

MEETING OF THE SENATE

6 NOVEMBER 2019

**Present:** The Vice-Chancellor (in the Chair), Pro-Vice-Chancellors Professor Birch, Professor Brown and Professor Hollander, Executive Pro-Vice-Chancellors Professor Beveridge, Professor Kenny and Professor van der Hoek, Associate Pro-Vice-Chancellors Professor Endfield, Professor Sheffield, Professor Spelman-Miller, Professor Williams and Professor Yates, Professors Albadri, Atkinson and Caddick, Dr D Colquitt, Professors Comerford, Coomber, Cosstick and Dong, Dr E Drywood, Professors Foxhall, Gibson, Guillaume, Hauskeller and Langfeld, Dr J Madine, Professors Mair, McGowan, Morris and O'Halloran, Dr S Parameswaran, Professors Saunders, Schewe and Scott, Dr G Sedghi, Professors Semple, Sheard and Speed, Dr T Teubner, Dr S Timme, Professors Vieira de Mello and Voelkel, Dr F Watkins and Professor Youngson.

The President, Deputy President and one of the Vice-Presidents of the Liverpool Guild of Students and the student representatives from the Faculty of Health and Life Sciences and the Faculty of Science and Engineering were present as representatives of the student body.

**In attendance:** The University Secretary and Director of Legal and Governance, Mr K Ryan; the Director of People and Services, Mrs C Costello; the Director of Student Experience and Enhancement, Dr P Redmond; and the Governance Manager, Mrs E Leonard.

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

**1. Committee and Membership Matters**

1.1 The Vice-Chancellor welcomed the following new members of Senate:

*Staff members*

Dr Daniel Colquitt, Dr Kenneth Forkert-Smith, Professor Michael Hauskeller, Professor Boris Konev, Dr Jill Madine, Professor Kay O'Halloran, Professor Eann Patterson, Professor Anna Saunders, Professor Sven Schewe, Dr Gita Sedghi, Professor Calum Semple, Dr Thomas Teubner and Dr Francine Watkins.

*New Student Representative Officers*

Mr Adnan Hussain, Ms Jodie Sylvester and Mr Dylan Thomson.

*New student representatives from each Faculty*

Miss Caitlin Cooney, Miss Veronika Golovina and Mr Alvaro Lopez Hernandez.

1.2 Membership of Senate 2019/20

**RECEIVED** and **NOTED:**

i. A paper detailing the current membership of Senate.

1.3 Roles and Responsibilities in Relation to Diversity and Equality

**RECEIVED** and **NOTED:**

i. A statement agreed as part of the University's Diversity and Equality Framework which makes clear the role of committees in ensuring appropriate approaches to

diversity and equality are embedded in the way the University conducts its business.

1.4 Statement of Policy and Procedure on Disclosure of Interest

**RECEIVED and NOTED:**

- i. The University's Statement of Policy and Procedure on Disclosure of Interest, in accordance with the Policy requirement that 'at their first meeting of the academic year, each committee within the University should have a standing item on their agenda about conflict of interest'.

1.5 Disclosures of Interest

- i. 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**

2.1 Unreserved Minutes of the Meeting Held 26 June 2019

**AGREED:**

- i. The minutes of the meeting held on 26 June 2019 should be approved as an accurate record.

**3. Vice-Chancellor's Report**

**RECEIVED:**

- i. An oral report from the Vice-Chancellor.

**REPORTED:**

- ii. Dame Shirley Pearce's independent review of the Teaching Excellence Framework would not now report until the new year.
- iii. Professor Sir Adrian Smith's report 'Changes and Choices', providing independent advice on the design of future UK funding schemes for international collaboration, innovation and research, had been published.
- iv. The University had received notification that, following assessments conducted by both the REF 2021 Equality and Diversity Panel and Research England, its Code of Practice (CoP) had been considered to meet the published requirements set out in the REF 2021 CoP Guidance (REF 2019/03) and had been commended. Senate members were thanked for their valuable contributions during the development of the CoP.
- v. The University was working with the Liverpool Guild of Students to ensure that students were aware of how to register to vote in the General Election.

### 3.1 Honours and Appointments

**RECEIVED:**

- i. An oral report from the Vice-Chancellor on honours and appointments.

**REPORTED:**

- ii. Professor Rasmita Raval from the Department of Chemistry had been awarded the 2019 Business of Science Leadership Award for the public sector or charity category.
- iii. Professor Andy Cooper from the Department of Chemistry had been awarded the prestigious Hughes Medal by the Royal Society.
- iv. Professor Sandra Walklate from the Department of Sociology, Social Policy and Criminology had been elected to the Presidency of the British Society of Criminology.
- v. Senior Lecturer Dr Gita Sedghi from the Department of Chemistry had been awarded a National Teaching Fellowship by Advance HE.
- vi. Professor Sue Wray from the Department of Molecular and Cellular Physiology had become President of the Federation of European Physiological Societies.
- vii. Professor Tom Solomon from the Department of Clinical Infection, Microbiology and Immunology had been elected as one of five new Councillors of the Royal College of Physicians of London.

### **STRATEGIC MATTERS FOR DISCUSSION/DECISION**

#### **4. Strategy 2026: Values and Ethics**

[Mr Keith Watkinson, Interim Director of Human Resources, and Mr Syd Cottle, Director of Estates Management, attended for this item.]

**RECEIVED:**

- i. A report and presentation led by the Executive Pro-Vice-Chancellor for Humanities and Social Sciences describing values and ethics related initiatives/activities undertaken by departments since the University's Values Statement was published in 2017, and summarising areas in which the University could build on progress to rearticulate and refresh commitments to its values and ethics.

**REPORTED:**

- ii. Progress had been made in respect of each of the following five principles adopted, though sometimes in a somewhat piecemeal way:
  - We will put ethics and integrity at the heart of our decision-making
  - We will work in partnership with our students to ensure their interests and aspirations inform our activities

- We will deploy our resources creatively and with care, to maximise our positive impact locally, nationally and internationally
- We will develop a staff framework that sets out clearly the employment offer and expectations for all our employees
- We will work in partnership with our collaborators to ensure their interests and aspirations inform our activities.

iii. Key achievements since 2016 included:

- Worked with the Guild to agree and adopt an Ethical Investment Policy, and a further commitment to divest from fossil fuels made in 2019
- Achieved a UKAS accredited ISO 14001 Environmental Management System
- Expanded analysis of pay gaps to highlight issues regarding BAME, Disability and Sexuality pay gaps, and to analyse casual employment patterns, with commitment to work with Senate towards broad-based action plan, including adopting the IHRA definition of antisemitism
- Better student engagement had resulted in better NSS results
- Change projects had engaged students
- Access and Participation Plan had been evidence-based and produced with Guild input across a range of issues
- A change project on Careers and Employability had reconfigured the service to be peer led, more student-centred and focussed on improving outcomes in this area
- Staff volunteering framework
- Addressing health challenges
- University of Liverpool Maths School
- Civic University Agreement
- Thought Leadership
- Raising Aspiration for 4-18 year olds
- Creation of the Academy to improve training opportunities and support for professional development at all levels
- Adoption of the living wage
- Campus Accessibility Steering Group
- Enquiry with BAME staff and students into their experience to inform improvements
- Focus on PDR for all
- Openness and transparency in decision-making
- New Liverpool Online partnership
- Careful stewardship of key relationships and partners
- Review of the UoL – XJTLU relationship.

iv. Ms Nicola Davies, Director of Finance, had recently been appointed as senior lead on Sustainability.

**AGREED:**

v. The responses received to the following questions (using an electronic poll during the meeting and by email following the meeting) should be evaluated by the Senior Leadership Team and prioritised accordingly to enable the University to progress to rearticulate and refresh its commitment to values and ethics:

- Why should we care about our values and ethics?

- How can we improve our engagement with students?
  - What should be our priorities in environmental sustainability?
  - What more should we be doing in the Liverpool City Region to have a positive impact?
  - How can we better engage with and support staff across the whole organisation?
  - What more should we do to support partnership working?
- vi. The following proposals presented in the paper should be explored further:
- Two or three strategic priorities should be identified for the alignment of activity to the University's ethics and values over the next two to three years and these should be integrated into work streams or existing work streams should be re-orientated accordingly
  - A cross-University working group should be created to pull together an Online Toolkit on Student Engagement
  - The Vice-Chancellor and the President of the Guild of Students should sign the Sustainable Development Goals (SDG) Accord, committing the University and the Guild to work harder to increase overall contribution to the SDGs and to report annually on progress
  - The Communications Team should develop a communications plan on Sustainability to better highlight and engage staff and students in the work underway, giving consideration to whether there was a particular campaign to take forward as part of this
  - International Board should articulate a global strategy which foregrounds capacity-building and the University should seek over time to align its partnerships, mobilities and educational reach to maximise impact in this way
  - Senior Leadership Team should identify who would lead the development of a Civic University Agreement and how staff and students could be engaged, as well as stakeholders, in its creation, being mindful of the need to adopt a holistic social value approach
  - Employee engagement should be reviewed as part of Staff Survey follow-on in 2020
  - The University should continue to consider and explore partnership opportunities with appropriate governance arrangements.

## 5. Annual Report on Quality and Standards

[Ms Trish Barker, Head of Academic Quality and Standards, attended for this item.]

### RECEIVED:

- i. The Annual Report on Quality and Standards, covering: activity during 2018/19; external matters; approvals of new activity; monitoring and review activities; development and enhancement activities; and evaluation and oversight of processes.

### REPORTED:

- ii. The report was produced to provide assurance to Council regarding the outputs of the quality assurance processes and confirm the continuing quality and standards of provision across the University and its collaborative partners in the UK and overseas.

**NOTED:**

- iii. Next year's report would include reference to how student engagement is embedded in the various processes.

**AGREED TO RECOMMEND:**

- iv. The report should be approved.

**REPORTS OF THE SUB-COMMITTEES**

**Education Committee**

6. The Senate received a report on the meeting of the Education Committee held on 22 October 2019.
7. **Academic Integrity Project Report**

**REPORTED:**

- i. The Education Committee had received a paper summarising the work and recommendations from a new project group on academic integrity and a slideshow of the draft notices to promote academic integrity around campus.
- ii. In March 2019, the University had responded to a call to participate in the Quality Assurance Agency's (QAA) Enhancement Partnerships Programme addressing academic integrity and assessment.
- iii. The project group had focussed on three strands pertaining to academic integrity: policy and process; awareness and communication; and assessment design. The recommendations from the group were broken down as follows:

*Immediate:*

- Campaign to direct students (and staff) to KnowHow tutorial
- Extend the online resources to reinforce and support the campaign
- Develop CIE Spotlight on academic integrity.

*Academic Year 2019/20:*

- Undertake a review of institutional policy guidance and advice in all areas (handbooks, website and Guild of Students materials/resources) to ensure consistent, comprehensive and clear use of definitions (or the need for new guidance to be added)
- Consult on best practice recommendations which would mean a change to policy
- Develop CIE guidance for students and staff on Turnitin
- Ensure explicit reflection of academic integrity implications in C2021 hallmark documents and resources.

*Ongoing/medium term:*

- As part of curriculum review, encourage making the KnowHow module an integral part of module delivery
- Develop assessment rubrics which reinforce a positive message about academic integrity
- Develop additional modules to extend the KnowHow academic integrity tutorial for different audiences

- Establish an academic integrity staff network to share good practice, and develop staff facing module via Core HR.
- iv. The Education Committee had agreed that the work of this group was timely, particularly given recent media coverage around academic integrity and essay mills. The Committee had agreed to recommend the continuation of the project and that the proposed recommendations as highlighted above should be approved.

**AGREED:**

- v. The project should continue and the proposed recommendations should be approved.

[This paper was made available on the Senate members' intranet.]

**8. Canvas at Liverpool Project**

**REPORTED:**

- i. The Education Committee had received a virtual demonstration of the University's new VLE platform, Canvas at Liverpool, together with a paper providing an overview of plans to implement the new VLE platform.
- ii. Canvas expected to deliver the new platform via a phased roll out approach by September 2020. Both KnowHow and the Academy's accredited Academic Development Programme were suggested as potential early adopters of the system.
- iii. The implementation of Canvas at Liverpool presented an excellent opportunity to widen the scope for cross-School and Faculty sharing of innovations and best practice. Its collaborative style supported breaking down silos to create interdisciplinary and blended learning.
- iv. Whilst noted as a longer-term ambition, Canvas at Liverpool would also extend the University's ability to engage with its community of students from pre-application through to alumni by lifelong access to its learning hub via an E-portfolio.
- v. The implementation of Canvas at Liverpool would be a significant undertaking. To ensure its success, it would be essential for the system to be fully utilised and embraced by all users to ensure continuity of experience for students. This would involve a cultural change across the University as much as a technological change.

**9. Institutional Survey Results 2019**

**9.1 Institutional Survey Results**

**REPORTED:**

- i. The Education Committee had received a presentation on the University's NSS results for 2019, including a comparison of a number of sector benchmark scores, as well as an analysis of split metrics. The presentation also included a brief

analysis of the recent Postgraduate Research Experience Survey results, plus the expected next steps for the OfS Postgraduate Taught pilot survey.

- ii. The University's overall NSS satisfaction score had remained at 85%. This ranked the University 51 from 156 HEIs (58 in 2018), and 10 in Russell Group (7 in 2018). The University had achieved an institutional response rate of 67% with widespread achievement of publication thresholds, with only English Language below the publication threshold. Nationally, there had been a very slight increase in overall satisfaction.
- iii. Whilst above the Russell Group average, the University had scored significantly below the sector average for *Assessment and Feedback*. Further analysis had confirmed that the University had declined in three out of the four sections that comprised this metric when compared to 2018.
- iv. An analysis of split metrics had identified a significant negative variance in satisfaction for students who had declared a disability for the metrics *Assessment and Feedback* and *Academic Support*. An analysis of POLAR data had identified that students categorised under POLAR1 had consistently lower levels of satisfaction when compared to all other POLAR categories.
- v. The OfS had announced that it would launch a review of the NSS, with a consultation expected to launch in spring 2020.
- vi. The Education Committee had agreed that an action plan should be developed that focussed on:
  - The variance in satisfaction for students who had declared a disability
  - The variance in satisfaction for students categorised as POLAR1
  - The overall drop in satisfaction in relation to *Assessment and Feedback*.

[A copy of the presentation was made available on the Senate members' intranet.]

## 9.2 Libraries, Museums and Galleries (LMG) 2019 NSS Analysis and Action Plan

### **REPORTED:**

- i. The Education Committee had received a paper providing a summary of the 2019 NSS results in relation to library provision, including suggested activities designed to enable LMG to maintain high levels of satisfaction.
- ii. Satisfaction with library provision remained high, with 90% of students agreeing that the library resources had supported their learning well. This placed the University within the top five for library provision within the Russell Group. Satisfaction across different subject areas was above sector average in 42 of 59 subjects, with scores below sector average in 13 areas.
- iii. The proportion of negative comments about library provision continued to fall. However, some students still perceived there to be too few books for their course, and also highlighted a lack of study space in the library at peak times. Both points were being addressed through the LMG action plan.
- iv. Future plans to improve the student experience included:



- Increased and improved study space in the Harold Cohen Library
  - Greater differentiation of subject space in the Sydney Jones Library (funding dependent)
  - Complementary qualitative research leading on from Fusion's work on PC provision and the use of study space
  - Behaviour-based user segmentation to help better cater to our students
  - Increased promotion around existing services and engagement activities.
- v. Female students and international students appeared more likely to be satisfied with library provision than male or UK domiciled students. There were no obvious reasons for these differences, except perhaps the subject mix of each of these groups. Differences were largely in line with scores across other sections of the survey. LMG would continue to work with students from all backgrounds to ensure that it was providing the best possible experience in our libraries.

### 9.3 CSD 2019 NSS Analysis and Action Plan

#### **REPORTED:**

- i. The Education Committee had received a paper providing a summary analysis of the NSS 2019 survey outcomes related to the availability of technology, as well as plans for improvement.
- ii. When asked 'The IT resources and facilities have supported my learning well', students provided an overall satisfaction rating of 86.8%, a minor reduction against the 2018 rating of 87.7%. This placed the University 7<sup>th</sup> in the Russell Group and 5<sup>th</sup> against North West sector peers.
- iii. Analysis of free text comments from students had also been undertaken. In summary, 75 positive comments were received predominately relating to stream capture and Vital. In contrast, only 43 negative comments were received, the main themes were Vital issues, availability of computers and infrastructure resilience related issues.
- iv. Additional improvements for 2019/20 included:
  - Development of a new student portal to resolve many of the issues identified with Liverpool Life
  - Implementation of Canvas to replace the current VLE system
  - Installation of 392 wireless access points to replace older versions in Vine Court
  - Further network improvements, including replacing all the access layer switches at Leahurst, and upgrading firewalls to provide more throughput and faster speeds
  - Further redevelopment of the Timetables app
  - Further developments to Stream Capture
  - Replacement of 604 PCs in teaching centres
  - Further rollout of the online extenuating circumstances system.

## **10. Education Strategy Action Plan**

### **10.1 Education Strategy Action Plan Progress**

#### **REPORTED:**

- i. The Education Committee had received a paper providing an overview on the University's progress towards the Education Strategy Action Plan and had noted that good progress was being made across all areas.

[A copy of the high level overview was made available on the Senate members' intranet.]

### **10.2 Draft Education Strategy Indicators of Impact**

#### **REPORTED:**

- i. The Education Committee had received a paper providing an illustrative example of indicators that could be included in an application to demonstrate excellence, ability and effectiveness for Teaching and Scholarship activity. These indicators would form part of a single promotions/career framework that would also include Research criteria.
- ii. The draft document captured initial thoughts of what may be needed for Teaching and Scholarship at each level (grade 7-10). The document would be subject to further changes and consultation before being finalised and resubmitted through the University's committee structure for formal approval.
- iii. The Education Committee had agreed that: the current document included a lot of information, and so may need to be streamlined slightly; the indicators of impact should be preceded by a number of case studies that provided real examples, possibly Faculty-specific; and the final document should be supported by a cover sheet that provided further guidance, and the guidance sheet should make it clear that individuals were not expected to meet all of the indicators. The Committee was supportive of the intentions and the current direction of travel.

## **11. Student Success Strategy**

### **11.1 Early Assessment of the 2019 'Liverpool Welcome' and an Update on Plans to Evaluate the New Student Success Framework**

#### **REPORTED:**

- i. The Education Committee had received a paper providing an early assessment of the 2019 Liverpool Welcome, the University's central welcome and induction programme, including recommendations for how it might continue to be improved in 2020. The paper also provided an update on the launch of the new Student Success Framework and an overview of the plans to evaluate it during the academic year.
- ii. This year's programme ran from 12-25 September 2019 and had encompassed over 80 activities. More than 6,000 students, staff, parents and visitors had engaged in the Liverpool Welcome, making it one of the largest events in the University calendar. New developments for this year had included events for

commuter students, promotion of the city of Liverpool, activities on University square, additional 'ask me' helpers, plus events at the London campus.

- iii. As part of Welcome Week, the new Student Success Framework had been launched following a half-day Student Experience Symposium attended by colleagues from Faculty Student Experience teams. Alongside this, the new online Academic Adviser Handbook had been published with additional support information for Academic Advisers.
- iv. Now that the Framework was operational, work was underway to design and implement an evaluation strategy. Evaluation activities would take place throughout the academic year, with the findings presented at a Student Success Symposium in spring 2020.
- v. The paper highlighted lots of good work that was being undertaken to enhance the University's induction provision, as well as support for students transitioning to University. One of the features of the Liverpool Welcome was its continuation throughout the year, with a host of events, activities and campaigns to be held at key points in the academic calendar.
- vi. The Education Committee had agreed that the peer mentoring aspect of the Student Success Framework should be broadened to encompass existing peer mentoring arrangements.

## 11.2 Academic Success Update

### **REPORTED:**

- i. The Education Committee had received a discussion paper presenting the strategy framework within which the University could progress its ambitions with respect to student success from the perspectives of academic success, personal success and future readiness.
- ii. The proposed Student Success Strategy 2019-2025 would seek to provide a single overarching framework addressing student achievement, experience and outcomes. The strategy focused on three institutional aims, to ensure that:
  - All students had the chance to achieve their full potential
  - Students experienced a welcoming and supportive environment which prioritised wellbeing
  - Students had space and opportunity to build their intellectual, social and cultural capital for the future.
- iii. Oversight of progress with respect to the University's strategic aims would rest within a 'success group' of the University's Education Committee. It was proposed that each of the domains would be governed by a sub-group to ensure appropriate integration of activities across programme/School and University levels, and to avoid duplication.

**12. Update on Online Partnership Activities**

**REPORTED:**

- i. The Education Committee had received a paper providing a progress update on the business development plan for the new online portfolio in partnership with Kaplan Open Learning, and the teach out and transition arrangements for students from the Laureate partnership.
- ii. The University's present suite of online postgraduate programmes in Computer Science, Health, Management and Law were in a teach out phase with Laureate, which was contracted to end in April 2021. A significant development was planned around the launch schedule of high value offers as soon as possible. The order of priority would be determined through a series of programme group workshops through November 2019, subject to approval of Faculty management and the University's Student Intake Strategy Group.
- iii. *Minute redacted due to commercial interest.*

**13. Annual Quality Report**

**REPORTED:**

- i. The Education Committee had received and endorsed the annual report on quality and standards. [See also minute 5 above.]

**14. Disabled Students Review – Terms of Reference**

**REPORTED:**

- i. The Education Committee had received a copy of the Terms of Reference for the Disabled Students Review being undertaken by the University's internal auditors, PwC. Improving the University experience for disabled students was a key institutional priority. This review would focus on identifying the needs of disabled students, the roles and responsibilities of University staff involved in supporting them, and the process of implementing reasonable adjustments.

**Research and Impact Committee**

15. The Senate received a report on the meeting of the Research and Impact Committee held on 23 October 2019.

## 16. Cradle to Chair

### REPORTED:

- i. The Cradle to Chair project aimed to effect a step change in the quality of the research environment across the University. One of the benefits would include higher quality institutional environment statements for REF.
- ii. The bid to Research England for £3m to support the Proposer initiative had been successful. A dedicated project manager had been seconded to support the project, and there had been significant interest across the sector in relation to the initiative.

## 17. Unit of Assessment Configuration

### REPORTED:

- i. Minute redacted due to commercial interest.*
- ii. Minute redacted due to commercial interest.*
- iii. Minute redacted due to commercial interest.*
- iv. Minute redacted due to commercial interest.*

## 18. REF Audit Review

### REPORTED:

- i. The Research and Impact Committee had received a paper confirming the outcomes of an internal audit review of Research Excellence Framework 2021 Preparedness, conducted by the internal auditors, PwC.
- ii. The audit had sought to assess the University's governance around the 2021 REF strategy, in particular focusing on the implementation of the Code of Practice, including equality and diversity issues.
- iii. The outcomes of the review had confirmed the University had a robust and organised approach to the 2021 REF submission.
- iv. Many areas of very good practice had been noted during the review, including a strong governance structure with appropriate oversight, high engagement by key staff in the REF process particularly due to consultation around the key aspects of the Code of Practice, equality and diversity embedded into all key groups and processes surrounding REF, and consistent processes in place across all three Faculties and Units of Assessment.
- v. The review highlighted only one low risk finding, relating to a lack of a definitive plan for providing Equality and Diversity training to new staff and providing refresher training, despite efficient training being in place for current staff.
- v. Minute redacted due to commercial interest.*

### **Report of the Collaborative Provision Committee**

19. The Senate received a report on the meeting of the Collaborative Provision Committee held on 3 October 2019.

#### **20. Institutional Reviews**

##### **20.1 Truman Bodden Law School, Cayman Islands**

###### **REPORTED:**

- i. The Collaborative Provision Committee had approved the action plan arising from the recommendations made by the panel at the institutional review of the Truman Bodden Law School.
- ii. The institutional review report had been considered by the Committee at its meeting on 3 July 2019. The Panel's recommendation to renew the partnership had been approved by the Vice-Chancellor, on behalf of Senate, to allow the new agreement to be negotiated before the current one expired.

##### **20.2 Wirral Metropolitan College, UK**

###### **REPORTED:**

- i. The Collaborative Provision Committee had approved the report and action plan arising from the institutional review visit to Wirral Metropolitan College. As the agreement was due to expire in September 2019, the review panel's recommendation to renew the partnership had been approved by the Vice-Chancellor, on behalf of Senate, to allow for the new agreement to be negotiated before the current one expired.

### **Postgraduate Research Committee**

21. The Senate received a report on the meeting of the Postgraduate Research Committee held on 1 October 2019.

#### **22. Terms of Reference, Constitution and Membership 2019/20**

###### **REPORTED:**

- i. The Postgraduate Research Committee had agreed to recommend that its membership should be increased to include representatives from Facilities, Residential and Commercial Services, Computing Services, Research Policy and a member of Education Committee.

###### **AGREED:**

- ii. The membership of the Committee should be increased as proposed.

#### **23. Changes to PGR Progress Policy**

###### **REPORTED:**

- i. The Postgraduate Research Committee had received an oral report on the proposed changes to the PGR Progress Policy, concerning deemed withdrawn status.
- ii. A solution to speed up the deemed withdrawn process had been proposed, but there were issues with its application to online PGR students. As a result, the proposed changes would be effective following the 2021 Laureate teach out period.

#### **24. Senate Paper on Research Integrity – Follow On Actions for PGR Committee**

##### **REPORTED:**

- i. The Postgraduate Research Committee had received a paper summarising the actions relating to Liverpool Doctoral College strategy for doctoral training and research integrity.
- ii. The University was required to ensure PGR students receive research integrity training and at present this was not written into regulation. The uptake of training was discussed with the student's supervisor.
- iii. The Committee had agreed that the implementation of mandatory research integrity training for PGR students would have a number of practical implications and would require significant resource to roll out. A task and finish group would be required to look at this action.

#### **25. Joint Review Process for Taught and PGR Partnerships**

##### **REPORTED:**

- i. The Postgraduate Research Committee had received a paper detailing an amalgamated review process for collaborative partnerships whose provision spans both taught and PGR programmes.
- ii. The proposed process was based on the existing review process in place for PGR collaborations, but contained key differences: broader review panel membership to encompass the requirements of both taught and research degree provision; outcomes of review panel activity to be reported to both PGR Committee and Collaborative Provision Committee; and the remit of the review panel had been extended to cover key areas pertinent to both taught and research degree provision.
- iii. The QAA Quality Code mapping exercise and associated meetings had identified this action as a priority to support collaborative partnership activity.
- iv. Any review for both taught and PGR partnerships would need a broader expertise base.
- v. Updates had been made to some of the key areas that touched on curriculum mapping.
- vi. The Committee had agreed that the proposed amalgamated review process for collaborative partnerships whose provision spans both taught and PGR programmes should be approved.

## **OTHER ITEMS FOR APPROVAL/ENDORSEMENT**

### **27. Employer Complaints Policy**

#### **RECEIVED:**

- i. The Employer Complaints Policy.

#### **REPORTED:**

- ii. Degree apprenticeships provided an opportunity for employed students to acquire academic qualifications via work-based learning. Employers of degree apprentices benefitted from highly-skilled employees who possessed both academic qualifications and applied knowledge and skills.
- iii. Since 2018, the MSc Advanced Clinical Practitioner degree apprenticeship programme had been running in the Faculty of Health and Life Sciences.
- iv. As a condition of registration, the Education and Skills Funding Agency required the University, as a provider of a degree apprenticeship, to have available to employers of degree apprentices a written complaints and dispute resolution policy.
- v. The policy addressed that requirement by setting out the framework for employers to raise and resolve complaints and disputes.

#### **AGREED TO RECOMMEND:**

- vi. The Employer Complaints Policy should be approved.

### **28. Revised Fitness to Practise Policy**

#### **RECEIVED:**

- I. The revised Fitness to Practise Policy.

#### **REPORTED:**

- ii. The policy had last been updated in 2010 and had been revised by a Task and Finish Group consisting of representatives from the Faculty of Health and Life Sciences, Student Experience and Enhancement and Legal and Governance; the Guild of Students had also been consulted.
- iii. The policy had been drafted to reflect new Office of the Independent Adjudicator for Higher Education (OIA) guidelines published earlier this year. Included within it were a number of revisions designed to improve the administration and operation of Fitness to Practise panels, which in recent years had had to deal with a growing number of increasingly complex and specialist cases.
- iv. The new Fitness to Practise Policy contained a number of revisions and amendments. These included:
  - Given the complexities and specialist nature of Fitness to Practise panels, each Fitness to Practise panel would now be constituted as follows: a) the Chair who would be a clinical academic member of HLS from a pool



appointed by Senate; b) a clinical student representative from the Faculty of HLS from a School other than the one in which the student attending the panel was registered. Also to be included on the panel was an additional member of (non-clinical) academic staff

- The option to allow legal representation at panel hearings had been removed. Students were, however, entitled to seek legal advice at their own expense and their statements could be compiled on their behalf by persons legally qualified. The right to legal representation for hearings by the Professional Appeals Panel had, however, been retained in circumstances where a student was appealing against a decision to terminate their studies as unfit to practise
- Student appeals would now be submitted in the first instance within 10 working days to the Director of Student Experience and Enhancement
- Students would not have a right to appeal against a temporary suspension.

**NOTED:**

- v. There was some concern from the Liverpool Guild of Students that there would no longer be a Guild representative on the Panel, but this matter had been carefully considered and it was felt that the student member of the panel should be grounded in the clinical context.

**AGREED TO RECOMMEND:**

- vi. The revised Fitness to Practise Policy should be approved.

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

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

**30. Renewal of Collaborative Partnerships**

**REPORTED:**

- i. Acting on behalf of the Senate, the Vice-Chancellor had approved the renewal of collaborative partnerships with Truman Bodden Law School, Cayman Islands and Wirral Metropolitan College, Birkenhead, England. (See also minutes 20.1 and 20.2 above.)

**AGREED:**

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

**31. Renaming of Pharmacology Chair**

**REPORTED:**

- i. Acting on behalf of the Senate, the Vice-Chancellor had approved the request from the Faculty of Health and Life Sciences to rename the Chair of Pharmacology to the Alasdair Breckenridge Chair of Pharmacology.
- ii. The President of the Council, acting on the Council's behalf, had approved the above recommendation.

**AGREED:**

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

**32. Vacancies on the Board of Discipline**

**REPORTED:**

- i. Acting on behalf of the Senate, the Vice-Chancellor had approved the request to fill vacancies on the Board of Discipline. Four appointments had been approved, as follows:
  - Professor C Forsdick (2019-22) vacancy carried over from 2018
  - Dr S McKinnell (2019-22)
  - Professor A Morse (2019-22)
  - Dr F Watkins (2019-22)

**AGREED:**

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

**33. Honorary Degree Invitation**

**REPORTED:**

- i. Minute redacted due to commercial interest.*
- ii. Minute redacted due to commercial interest.*

**AGREED:**

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

**34. Date of Next Meeting**

**REPORTED:**

- i. The next meeting would be held at 2pm on Wednesday 29 January 2020.