UNIVERSITY OF LIVERPOOL   **SENATE (1009)**

MEETING OF THE SENATE

21 JUNE 2017

Present: The Vice-Chancellor (in the Chair), the Deputy Vice-Chancellor, Pro-Vice-Chancellors Professor Birch and Professor Brown, Executive Pro-Vice-Chancellors Professor Badcock and Professor Beveridge, Professors Atkinson, Balogun and Burgoyne, Dr R Bearon, Professors Caddick, Chalker, Chalus, Clegg and Cosstick, Dr S Edwardson, Professors Elsheikh, Gabbay and Grubb, Dr B Gibbon, Dr L Harkness-Brennan, Professors Herzberg, Hollander, Jones, MacEwan, Mair, Marshall, McGowan, McGrath, Morris, Park, Plater, Poole, Ralph and Shovlin, Dr L Swan, Dr S Tufi, Dr R Urbano Gutierrez and Professor C Youngson.

The President and Deputy President of the Liverpool Guild of Students and the student representatives from the Faculty of Humanities and Social Sciences and the Faculty of Health and Life Sciences were present as representatives of the student body.

In attendance: The Governance Co-ordinator, a Governance Officer, the Director of Student Administration and Support and a Project Officer from the Student Administration and Support Division.

Apologies for absence were received from 17 members of the Senate.

1. **Disclosures of Interest**

   Members were asked to disclose any interest that could give rise to conflict in relation to any item on the agenda. No such interests were disclosed.

2. **Minutes of the Previous Meeting**

   AGREED:

   i.   The unreserved minutes of the meeting of the Senate held on 22 March 2017 as an accurate record.

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VICE-CHANCELLOR'S REPORT

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3. **Honours and Appointments**

   REPORTED:

   i.   Dr Andrew Crines from the Department of Politics had been awarded the Richard Rose Prize by the UK Political Studies Association for 'doubly pioneering' research into the rhetoric of some of politics biggest names.

   ii.   Professor Barry Goldson from the Department of Sociology, Social Policy and Criminology had been conferred as a Fellow of the Academy of Social Sciences.

   iii.   Professor Anthony Hollander had been announced as a top 50 entrepreneur of global number one university business incubator, SETsquared, at the House of Commons. Professor Hollander had been selected from a list of over 1,000 entrepreneurs that had been supported by SETsquared during the last 15 years.

   iv.   Professor Anthony Hollander, APVC for Enterprise, had been appointed the new Pro-Vice-Chancellor for Research and Impact, commencing at the start of the new academic year.

   v.   Professor Lasse Rempe-Gillen and Zhaiming Shen from the Department of Mathematical Sciences would receive a prestigious award from the Mathematical Association of America

for a paper that had appeared in The American Mathematical Monthly. The paper had also been selected to receive the 2017 Merten M Hasse Prize.

vi. Professor Dame Margaret Whitehead, Head of the University's Department for Public Health and Policy, had been elected to the prestigious Fellowship of the Academy of Medical Sciences.

4. Special Committee of the Senate

AGREED:

i. The following should be appointed a Special Committee of the Senate to deal, on behalf of the Senate, with any urgent matters which might arise between meetings of the Senate in the period from the end of the long vacation 2017 until the end of the long vacation 2018:

> The Vice-Chancellor, the Deputy Vice-Chancellor, the Pro-Vice-Chancellors (Executive and Policy) and the President of the Guild of Students (on the understanding that, in accordance with normal practice, the President of the Guild would not participate in reserved business).

ii. The Special Committee should be authorised to exercise all the powers of the Senate and to undertake all the duties of the Senate, other than the powers and duties currently delegated to other committees.

STRATEGIC MATTERS FOR DISCUSSION/DECISION

5. Research and Impact Plan

RECEIVED:

i. A presentation from the Pro-Vice-Chancellor for Research and Impact on the Research and Impact Plan.

REPORTED:

ii. With regard to the recent Teaching Excellence Framework (TEF) results, it was emphasised that Research and Impact were not separate from the Education agenda and that the University needed to urgently focus its efforts on enhancing all three areas as a whole. TEF feedback had been that the University needed to think more carefully about its identity as a research intensive university in connection to the teaching programmes that it offered.

iii. The Research and Impact Strategy prioritised the areas of Research and Impact Leadership and Supporting Impact Generation with the objective of growing the University's proportion of world-leading research and embedding impact activity more clearly across the institution.

iv. The other five areas of the Strategy were Strategy for Thematic Research, International Collaboration, Pathways to Partnership, Time for Research and Impact, and Infrastructure and Support.

v. Under the new Pro-Vice-Chancellor for Research and Impact, changes might be made to the Research and Impact Plan, but the challenges were unlikely to change.

vi. External challenges included Brexit (but this was mitigated to some extent by international and Official Development Assistance (ODA) funding opportunities) and responding to the 2021 Research Excellence Framework. Further information on REF2021 was expected in in the early autumn 2017. A detailed internal plan would then be devised.

vii.   Funding opportunities included the Industrial Strategy, which involved collaborations with partners in the Liverpool City Region, and major funding was expected. Growth in interdisciplinary funding opportunities was anticipated as a result of the establishment of UKRI.

viii.   There would be a focus on the delivery of major bids, on the creation of partnerships and impact, and on growing internal engagement of staff in these areas and aligning the University's thematic plans to the institutional planning cycle.

ix.   Coordination of the University's application to the Global Challenge Research Fund had gone well, and the same approach would be used for the Industrial Strategy Challenge Fund application. A group had been established to manage the application and expertise from across the University was being pulled together.

x.   The University was working as a lead partner in a consortium with other HEIs for the HEFCE Connecting Capability Fund. The application for the Fund would be submitted at the end of June.

xi.   An analysis would be undertaken to understand market opportunities for PGR students and for enhancing their experience of the Liverpool Doctoral College (LDC). The LDC was still new but good progress had been made in its development.

xii.   The new Leadership Academy would take an active approach in supporting researchers at different career stages. Careers support for Post-Docs was a key issue, which would be integrated into a wider Careers and Employability change programme.

xiii.   Internal funding in the priority areas of impact development, Early Career Researcher (ECR) development, and international collaborations would continue.

xiv.   A further priority would be the enhancement of processes for funder engagement and intelligence sharing. This would involve improving representation of staff on all types of funding bodies in order to enhance the University's engagement with funders. It would also include more funder visits and intelligence sharing.

xv.   The consistency and effectiveness of the annual research and impact performance assessment process would continue to be improved. These processes would be aligned to other data sets currently in development such as the Workload Allocation Model (WAM). A consultation concerning individual circumstances affecting the volume of research of some staff would also be undertaken.

6. **Education Plan**

    RECEIVED:

    i.   A presentation from the Pro-Vice-Chancellor for Education on the Education Plan.

    REPORTED:

    ii.   The bronze TEF rating was clearly a disappointment. The University would now work closely with the Russell Group, HEFCE and the sector to review the result and focus on those areas flagged as weaknesses in order to continue to improve.

    iii.   The TEF had benchmarked three years of data across the sector from 2013-14 to 2015-16. The three years of data had then been combined and benchmarked to achieve an overall score. The 2015-16 data had shown that improvements had been made, but the data for 2013-14 and 2014-15 had been poor.

    iv.   The Statement of Findings received as part of the TEF result identified the following as below the benchmark: progression to highly skilled employment or further study; student satisfaction with teaching, academic support and assessment and feedback. The TEF

panel had deemed that the below benchmark performance had been partially addressed by the provider submission.

v.   The key positive points the TEF panel had noted from the University's submission had included:
   - academic stretch for students;
   - employability enhancement opportunities;
   - the work to invest in the estate and in digital resources;
   - a 'developing approach' to research-engaged teaching;
   - a culture which enabled and rewarded teaching excellence.

vi.   The TEF result had added to the recent disappointment of the Guardian League Table results, which saw the University fall by eight places to 67th. This domestic league table was based on data from the latest NSS; UCAS entry tariffs, 2017; the Destination of Leavers from Higher Education (DLHE) survey, 2015/16; and the HESA return, 2015/16. The University had improved in the NSS aspects of the survey, but there had been significant drops in other areas. For example, staff-student ratios had dropped from 9th to 23rd. However, there had been impressive results for a number of subject areas such as Anatomy/Physiology and Nursing/Midwifery, for which Liverpool had been ranked top.

vii.   The graduate employment rate was improving, but not as fast as other HEIs. However, there were more placements and opportunities to study abroad, as well as more co-curricular activities. The introduction of the Higher Education Achievement Record (HEAR) and employability awards would also help to drive improvement in this area. The University was improving year-on-year and long-term employment outcomes for students were very good. The University remained in the world's top 1% and was highly targeted by employers. Other Careers and Employability initiatives included: an Employability Change Project, Careers Registration, a New Employer Engagement Strategy, creating and enhancing student opportunities, and Careers and Employability/Alumni joint initiatives.

viii.   The Longitudinal Education Outcomes (LEO) data brought together information from several government sources. The LEO looked at employment and earnings of higher education graduates one, three and five years after graduation (in comparison, the DLHE looked at data six months after graduation). Five years after graduation, the average salary of University of Liverpool graduates was 39th nationally, which was second in the North West. The data was important as it was made publicly available to students.

ix.   Recent areas of success included significant improvements in the University's NSS result: the overall satisfaction score had reached 87% in 2016, compared with 85% in the previous year. Overall, greater staff-student engagement was building more positive relationships and contributing to enhanced student satisfaction.

x.   Faculty Portfolio Plans had been introduced and enhancement plans were in place in every subject to work with students to identify ways that the University could quickly make changes that would improve student satisfaction.

xi.   Progress had been made with the refurbishment of teaching spaces and the redesign of lecture hubs.

xii.   A more holistic approach to WP activity was being developed, which was focusing on the whole student journey not just outreach and recruitment.

xiii.   The University was increasing the number of quality study abroad partners and had signed 16 new partnership agreements in the last year.

xiv.   The University's priorities were unlikely to change as a result of the TEF, but it would give them greater urgency. Current priorities included:

- improving the virtual infrastructure (including the Banner upgrade, VLE review and timetabling, and a new Innovation Hub);

- enhancing employability and employment (including increased student mobility; better guidance for Academic Advisors; a new XJTU summer school; and multiple employability/employment activities including placements);

- portfolio development and curriculum review (including the launch of the CIE and Leadership Academy; a schedule of curriculum reviews; a broader vision for the ULiL and new online programmes);

- supporting student success (including development of student-facing (on-line and face-to-face) resources; a focus on assessment in curriculum design and review; cohort data tracking; launch of Open Languages in September 2017).

NOTED:

xv. Tools (i.e. systems and how they integrated) needed to be fit for purpose. Greater time and effort would need to be devoted to the development of pedagogy.

xvi. Due to the staff-student ratio, the rating of the University in Russell Group rankings had fallen to 25th (from being in the top 12). Distribution of staffing to deal with student numbers was a significant issue.

xvii. Changes needed to be long term and continuous, not just for REF 2021 or the next TEF. The work of all academics needed to be balanced to include teaching as well as research, while also incorporating other aspects of the role. Performance assessment should reflect the different aspects of the academic role.

7. **Safe and Welcoming Campus Environment Project: End of Phase 1 Report and Recommendations**

[The Director of Student Administration and Support attended for this item.]

RECEIVED:

i. A presentation from the Director of Student Administration and Support on the Safe and Welcoming Campus Environment Project and proposed revisions to the Policy on Student Conduct and Discipline.

REPORTED:

ii. The Safe and Welcoming Campus Environment Project had been initiated following the publication of a report and guidance by Universities UK on the investigation of potential criminal misconduct and responding to student disclosures of sexual misconduct. The project had commenced in December 2016 and the first phase had been completed.

iii. National attention on the issue had increased over the past two years, leading to commission of the UUK task force. The NUS had also been campaigning on the issue for several years.

iv. The UUK report and guidance embedded a zero tolerance approach and encouraged the reporting of such incidents through the recommendation of a clear and accessible disclosure response procedure.

v. One of the key legal changes was that if a student reported this type of incident, the University would be expected to take action, which would be disciplinary in nature rather than criminal. Any criminal process would take priority and no disciplinary action taken until it had concluded. Disciplinary proceedings could be brought where the reporting party did

not wish to go to the police and where the criminal process had acquitted the alleged perpetrator.

vi.   Phase One of the Safe and Welcoming Campus Environment Project had involved developing a policy framework for the University based on the recommendations of the UUK report and guidance. Phase Two would involve policy implementation, communication of the new policy, training, and resourcing. Phase three would involve the review of policy and procedures after one year.

vii.   Substantive changes to the Policy on Student Conduct and Discipline and its associated procedures as well as training, guidance and support were recommended. Changes to the Policy included:

- Clear distinction between disciplinary and criminal proceedings, including differentiated burden of proof and sanctions.
- Provision for the University to investigate cases of misconduct that may also be criminal, where the complainant does not wish to report to the Police.
- An additional appendix outlining non-academic offences in the following categories, and indicating the sanction that is likely to be imposed:

  - Physical misconduct
  - Sexual misconduct
  - Abusive behaviour
  - Property, health and safety
  - Fraud and dishonesty
  - Operational obstruction or reputational damage.

viii. The University was also involved with five other North West HEIs in the AMOSSHE funded disclosure project, which would explore students' expectations of universities when they disclosed an incident of sexual misconduct. A report on the project was due in July 2018.

NOTED:

ix.   Students would not be involved in imposing sanctions against the perpetrator.

x.   Evidence would be sought that the incident had taken place. Circumstantial rather than forensic evidence would be gathered.

xi.   Any vexatious complaints would be challenged.

xii.   There would be an induction package given to new students with a range of information on the matter.

xiii. Departments would be involved if a student initially disclosed an incident to them and would be expected to signpost the student to appropriate colleagues. Departments would be made aware of any investigation involving their student.

AGREED TO RECOMMEND:

xiv.   The revised Policy on Student Conduct and Discipline should be approved.

xv.   Phase Two of the Project should be initiated in order to deliver recommendations from Phase One.

BUSINESS FROM FACULTIES

8. **Faculty of Humanities and Social Sciences – Proposal to Divide Economics, Finance and Accounting Group (EFA) in ULMS into Two Groups**

    RECEIVED:

    i. A proposal to divide the Economics, Finance and Accounting Group (EFA) into two groups, one of which would focus on Economics and the other on Finance and Accounting.

    REPORTED:

    ii. Historically, Finance and Accounting had been fledgling disciplines in comparison to Economics and it had made sense to combine the three disciplines into one group, although the combination was not common in management/business schools.

    iii. The Finance and Accounting parts of the group were now stronger with four professors in Finance and one in Accountancy together with a large number of professionally qualified staff. The shared interest between Finance and Accounting was more usually used in management schools as the basis of shared interest groups. In addition, Finance and Accountancy felt it lacked an external presence and identity under the current grouping.

    iv. Further, the current combined group was approaching 80 members and such a large group was difficult to run as it spanned a wide range of interests. The School would struggle to find someone qualified to manage the group following the resignation of the current chair.

    v. The School would benefit from having two cognate groups able to set clear strategies for future aspirations, Strategy 2026 and the next REF.

    AGREED TO RECOMMEND:

    vi. The proposal to divide the Economics, Finance and Accounting Group (EFA) into two groups should be approved.

REPORTS OF THE SUB-COMMITTEES

Joint Committee on Honorary Degrees

9. The Senate received an oral report on the recommendations of the Joint Committee on Honorary Degrees.

    REPORTED:

    i. Further to the recommendations approved by the Senate at its June 2016 meeting:

    - Ms April Ashley, Mr Peter Cresswell and Professor Phil Scraton had received their honorary degrees in December 2016. Miss Catherine Jones had received her honorary fellowship in December 2016.

    - The following were scheduled to receive their honorary degrees at ceremonies in July 2017:

      Mr Elkan Abrahamson
      Mr Paul Brett
      Ms Thelma Handy
      Admiral Sir Philip Jones
      Dame Georgina Mace
      Mr David Olusoga

ii.   In accordance with the provisions of Ordinance 30 (Honorary Degrees), the Joint Committee on Honorary Degrees had met to consider nominations which were received for the conferment of honorary degrees and other honorary awards, and had made a number of recommendations.

AGREED:

iii.   The recommendations of the Joint Committee on Honorary Degrees in relation to the conferment of honorary degrees and an honorary fellowship should be endorsed and forwarded to the Council.

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Research and Impact Committee

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10.   The Senate received a report on the meeting of the Research and Impact Committee held on 9 June 2017.

11.   Statement of Expectations: Principal Investigators and Research Staff

RECEIVED:

i.   A draft Statement of Expectations: Principle Investigators and Research Staff.

REPORTED:

ii.   The Research and Impact Committee had recommended that a draft Statement of Expectations: Principal Investigators and Research Staff should be approved.

iii.   It had previously been agreed that there should be enhanced mechanisms for engaging and supporting staff on research only contracts at the University as these staff played a critical role in producing the University's research outputs and impact.

iv.   The Statement of Expectations clarified the roles and responsibilities of research staff and their PIs while stating the importance of the group in contributing to the wider research environment.

AGREED:

v.   The new Statement of Expectations: Principal Investigators and Research Staff should be approved.

12.   Sensor City Project Update

REPORTED:

i.   The Research and Impact Committee had received an oral report from Professor Joe Spencer on the Sensor City project. The Sensor City Building, located in the Knowledge Quarter, was now complete and open for business. Council would be visiting the facility and other visits could be arranged upon request. Sensor City provided expertise and skills concerning sensor systems and was a joint initiative with LJMU and city region authorities. A key objective was to promote Sensor City to SMEs and academic staff members to encourage its use.

ii.   Ambitious targets that had been agreed in the early stages of the project were being reached. One of the targets was the creation of new start-ups and Sensor City's new MSc was helping to achieve this objective; in the first year students developed an idea for a company and in the second year they set up a company. Some of these companies might fail, but students would build a valuable skills set in the process. The MSc could be modelled elsewhere as part of the University's enterprise agenda.

iii. Three important objectives for Sensor City were discussed: (i) the provision of opportunity and support for students to set up their own businesses; (ii) addressing business demand for sensor systems and supporting greater innovation, so that further local employment opportunities for University of Liverpool graduates were created; and (iii) satisfying the University's own interest in meeting its impact agenda and improving its profile and standing. The necessary mechanisms and investment for achieving these objectives would require further consideration.

iv. Student input into Sensor City was especially important. Stronger links should be created between the Sensor City project and the student enterprise scheme.

13. Initiatives and Plans for Growing 4* Items

REPORTED:

i. The Research and Impact Committee had received presentations from the three Faculty APVCs for Research and Impact to consider initiatives and plans for growing 4* outputs. Thanks were given to Faculty APVCs on their work in considering how to address gaps that had been identified at the last meeting of the Committee. The sharing of good practice was key in improving the quality of outputs.

ii. Current good practice and ideas to improve practice included:

a) Widespread pre-submission review of papers, which could involve external contacts as well as internal colleagues (for example; the Department of History checked the papers of colleagues at Queen's University Belfast and vice versa). One obstacle to the checking of papers was the perceived demand on time, but this could be resolved by streamlining the process, allowing a rapid response to authors. Specific guidance on how to carry out the task of assessing a paper along with a template for providing feedback would make the task less daunting.

b) Oral presentations of papers could sometimes facilitate feedback.

c) Messages about recognition and reward should be clearly communicated. The message that the quality not quantity of papers was important had still not been completely understood across the institution.

d) It would be useful to replicate REF procedures through running REF type panels.

e) Units should be encouraged to consider strategic use of research leave (including short periods) to allow staff to focus on completing potential 4* outputs.

f) A more proactive recruitment policy at institutional level should be developed which would focus on the recruitment of Early Career Researchers (ECRs) with the potential to produce 4* papers. In addition, the University should recognise and nurture the talent that it already had.

iii. The following risks had been identified:

a) Lack of knowledge of competitor activities to raise 4* outputs.

b) The loss of ECRs due to the recruitment practices of other HEIs.

14. Revision of the Process for the Next Annual Assessment Programme (for KPIs 4 and 6)

REPORTED:

i. The Research and Impact Committee had received an oral report on the process for the next Annual Assessment Programme for KPIs 4 and 6. A detailed paper was being prepared in order to make the process more consistent across Faculties.

ii. In order to complete the paper, the Committee approved the following:

- Delay of the next reporting date to the Research and Impact Committee until the last meeting of the session in 2017/18 to allow consistency of the publication window until the end of December 2017 between all Faculties.
- Approval of an individual circumstances process to allow reviewers to take account of factors that had affected the volume of research undertaken by individual researchers. This would take time due to the consultation period that would be required with various staff groups.
- Standardisation of data with that of the Workload/Contribution Programmes in order to ensure greater consistency.

15. The UK Scholarly Communications Licence

REPORTED:

i. The Research and Impact Committee had received a paper requesting approval that the University adopts the UK Scholarly Communication Licence (UK SCL).

ii. Normally, when a paper was submitted to a journal, the author renounced his/her own right and his/her University's right to make it available. If the University adopted the UK SCL, this right could be retained, with a number of consequent benefits. The licence was acceptable to major funders. The article became open access at the same time that it was published, making it available across the world. This made it more likely that a researcher's work would be cited.

iii. The Research and Impact Committee had agreed that the UK Scholarly Communication Licence should be adopted subject to other universities adopting the licence.

16. Chair's Report

REPORTED:

16.1 UK Research and Innovation (UKRI)

i. David Sweeney had been appointed as Executive Chair Designate for Research England. UKRI England, which included both Research and Knowledge Transfer, provided research and grant funding to HEIs in England and was responsible for the development and implementation of REF in partnership with the funding bodies. It oversaw the financial sustainability of the HE research base and the Research Investment Fund.

16.2 Global Challenges Research Fund (GCRF)

ii. The work of the GCRF strategic planning group had continued with the support of the operational group. A lesson to be derived from the GCRF work was that a careful and disciplined approached to the planning and preparation of proposals was essential, productive and worthwhile in the approach to significant funding opportunities.

16.3   Industrial Strategy Challenge Fund (ISCF)

    iii.   A strategic planning group was currently being established, which would be chaired by the APVC for Enterprise, Professor Hollander. The group would help to shape the University's approach to the funding, generate intelligence, data and market research, and provide oversight and a coherent direction. The group would follow the model established by the GCRF group.

<div align="center">Postgraduate Research Committee</div>

17.   The Senate received a report on the meeting of the PGR Committee held on 1 June 2017.

18.   New Policy on Aegrotat and Posthumous Awards for PGR Students

    RECEIVED:

    i.   A new policy on Aegrotat and Posthumous Awards for PGR Students.

    REPORTED:

    ii.   The PGR Committee had agreed to recommend that a new policy on Aegrotat and Posthumous Awards for PGR Students should be approved.

    iii.   The new Aerogat and Posthumous Awards for PGR Students policy along with the associated revisions to the PGR Code of Practice would bring PGR and PGT policy in line.

    iv.   The policy reflected the advice of a range of groups and colleagues who were consulted in developing the new policy, including the Disability Advice and Guidance team and the Online Programmes Operational Group.

    AGREED:

    v.   The Policy on Aegrotat and Posthumous Awards for PGR Students should be approved.

19.   Framework for Quality and Standards relating to PGR provision

    RECEIVED:

    i.   The Framework for Quality and Standards relating to PGR provision.

    REPORTED:

    ii.   The PGR Committee had agreed to recommend that the Framework for Quality and Standards relating to PGR provision should be approved.

    iii.   The Framework set out the University's obligations with regards to reporting structures and reviewing mechanisms. It included taught as well as PGR provision.

    AGREED:

    iv.   The Framework for Quality and Standards relating to PGR provision should be approved.

20.   Approval of Updates to Appendix One of the PGR Code of Practice: Postgraduate Research Degrees Admissions Policy and Procedures

    REPORTED:

    i.   A series of revisions to Appendix One of the PGR Code of Practice: Postgraduate Research Degrees Admissions Policy and Procedures had been agreed: updates to the Policy and Procedures related to CAS and visa arrangements to provide enhanced guidance on

arrangements, changes to the nomenclature of the External Relations, Marketing and Communications team and changes to individual staff role titles.

21. **Approval of a New Annexe 2: Guidelines on Submission of a Research Degree Thesis for Examination for Online Professional Doctorates (OPD), Appendix 12: PGR Code of Practice Framework for Online Professional Doctorates**

REPORTED:

i. The PGR Committee had noted key differences between the submission guidelines of the standard PhD and OPDs and the separate new Annexe was therefore required for OPDs. The Annexe had to be read in conjunction with thesis submission guidelines, which were part of the Code of Practice for PGR students.

ii. The Annexe listed the points of departure from the main PGR submission guidelines. These points included additional information on the approval of applications to exceed the word count of the thesis and inclusion of a requirement that all students submitted at least nine months in advance of the maximum period of registration for an OPD.

22. **Approval of the Process for the Renewal of PGR Collaborative Partnerships**

REPORTED:

i. There was currently no system in place for the renewal of PGR collaborative partnerships. The process generally involved completion of a self-evaluation document, which was not assessed in any formal manner. The aim of the Guidance was to formalise the University's renewal process thereby creating an audit trail at institution level.

ii. The PGR Committee had agreed that the new Guidance for Renewal of PGR Collaborative Partnerships should be approved subject to revisions suggested by the Committee.

23. **Approval of Recommendations in relation to the Periodic Monitoring of OPD Students' Progress in Thesis**

REPORTED:

i. The PGR Committee had agreed that OPD programmes should be able to manage the monitoring of students' academic progress without a face-to-face annual Independent Progress Assessment Panel (IPAP) subject to revisions to the PGR Code of Practice in line with the feedback of the Committee.

ii. The request to hold asynchronous IPAP meetings (i.e. meetings conducted online between individuals in different time zones) met the requirements of the PGR Code of Practice: 'to independently assess the progress of the student and determine whether or not adequate progress has been made'.

iii. It was important that students should be able to request a face-to-face meeting if required. The experience of the OPD student needed to match that of the PhD student. It was confirmed that students would be able to request a face-to-face panel meeting from stage two of the programme if they wished it. Students should be able to raise issues in the context of the IPAP process without the involvement of their supervisor.

Education Committee

24. The Senate received a report on the meeting of the Education Committee held on 2 June 2017.

25. Education Action Plan

25.1 Proposal for International Education Working Group (IEWG)

REPORTED:

i.   The Education Committee had received a paper requesting approval for the formation, terms of reference and membership of a new International Education Working Group to act as the programme board for the Education Strategy's Going Global work programme and the international elements of the Effective Recruitment work programme.

ii.   The Group's primary purpose would be to respond to major challenges which were hindering progress towards achieving the work programme goals. Its work would therefore be thematic in nature.

iii.   The Education Committee agreed that the formation, terms of reference and membership of the International Education Working Group should be approved.

26. Summary of External Projects/Matters

26.1 HEFCE APR 2016/17 – Quality Outcomes

REPORTED:

i.   The Education Committee had received an oral update on the outcomes of the Annual Provider Review from HEFCE.

ii.   In relation to quality and standards matters, the outcome for the University was 'meets requirements', no action required.

26.2 Higher Education and Research Act 2017/TEF – Update

REPORTED:

i.   The Education Committee had received an oral update on the recently approved Higher Education and Research Act 2017 and plans for the TEF.

ii.   Following agreement by both Houses on the text of the Bill, the Higher Education and Research Act 2017 had received Royal Assent on 27 April 2017.

iii.   As it currently stood, given the pending general election, the TEF would be subject to an independent review by 2019. A commitment had also been made to pilot the subject level TEF for two years.

iv.   The link between the TEF and student fees had been postponed until 2020.

26.3 NSS 2017 Final Response Rate and Next Steps

REPORTED:

i.   The Education Committee had received a paper detailing the University's final position at the close of the NSS 2017 and information about the reporting process for this year's results.

ii.   The institutional response rate at the close of the survey was 43%. This was significantly below both the national response rate (68%) and the University's 2016 response rate (76%). Nationally, the completion rate was 4% lower than the previous year, whilst the NUS reported that at least eight institutions with a boycott had response rates below 50% at the close of the survey.

iii. For results to be published externally, a 50% response rate, with at least ten respondents, would need to be achieved   Departmental response rates across the University ranged from 61% to 22%.

iv. Institutions would be able to access their own detailed 2017 NSS data from 28 July and would be able to access the public datasets on 4 August. HEFCE would then publish the 2017 NSS results on 9 August 2017.

v. Given its response rate of 43%, the University would probably not receive an institutional result in publication this year. Results for those areas that had achieved a response rate over 50% would definitely be published.

vi. The potential impact on having gaps in the institution's NSS and Unistats data set in relation to student recruitment was not known at this time. HEFCE did however understand the potential of this and so were expected to provide a narrative for any gaps in data.

vii. HEFCE had held meetings with those institutions with a response rate less than 50% to discuss the next steps, and had suggested that combining 2017 data with 2016 results for areas that did not reach the publication threshold would not be robust given the changes in the survey that were implemented this year. A decision on how the data would be used was expected from HEFCE by 23 June 2017.

27. **Final Recommendations of the Task and Finish Group on Safety of and Support for Students Abroad**

REPORTED:

i. The Education Committee had received a paper detailing the final recommendations of the Task and Finish Group on Safety of and Support for Students Abroad.

ii. Local policies and procedures for safety of and support for students abroad varied substantially across the institution as did data collection and reporting processes. It was also not currently possible to centrally track the location of all students participating in periods abroad.   Three University documents regulating the policy and procedure for placements abroad currently existed:
   - Code of Practice (CoP) on Fieldwork,
   - Code of Practice on Support for Students Abroad,
   - Placement Learning Code of Practice.

iii. Emergency response procedures for students abroad were not well-known across all areas of the University. This could affect capacity to make an appropriate response in the event of an emergency situation.

iv. The recommendations in the paper sought to provide a robust yet proportionate framework of policy and procedure regarding support for and safety of students off-site.

v. The Education Committee had agreed that the recommendations in the paper should be approved. The three substantive items were:

   - That the three existing Codes of Practice be brought together in the form of one Code which regulated all off-campus student activity, both in the UK and abroad. The existence of this new Code needed to be widely communicated and appropriate training needed to be provided.
   - That the Task and Finish Group should become a Working Group on Support for and Safety of Students Off-site, which would make recommendations on issues related to student safety off-site and would monitor and review policies and procedures.
   - That all students on periods off-site should be recorded as such on the Banner system and that this be implemented as part of the Student Records System

Upgrade (SRSU), to support emergency response procedures. In the interim period whilst Banner was updated, each Faculty should maintain an up-to-date log of their off-site students at a central SharePoint space, with access provided to SAS and to the Study Abroad Team.

vi. The revised CoP would be submitted to the Education Committee and the Health and Safety Governance Committee next cycle for endorsement before being submitted to Senate and Council.

28. Fellowships and Prizes

28.1 Recipients of the Learning and Teaching Fellowships for 2016/17

REPORTED:

i. The Education Committee had received a paper providing confirmation of the winners of the Learning and Teaching Fellowships for 2016/17.

ii. The award scheme was open to all staff (both academic and professional services) who contributed to the teaching of students.

iii. The Education Committee had agreed that the award of the Fellowships outlined should be approved.

28.2 Winners of the Learning and Teaching Prizes and Nominations for the Sir Alastair Pilkington Awards for Teaching Excellence 2016/17

REPORTED:

i. The Education Committee had received a paper providing confirmation of the winners of the Learning and Teaching Prizes (both Faculty awards and the Sir Alastair Pilkington Awards) for the Faculty of Health and Life Sciences, Faculty of Humanities and Social Sciences and the Faculty of Science and Engineering.

ii. The Education Committee had agreed that the nominations for the Sir Alastair Pilkington Award for Teaching Excellence should be approved.

29. Diversity and Equality Annual Report 2015/16

REPORTED:

i. The Education Committee had received the Diversity and Equality Annual Report of activity at the University covering the academic year 2015/16. Additional data appendices included UCAS application and offer data by race, and a comparison between school age population and UoL UG population by race.

ii. Overall 7.3% of students in 2015/16 disclosed a disability, with 0.9% of OSI students declaring a disability compared with 10.5% of Home/UK students.

iii. The most common form of disability was a specific learning difficulty such as dyslexia, followed by a mental health difficulty. The proportion of mental health difficulties had more than doubled in the past six years.

Collaborative Provision Committee

30. The Senate received a report on the meeting of the Collaborative Provision Committee held on 10 May 2017.

31. XJTLU Programmes

REPORTED:

i. The Collaborative Provision Committee had approved the following programmes for delivery at XJTLU:

- MA International Finance Management
- Mass Media Translation
- BA International Relations

ii. The Collaborative Provision Committee had approved the following new XJTLU Study Abroad Exchanges between XJTLU and the following institutions:

- Michigan State University, USA
- Politecnico di Torino, Italy

iii. The Collaborative Provision Committee had approved the following new international exchange partnerships:

- Universidad Adolfo Ibanez, Chile

iv. The Collaborative Provision Committee had approved the following joint programmes, for delivery with Liverpool John Moores University, subject to conditions, by Joint Validation Panels held on 6 April and 27 April 2017. The Committee had endorsed the decisions of the Panels.

- MEng Computer Science with Education (with recommendation for QTS)
- MMath Mathematics with Education (with recommendation for QTS)
- BA Modern Language (French) with recommendation for QTS
- BA Modern Language (Spanish) with recommendation for QTS
- BA Modern Language (German) with recommendation for QTS

University Approval Panel

32. The Senate received a summary report on the University Approvals Panel for 2016/17.

REPORTED:

i. The University Approval Panel had approved the following new programmes or revalidated programmes during 2016/17:

Faculty of Health and Life Sciences

New DDSc Dental Sciences (Paediatric Dentistry)
New BSc Veterinary Conservation Medicine (subject to conditions)

Faculty of Humanities and Social Sciences

New MSc Sports Business
Revalidated MSc Entrepreneurship and Innovation
Revalidated BA (Hons) History, History Major Subject Component, History Joint Subject Component and History Minor Subject Component
Revalidated Certificate in Higher Education and the Personal and Professional Development Certificate
New Master in Management
New MSc Banking and Finance (subject to conditions)
New BA Italian with a Year Abroad and Italian with a Year Abroad Major Subject Component

New BA Film Studies and Film Studies Major Subject Component (subject to conditions)
New LLM International Finance: Law and Regulations (at the Truman Bodden Law School) (subject to conditions)
Revalidated Chinese Minor Subject Component without a Year Abroad, French Minor Subject Component without a Year Abroad, German Minor Subject Component without a Year Abroad, Italian Minor Subject Component without a Year Abroad, Portuguese Minor Subject Component without a Year Abroad and Spanish Minor Subject Component without a Year Abroad (subject to conditions)
Revalidated BA Modern Languages (Triple Subject) (subject to conditions)
Revalidated MA Music Industry Studies (subject to conditions)

Faculty of Science and Engineering

Revalidated MSc Big Data Analytics (online)
New PG Award Data Driven Decision Making (online)
New PG Award Big Data Visualisation and Warehousing (online)
Revalidated MSc Cyber Security (online)
New PG Award Cyber Crime Prevention (online)
New PG Award Cyber Security Compliance Management (online)
Revalidated MSc Information Systems Management (online)
New PG Certificate/PG Award Information Technology Leadership (online)
New PG Certificate/PG Award Strategic Technology Innovation (online)
New Maths Major Subject Component and Maths Joint Subject Component
New MChem Chemistry for Sustainable Energy (subject to conditions)
New Integrated PhD and MSc Data Analytics and Society (subject to conditions)
Revalidated BSc (Hons) Computer Science (subject to conditions)
Revalidated BSc (Hons) Computer Science (Software Development) (subject to conditions)
Revalidated MEng (Hons) Computer Science (subject to conditions)
Revalidated MEng (Hons) Computer Science with a Year in Industry (subject to conditions)
Revalidated BSc (Hons) Computer Science with a Year in Industry (subject to conditions)
Revalidated BSc (Hons) Computing with a Year in Industry (subject to conditions)
Revalidated BSc (Hons) Electronic Commerce Computing (subject to conditions)
Revalidated BSc (Hons) Electronic Commerce Computing with a Year in Industry (subject to conditions)
Revalidated BSc (Hons) Computer Information Systems (subject to conditions)
Revalidated BSc (Hons) Computer Information Systems with a Year in Industry (subject to conditions)
Revalidated BSc (Hons) Internet Computing (subject to conditions)
Revalidated BSc (Hons) Internet Computing with a Year in Industry (subject to conditions)
Revalidated BSc (Hons) Software Development (subject to conditions)
Revalidated BSc (Hons) Software Development with a Year in Industry (subject to conditions)
Revalidated BSc (Hons) Artificial Intelligence (subject to conditions)
Revalidated BSc (Hons) Artificial Intelligence with a Year in Industry (subject to conditions)
Revalidated BSc (Hons) Mathematics and Computer Science (subject to conditions)
Revalidated BSc (Hons) Mathematics and Computer Science with a Year in Industry (subject to conditions)
Revalidated BSc (Hons) Financial Computing (subject to conditions)
Revalidated BSc (Hons) Financial Computing with a Year in Industry (subject to conditions)

OTHER ITEMS FOR APPROVAL/ENDORSEMENT

ACTION TAKEN BY THE VICE-CHANCELLOR ON BEHALF OF THE SENATE

33. The Senate received a report outlining action which had been taken on its behalf by the Vice-Chancellor.

34. **Offer of an Honorary Degree to Mr David McDonnell**

     REPORTED:

     i.   Acting on behalf of the Senate, the Vice-Chancellor had agreed to recommend that Mr David McDonnell, the outgoing Pro-Chancellor of the University, be invited to accept the honorary degree of Doctor of Laws.

     ii.   The President of the Council, acting on the Council's behalf, had approved the above recommendation.

     AGREED:

     iii. That the above action taken by the Vice-Chancellor on behalf of the Senate should be endorsed.

35. **Protocols for the Elections of Elected Faculty Representatives on Senate 2017**

     REPORTED:

     i.   Acting on behalf of the Senate, the Vice-Chancellor had approved the protocols for/approach to conducting the elections of elected Faculty representatives on Senate in 2017.

     AGREED:

     ii.   That the above action taken by the Vice-Chancellor on behalf of the Senate should be endorsed.

36. **Changes to University Ordinances**

     RECEIVED:

     i.   A report outlining proposed changes to Ordinances.

     REPORTED:

     ii.   It was proposed that a Master in Management award under the Faculty of Humanities and Social Sciences and an Integrated Doctor in Philosophy and Master of Science under the Faculty of Science and Engineering should be added to Ordinance 20. Modifications had been made to the existing LLM and changes were therefore required to Ordinance 54 for the LLM by Research[1]. Further, a new Ordinance for the award of the Integrated Doctor in Philosophy and Master of Science had been created[2].

     AGREED TO RECOMMEND:

     iii. The revisions to Ordinances 20 and 54 and a new Ordinance for the award of the Integrated Doctor in Philosophy and Master of Science should be approved.

                              OTHER ITEMS FOR REPORT

37. **Access Agreement – Entry 2018/19**

     RECEIVED:

     i.   Via the Senate members' intranet, the University's Access Agreement 2018/19, which had been submitted to the Office for Fair Access.

38. **Elections of Elected Faculty Representatives on Senate – Results**

RECEIVED:

i.   A report providing the results of the recent elections.

REPORTED:

ii.   The annual Elections had been held recently to appoint to a number of vacancies for representatives from each Faculty elected by and from among the academic staff employed on substantive contracts on either Teaching and Research or Teaching and Scholarship pathways. The representatives had been elected for the period 1 August 2017 to 31 July 2020. The outcomes of the elections were as follows:

Faculty of Health and Life Sciences

Miss Laura Gartshore
Dr Susanne Voelkel

Faculty of Humanities and Social Sciences

Dr Gaetano Pentassuglia
Professor Kristyan Spelman Miller

Faculty of Science and Engineering

Professor Themis Bowcock
Professor Liz Sheffield

39. **Date of Next Meeting**

NOTED:

i.   The dates of meetings of Senate in 2017/18 would be circulated to members shortly.

40. **Retiring Members of Senate**

i.   The Vice-Chancellor extended thanks to the following members of the Senate whose term of office was due to end prior to the next meeting:

Professor Mike Begon
Professor Paul Chalker
Professor Michael Dougan
Dr Paul Drake
Dr Bernard Gibbon
Dr Laura Harkness-Brennan
Dr Freya Jarman
Professor Kay Richardson
Professor Jude Robinson
Dr Natasha Savage
Professor Soraya Shirazi-Beechey

And the student members:
Flavia Alves
Catriona Campbell
Yasmin Gasimova
Xaiolei Yang

Appendices

[1] Ordinance 54: Degree of Master of Laws by Research (Track Changed)
[1] Ordinance 54: Degree of Master of Laws by Research
[2] Ordinances XX: Integrated Degree of Doctor in Philosophy and Master of Science

MEETING OF THE SENATE

21 JUNE 2017

Part II: Reserved Business

41.   Minutes of the Previous Meeting

AGREED:

i.   The reserved minutes of the meeting of the Senate held on 22 March 2017 as an accurate record.

ACTION TAKEN UNDER DELEGATED POWERS IN RELATION TO ACADEMIC MATTERS

42.   Students' Individual Academic Arrangements

RECEIVED:

i.   Via the Senate members' intranet, a report on actions notwithstanding the Ordinances and Regulations in respect of students' individual academic arrangements which had been approved by the Pro-Vice-Chancellor for Education[1].

AGREED:

ii.   The action taken in respect of the students listed should be endorsed.

43.   Appointment of External Examiners

RECEIVED:

i.   Via the Senate members' intranet, a report on action notwithstanding the Code of Practice on External Examining which had been approved by the Pro-Vice-Chancellor for Education[2].

AGREED:

ii.   The action taken in respect of the external examiners listed should be endorsed.

44.   Appointment of XJTLU External Examiner

RECEIVED:

i.   Via the Senate members' intranet, a report on the appointment of an external examiner at Xi'an Jiaotong-Liverpool University which had been approved by the head of subject at UoL and the Pro-Vice-Chancellor for Education[3].

AGREED:

ii.   The appointment of the external examiner listed should be endorsed.

45. Report on the Appointment of Academic Staff

RECEIVED:

i.   Via the Senate members' intranet, a report on the appointment of academic staff[4].

Appendices

[1]   Report on actions notwithstanding Ordinances and Regulations in relation to students' individual academic arrangements
[2]   Report on actions notwithstanding the Code of Practice on External Examining
[3]   Report on the appointment of an external examiner at Xi'an Jiaotong-Liverpool University
[4]   Report on the appointment of academic staff