

## Senate Minutes

8 July 2020  
14.00 – 16.00  
MS Teams

<b>Present Members</b>	
<p>Ex-Officio</p> <p>Professor Geoff Smith Professor Niamh Downing Dr Stephen Ellis Amparo Lallana David Willey Professor Mark Allinson Dr Steven Quigley Sue Shutter Carl Teigh Darren Tysoe Jonathan Strauss Chris Sleeman Pascal Senn Anya Nikolaeva Charlotte Davis Goldenberg</p> <p><b>Elected Representatives</b> Professor Olaf Jubin Tristan Tull Adrian Thornley Geraldine Bourgeon Liz Beavers Rachel Azzopardi</p>	<p>Vice-Chancellor (Chair) Provost &amp; Deputy Vice-Chancellor Pro Vice-Chancellor and Dean of BaM (Interim) Institute Director (Interim) Chief Operating Officer Head of Academic and Educational Developments (HAED) Registrar PVC / Director of HR Finance Director Chief Information Officer and Director of Information Services Director of Marketing, Recruitment and Admissions (MRA) Director of Marketing, Recruitment and Admissions (alt) President of the Student Union Vice-President of the Student Union – Academic Affairs Vice President of the Student Union – Student Experience</p> <p>Academic Representative for HASS Academic Representative for HASS Academic Representative for BaM Academic Representative for RILC Representative for Professional Services Representative for Professional Services</p>
<b>Apologies for Absence</b>	
<p>Isabel Canto de Loura</p>	<p>Academic Representative for BaM</p>
<b>In Attendance</b>	
<p>Richard Reger Nazma Kurimbokus Katerina Kantalis David Lewis</p>	<p>Head of Governance (Secretary) Governance Advisor &amp; Secretary to Committees (Minutes) Director of Development and Alumni Relations Outreach Manager</p>
<b>Opening Items</b>	
<b>1.</b>	<p><b>Welcome from the Chair</b></p> <p>The Chair welcomed members to the committee.</p>
<b>2.</b>	<p><b>Apologies for absence</b></p> <p>Apologies were received from Isabel Canto de Loura – Academic Representative for BaM.</p>

3.	<p><b>Declarations of Interests</b></p> <p>No declarations of interest were made.</p>
4.	<p><b>Minutes of the previous meeting (29 April 2020)</b></p> <p>The minutes were accepted as a true and accurate record of the meeting on 29 April 2020.</p>
5.	<p><b>Actions and Matters arising from the previous meeting (29 April 2020)</b></p> <p>Committee actions were noted as completed where relevant or on the agenda.</p>
<b>Part A: Items for Discussion and / or Approval</b>	
6.	<p><b>Chair's Report and Chair's Actions</b></p> <p>The Chair congratulated Geraldine Bourgeon for her Senior Fellowship award from the HEA.</p> <p><b>6.1 Chair's Report</b> <b>Integrated Academic Structure (paper)</b></p> <p>The Chair provided an update on progress since the last report in April 2020. The Committee noted the following points:</p> <ul style="list-style-type: none"> <li>• The pre-consultation phase had been extensive, involving staff contributing both individually and in groups, formal and informal;</li> <li>• The 45-day consultation period for staff to consider the proposal generated a wealth of feedback;</li> <li>• The Project Board considered and organised the feedback into themes and will use this to strengthen the final proposal;</li> <li>• Academic Governance will be considered as part of the implementation of the Integrated Academic Structure and the wider, new 'operating system';</li> <li>• The final proposal will be submitted to the Board for approval on 15 July 2020;</li> <li>• The next steps, following Board approval, would be pre-implementation work, individual consultations with staff impacted by the new structure and slotting in of posts in September/October.</li> <li>• In terms of progress, the project remains on track.</li> </ul> <p>The Committee <b>noted</b> the report.</p> <p><b>Autumn Action Plan (verbal report)</b></p> <p>This item was addressed as part of agenda item 8.</p> <p><b>6.2 Chair's Actions</b></p> <p><u>L7 addendum to the exceptional regulations (paper)</u></p> <p>The Committee <b>noted</b> the Chair's action.</p> <p><u>Exceptional Regulations – Appeals revision (paper)</u></p>

	<p>The Committee reviewed and <b>approved</b> the amendment to these exceptional regulations to include a revised appeals process for COVID-19 related cases, following the ARSP Chair's action.</p>
<p><b>7.</b></p>	<p><b>Student Matters (paper)</b></p> <p>The SU President reported that since the compilation of the report, some issues had been resolved by the University Librarian such as access to Bloomberg terminals and online databases. He added that helpful conversations had taken place with the Provost &amp; DVC, the HAED and the Head of Student Services concerning issues around the return to campus and potential reduction in fees. He believed that a symbolic gesture of fee reduction would be welcomed and helpful.</p> <p>The SU VP for Academic Affairs mentioned, on behalf of the SU Film, Media and Performance Council President, that issues for these students have not yet been resolved. The students who depend on experiential learning would benefit from a campus-based solution in order to access the University's resources.</p> <p>The Chair explained that discussions continued on how to make elements of the campus experience safely available to those students able to get to, or already based in, London. But that the core of the learning and teaching could only be safely, practically and equitably delivered online. Significant but targeted financial support for students facing difficulties as a result of COVID-19 was being made available. But this had to be balanced against the University's own financial position.</p> <p>The Provost &amp; DVC referred to the work of the 'Return to Campus' Working Group which has been exploring safe ways of making campus accessible before January 2021.</p> <p>To the students' query regarding study abroad opportunities, the Director of MRA (alt) stated that applications for SPA for the 2021/22 academic year are being accepted and no changes are anticipated for the upcoming term or for 2021/22.</p> <p>The Chair expressed his appreciation of the collaborative spirit within which everyone, including the SU, is working on the complex issues that we are facing. He emphasised the commitment of the staff community to achieve a full return to campus in a safe, responsible and equitable manner.</p> <p>The Committee <b>noted</b> the paper.</p>
<p><b>8.</b></p>	<p><b>RADAR – Learning Design Framework (Hallmark Pedagogy Progress Update) (paper)</b></p> <p>The DVC presented the paper which follows on from the previously approved Hallmark Pedagogy Principles. The Committee noted the following points on the progress made with the Learning Design Framework:</p> <ul style="list-style-type: none"> <li>• The recent rapid pivot to online accelerated the need to implement a Learning Design Framework in a way that both enables us to embed the Hallmark Pedagogy Principles effectively in the design of course content, and to deliver a step-change in online learning;</li> </ul>

	<ul style="list-style-type: none"> <li>• The Online Delivery Project Group has been formed to create and roll out a framework that works both for online and on-campus learning;</li> <li>• The Framework has been developed and communicated to staff - academic teams are working towards its implementation in their modules for the Autumn term;</li> <li>• The AED team have delivered workshops to academics and professional staff;</li> <li>• Learning Design Champions have been identified to help support academics in the development of their modules in this new environment;</li> <li>• Meetings have been undertaken with Heads of Programmes to identify programme-level challenges such as media equipment, assessment design, synchronous learning delivery across different time zones;</li> <li>• New templates for the design of courses through the new ULTRA interface of Blackboard have been deployed;</li> <li>• Blackboard hubs are being set up to assist students with access to programme-wide or University-wide content;</li> <li>• HAED is working with the SU on use of the Blackboard Hub for the Student Union;</li> <li>• A RADAR Hub on Blackboard has been introduced to provide resources and guidance to academic staff;</li> <li>• The two beneficial changes brought about by the Learning Design Framework are:             <ul style="list-style-type: none"> <li>○ The shift of emphasis from tutors' activities to students' learning activities in a more active way;</li> <li>○ A collaborative approach to curriculum design that contributes to product improvement;</li> </ul> </li> <li>• This framework will serve us well into the future regarding the way we organize student learning activities online or on campus;</li> <li>• An orientation video will be made to demonstrate to students what it will be like to learn online and to reassure students and staff how we are going to orient students to the new environment.</li> </ul> <p>While it was recognized that the framework is a different way of working and staff would need help and encouragement, it was noted that engagement has been good.</p> <p>To a query regarding access to modules other than one's own within Blackboard, it was pointed out that the system was not set up in that way and the consequences of providing this facility would need to be assessed. The HAED mentioned that access could be given to anyone in leadership roles to search for modules within Blackboard.</p> <p><b><u>New Action:</u> Senate 19/20 4.1 The DVC and HAED to discuss how the functionality of access to all modules within Blackboard can be deployed.</b></p> <p>The Committee <b>noted</b> the paper.</p>
<p><b>9.</b></p>	<p><b>Academic Regulations</b></p> <p><b>9.1 Draft Regulations 2020/21 (paper)</b></p> <p><b>9.2 Key Changes to Academic Regulations 2020/21 (paper)</b></p> <p>The Registrar mentioned that the main change related to the admissions criteria being removed from the Regulations and included in the Admissions Policy monitored by the new Admissions Panel; titles were amended so that they are expressed in generic terms and other changes were effected in response to issues raised by colleagues.</p>

	<p>The Committee <b>received and approved</b> the Academic Regulations, subject to corrections of typographical errors identified by the Academic Representative for BaM.</p>
<p><b>10.</b></p>	<p><b>Terms of Reference of the Admissions Panel (paper)</b></p> <p>The DVC presented the paper and explained the rationale for the Admissions Panel and its Terms of Reference (ToR). She made the following points:</p> <ul style="list-style-type: none"> <li>• The change to the original brief is a pragmatic one offering a flexible approach to setting admissions criteria to confirm the entry requirements across the different global qualifications that we need to map out;</li> <li>• General entry requirements are currently set in the Academic Regulations with no mechanism for change beyond changing the regulations on an annual cycle that does not necessarily align to admissions cycles;</li> <li>• The practice of setting and encoding course-specific entry criteria in validated Programme documents does not allow change outside an individual programme modification process, and may become out of step with general entry criteria;</li> <li>• The Admissions Panel was set up as a sub-panel of Senate to be responsive to the general entry criteria and course-specific entry criteria;</li> <li>• The Panel will ensure that the entry criteria are appropriate, fair and competitive;</li> <li>• The Panel will make decisions, on behalf of Senate, on entry criteria that might need to be changed at University-wide level or programme level in advance of the admissions cycle;</li> <li>• Entry requirements will be set in line with the general entry criteria at the business case stage for any new programme development;</li> <li>• Entry criteria currently documented by the Admissions team will be maintained by the Governance Team and reviewed by the Panel on an admission cycle basis.</li> </ul> <p>The question of students' representation on the Panel was raised. The DVC stated that this was considered at the Panel's first meeting, but it was felt that students could be brought in when areas of accessibility or inclusivity are discussed. It was agreed that the ToR would be amended to include a reference to the fact that co-optees may include students.</p> <p><b><u>New Action:</u> Senate 19/20 4.2 The DVC to amend the ToR of the Admissions Panel to include the fact that co-optees may include students.</b></p> <p>With reference to the Admissions Policy, the question of academic involvement in the process was raised. It was pointed out that there <i>is</i> academic representation on the Panel and that a change process involving programme leadership and the Admissions team to take place at an appropriate place in the admissions cycle will be drawn up. There is no current operational process for such changes except informal discussions between programme teams and admissions, so this will be an improvement to the implementation of the policy. A reference to the establishing of an operational process has already been included in the policy.</p> <p><b><u>New Action:</u> Senate 19/20 4.3 The Admissions Panel to develop an operational process to include a change process involving programme leadership and the Admissions team to take place at an appropriate stage in the admissions cycle.</b></p> <p>The Committee <b>approved</b> the ToR, subject to the change regarding students.</p>

<p><b>11.</b></p>	<p><b>Academic Policy Review</b></p> <p><b>11.1 Academic Policies for Senate Ratification (reviewed by a sub-Senate Committee) (paper)</b></p> <p>The Committee <b>approved</b> the policies that had been reviewed by relevant sub-Senate Committees.</p> <p><b>11.2 Academic Policies for Senate Review and Approval (paper)</b></p> <p>It was pointed out that the Timetabling Policy focuses on on-campus teaching, is not in line with RADAR and does not reflect the University's direction of travel. The Registrar explained that the policy had been reviewed with regard to the uncertainties presented by COVID-19 and the assumption of normal practice had been made. Given that RADAR will be evolving as circumstances change within the next 12 months, it was felt that the policy should be retained as is for now but that separate guidance be produced in terms of timetabled working week and synchronous delivery. The policy will be reviewed when more stable conditions prevail.</p> <p>The Committee <b>approved</b> the policies and the change to the Admissions Policy as agreed under item 10.</p>
<p><b>12.</b></p>	<p><b>Update on Transfer of SPSP Terms of Reference (paper)</b></p> <p>The COO explained that since Senate's decision for Directorate to take responsibility of most of the SPSP activities and to develop processes accordingly, progress had not advanced in February and March due to focus being diverted to pandemic-related issues. Since then, the changed organisational context, including the People Project and the arrival of a new DVC, had given the opportunity to review how best to take forward the Portfolio Project. While the SPSP had a role in scrutinizing and approving new programme ideas, the Portfolio project will go beyond that and address the strategic development of the portfolios including programme performance, programme withdrawal. The DVC will now take the lead on the Portfolio Project.</p> <p>The COO added that processes for new programme development have been outlined and remain work in progress as the impact of the People project is taken into consideration. A proposal for the new processes factoring in market alignment, programme performance and the strategic fit to Regent's will be presented to Senate at its next meeting in November 2020.</p> <p><b><u>New Action: Senate 19/20 4.4 The DVC to present the new programme development process to Senate at its November meeting.</u></b></p> <p>The Committee <b>noted</b> the paper.</p>
<p><b>13.</b></p>	<p><b>Review of the Risk Register for any Academic or Student Experience Related Risk (paper)</b></p> <p>The Committee <b>noted</b> the update.</p>

<b>14.</b>	<p><b>Access and Participation Statement (paper)</b></p> <p>The Director of Development and Alumni Relations stated that the Access and Participation Statement had been updated to follow OfS advice. It was recognized that although the statement is much improved, more work is required to gather relevant data and set a strategic plan for access and participation. It was proposed that further discussions take place at a senior level to agree the areas of access and participation to focus on.</p> <p><b>New Action: Senate 19/20 4.5 Directorate to agree areas of access and participation to focus on within a strategic context.</b></p> <p>The Committee <b>noted</b> the paper.</p>
<b>Part B: Items for Noting</b>	
<b>15.</b>	<p><b>Institutional Overview Report 2018/19 (paper)</b></p> <p>The Committee <b>noted</b> the paper.</p>
<b>16.</b>	<p><b>Sub Committee Meeting Minutes (papers)</b></p> <p><b>16.1. Academic Regulations Scrutiny Panel – 13 May 2020</b></p> <p><b>16.2. Senate Quality Assurance &amp; Enhancement Committee – 27 May 2020</b></p> <p><b>16.3. Senate Research Committee – 28 May 2020</b></p> <p><b>16.4. Senate Student Experience Committee – 3 June 2020</b></p> <p><b>16.5. Senate Learning &amp; Teaching Committee – 10 June 2020</b></p> <p><b>16.6. Senate Admissions Panel – 16 June 2020</b></p> <p>The Committee <b>noted</b> the papers.</p>
<b>17.</b>	<p><b>Faculty / Institute Executive Reports (papers)</b></p> <p><b>17.1. BaM</b></p> <p><b>17.2. HASS</b></p> <p><b>17.3. RILC</b></p> <p>The Committee <b>noted</b> the papers.</p>
<b>Closing Items</b>	
<b>18.</b>	<p><b>Confidentiality</b></p> <p>No items of confidentiality were noted.</p>
<b>19.</b>	<p><b>Communication from the committee</b></p>

	No communications from the committee were noted.	
<b>20.</b>	<b>Risk Management Update</b>  No additional items of risk were noted.	
<b>21.</b>	<b>Any Other Business</b>  No other items of business were noted.	
<b>22.</b>	<b>Next meeting</b>	
	<b>Meeting Date</b>	<b>Deadline for Papers</b>
	18 November 2020	28 October 2020

<b>Item</b>	<b>Action Required</b>	<b>Staff responsible</b>	<b>Due Date</b>
<b>New Actions:</b>			

Senate 19/20 – 4.1.	The DVC and HAED to discuss how the functionality of access to all modules within Blackboard can be deployed.	DVC and HAED	August 2020
Senate 19/20 – 4.2	The DVC to amend the ToR of the Admissions Panel to include the fact that co-optees may include students.	DVC	ASAP
Senate 19/20 – 4.3	The Admissions Panel to develop an operational process to include a change process involving programme leadership and the Admissions team to take place at an appropriate stage in the admissions cycle.	Admissions Panel	August 2020
Senate 19/20 – 4.4	The DVC to present the new programme development process to Senate at its November meeting.	DVC	November 2020
Senate 19/20 – 4.5	Directorate to agree areas of access and participation to focus on within a strategic context.	Directorate	August 2020
<b>Closed Actions:</b>			
Senate 19/20 – 3.1.	The COO to present a paper on the terms of reference for a Collaborative Provision Group and new programme development processes at the July Senate meeting.	Replaced by Action: Senate 19/20 – 4.4	
Senate 19/20 – 3.2	The SUP to circulate a paper on students' feedback regarding online learning.		
Senate 19/20 – 3.3	The Dean of HASS to speak with the Head of Programme for Psychology and check the examination preparation time.		
Senate 19/20 – 3.4	The CIO to discuss the risk relating to resilience of systems and networks and reliance on online delivery with the Head of Governance.		

Senate 19/20 – 3.5	The Registrar, DVC & Provost and the Academic Representative for BaM to discuss process dependencies and policy decision with respect to timing of choice of electives.		
Senate 18/19 – 4.3.	The ARSP to consider a redrafting of the Academic Regulations, following the comments of Senate, and including reducing the number of attempts to three, i.e. no resit allowed for a retake in time for the publication of the Academic Regulations 2020/21.		