SENATE

Minutes: Wednesday 11 June 2014

Present: Principal
Dr G Akram, Dr M Alexander, Dr E Bonnar, Professor C Cooper, Professor A Duffy, Professor J Fraser, Mrs H Gould, Dr M Grant, Professor S Hart, Professor I Hunter, Mr S Jennings, Professor S MacGregor, Professor S Marshall, Professor K Miller, Dr J Mowat, Professor J Murphy, Professor N Nic Daeid, Dr I Oswald, Professor K Paudyal, Dr S Rasmussen, Dr K Savage, Professor C Schaschke, Professor R Stewart, Dr T Tanyimboh, Dr S Terzis, Professor J Thomson, Dr D Willison, Dr J Wilson, Professor P Winn,

Attending: Mr K Adjei, Professor V Belton, Mr J Ferns, Professor C Grant, Mr B Green, Mr H Hall, Mrs J Meredith, Dr C Prior

Apologies: Dr S Brough, Professor B Clark, Professor B Conway, Professor M Demirbag, Professor R Finlay, Dr D Greenhalgh, Professor W Kerr, Professor D Mackenzie, Professor R Martin, Dr D McBeth, Professor P McGregor, Professor A McGrew, Professor I Ruthven, Dr R Tate, Professor R Thomson, Dr K Thory, Dr J Young

Formal Matters

11678. Obituary: Senate noted, with sadness, the recent passing of Professor George Gettinby of the Department of Mathematics and Statistics. Professor Gettinby had joined the University in 1974, had served as Head of Department and was Vice Dean, Staffing at the time of his death.

Senate stood for a moment of silence in recognition of the significant and distinctive contribution made by Professor George Gettinby.

11679. Minutes of the meeting of 2 April 2014
Members approved the minutes as an accurate record of the meeting.

11680. Matters Arising
There were none.

Presentations and Items for Discussion

11681. Principal’s Report
In addition to noting the Convener’s Actions undertaken by the Principal since the last meeting and listed in Paper B, Senate was provided with an update on the following items:

- Professor Scott MacGregor, currently Executive Dean of the Faculty of Engineering, had been appointed as the new Vice-Principal from 1 October 2014.
- Professor David Littlejohn had been appointed as the new Executive Dean of the Faculty of Science from 1 August 2014.
National Physical Laboratory (NPL) – The University, in partnership with Surrey, had reached the final round of bidding. The announcement of who had won the bid was expected in June 2014.

The Engage with Strathclyde (EwS) programme had been nominated in the Knowledge Exchange/Transfer Initiative of the Year category in the Times Higher Education (THE) Leadership and Management Awards 2014.

Strathclyde was shortlisted in two categories of the PraxisUnico Impact Awards.
  - Strathclyde spin-out company Smarter Grid Solutions had been shortlisted in the Business Impact Achieved category.
  - The University's collaborative research training partnership with GlaxoSmithKline had been nominated for the Collaborative Impact award.

The University had formally submitted its Outcome Agreement for the next three year cycle. There were no additional places to bid for in the next session, however, the additional places awarded in 2013 would continue.

Sir Ian Wood’s review ‘UKCS Maximising Recovery Review’ and the report from The Commission for Developing Scotland’s Young Workforce which Sir Ian Wood led, had both been published. The University was proactive in both areas with initiatives such as the Engineering Academy and the new Oil & Gas Institute which would be launched on 26 June 2014.

Two additional colleges had recently joined the Engineering Academy and the University planned to roll out this collaborative approach across Faculties. Proposals for similar academies in other subject areas would be made to the Scottish Funding Council.

The Chair of the Scottish Funding Council had recently made a positive visit to the University, highlighting areas of focus for the SFC which aligned with much of the work already ongoing at Strathclyde.

The 5th annual Teaching Excellence Awards had recently been awarded by USSA. Further information was available at [http://www.strathstudents.com/tea](http://www.strathstudents.com/tea). Senate congratulated the students on this successful innovation and the USSA Vice President, Education confirmed that USSA would provide Senate with a report on the criteria students valued in nominees for the awards.

Centres for Doctoral Training (CDTs): Strathclyde now led six of these and was involved in several more.

The University was planning to fund 6 of its own CDTs with between 5 and 10 PhD students in each across all four Faculties.

Several high value research bids had been successful across the University.

A number of Senate members were coming to the end of their term or stepping down from Senate and the Principal thanked them for their contributions.

11682. Dual degrees proposal
Associate Deputy Principal Professor Belton introduced the policy for the award of dual degrees which had been developed though a short-life Working Group of the Education Strategy Committee.

The Policy would cover programmes leading to dual awards at Masters level only. The complete programme of study must comprise at least 240 SCQF credits with a minimum of 80 credits awarded by each partner institution. The minimum period of study would be 18 months (except in exceptional circumstances with the approval of Senate) and there must be a clear rationale which evidences:
  - integration with and enhancement of the strategic partnership
  - pedagogic benefits for the student and, potentially, the institution
  - cultural and social benefits to the broader student experience
  - expected level engagement of students with a Strathclyde educational experience
Faculties would be able to submit a “statement of intent” to Quality Assurance Committee seeking agreement in principle for a new proposal and all programmes would be subject to the University’s regular monitoring and reporting processes through QAC. ESC had endorsed the draft policy subject to some amendments which had been incorporated.

The policy would be incorporated into the University’s “Policy and Code of Practice on Collaborative Provision Leading to Awards or Joint Awards of the University” which was scheduled for review to align with revisions to Chapter B10 of the UK Quality Code for Higher Education. Senate would be provided with the fully updated policy in October 2014.

Senate approved the Policy for the Awarding of Dual Degrees and the Principal encouraged colleagues to make appropriate use of the tools that were now available to them.

11683. Update on HASS Course Closures
In June 2011 Senate and Court approved the phased withdrawal from Community Education, Geography and Applied Music and from Sociology as a principal subject area within the BA degree. The HaSS Faculty Vice Dean, Planning updated Senate on the withdrawal process.

The closure process was being overseen by Academic Planning Teams (APT), one for each subject, reporting to the HaSS Faculty Management Team (FMT). Each APT was required to advise on and make proposals for all aspects of the academic planning for the run-down of the programmes to closure according to curriculum-driven principles. The FMTs had met individually and collectively across all affected subjects in order to ensure consistency of student experience.

The Music programme would finish in June 2014 with the graduation of the final cohort of Applied Music students. The next academic year would see the final cohorts graduating from Community Education, Geography and Sociology. A final update on these areas would be brought to Senate.

The reconfiguration of sociology was moving forward with the appointment of the Chair in Social Policy and through the expertise of an appointee through the Chancellor’s Fellowship. The timeline for the start of the introduction of Social Policy-related academic provision was tight and Senate would be kept updated on progress.

The professionalism and commitment shown by, and engagement of, the students, USSA and the staff in these subject areas was acknowledged during a process which had been, and remained, challenging and that had addressed complex and sensitive issues.

11684. Update on MOOCs
Associate Deputy Principal Professor Grant reminded members that the University’s main objectives had been to:

1. To enhance the brand of the University.
2. To provide opportunities to experiment with innovative approaches to learning and teaching.

The pilot MOOCs had been successful and exceeded expectations not just in terms of numbers participating but also in the level of engagement. The national average completion rate was 5-7%, whereas the Forensic Science completion rate was 28%. There was also strong external recognition of the Strathclyde MOOCs. The active engagement of the learners in peer review brought an international perspective and the strong narrative, provided by the ‘Murder on the Loch’ Case Study, as a ‘whodunnit’ into which could be woven the scientific and technical themes and which provided a rich format for the active engagement of the learners, proved popular and successful.
The Forensic Science MOOC was also run internally as a 10 credit Elective Class which achieved a 97% pass rate. Further evaluation of the student experience was continuing.

There was significant potential to stimulate, support and increase online learning activities by greater co-ordination of activities, better sharing of resources and expertise and the development of a business case for a significant increase in the resources available to support the full spectrum of on-line learning.

There were also significant opportunities to leverage the MOOCs to indirectly generate income through supporting the recruitment of students on to degree programmes and stimulating and supporting the development of a spectrum of credit-bearing / fee-paying programmes for off-campus students.

It was recommended that:
- The University should, in partnership with the Faculties, develop a portfolio of MOOCs (6-10 in total).
- Within these MOOCs the University should incorporate a more explicit marketing aspect wherever this is possible and appropriate.
- The University should establish a more formal ‘community of practice’ to share expertise in MOOCs and to facilitate developments across the University.
- The University should, in partnership with the Faculties, seek opportunities to coordinate, stimulate and support the development of a spectrum of credit-bearing / fee-paying programmes for off-campus students.
- The University should develop the business case for increased resources (primarily staff resources) to support these developments.

Discussion followed around the added value that could be drawn from MOOCs including their use as a marketing tool, a vehicle to develop distance learning and a method of engaging with school pupils. Members noted the development of Small Private Online Courses (SPOCs) which may be revenue generating or credit bearing.

It was noted that Strathclyde was involved in the steering group of a SFC funded project supporting online learning.

The Principal requested a brief strategic review of the possibilities and business case for the proposed developments.

11685. Update on International Foundation Programme
Associate Deputy Principal Professor Grant updated Senate on the partnership with Study Group to develop an International Study Centre (ISC) to provide Foundation Programmes for international students which had been running for just under a year. Overall, the ISC was successfully established and on target. Student numbers for the First Year were on target, but there were challenging targets for rapidly increasing the numbers in future years.

The operational arrangements were working well. A partnership approach between Study Group, the University and USSA had been a particularly positive feature. Effective academic liaison between the ISC and the University had been achieved through four ‘Link Tutors’, one from each Faculty. These were a key resource with a willingness to tailor and refine programmes where appropriate.

The real test of the effectiveness of the Foundation Programmes would be the extent to which the students who progressed on to the Strathclyde programmes succeeded academically. This would be monitored and adjustments made accordingly.

11686. Peer Support Project
The USSA Vice President Education introduced the Students’ Association’s peer support system which had begun in 2013. USSA had previously implemented an online peer support system (e-buddies) which focussed on emotional support and practical signposting and now aimed to develop a cohesive approach to peer support across the University which could both encompass projects already in existence and encourage the development of new projects. The USSA peer support project was based on the idea of student volunteers providing other students with academic, practical and individual support to increase retention, highlight existing support structures and provide bridges between year groups and home and international students. The majority of universities now had some kind of peer support mechanism.

In semester one of 2013-2014 a survey asked students what they would find useful in terms of peer support. Based on this research, a pilot scheme was implemented in semester two with a view to establishing a system which could be adopted university-wide in 2014-2015. The pilot set out to involve one department/course (and one academic staff member for each department/course, known as the Academic Facilitator) in each of the four faculties.

The pilot had been successful and valuable in a number of ways. It allowed USSA to gauge whether students would engage with the project concept and test the proposed structure.

Currently, the project reached five departments/courses. The aim was to expand this across the University using a Faculty based approach. An Academic Facilitator in each Faculty, with sufficient time to engage would be needed. It was planned to establish drop-in sessions at departmental or faculty level and USSA was requesting a space within each faculty which could serve as a peer support common room; a communal space to meet, talk, study and relax and provide peer supporters with informal opportunities to interact with students. These spaces would also be useful to other groups and societies, such as to Class Representatives. Estates Services Directorate was considering how best to fulfil this request.

The overarching aim was to make peer support available to students on an ongoing and regular basis. The established e-system would be used for students who would like remote support. The ERASMUS Student Network wished to link in with the project in order to provide international students with support from home students.

Senate was interested to hear of the developments and supportive of the proposals. USSA was advised to contact the Faculty Planning and Resources Committees to request accommodation.

A member raised the issue of mental health awareness training and support for peer supporters and was assured that this had been considered and would be covered in the training provided. The Student Counselling Service would also be involved in the training.

It was noted that the USSA Vice President Education would remain in post for a second year giving the opportunity to build on progress made to date and providing continuity for students.

Committee and Faculty Reports to Senate

11687. Senate Elections
Senate noted the outcome of the recent elections to its membership for the following year.

11688. Executive Team
Senate noted the report from the Executive Team

11689. Court
Senate noted the report from Court
11690. Education Strategy Committee
Senate noted the report from the Education Strategy Committee.

11691. Quality Assurance Committee/Learning Enhancement Committee Joint Meeting
Senate noted the report from the Quality Assurance Committee/Learning Enhancement Committee Joint Meeting and approved:
- The rationalisation of regulations for degrees of Bachelor and Integrated Master
- The Fitness to Practise Policy and Procedures

11692. Research & Knowledge Exchange Committee
Senate noted the report from the Research & Knowledge Exchange Committee.

11693. Strathclyde Business School
Senate noted the report from the Business School.

11694. Faculty of Engineering
Senate noted the report from the Faculty of Engineering and approved, subject to scrutiny by the Ordinances and Regulations Working Group of regulations:
- Collaborative Agreements
  - Articulation Agreement: Fuzhou University (FZU), China
- New Courses/New Streams to Existing Courses
  - MSc in Architectural Design for the Conservation of Built Heritage
  - Graduate Diploma in Naval Architecture
  - Graduate Diploma in Electronic and Electrical Engineering
  - MSc in Advanced Mechanical Engineering – new streams
- Proposed New Prizes
  - New Prize in Mechanical and Aerospace Engineering
  - New Prize in Civil and Environmental Engineering

11695. Faculty of Science
Senate noted the report from the Faculty of Science and approved, subject to scrutiny by the Ordinances and Regulations Working Group of regulations:
- New Prize - Malcolm McIvor CPACT Prize
- Waiver of regulation for external PhD students

11696. Faculty of Humanities and Social Sciences
Senate noted the report from the Faculty of Humanities and Social Sciences and approved, subject to scrutiny by the Ordinances and Regulations Working Group of regulations:
- New Prize - The Dr Helen Corr Prize (School of Education)
- New Prize - The Anderson Prize (School of Psychological Sciences and Health)
- Admission of BA Education and Social Services Graduates into the Honours year of BA (Hons) Education Social Services

11697. Report from Senate Business Committee
Senate noted the report from the Senate Business Committee.

Reserved Business

JM 12/06/14