) The Civic University Agreement (CUA) was launched in 2022. A mapping exercise had been undertaken to consider how impact and reach of Queen Mary could be enhanced, and the workstreams established.
- (iii) The following was one example of work under the agreement. The Apprenticeship Levy was a monthly 0.5% tax that employers paid. If the levy was not used within 24 months, it would be reclaimed by the government. However, up to 25% of the levy funds of each paying organisation could be transferred to other small businesses. This would therefore be part of the University's commitment to local communities and in its role as an anchor institution. SET approved the commitment of 10% of the funding to the levy transfer. This would be reviewed annually. The University would use criteria in line with Queen Mary's values and

that encouraged applications from East London residents. The recipients would be able to use the money to support apprenticeships in any way they chose, including with Queen Mary.

- (iv) The BSc Accountancy Flying Start programme, in partnership with PricewaterhouseCoopers (PwC), had shown a promising start, with a significant increase in applications for 2023-24; 368 applications up from 143 in 2022-23. There was a strong sense of community within the programme and a celebration had been held to mark the Year 1 achievements.
- (v) The University ran six apprenticeship programmes, across four Schools, ranging from level 4 to level 7. Apprentice numbers had increased year-on-year since 2017-18. The level 7 Government Economic Service (GES) Senior Professional Economist programme had been particularly successful, accounting for 52% of apprentice numbers. The level 6 Digital and Technology Solutions programme, which taught 124 apprentices across multiple employers, had an average graduate salary of £75,000, 15 months after graduation.
- (vi) The LCIoT had opened in September 2022. The high-quality educational and training facility had a focus on transport, technology, digital and engineering. The partnership between further and higher education was starting to allow the pursuit of non-traditional pathways in technical further and higher education.
- (vii) Similar to those taking the University's traditional programmes, students taking a University degree apprenticeship programmes were very diverse and from a range of different backgrounds, with excellent job outcomes, having effectively had work experience over 4 years in the undergraduate course. These programmes were therefore providing an excellent route for successful social mobility.
- (viii) A key project objective relating to degree apprenticeships was to implement an apprenticeship management system. The system would help the University to comply with Education and Skills Funding Agency (ESFA) and Ofsted requirements, manage the quality assurance of the apprenticeships and reduce the administrative burden.
- (ix) The Degree Apprenticeships provision had also been assessed by Ofsted during a monitoring visit in February 2023. Ofsted found that reasonable progress had been made. The University would be looking to further develop its curriculum design and implementation. A full five-day inspection was due to take place within the next 18 months.

Senate **received** a presentation from the Director of External Relations, Vice-Principal (Policy and Strategic Partnerships), Vice-Principal (Health), Vice-Principal (Science and Engineering) and Head of the School of Economics and Finance on building academic reputation. The following points were **noted**:

- (i) The University had a strategic objective to be ranked within the top 75 institutions in the Times Higher Education (THE) Academic Reputation Survey by 2030. The University also had ambitions to reach the Top 100 for global university in the THE or QS University Rankings. Achieving these positions in the rankings would significantly help Queen Mary's visibility. This achievement would in turn contribute to the achievement of strategic objectives in other areas.
- (ii) Two of the main components of the THE World University Rankings and the QS University Rankings were reputation and research. The THE World University Rankings used the Elsevier database to contact academics. QS maintained their own databases.
- (iii) The number of research votes for the THE Academic Reputation Survey in 2022 had increased significantly from the previous year, but other universities had increased by more, so our rank went down to 194. If one vote had been achieved for each Queen Mary academic who had submitted to the Research Excellence Framework 2021 (REF21), the University would have been ranked within the Top 35.
- (iv) World 100 Network research (2017) on behaviours of academic staff in relation to reputation surveys found that scepticism towards rankings meant a low response rate. Academics were also unlikely to change their top 5 choices each year. Personal connections were the single most significant influencing factor. Other contributing factors included research having been presented in key journals, partnerships and collaborations, attending events at the University, Nobel Prizes and research centres and areas of specialism.
- (v) There were five key strands to the Queen Mary Reputation Strategy; improved governance, an agreed evaluation framework across target audiences, the delivery of a multi-year brand awareness campaign, improved research communications and improved internal capacity.
- (vi) Directors of Reputation in FMD were working with colleagues in the Directorate of External Relations to improve the position for Life Sciences and Medicine, Medicine, and Dentistry. Considerations have been given to sending target newsletters and working with alumni where possible.
- (vii) S&E had achieved strong REF21 results but work needed to be done to translate that into perceived quality. The longer-term strategy would be to build reputation by developing relationships. In the medium term, events such as the Night of Science and

Engineering allowed the Faculty to showcase their high-quality activities and deliver a public inaugural lecture. Two honorary awards were presented at the event and both recipients conveyed their passion for Queen Mary during their speeches. The Faculty was committed to delivering a second Night of Engineering event in 2024.

- (viii) The School of Economics and Finance (SEF) was taking a bottom-up approach to building reputation and had achieved a top 100 position. Collaboration, hiring and retention, culture and resource were key factors. PhD students were also key, as was promoting the institution's reputation alongside individual reputation. The School spoke of building the reputation from the individual, to School and then University level. There was also scope for newsletters tailored to academics, members of the community, alumni, and partners.

Freedom of speech update

(SE2022.53)

- 2022.131 Senate **received** an update on freedom of speech.
- 2022.132 Senate **noted** that the Higher Education (Freedom of Speech) Bill had received royal assent to form the Higher Education (Freedom of Speech) Act 2023. The legislation required all higher education institutions to have a Code of Practice on Freedom of Speech.
- 2022.133 Members **noted** that a task and finish group had been established in January 2022, at Senate's request, to review Queen Mary's Freedom of Speech Policy. The group had a particular focus on raising awareness and training to promote freedom of speech. The task and finish group had generated helpful discussion and it was agreed that the existing code would be rewritten to align as closely as possible to the legalisation and follow the structure that it had set out. The draft code would be shared with Senate in October 2023, before being presented to Council for approval.
- 2022.134 Senate **noted** that further consideration would need to be given to raising awareness and providing training on freedom of speech. The sector was beginning to respond to the new legislation and so more options for training and monitoring would become available in due course.

Programme approval and review

Oral report

- 2022.135 Senate **received** an update on programme approval and programme review.
- 2022.136 Senate **noted** that members with an interest in programme approval and review were invited to contribute to this work.
- 2022.137 Senate **noted** that colleagues had been reflecting on the approach to programme review. Considerations included whether there was value in the current programme approval process or if assurances could be gained through other existing processes and the discussions that take place during those to better embed the process in business-as-usual operations. It was hoped that the new process would be piloted during the next academic year.

2022.138 Senate **noted** that there were known challenges around programme approval timeframes. These were being looked at alongside the programme review. Consideration would be given to resource requirements, how decisions were made and ways to enhance efficiency.

Student casework policies

(SE2022.54)

- 2022.139 Senate **considered** the Academic Misconduct Policy.
- 2022.140 Senate **noted** that a key revision to the Academic Misconduct Policy followed previous discussion at Senate around the threshold for referring a case to the Appeals, Complaints and Conduct Office (ACCO). The amendment allowed Schools and Institutes to consider the seriousness of the misconduct, the level of study, and assessment weighting in the context of programme specifications. Previously, the decision regarding the threshold was made by considering assessment weighting alone. The amendment would create further consistency across Schools and Institutes.
- 2022.141 Senate **noted** the penalties available to Schools and Institutes. These penalties had not been changed for the 2023-24 academic year. Members **noted** that there was not currently an option for a School or Institute to give the penalty of an uncapped resit.
- 2022.142 Senate **noted** that the list of actions that constitute academic misconduct had also been amended to address the increasing availability of technology, such as generative artificial intelligence, that could undermine the integrity of an assessment. The list was not exhaustive.
- 2022.143 Senate **noted** that declarations agreed to by students in advance of assessment submission might not include references to artificial intelligence. These would be reviewed at Faculty level.
- 2022.144 Senate **noted** that the appeal stage had been incorporated directly into the Academic Misconduct Policy to better align with the Office of the Independent Adjudicator for Higher Education (OIA) Good Practice Framework.
- 2022.145 Senate **noted** that Appendix 5 had been added to provide the harmonised penalties applicable to Transnational Education (TNE) Programmes China Programmes. This had been previously included in the Academic Regulations.
- 2022.146 Senate **noted** the potential benefits of a broader approach to academic misconduct which would have more of an emphasis on academic integrity.
- 2022.147 Senate **agreed** that the penalties available to Schools and Institutes would be considered following the meeting. The policy would then be approved by Chair's Action.
- 2022.148 Senate **agreed** to discuss academic integrity further at the meeting of Senate in October 2023.
- 2022.149 Senate **approved** the Academic Misconduct Policy, subject to the further consideration of the penalties available to Schools and Institutes.
- 2022.150 Senate **considered** the Appeal Policy.

- 2022.151 Senate **noted** that there were two minor amendments to the policy. References to Academic Misconduct and Student Discipline had been removed, in line with respective amendments to those policies. The timeframe students had to submit an appeal had also been amended. Previously, students were required to submit an appeal in 14 days, with the option to submit evidence up to seven days later. The revision policy allowed students to submit an appeal, with all evidence, within 21 days. It was noted that students also had the opportunity further in the process to provide comment on their case summary.
- 2022.152 Senate **approved** the Appeal Policy.
- 2022.153 Senate **considered** the Code of Student Discipline.
- 2022.154 Senate **noted** the three amendments to the code. References to the “Academic Registrar” had been updated to read “Head of the Appeals, Complaints and Conduct Office”. Paragraph 57 had been amended to provide clarification on the scope and purpose of the informal action available to the Head of the Appeals, Complaints and Conduct Office. The appeal procedure had been incorporated into the Code of Student Discipline to better align with the OIA Good Practice Framework.
- 2022.155 Senate **approved** the Code of Student Discipline.
- 2022.156 Senate **considered** the Student Complaints Policy.
- 2022.157 Senate **noted** the two amendments to the Student Complaints Policy. Reference to the post of Academic Registrar had been removed. The Formal Complaint Outcome and Review Stages had also been amended. Under the revised policy, the Formal Complaint outcome would outline the evidence relied upon and the reasons for a decision, rather than these being provided after submission of a Request for Review. Correspondingly, the opportunity for students to submit comments had moved from Paragraph 33 to 31.
- 2022.158 Senate **approved** the Student Complaints Policy.

Academic Regulations 2023-24

(SE2022.55)

- 2022.159 Senate **considered** the Academic Regulations for 2023-24.
- 2022.160 Senate **noted** the proposal to increase the minimum weighted mark required to progress onto a compulsory year abroad or to take an optional semester abroad from 60.0 to 65.0. The Global Opportunities team had led a consultation on the issue, before it was then considered by the Education, Quality and Standards Board (EQSB). Senate **agreed** that it would be useful to consider the impact of the amendment and further details on the consultation before accepting the change. The minimum mark would therefore remain at 60.0. It was noted that this was a minimum mark and so Schools and Institutes could use their discretion to operate to a higher mark.
- 2022.161 Senate **noted** that the special regulations for programmes accredited by the Engineering Council (EngC) had previously been amended to include an outline of the circumstances where a student may receive a ‘compensated pass’. The amendment had been approved by Chair’s action in October 2022

to ensure compliance with requirements made by EngC. Members discussed the use of 'condoned failure' in paragraph 6.45 of the Regulations, relating to EngC-accredited MSc masters awards, and noted that this may be queried by the accrediting body. To ensure compliance, it was suggested that 'condoned failure' be replaced with 'compensated pass'. The issue would be considered further following the meeting, with any amendments to be approved by Chair's action.

2022.162 Senate **noted** that some Schools had seen an increase in the number of students self-certifying extenuating circumstances. The increase in extenuating circumstances had an impact on the student experience, including by causing delays to feedback. There were also concerns around academic integrity and the strategic use of extenuating circumstances. The Assessment Sub-Board of EQSB had established a work stream to consider extenuating circumstances.

2022.163 Senate **approved** the Academic Regulations 2023-24, subject to the further consideration of the minimum weighted mark for compulsory years abroad and optional semesters abroad, and the use of the terminology 'condoned failure' in paragraph 6.45.

Academic Regulations and Code of Practice for Postgraduate Research Programmes 2023-24 (SE2022.56)

2022.164 Senate **considered** the Academic Regulations and Code of Practice for Postgraduate Research Programmes 2023-24.

2022.165 Senate **noted** that the Research Degrees Programmes and Examination Board (RDPEB) had reviewed the guidance on research activity during a period of interruption by a student. The current provision noted that students could continue to work on their research during the period of interruption. RDPEB noted that this could imply an expectation for students to continue their research and impact their wellbeing. This was clarified in the Code of Practice to state that contact between a student and supervisor during a period of interruption should be pre-arranged, with no expectation for the student to undertake work. It was noted that some students would benefit from some engagement with their supervisors, depending on their individual circumstances.

Assessment Handbook 2023-24 (SE2022.57)

2022.166 Senate **considered** the Assessment Handbook 2023-24.

2022.167 Senate **noted** that a new clause had been added to directly reference the design of online and computer-based examinations.

2022.168 Senate **noted** that turnaround times for providing provisional marks to students had been added to the handbook. It was stated that feedback would normally be provided within 15 days for all types of assessment.

2022.169 Senate **noted** that the Disability and Dyslexia Service (DDS) had provided updated wording around assessment arrangements for students with late-diagnosed specific learning disabilities to clarify the responsibilities of the student and the University.

2022.170 Senate **approved** the Assessment Handbook 2023-24.

Admissions Policy 2024-25 (SE2022.58)

2022.171 Senate **considered** the Admissions Policy 2024-25.

2022.172 Senate **noted** that there had been minor amendments to the Admissions Policy for 2024-25. A footnote had been added to state that the University reserved the right not to accept bachelor's degrees obtained through a combination of study at different institutions, such as top-up programmes.

2022.173 Senate **approved** the Admissions Policy 2024-25.

Part 3: Matters for Report

Council report (SE2022.59)

2022.174 Senate **noted** the minutes of the Council meeting held on 18 May 2023.

2022.175 Senate **noted** that the confirmed minutes of the Council meeting held on 23 March 2023 had been published on the Council webpage.

Taught Programmes Board (SE2022.60)

2022.176 Senate **noted** proposals relating to programme and module academic developments that have taken place between 23 February 2023 and 02 May 2023.

Education Quality and Standards Board (SE2022.61)

2022.177 Senate **noted** the executive summary of business considered by the Education Quality and Standards Board at the meeting on 29 March 2023.

Research Degrees Programmes and Examinations Board (SE2022.62)

2022.178 Senate **noted** the executive summary of business considered by the Research Degrees Programmes and Examinations Board (RDPEB) from March 2023 to May 2023.

Ethics of Research Committee (SE2022.63)

2022.179 Senate **noted** the executive summary of business of the Ethics of Research Committee meeting held on 30 March 2023 and actions taken since.

2022.180 Senate **noted** that the business of the meeting included consideration of a high-risk application.

Partnerships Board (SE2022.64)

2022.181 Senate **noted** the executive summary of business considered by the Partnerships Board 04 February 2023 to 09 May 2023.

Part 4: Other matters

Dates of future meetings

2022.182

Senate **noted** the upcoming Senate meetings for 2022–23:

- Thursday 19th October 2023
- Thursday 14th December 2023
- Thursday 14th March 2024
- Thursday 13th June 2024