University of Strathclyde

SENATE

Minutes: Wednesday 6 June 2012

Present: Principal (in the chair)
Professor F Ackermann, Professor V Belton, Dr S Brough, Professor S Carter, Professor D Christie, Dr A Coddington, Dr C Coles, Dr P Davies, Professor J Fraser, Dr D Goldie, Dr D Grierson, Professor I Hunter, Professor K Ibeh, Professor W Kerr, Professor D Littlejohn, Professor R Lunn, Professor S McArthur, Professor P McGregor, Professor A McGrew, Dr A McLaren, Professor X Mao, Professor S Marshall, Professor R Martin, Professor K Miller, Professor K Norrie, Professor M Poustie, Dr C Prior, Dr S Rasmussen, Dr R Rogerson, Professor I Ruthven, Dr C Schaschke, Professor P Skabara, Dr S Tagg, Dr S Terzis, Dr D Willison, Professor L Woolfson, Dr J Young

Attending: Mr H Hall, Professor C Grant, Mr B Green, Professor P Sayer, Professor D Hillier, Mr C Singh, Ms R Maxwell Stuart, Dr J Edwards, Ms S Khiatani, Mrs J Meredith

Apologies: Dr D Dixon, Dr J Ferguson, Mrs E Figgins, Dr M Grant, Professor S Hart, Professor A Kendrick, Dr D McBeth, Dr D Nash, Dr V O'halloran, Professor P Winn

11521 Minutes of the meeting of 25 April 2012

Senate approved the Minutes of the meeting of 25 April 2012.

11522 Matters arising from the Minutes (and not otherwise on the Agenda)

.1 Outcome Agreement 2012/13 [SM 11515]
The Vice Principal reported that the first meeting had taken place between the University and the Funding Council and that this had been constructive. All universities would be required to sign an Outcome Agreement with the Funding Council from 2012/13, as a condition of grant, in order to obtain the additional funding that would restore funding to 2010/11 levels. Discussions had focused on patterns of provision, knowledge exchange and access. This was considered to be a positive opportunity for the University to demonstrate the progress being made in a number of key areas.

.2 Key Information Sets (KIS) [SM 11515]
Associate Deputy Principal Belton updated members on the significant work that had been undertaken by Colleagues in SEES and Information Services to develop the necessary systems and minimise the work required by the Faculties. Academic Departments were now being asked for information on learning, teaching and assessment practices, accreditation requirements and the breakdown of student learning hours for each course. Faculty Mangers were the main point of contact for each Faculty and deadlines had been extended as the task was more complicated than anticipated. However, Departments were requested to return the information as quickly a possible, even if only part of it was available, rather than wait till the deadline.
Members noted that Universities Scotland was undertaking a small scale review of KIS and the University had been asked for its views on proposed changes and the format of a possible Scottish information set.

11523 Principal's Report

The Principal updated Senate on the following:

- The sequencing of Court meetings had been altered in order to increase the amount of time available for strategic discussions with Lay Members. A positive session had taken place at the May meeting with presentations, amongst other things, on Learning and Teaching and REF. It was noted that the University was better placed, for the REF in 2013, with 18 months to go than it had been at the conclusion of the RAE.
- The University had advertised for Lay Members of Court for the first time, in line with the transparency required by the Governance Review. Over 30 expressions of interest had been received for 4 vacancies and a number of high calibre candidates were in discussions with the Court Membership Group.
- More than 30 events had taken place at ‘Engage with Strathclyde’ week, which attracted over 1000 people from more than 400 businesses and organisations. The University would stage its annual Research Day on 7 June.
- The Principal had taken the opportunity of a presentation to the Scottish Government's Finance Committee, along with representatives from Business and Enterprise, to highlight the positive contribution of Higher Education to the Scottish economy.
- The formal announcement had now been made that the first Fraunhofer Centre to be established in the UK, the Fraunhofer Centre for Applied Photonics, would be based at Strathclyde. Fraunhofer would also establish its UK headquarters at the University.
- The Cabinet Secretary for Education and Lifelong Learning, along with representatives from the Chinese Government, had attended the Opening Ceremony to celebrate the launch of a Confucius Institute to be based at SCILT, Scotland's National Centre for Languages, part of the Faculty of Humanities and Social Sciences, at a launch event at the University that morning.
- The University had been selected as the exclusive European partner university for South Korea's global research and commercialisation programme, following the establishment of the Georgia Institute of Technology as Korea's sole university partner in the USA.
- Strathclyde had improved by 3 places to 37th in the UK according to the Complete University Guide, fallen 5 places to 34th in the UK according to the Guardian's league table and ranked 71st in the Times Higher's Top 100 Universities in the World Under 50.

Associate Deputy Principal Grant updated Senate on the progress of the timetabling project. The new policy had been approved and circulated, training for Departmental Timetabling Co-ordinators was complete and facilities had been identified to replace those out of commission due to the James Weir fire. Departmental Timetabling Co-ordinators would continue to have a major role during July.

The deadline for submitting data on teaching activities had passed and most of this had been submitted without the associated names of staff. Heads of Departments would need to assign staff in due course but there would be little or no scope for changing timetabled activities to suit staff preferences. It was also noted that the
timetable, although largely based on the 2011/12 timetable, may look considerably different to previous years.

11524 Holistic Review of the Campus

The Director of Estates Services gave a presentation on the vision for the campus and his thoughts on the future provision of learning spaces. He reminded members of the proposed changes to the Campus and the Strategic Objectives these changes were aimed at fulfilling. The resultant campus would be leaner with a better return per square metre. However, issues of business continuity had been highlighted by the recent fire and there was a need to balance the level of risk of a similar event occurring in the future against the reduction of space.

The development of the campus was progressing with the Strathclyde Institute for Pharmacy and Biomedical Science building complete and significant refurbishment of the Lord Hope Building almost complete. The creation of a Social Sciences hub, with the co-location of HASS, was on target and the move from Jordanhill campus would take place during July. The refurbishment of the Business School had been delayed in order to retain the use of some large lecture theatres after the James Weir fire but it was still hoped to achieve the same end date. The tendering for the Technology and Innovation Centre was complete and work would begin shortly with practical completion of the building due in January 2014. The Power Network Demonstration Centre was progressing and Phase 2 of the Advanced Forming Research Centre, which had attracted significant funding, was beginning.

Development depended on dialogue but, while Academic staff spoke the language of pedagogy and activity, Estates staff spoke the language of location creating a barrier in understanding. Demand for learning spaces was changing across the sector and the desire for social learning space increasing. Significant changes had taken place in the management of estates in recent years. Directors of Estates were increasingly being drawn from facilities management backgrounds rather than the previous predominance of architects and engineers.

Some discussion followed regarding the current state of the campus, future plans and the development of future learning spaces in partnership with academic staff and students. It was suggested that changes to estates could be used to lead innovation in learning and teaching.

The environmental problems with the current campus were raised, particularly those of temperature. It was noted that the current heating system was a legacy system. Plans for a district heating system in the centre of Glasgow were still a number of years from implementation. However, the University was not making full use of current research in this area and was keen to exploit this in future.

It was suggested that recruitment of both staff and students was affected by visual state of the campus. Future plans for the campus and for individual buildings needed to be clearly communicated to prospective students and current and prospective staff. The ongoing issue of consistency of facilities and the expectations of students, particularly with buildings planned for disposal, was also raised.

11525 Curriculum for Excellence

Associate Deputy Principal Belton advised members that the Universities Scotland Report on Curriculum for Excellence: ‘Beyond the Senior Phase’ had been published
and a summary was available on the Curriculum Enhancement pages of the Education Portal
https://moss.strath.ac.uk/eduportal/curriculumenhancement/Useful%20documents/E
xecutive%20Summary%20-%20Beyond%20the%20Senior%20Phase%20-%20University%20Engagement%20with%20CfE.pdf

The report contained illustrations of learner journeys of future potential students which would be more diverse than those of current applicants, a timetable of Curriculum for Excellence developments and implications for universities and a call to a commitment to a fair admissions policy. A review of admissions policy would be necessary to allow equal consideration of candidates who possess the necessary knowledge and skills base irrespective of what routes they may have taken to this point. The University would need to make a clear statement of what is expected of applicants, what is negotiable and where there is flexibility and communicate this message to schools.

The first students coming to University under the Curriculum for Excellence were expected in 2015. There was unlikely to be a smooth transition with a mix of systems running for a few years and potential delays in some areas.

11526 Implementation of Learning Enhancement framework

Associate Deputy Principal Belton reminded members that the Review of the Centre for Academic Practice and Learning Enhancement, which had been discussed by Senate in January, had recommended that the University develop a stronger Learning Enhancement Framework in order to enhance student learning and provide improved support for the student experience. This approach would require partnership working between Professional Services and Academic staff.

Learning Technology Advisers provided technical and pedagogic support for the VLE working closely with the Learning Enhancement Co-ordinator within the Education Strategy Team and the Learning Development Advisers, who were currently being recruited. They would work together on a range of projects such as Vertically Integrated Projects, Personal Development Advising, Learner Agreements and the Management Development programme.

Staff development would be administered from within the Human Resources Directorate’s Organisational and Staff Development Unit working in partnership with internal and external partners, as appropriate, to organise the Postgraduate Certificate in Advanced Academic Studies (Academic Practice and Researcher Development streams) and the Teaching Associates/Fellows, Graduate Teaching Assistant training. These courses continued to sit within the Faculty of Humanities & Social Sciences for quality assurance purposes.

The support being provided to students would be reviewed following the employment of external advisers. A proactive approach was planned to anticipate support and development rather than providing support only once problems emerged. The Careers Service would take a more active role in increasing employability, working with Personal Development Advisers.

An Events and Communications post in Professional Services would ensure good practice was shared effectively, this had previously been done through the Learning Enhancement Network. A range of Academic Champions such as Vice and Associate Deans, Educational Excellence Funded Project Leaders and Teaching
Excellence award winners were already championing learning and teaching within their departments and it was hoped that all academic staff would become involved.

Significant progress had been made in getting aspects of the Learning Enhancement Framework in place and further posts would be filled by the beginning of session 2012/13. However, it was noted that this was only a framework and would not be effective without support from both Academic and Professional Services communities and collaborative working by both.

In the discussion that followed, it was noted that the University was considering methods of further streamlining business and reconsidering the committee structure to ensure that strategic committees were properly focused. It was suggested that sharing of good practice by staff could be strengthened by policies aimed at driving forward specific developments and providing guidance to both staff and students.

11527 Items for Recommendation to Court

.1 **MSc in Global Public Health - proposed collaboration with International Prevention Research Institution (iPRI)**

The Executive Dean of Science introduced the briefing document for a proposed partnership that would involve all four faculties. The University had entered preliminary discussions with the ‘International Prevention Research Institute’ (iPRI), in Lyon France, about the development of a joint MSc in ‘Global Public Health’. The aim was to gain Court approval to develop a formal relationship with iPRI, then scope out the details of the MSc and return to Senate for full Course Approval, developed through the Faculty of Science, in November 2012.

iPRI employed high profile staff to conduct research that was published in international journals of quality. Wide ranging activities were being discussed including joint grant proposals and REF submission. Its mission had clear synergy with the ‘Health Technologies at Strathclyde’ and would enable a multi faculty involvement. It also resonated strongly with the University’s existing support for Malawi and other projects in Africa.

A MSc programme that spanned two academic years was proposed. This would be a Strathclyde award as iPRI had no degree awarding powers but it was hoped that its strong global reputation would help to attract high calibre students. Existing classes running at Strathclyde would be utilised and there would be a minimal need to create bespoke classes.

Senate agreed to recommend the proposal, in principle, to Court.

11528 Recommendations for Approval *nem con*

.1 **Case for addition of 60 credits (SCQF 11) post SQH for award of MSc in School Leadership and Management**

Senate approved the award of MSc in School Leadership and Management for students who had completed a PG Diploma in School Leadership and Management (SQH) at any University in the Western Consortium and then completed the MSc Dissertation or 60 credits worth of classes from the PG Management and Leadership course at Strathclyde. B8 BP07

.2 **Regulations Governing the Hearing of Student Appeals by the Appeals Committee of Senate, Senate Discipline and Appeals Committees**
Senate approved the amendments to Regulation 6.10, Regulations Governing the Hearing of Student Appeals by the Appeals Committee of Senate, which had updated the regulations in line with current procedure and corrected out of date references. Paper 5.2

Senate approved the amendments to Regulations 1.5.45 and 1.5.48 to widen the pool of potential members for Senate Appeals and Discipline Committees.

.3 Use of Selective Oral Examinations for Borderline Undergraduate and Postgraduate Taught Students,

Senate approved the proposal that the use of selective oral examinations for borderline undergraduate and postgraduate taught students be abandoned from 2012-13. 266 BP11

.4 Recognition of Prior Learning

.1 MSc in Pharmaceutical Quality and Good Manufacturing Practice,

Senate approved the use of modules offered by David Begg & Associates (DBA) as prior formal learning in relation to the PG Cert/Dip/MSc in Pharmaceutical Quality and Good Manufacturing Practice, with effect from 2012-13, as detailed in B2.1 BP04, and noted that the minimum duration of study for students admitted with this RPL would be reduced accordingly.

.5 Collaborative Arrangements

.1 New Collaborative Agreements with UniKL (renewal)

Senate approved the renewed collaborative agreement between UniKL in Malaysia and the University of Strathclyde for introduction from May 2011 for a period of five years, as set out in Appendix 2 of BP05, subject to scrutiny of the relevant course regulations by the Ordinances and Regulations Committee.

.2 MoA: Contribution to a joint MSc in Marine Technology

Senate approved the Memorandum of Agreement between the Universities of Newcastle Upon Tyne, Southampton and Strathclyde, University College London and Rolls-Royce PLC for delivery of a joint MSc in Marine Technology from November 2011 for a period of five years, as set out in Appendix 3 of BP05, subject to scrutiny of the relevant regulations by the Ordinances and Regulations Committee.

.3 Agreement with the College of Banking and Financial Studies, Oman

Senate approved the service level agreement for the delivery of the MSc in Finance by distance learning via the College of Banking and Financial Studies, Oman, as set out in Appendix 1 of BP06, subject to scrutiny of the course regulations by the Ordinances and Regulations Committee.

.6 Introduction of Courses and Classes

.1 Postgraduate Certificate in Supporting Teacher Learning, SCQF Level 11

Senate approved the introduction of the Postgraduate Certificate in Supporting Teacher Learning from session 2012/13, subject to approval of the regulations by Ordinances and Regulations Committee. B1 BP07.

.2 MRes in Creative Writing – retrospectively added to regulations

Senate approved the introduction of the MRes in Creative Writing retrospectively for session 2010/2011 and the change of parchment title for
one student to allow this student to graduate with an MRes in Creative Writing, subject to approval of the regulations by Ordinances and Regulations Committee. B9 BP07

.3 New University Classes, B10 BP07
Senate approved the introduction of the undergraduate classes, listed in B10 BP07, to the University Language Programme from session 2012/13, subject to approval of the regulations by Ordinances and Regulations Committee.

.7 Amendment to Courses and Classes

.1 Change of Class title: Computer, Society and the Law to Internet Law
Senate approved the change of class title from Society and the Law to Internet Law, subject to approval by Ordinances and Regulations Committee. B2, BP07

.2 Changes to Regulations for Psychology BA and BSc commencing
Senate approved the amendments to the BA and BSc in Psychology regulations to bring the Honours year in line with the 20 credit structure, subject to scrutiny by Ordinances and Regulations Committee. B3, BP07

.3 Amendment to BSc Sport and Physical Activity Course Regulations
Senate approved the amendments to the regulations for the BSc (Hons) Sport and Physical Activity, subject to approval by Ordinances and Regulations Committee. B4 BP07

.4 BSc (Hons) in Speech and Language Pathology
Senate approved the amendments to the regulations for the BSc (Hons) in Speech and Language Pathology, subject to approval by Ordinances and Regulations Committee. B5 BP07

.5 BA (Joint Hons) Human Resource Management – dissertation
Senate approved the Human Resource Management Honours Dissertation for BA in Arts and Social Sciences (Joint Honours), starting September 2012, subject to approval by Ordinances and Regulations Committee. B6 BP07

.6 Change of course title from MLitt/PgDip Journalism to MLitt/PgDip Digital Journalism
Senate approved the change of course title from MLitt/PgDip Journalism to MLitt/PgDip Digital Journalism from session 2012/13, subject to approval by Ordinances and Regulations Committee. B7, BP07

.8 Withdrawal of Courses

.1 Graduate Diploma in Electronic and Electrical Energy Systems, A1 BP05
Senate approved the withdrawal of the Graduate Diploma in Electronic and Electrical Energy Systems from the Calendar from September 2012. There were currently no students registered on the Course. A1 BP05

.2 Graduate Diploma in Information Technology Systems, A1 BP05
Senate approved the withdrawal of the Graduate Diploma in Information Technology Systems from the Calendar from September 2012. There were currently no students registered on the Course. A1 BP05

.3 Withdrawal of Postgraduate Certificate in Maths Recovery
Senate approved the withdrawal of the Postgraduate Certificate in Maths Recovery from the Calendar with effect from the end of session 2011/2012. B11 BP07

It was noted that the group of existing students was small in number and supported in their fieldwork by associate tutors. Most were working on their final or penultimate module and should complete in the course of 2012/13.

.9 New/Amended Prizes

.1 Professor David W. C. MacMillan Prize
Subject to scrutiny by Ordinances and Regulations Committee, Senate approved the Professor David W.C. MacMillan Prize for inclusion in the University Calendar, listed under the Faculty of Science, with immediate effect. B1.1 BP04

.2 The John Hutchinson Postgraduate Scholarship
Subject to scrutiny by Ordinances and Regulations Committee, Senate approved the John Hutchinson Postgraduate Scholarship for inclusion in the University Calendar, listed under the Faculty of Science, with immediate effect. B1.2 BP04

.3 PWM Drives Scholarship
Senate approved the PWM Drives Scholarship for administration by the University and noted that, as future funding would be determined at a later date, by mutual agreement, the scholarship would not be entered in the Calendar. B, BP05

.4 Ernst & Young Taxation Prizes
Subject to scrutiny by Ordinances and Regulations Committee, Senate approved the Ernst and Young Taxation Prizes retrospectively for inclusion in the 2011/12 University Calendar, listed under the Faculty of Business. B1 BP06

11529 Items for Information

Senate noted the following items of information:

.1 Business Committee Report, Paper 6.1
.2 Research Audit 2011/12 [Et 447/468], 1 BP02
.3 Demonstration of REF Submission Scenario Tool [Et 518], 2 BP02
.4 Single Campus Project Update [Et 508], 3 BP02
.5 Timetabling Report [Et 509], 4 BP02
.6 iPRI – International Prevention Research Institute [Et 510], 5 BP02
.7 Scottish Innovation Centres [Et 511], 6 BP02
.8 Scottish Funding Council: Outcome Agreements [Et 512], 7 BP02
.9 Technology and Innovation Centre [Et 519], 8 BP02
.10 Strategy for Colleges and Widening Access [Et522], 9 BP02
.11 Education strategy Update, 362 BP08
.12 Potential opportunities for education through TIC Partners, 363 BP08
.13 Exceptional Item Referred From QMC- UG Mechanical Engineering, 364 BP08
.14 Minutes of the meeting of Ordinances and Regulations Committee held on 17 April 2012, BP10
Minutes of the meeting of Quality Monitoring Committee held on 30 April 2012, BP011

11530 RESERVED BUSINESS