



Executive summary of Senate on 13th October 2016

Outcome requested:	Council is asked to note the executive summary of the meeting of Senate held on 13 th October 2016.
Executive Summary:	The summary provides Council with an update on business considered by Senate.
QMUL Strategy: strategic aim reference and sub-strategies [e.g., SA1.1]	n/a
Internal/External regulatory/statutory reference points:	n/a
Strategic Risks:	n/a
Equality Impact Assessment:	n/a
Subject to prior and onward consideration by:	n/a
Confidential paper under FOIA/DPA YES/NO* If yes, please specify which section/ paragraph is confidential (whole document or part)	n/a
Timing:	n/a
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Date:	19 October 2016
Senior Management/External Sponsor	Jonathan Morgan, Academic Registrar and Council Secretary

SENATE

EXECUTIVE SUMMARY

A full set of the minutes will be available online (following confirmation at the next meeting of Senate) at the following URL:

<http://www.arcs.qmul.ac.uk/Senate/index.html>

Alternatively, contact the Secretary of the Committee: Jane Pallant j.pallant@qmul.ac.uk

Date of Meeting: 13 October 2016

Main Items Discussed

1. Teaching Excellence Framework (TEF)

1.1 Senate received an update on the Government's response to the TEF Technical Consultation and the detailed specification for year 2 of the TEF (submissions are required from participating institutions in January 2017). The TEF year 2 specification is provided in the additional reading for Council members. Members noted the key points as follows:

- that a Highly Skilled Employment and Further Study metric would be incorporated in the metrics used for the TEF assessment. This metric would use employment in Standard Occupational Classification (SOC) 1-3 as a measure of highly skilled employment;
- Other metrics would cover teaching quality, learning environment and student outcomes/learning gain;
- TEF assessors would need to be mindful of the need to avoid placing undue emphasis on the information coming from the National Student Survey (NSS) bearing in mind that stretching and rigorous programme design, standards and assessment could adversely affect NSS scores;
- TEF ratings would be Gold, Silver and Bronze. A full breakdown of these ratings is detailed in the specification for TEF Year Two.
- TEF metrics would be averaged over three years and the results would last for a three year period.
- Commendations would not be issued as part of the TEF Year Two process. A 'lessons learned' exercise for Year Two would be used to identify where commendations might be most useful, including the consideration of new areas where appropriate.
- The student voice would be included as part of the TEF exercise but would not be mandatory. The student body would have the opportunity to provide strong supporting evidence for providers, and each provider will have the option to allow student representatives to contribute to the narrative submission part of the TEF, set at a maximum of 15 pages.
- There would be a process of collaborative design involving stakeholder groups and the TEF Delivery Group in developing a discipline level TEF which would be informed by a number of pilot schemes.

1.2 Members noted that QMUL had formed a TEF working group to manage QMUL's response to TEF Year 2 and beyond. QMUL was aware that some of the metrics used in the TEF were unfavourable to QMUL because of the nature of its intake. The QMUL Model would help to address some of the factors caused by QMUL's intake and location although members were aware that these benefits would not be realised immediately.

2. QMUL Model

2.1 Senate received an oral update on the QMUL Model, together with the QMUL Model risk register and the July and September 2016 issues of the QMUL Model newsletter.

2.2 Members noted that plans were underway for the provision of an ePortfolio for students to capture QMUL Model activities including placements, internships, volunteering and consultancy. It was the intention that the ePortfolio would continue to be of use to students after graduation.

2.3 Members further noted that QMUL would participate in the Higher Education Academy's (HEA) social capital diagnostic tool pre-launch scheme during 2016-17. The HEA had developed an online tool to assess and track the development of students' skills and attributes throughout their studies. If successful, the tool might be useable by QMUL for a skills audit at the start of a student's programme to help inform their QMUL Model option choices and ensure that these were targeted towards the development of the skills most relevant their post-graduation aspirations.

3. Academic Governance Framework

Senate approved the revised QMUL Academic Governance Framework, updated following the outcomes of the Academic Governance Review undertaken in 2015-16. Members noted that the Framework incorporated cross-faculty structures and an annual evaluation process. The revised Academic Governance Framework is included with Council members' background reading.

4. HEFCE Annual Provider Review

4.1 Senate considered the update on QMUL's compliance with HEFCE's revised operating model for quality assessment (full details of the operating model are available at www.hefce.ac.uk/pubs/year/2016/201603).

4.2 Senate considered the evidence and proposed action for recommending that full assurance could be provided to HEFCE on 1 December 16 in relation to the following statements:

- The governing body has received and discussed a report and accompanying action plan relating to the continuous improvement of the student academic experience and student outcomes. This included evidence from the provider's own periodic review processes, which fully involve students and include embedded external peer or professional review.

- The methodologies used as a basis to improve the student academic experience and student outcomes are, to the best of our knowledge, robust and appropriate.
- The standards of awards for which we are responsible have been appropriately set and maintained.

4.3 Senate recommended that Council would be able to provide full assurance in response to the statements provided by HEFCE. Council members are asked to consider the evidence further in item 12 of the Council agenda.

5. Academic Regulations for Research Degree Programmes and the Code of Practice for Research Degree Programmes

Senate approved the Academic Regulations for Research Degree Programmes and the Code of Practice for Research Degree Programmes. These documents had been subject to a major review undertaken by the Research Degrees Programmes and Examinations Board.

6. Collaborative Provision

6.1 Senate approved revised policies and procedures for the approval and oversight of QMUL's educational provision offered in partnership with an external institution.

6.2 Senate approved, as part of the revised documentation, a new policy on joint and dual awards. Joint and dual award provision was a new area of activity for QMUL following the exercise of its degree awarding powers (the University of London regulations had precluded this type of arrangement with institutions outside the UK).

7. Fitness to Study Policy

Senate approved a Fitness to Study Policy. The Policy was based on academic regulations that were already in place and sought to provide a framework for the support of students with mental or physical health problems that might impact on fitness to study.

8. Suspensions of Regulations

Senate considered the summary of recent requests to suspend the academic regulations for individual students. Senate monitors these requests at each meeting and agreed that the Head of School and Institute Director for the areas with higher than average numbers of requests would be asked to provide a detailed report to Senate on the reasons for these requests, together with proposed action to prevent the same problems arising in future.

9. School of Foundation Studies

9.1 Senate considered a proposal for the formation of a School of Foundation Studies. The paper explained that the new School would be established to manage, administer and deliver all QMUL pathway foundation programmes, currently identified as the International Foundation Programme, International Science and Engineering Foundation Programme, Science and Engineering

Foundation Programme, Pre-Masters Programme and the Clinical Foundation Studies Programme.

9.2 Senate noted that recruitment to foundation programmes at QMUL was declining and progression onto QMUL degree programmes following the completion of a foundation programme was less strong. It was anticipated that with QMUL's campus, location, reputation, range of degree programmes and depth of experience in this area, it should be possible to increase the recruitment of Home and Overseas students onto our foundation programmes and, by extension, to increase the progression of high-quality students onto our degree programmes.

9.3 Senate was unable to approve the creation of the new School of Foundation Studies in principle; however it was agreed that further exploration of the proposed model for the new School would be undertaken and Senate would consider the proposals further at its meeting in December 2016.

10. Ethics of Research Committee

The Vice-Principal (Research) advised Senate that the current Chair of the Ethics of Research Committee would be stepping down at the end of 2016-17. Senate agreed that the new Chair of the Ethics of Research Committee would be a lay chair with a member of QMUL staff as Deputy Chair, to reflect the volume of work generated by the Ethics of Research Committee.

Jane Pallant
Deputy Academic Registrar
October 2016