

**SENATE
MEETING HELD ON 16th SEPTEMBER 2020
UNAPPROVED MINUTES**

Composition		Membership	Count	Meeting 16.09.19	Meeting 07.10.19	Meeting 11.12.19	Meeting 13.05.20	Meeting 08.07.20	
(a) Ex-Officio Staff	President (Chair)	Professor Sir Paul Curran	1	AD					
	Director of Student & Academic Services	Ms Susannah Marsden	2	Y					
	Vice-President (Strategy & Planning)	Professor Zoe Radnor	3	Y					
	Vice-President (Research & Enterprise) (Deputy)	Professor Andrew Jones	4	Y					
	Chairs of the Standing Committees of Senate:	BoS in Arts & Soc Sciences	Professor Juliet John	5	Y				
		BoS in Business Studies	Professor Paolo Volpin	6	Y				
		BoS in Mathematics, Comp Sci & Eng	Professor Rajkumar Roy	7	Y				
		BoS in Health Sciences	Professor Debra Salmon	8	Y				
		BoS in Law	Professor Andrew Stockley	9	Y				
		BoS in Learning Development	Professor Susannah Quinsee	10	Y				
		BoS for Doctoral College	Professor Stephen Cottrell	11	Y				
		Academic Governance Committee	Professor Andrew Jones	12	Y				
		Research Ethics Committee	Professor Richard Ashcroft	13	Y				
		Educational Quality Committee	Professor David Bolton	14	Y				
	Collaborative Provision Committee	Professor Laurence Solkin	15	A					
(b) Non Ex-Officio Staff	Elected members of academic staff to equal the number of ex-officio staff posts and to include at least two from each of the Board of Studies areas.	Arts & Soc Sciences (to Jul 23)	Dr Beatriz Calvo-Merino	1	Y				
		Arts & Soc Sciences (to Jul 22)	Dr Deborah Rafalin	2	Y				
		Arts & Soc Sciences (to Jul 23)	Dr Rachel Cohen (Senior Elected Senator)	3	Y				
		Arts & Soc Sciences (to Jul 23)	Dr Carrie-Anne Myers	4	Y				
		Business (to Jul 21)	Professor Charles Baden-Fuller	5	Y				
		Business (to Jul 23)	Professor Hans Frankort	6	Y				
		Health Sciences (to Jul 22)	Ms Alison Coutts	7	Y				
		Health Sciences (to Jul 21)	Ms Lucy Myers	8	Y				
		Maths, Comp Sci & Eng (to Jul 22)	Dr Anton Cox	9	Y				
		Maths, Comp Sci & Eng (to Jul 21)	Dr Richard Goodey	10	Y				
		Maths, Comp Sci & Eng (to Jul 23)	Dr Laure Daviaud	11	Y				
		Law (to Jul 21)	Professor Susan Blake	12	Y				
		Law (to Jul 21)	Mr Keith Simpson	13	Y				
		Law (to Jul 22)	Dr Mazen Masri	14	Y				
	One elected member from Visiting Staff (to May 2021)	Mr Liam Devine	1	Y					
A maximum of five students nominated by the Trustee Board one of whom should be the President of the Students Union. At least one from each of the following categories – undergraduate, postgraduate and research.	Saqlian Riaz President (July 2019 -)	1	Y						
	Ruqaiyah Javid, VP Education (July 2019 -)	2	Y						
	V Shaima Dallali, VP Community & Wellbeing (July 2019 -)	3	Y						
	Soheil Ahmadi, Research Student Rep	4	Y						
	PGT Rep - vacancy	5	N/M						

Key: Y =In Attendance A= Apologies S=On Sabbatical leave N/M=Not a Member EA=Extended Absence AD = Apol/Deputy Sent
ML/PL = Maternity Leave / Paternity Leave

In Attendance	Role
Ms Yewande Akindele	Head of Quality and Academic Development, Student & Academic Services
Ms Louise Doolan	Director of Library Services
Dr William Jordan	College Secretary
Ms Gemma Watt	Governance Administrator

MINUTES SECTION A – OPEN FOR PUBLICATION

Part One – Preliminary Items

1. **Apologies and Preliminary Discussions**

The Chair **noted** apologies from Senators Professor Sir Paul Curran and Professor Laurence Solkin. The Deputy Chair of Senate would be Chairing the meeting in the absence of the Chair.

2. **Highlighted Items**

There were none noted.

3. **Minutes**

The minutes of Meeting 292 held on 8th July 2020 were **approved**.

4. **Matters Arising**

The Chair noted that further updates from the Matters Arising could be expected at the next meeting of Senate. This would include a report from the Chair of the Doctoral College BoS area.

5. **Conflicts of Interest**

None were noted.

6. **Terms of Reference and Governance Regulations**

Senate **noted** the Terms of Reference and Governance Regulations.

7. **Items Specially Brought Forward by the Chair**

7.1 **Suspension from Regulations**

The Chair reported that although the suspension from regulations currently remained in place, this period would soon be drawing to a close. The Head of QUAD explained that there would be a period of transition as processes returned to normal. Further communications to staff and students would be circulated in the coming weeks.

[Action]

8. **Educational Offer and Student Experience 2020/21**

Senate **considered** a report on the Educational Offer and Student Experience 2020/21. The DP&P explained that significant progress had been made since Senate last met and the report provided Senators with an overview of actions taken against the tasks outlined in the framework previously received. The Education & Student Committee (ESC) had lead on the actions taken over recent months. All Deans had been involved in the ESC discussions and the input of additional colleagues had also been sought for this period. Papers for every ESC meeting had been uploaded to a share point and were available to all City staff. In addition, a further update for Senators had been scheduled for the October meeting of Senate. The DP&P noted that the paper summarised nine separate work streams, as follows:

- 1) Development and implementation of the educational offer - Schools had been taking this work forward with support from colleagues in Professional Services. Student surveys and focus groups had helped inform decision making regarding the delivery mode and reshaping of programmes to make them better suited for online settings. A timetable for both online and face-to-face delivery was being developed.
- 2) Development and delivery of the student support model - A sub group of Education & Student Committee had been established to work on a model that supported the new context in which staff were working. Readiness' meeting were currently taking place with Deans and a positive picture was emerging. Student support would be a prime focus of the next phase of work.

- 3) Student Engagement - Noting that monitoring engagement of students in their studies would continue, in accordance with the Count Me In Policy. This had been updated to take account of remote learning.
- 4) Student Experience Offer – Work was ongoing. There had been a significant emphasis placed on providing on-line experiences. There were currently no plans to offer on-site activities beyond teaching, food/drink, and study facilities in the first instance.
- 5) Career and employability – Work was on-track. Careers services were taking place in an online setting for the time being.
- 6) Welcome and Induction – Planning for this had gone well. Welcome Week would be taking place in the week beginning 21st September. This would primarily be an on-line Welcome Week.
- 7) Policy and Regulatory Framework – The DP&P thanked colleagues responsible for updating student policies, regulations and guidelines. Senate would receive a more comprehensive update on this under item 10 on the agenda.
- 8) Student Voice – An approach had been developed and it would continue to be reviewed during the first term. It would be important to listen to how students were responding to new arrangements and to make appropriate adjustments as necessary.
- 9) Support for staff – LEaD continued to provide support and guidance for staff.

In discussion the following points were raised:

- The Chair and DP&P thanked Senators and colleagues across City for the huge amount of work that had been undertaken in recent months. City had risen to the many challenges and were currently faring well. There were still uncertainties and challenges ahead but it was important to emphasise the amount of work that had been undertaken and continued to be done across City.
- The reporting focussed predominantly on the regulatory aspects of the development of the educational offer, rather than operations. Informal meetings to assess operational readiness for the term ahead had, however, been completed in all Schools and readiness was generally very good.
- There were varying levels of confidence amongst staff in relation to synchronous teaching. There was also some nervousness concerning the delivery of teaching in this different way.
- Feedback from staff teaching in the City Law School suggested that it was important to not only undertake training but to set aside time to practice prior to the first session with students. Holding informal meetings to share good and bad practice was also suggested.
- It was important to consider how the change to online teaching would impact on staff stress levels and consequently, quality of teaching. Although it was important to practice teaching online, the workload was currently intensive.
- Should a second lockdown occur, resulting in the closure of schools, synchronous teaching might become problematic for those with caring responsibilities. It would be important to consider how to best support these staff. The DP&P would further discuss the matter with Deans. **[Action]**
- It would be important to build into communications with students an acceptance of it being an unusual and unique year in which things might not always go completely to plan.
- The DP&P was holding meetings with the Deans to discuss readiness in each School and to identify any issues and requirements for further support. Following the start of term, the attention would start to shift to monitoring, sharing and evaluating teaching experiences.
- LEaD was continuing to provide support for teaching staff. Feedback on student voice as well as the experiences of the School of Health Sciences and the City Law School were feeding into the guidance and support for staff. The sharing of good

practice between Schools would be further considered at Learning and Teaching Committee.

- Staff had reported some IT glitches with linking timetables and module selections. In addition, some errors in module choice forms had been identified and it would be important to rectify these issues as soon as possible. The DSAS explained that she was aware of the situation and further meetings were taking place imminently to discuss how to resolve the problems identified.
- In relation to careers and employability, it was noted that future investment proposals were currently on hold. Graduates were entering a particularly challenging job market and it was important to consider how to best equip students during this period.
- The DP&P noted that some changes to how the careers services operates had been made over the summer, and the department was now working predominantly online. He agreed that additional funding was required. Given the changing jobs market, City would be considering whether to re-prioritise the initial proposals in the light of the change of context for graduates. Careers and employability would be further considered as part of the ongoing work on the Education and Student Strategy.

9. Quality and Standards Contingency and Implementation Working Group Overview

Senate **considered** a report from the Quality and Standards Contingency and Implementation Working Group. The paper summarised the key work undertaken by the Group in relation to the framework for managing learning and teaching. In discussion the following points were raised:

- The Working Group had oversight of educational matters during the pandemic during the 2019/20 academic year. Much of the work for 2019/20 was now complete and therefore the President had approved the disbandment of the Group. Any outstanding work would now be taken forward through Education and Student Committee. In addition, Quality & Standards matters were resuming with Educational Quality Committee, which was now operating again following this emergency period.
- For the majority of students, the Extenuating Circumstances process had been suspended for the remainder of the 2019-20 assessment period. The Supporting Your Academic Success (SYAS) process had been introduced for the remainder of the 2019-20 assessment period and this was a self-declaration process, designed to reduce the burden on students and staff during the pandemic. In relation to 2020/21, a draft Extenuating Circumstances Policy had been produced and was currently being consulted on. There would be a period of transition between the old and new policy.
- The Online Learning Experience Survey report was in progress and would be reported on at a future meeting of Senate. **[Action]**

10. Framework for managing the learning and teaching as well as regulatory impact of Coronavirus (COVID 19) on Academic Quality (Report 3)

Senate noted the framework for managing the learning and teaching as well as regulatory impact of Coronavirus (COVID 19) on academic quality. The report included the proposed approach and timeline for approval of revised Senate policies and regulations. In discussion the following points were raised:

- The DSAS reported that the first batch of papers had been circulated to Senators for consideration and approval. Senate would receive further documents as they become available. She noted that one of the broader benefits of updating the policies and regulations was the opportunity to introduce a more student facing style of delivery.
- Dr Cox noted that during consultation with AGC members there had been some issues flagged that had not been reflected in the final documents circulated to Senators. Comments raised during this process would be reviewed in the light of

Dr Cox's comments and Senate would receive an update on this in due course.

[Action]

- Once the regular business of Senate has returned to normal it may be helpful to consider how consultations on policy and regulatory changes are managed and how this work could be made more transparent.
- It was important to understand how decisions on what constituted material changes were made. The DSAS explained that members of AGC and EQC had been working collaboratively with S&AS and they would have had the opportunity to reflect on whether something was or was not a material change.
- One of the limitations of approving documents by correspondence was that Senators were unable to discuss changes with colleagues. It was important to have a transparent way of commenting on the documents and for the approvals to be visible. The Governance Team, in collaboration with colleagues in S&AS, would consider how to create a more interactive way for Senators to consider and approve items by correspondence. **[Action]**

Part Two – Major Items for Discussion

11. **Student Support for new academic year 2020/21: contacts and engagement**
Senate **noted** the report.
12. **Student Inclusivity: Educational offer and broader student experience for 2020-21 in the context of Covid-19**
Senate **noted** the report.
13. **Welcome Week and Induction 2020**
Senate **noted** the report.
14. **Student Voice 2020/21**
Senate **noted** the report.

Part Five – Concluding Items

15. **Freedom of Information Review**
Senate **agreed** the classification of papers from the meeting.
16. **Any Other Business**
The Student Senator (Research) reported that the period of lockdown had in some instances negatively impacted research students who did not have an appropriate work environment as a result of the closure of university buildings. In addition, some students who were self-funding their studies had lost part-time work due to the pandemic and were reportedly struggling financially. The Chair of the Doctoral College BoS noted that hardship funding had been extended and those in financial difficulties should be encouraged to apply for this. A further discussion between the SU Senators and the Chair of the Doctoral College would take place following the meeting. **[Action]**
17. **Date of Next Meeting**
7th October 2020 from 2.00pm to 5.00pm

Professor Andrew Jones
Deputy Chair of Senate
September 2020

Note: **[Action]** = to be recorded in matters arising.