



SENATE

MINUTES OF THE MEETING HELD ON WEDNESDAY 17 MARCH 2021 AT 2PM VIA MS TEAMS

Members	Rev Canon Professor Peter Neil Professor Scott Fleming Dr Robert Boast Dr Sacha Mason Dr Nick Gee Dr Andrew Jackson Stephanie Gilluly Erin Bell Jordan Fane Scott Kidd Owen Picker <u>Faculty Representation</u> Dr Jonathan Wainwright Ami Montgomery Clare Gooing	Vice-Chancellor (Chair) Deputy Vice-Chancellor Pro Vice-Chancellor (Students) Academic Staff Member of University Council Dean of Faculty Head of Research Registrar and University Secretary Students' Union President – Union Development: Sabbatical Member 2020/21 Students' Union Vice President – Representation and Voice 2020/21 Undergraduate Student Representative Postgraduate/MA Student Representative Head of Programmes: Applied Social Sciences Head of Programmes: Arts and Humanities Member of Academic Staff from the Faculty
Minutes	Leanne Chancellor	Senior Executive Assistant Executive Assistant to the Deputy Vice-Chancellor and Registrar & University Secretary

The Chair thanked members for their attendance at the third Senate meeting of the academic year 2020/21.

1. Apologies

1.1 Apologies were RECEIVED from the following members:

- Professor Chris Atkin, Elected Member of Professoriate;
- Dr Sibylle Erle, Member of Academic Staff from the Faculty;
- Dr Alyson Blanchard, Member of Academic Staff from the Faculty.

2. Minutes of Previous Meeting

2.1 9 December 2020

The minutes of the Senate meeting held on 9 December 2020 were CONFIRMED as a fair and accurate record, and the Chair was authorised to sign them.

3. Matters Arising

3.1 Action Table – 9 December 2020

Senate RECEIVED an updated action table from the meeting on 9 December 2020 and NOTED that:

3.1.1 Rescheduling the Curriculum Framework (Refers to minute 3.1.2)

Curriculum Framework Redesign was discussed under item 4 of the agenda.

3.1.2 Briefing Regarding the Office for Students' (OfS) Consultation on Quality (Refers to minute 6.6)

The Registrar and University Secretary (R&US) noted that she had received responses from members and had incorporated them into the BGU response.

It was noted that BGU's response to the consultation was reviewed at the Senior Executive Group meeting on 18 January 2021 and submitted to the OfS ahead of the revised deadline of 19 January 2021.

3.1.3 Presentation of Faculty Assurance on Teaching and Learning 2020/21 – Safety Net Discussions (Refers to minute 7.5 and 7.6)

The Pro Vice-Chancellor (Students) (PVC) noted that he had met with Students' Union (SU) President, the SU Vice-President (SUVP) and the SU Chief Executive Officer on 10 December 2021, regarding the Student Safety Net Motion.

It was noted that further meetings with the above, the Senate Student Representatives, the R&US and Deputy Vice-Chancellor (DVC) were held on 13 January and 4 February 2021.

The PVC noted that the two meetings explored student calls to mitigate any potential negative impact the national response to Covid might have on their studies. Discussions were held on the practical challenge of identifying the degree of impact on grades within the context of the HE sector's general response and the OfS/QAA guidance, indicating greater emphasis on individual mitigation ('safety-net') measures rather than general portfolio wide 'no-detriment' policies.

In response, the University issued a number of communications to the student body outlining the University's position:

- For those degrees being completed this year and use grades from 2019/20 in the final degree classification, the already adjusted modules grades from 2019/20 under the 'no detriment' policy at the time will be included when calculating degree classifications.
- Extension requests made in response to the impact of COVID on studies can be self-certificated.
- Students who attempt but do not pass a module at the first attempt will be allowed to retake the module as for the first time without any capping of grades and without having to claim extenuating circumstances
- Students who pass a module but consider their performance on the assessment to have been adversely affected by extenuating circumstances may request the pass grade to be set aside and the assessment reattempted. The University will consider such requests without the need for the usual standards of evidence where the case presented amounts to a compelling account of impact on the student's ability to study or take assessments.

- The normal referral fee for all referral attempts for modules not passed in 2020/21 will not be charged.

It was noted that as well as these direct mitigations the University continues to offer high quality academic teaching and learning support on-line and from professional support teams. For those facing economic or financial hardship the OfS funded hardship grants administered through the Learning Fund and these have also been advertised.

The PVC noted that one further element was being explored, which is whether it is possible to identify impact on module grades by comparing the average grades on the same modules in previous years. This statistical analysis is completed and will be discussed in the next meeting between the SU Reps and the University scheduled for 25 March 2021.

The R&US noted that following on from the quality of teaching and learning discussions there had been a piece of work undertaken looking at the Competition and Markets Authority (CMA) compliance. The report will be presented to University Council on 24 March 2021 for assurance.

SG

3.2 Any Other Matters

3.2.1 There were no further matters raised.

4. **Endorse the Curriculum Framework Redesign as Recommended by the Academic Enhancement Committee (AEC)**

4.1 Members RECEIVED and NOTED the Credit Framework Curriculum Redesign Guidance summary paper, including information on implementation and the revisions that have been agreed following consultations with Programme Leaders (PL) in November 2020, the Curriculum Framework Working Group in January 2021 and the AEC in March 2021.

4.2 The PVC highlighted the key comments following the feedback from PLs in November 2020 and what the Working Group has done/is doing to address them:

1. **Why prefer a 15/30 credit module structure?**

- Alignment to the regulations to allow up to 30 credits to be compensated, be trailed and retrieved into the next level.
- Smaller 15 credit modules can be shared across subject areas with a smaller proportional effect on the programme.
- The typical six x 20 credit modules per level could be converted to the equivalent 90 credit (six x 15 credit) core for the new structure to deliver the programme level outcomes.

2. **How many 15 credit versus 30 credit modules could be used at each level?**

- It was clear from the discussions that some PLs were concerned about all 15 credit modules. It was clarified that:
 - L4 – eight x 15 credits or up to four x 30 credits.
 - L5 and L6 – at least four x 15 credits would have to be available.

3. **90 credit core guaranteeing level outcomes?**

- There were some concerns from PLs that all learning outcomes could not be fitted into less than 120 credits.
- Other Universities do it, in terms of optionality and the optionality would initially be limited. Some PLs were concerned that it would become a 'pick and mix' type of approach – but this would not be case as this would be a carefully managed process.

4. Dissertations

- All programmes would have a 45 credit dissertation.
- Joint programmes would only complete one dissertation.
- The regulation that the dissertations could not be compensated was well received.
- There were concerns as to whether the 30 credit Capstone project was too small, especially with the current word limit (10,000 words) and it was agreed that a 45 credit dissertation would be better at L6.

5. Option Modules

- There were concerns about dilution and the idea of 'pick and mix', but this is not what is being proposed as we are looking at:
 - Limited optionality.
 - L5 Graduate Attribute options (but not until 2023-24).
 - L6 subject specialist modules (as and when the subject numbers are viable).
 - Putting in a structure now, to build in potential optionality in the future.

6. Assessment

- Typical assessment patterns were examined – 1 per 15 credit, but with scope for some exceptions, e.g. L4 skills focused.
- Consideration was given for a progressive increase in assessment volume at each level.

7. Contact Hours

- It was suggested that some contact hours were possibly on the 'light side', but it was welcomed and would be useful to specify how many contact hours students should expect to get per week, e.g. contact hours week per 15 credit:
 - L4: 3 hours = 12 hours per week.
 - L5: 2 hours = 8 hours per week.
 - L6: 2 hours = 6 hours per week plus Capstone supervision (15 mins per week or equivalent).

8. Teaching Weeks and Academic Calendar

- Consideration was given to 12 teaching weeks plus two weeks for completion of assessment.
Within this context, the following needs to be addressed:
 - Reading week semester 1?
 - Rethink of academic calendar from student and staff perspectives.
 - School terms / half terms for ITT programmes.
 - A rethink of the MA calendar.

9. Compensation

- It was noted that this was a piece of work that needed to be progressed this year, to be included in the roll out of regulations which will be presented to Senate in July 2021.
- It was noted that the framework was about ensuring that the module structure aligned to the regulations.
- Discussions will run parallel to the Curriculum Framework changes regarding:
 - Students could be compensated in up to 30 credits per level.
 - 90 credits have to have been passed and the level average is 40.00%.
 - The module grade is at least 35.00% with no assessment component below 30.00%.
 - No compensation for dissertation.

10. Degree algorithm and classification regulations

- The PVC noted that QAC would be focussing on this area further as a parallel piece of work and suggested introducing exit velocity in BG's algorithm, reducing the uplift zone from 3% to no more than 2% and also revising the rounding policy.

11. Timing and workload

- There were concerns from PLs that this review was an ambitious project and they were concerned about capacity.

12. Curriculum themes

- The Working Group reviewed some curriculum themes to explore to prompt PL to include into the new curriculum as we move forward:
 - Employability and Graduate Attributes.
 - Digital skills and future proofing.
 - International curriculum.
 - Inclusive curriculum.
 - Virtual Learning Environment enhanced delivery.

13. QAA Consultation on revised HE Credit Framework for England

- The PVC noted that the QAA had published its consultation on the revised credit framework for England.
- It was noted that there was nothing identified in the consultation to indicate a standardised size for modules across the sector – with reference to 20 and 30 credit modules as examples.
- The consultation does highlight credit transfer and we will need to think about how we construct our awards and allow students to move between programmes, perhaps after the first year and the desire to enable credit transfer and programme transfer.
- The consultation highlights micro-credentials, but does not provide any further detail what the micro-credential can be – this is all related to small awards and CPD and noting whether Universities should be offering CertHE and DipHE in their own right. It also refers to stacking of modules.
- As an extension of the Framework review, we might want to think about our small awards framework and how we put multiples of 15 credit modules together to create CPDs or small University awards.

14. Work strands

- The core element of this project is having a curriculum redesign by September 2022/23. Recruitment for September 2022/23 means that students will start applying to programmes and we need to have publicised what our curriculum is going to be from July-September 2021. Therefore, we will need to provide a structure of what our new curriculum will look like:
 - Moving to the 15/30 credit structure.
 - Identifying with 90 credit or 45 credit core for Single and Joint programmes for delivery of level outcome at L5 and L6.
 - Identifying two x 15 credit modules at L5 and L6 that could be swapped out for options.

15. Next Steps - Timeline

- 2020-21 – Requires new curriculum approved by Summer 2021
- 2021-22 – Requires 2021-22 Foundation Year intake to be informed that they will progress onto new curriculum.
- 2022-23 – L4 next curriculum introduced for first direct entry and progressing the intake for 2021-22 Foundation Year.

The PVC noted that following a meeting with Heads of Programmes (HoP), the Dean of Faculty and the R&US, the following timetable was agreed:

- *March 2021:*
 - Provide Faculty members with an overview of the curriculum framework redesign and a 'step by step' guidance to be completed in the immediate term.
- *April/May 2021:*
 - Offer some Drop-in workshops to talk through the framework.
 - Brief the External Examiners about the intended changes.
- *June 2021:*
 - Schedule some intensive curriculum redesign workshops between 9 – 18 June 2021.

- Produce the programme specifications, modules specifications and a brief rationale of how the design has been applied to the subject area.
- *July 2021*
 - To begin to hold desk-top review events from week commencing 5 July 2021.
 - Sign off at Senate in July 2021, so that programmes can start advertising their revised structures.

4.3

The Chair thanked the PVC for all the work that has gone into preparing the framework and the consultation events that had been scheduled in liaison with HoPs and Faculty staff. It was acknowledged that this was a massive piece of work.

4.4

Members raised the following queries/comments:

- It was noted that what staff members struggled with initially was the scale of the task, it appeared to be more daunting than it actually was. It was noted that there was a time when every validation document seemed to be bigger, bulkier and more time consuming than the one before and what the PVC was conveying to us was the sense of not being minimalist about it, but being adequate and sufficient for the task of the documentation that needs to be prepared. It was hoped that the message for PLs and HoPs will be very clear that it is a task that is required, but it is not so daunting that they need to be anxious about it.
- It was noted that this framework was a positive step forward for students. There are so many things included that would benefit the student journey, especially with the idea of completing one dissertation, which would be welcomed by students.
- It was noted that the framework had positive improvements that would be favourable with the student body.
- It was noted that the module redesigns would be implemented fairly quickly and queries were raised about the need for minor modifications afterwards. Would there be a streamlined process, perhaps online, so minor modifications could go through quickly and more efficiently?
 - The R&US noted that a Curriculum Management System was being looked into, but currently we do not have the capacity within our internal systems to do online minor modifications. Hopefully if we can develop a Curriculum Management System, it should make everything much more efficient as a consequence.
- It was noted that regarding optionality and employability, for any student who was considering perhaps enrolling on a PGCE programme, it's important that if they do complete modules from different subjects that they have enough core subject to be able to continue onto further studies.

4.5

The Chair NOTED that with the Government scrutiny on employability, we need to be careful as they have a focus on what they are calling 'low value courses'. We need to be absolutely clear that what we are introducing we can justify in terms of the value for the students, in the learning, the outcomes and the employability.

4.6

Senate was CONTENT to ENDORSE the Curriculum Framework Redesign and looked forward to an update at Senate in July 2021.

5. QAA's Academic Integrity Charter

5.1 Members RECEIVED and NOTED the QAA's Academic Integrity Charter for UK Higher Education.

- 5.2 The R&US noted that the Charter is intended to provide a baseline position upon which UK providers, as autonomous institutions, can build their own policies and practices to ensure that every student's qualification is genuine, verifiable and respected. It has been developed by the QAA with the support of the Academic Integrity Advisory Group.
- 5.3 The R&US noted that institutions have been asked by the QAA if we would be prepared to pledge to this Charter. It was noted that it had been discussed at the Quality Assurance Committee (QAC) on 25 February 2021 and at AEC on 3 March 2021. It was noted that other than the principles being broad, it was felt that there was not anything as a university that we could not sign up to.
- 5.4 Members raised the following comments:
- There was a reminder about the Research Integrity arrangements which were put in place. Initially there was a similar response from the sector which was, 'why wouldn't we sign up to this?', and then there was some policing of it and some high levels of non-compliance were found which some institutions then had issues with. However, the QAA's Academic Integrity Charter seems to be a good Charter to sign up to, but we need to take this seriously.
 - The information within the Charter is what you would expect to see and the University should be able to sign up to it.
- 5.5 The PVC noted that the Learning and Teaching Committee (LTC) should review the Charter.
The R&US noted that she was content for the LTC to review the Charter from a practice perspective and if there were any practices that were not in line with the Charter we could review the Codes of Practices that govern the institution to ensure we have not missed anything, or was not misinterpreted and ensuring we follow best practice.
- 5.6 Senate was CONTENT to pledge to the QAA's Academic Integrity Charter for UK Higher Education.
- 6. Update on the Covid Outbreak Response Group (CORG) and Covid19 Business Continuity Group (BCG)**
- 6.1 The DVC updated members on the work that had been carried out by CORG and BCG since the last Senate meeting on 9 December 2020:
- Update on the student and staff data to date noting:
 - Students and staff with symptoms;
 - Students and staff who are precautionary self-isolating;
 - Students and staff with positive test results.
 - Update on the national data from February 2021 to March 2021, which is received by the Local Resilience Forum.
 - Since December 2020, BGU has had a total of 110 self-declarations, of these there has been:
 - One positive test declaration amongst staff in early January 2021;
 - 33 positive tests declared from students – the majority of these have been living within their own family homes.
 - The Testing Site is now into its eleventh week.
 - BGU introduced twice weekly testing in January 2021.
 - Testing on campus is being maintained and it is expected that the number of tests will increase over the next few weeks as more students and staff return.

- In advance of the return of students on 'practical' programmes (i.e. Drama, General Practice Nursing and Health and Social Care), 12 students returned to their accommodation on campus bringing the total number of resident students to 93.
- From 8 March 2021, a total of 68 students were expected to attend 'face-to-face' teaching and learning sessions. In addition to the 626 students who were expected to be on 'placement', this represents 28% of all students engaged with 'in person' learning.
- There was a 69% (n=11) 'in person' attendance from the Drama students. For Health and Social Care students, there was 56% (n=22) 'in person' attendance with a further 23% (n=9) engaging remotely. The General Practice Nursing programme was awaiting completion of registration arrangements for some students and began with only 30% (n=4) 'in person' attendance.
- From 15 March 2021, a further 25 students (from L4 Drama) were expected back, taking the total number to 93.
- BGU has been engaging with a variety of external agencies and Government departments:
 - Department for Education;
 - Department for Health and Social Care;
 - OfS;
 - University and College Union;
 - UK Government.
- BGU are in regular contact with three mission groups:
 - Cathedrals Group;
 - GuildHE;
 - Universities UK.
- BGU are also involved with the:
 - Lincoln County Council;
 - Lincolnshire Health Protection Team (weekly meetings);
 - Local Resilience Forum.
- As part of the Health Protection Team Forum, BGU are working in collaboration with:
 - City of Lincoln Council;
 - Lincoln College Group;
 - Lincolnshire Police;
 - University of Lincoln.

6.2 The Chair noted that the numbers of students returning to campus seemed low and enquired whether that was because of the nature of the subjects BGU was offering which do not fit into the 'practical' categories.

The DVC noted that if we were to include all the face-to-face teaching and the students that were currently on placement, the total number engaging in face-to-face learning is over 30%, which is significantly different to the numbers we are reporting on campus for in-person learning.

The DVC noted that he had raised the level of engagement at BCG on 16 March 2021 and the Dean of Faculty will be following this up through the Faculty Executive Meeting.

6.3 The Chair gave thanks to the both the CORG and BCG members for all their hard work and support.

7. **Agree the Suspension of the Following Programme – as discussed at the Portfolio Management Group (PMG):**
 - **MSc in Primary & Community Care**
- 7.1 Members RECEIVED and NOTED the supporting paperwork to suspend the MSc in Primary & Community Care, which had been discussed at PMG.
- 7.2 The Head of Programmes: Applied Social Sciences noted that the programme had not been recruited to for the last two academic years and recommended it to be suspended.
- 7.3 The Dean of Faculty noted that the decision was to ‘hibernate’ the programme rather than close it completely until the current validated period came to an end in the event that an opportunity may arise where it could be reviewed.
- 7.4 Senate was CONTENT to suspend the MSc in Primary & Community Care.
8. **Academic Enhancement Committee Approved Policies, Regulations and Codes of Practice**

Senate RECEIVED, ENDORSED and APPROVED the following policies and reports, which had been recommended by AEC.
- 8.1
 - Code of Practice for Safeguarding Children and At-Risk AdultsMembers noted that this Code of Practice would be presented to University Council on 24 March 2021 for approval.
- 8.2
 - Code of Practice for Recognition of Prior Learning
- 8.3
 - Digital Learning Capture Policy including Protocol for the Recording of Lectures
- 8.4
 - Code of Practice for DBS Checks for Applicants and Students
- 8.5
 - Code of Practice for Anonymous Marking
- 8.6
 - Code of Practice for Academic Misconduct
- 8.7
 - Code of Practice for External Examining
- 8.8
 - Code of Conduct for the Conduct of Boards of Examiners
- 8.9 End-Point Assessment Policies:
- 8.9.1
 - Resit and Retake Policy
- 8.9.2
 - Appeals Policy and Procedure
- 8.9.3
 - Complaints Policy
9. **Records of Decisions**
- 9.1 MA Professional Practice with Children, Young People and Families

Senate RECEIVED and NOTED the Record of Decision for the revalidation of the MA Professional Practice with Children, Young People and Families.
- 9.2 BA (Hons) TESOL and Linguistics to BA (Hons) English Language and Teaching

Senate RECEIVED and NOTED the change of title to BA (Hons) English Language and Teaching and the desk-top validation.
- 9.3 BA (Hons) Business and BA (Hons) Business with Foundation Year

Senate RECEIVED and NOTED the validation of BA (Hons) Business and BA (Hons) Business with Foundation Year.

- 9.4 BA (Hons) Early Childhood Studies (ECS) and BA (Hons) ECS with Foundation Year and; BA (Hons) ECS and Psychology and BA (Hons) ECS and Psychology with Foundation Year
Senate RECEIVED and NOTED the validation of BA (Hons) Early Childhood Studies (ECS) and BA (Hons) ECS with Foundation Year and BA (Hons) ECS and Psychology and BA (Hons) ECS and Psychology with Foundation Year.

10. Minutes of Meetings of Subcommittees of Senate

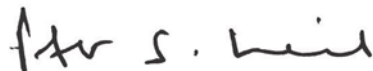
- 10.1 Academic Enhancement Committee held on 3 March 2021
Senate RECEIVED and NOTED the minutes from the Academic Enhancement Committee meeting held on 3 March 2021.
- 10.2 People and Inclusion Committee held on 2 March 2021
Senate RECEIVED and NOTED the minutes from the People and Inclusion Committee held on 2 March 2021.
- 10.3 Access and Participation Committee held on 20 January 2021
Senate RECEIVED and NOTED the minutes from the Access and Participation Committee held on 20 January 2021.

11. Any Other Business

- 11.1 Regent College, London Partnership
The Chair INFORMED members that following ongoing conversations with Regent College London, and by mutual agreement, we have withdrawn Regent College London, from BGU's partnerships.
- 11.2 Honorary Graduate Awards 2020/21 Update
The Chair INFORMED members that the Honorary Awards Committee met on 25 February 2021 and agreed to award three Honorary Doctorates, with one Honorary Doctorate nomination to be confirmed.

12. Dates of Future Meeting(s)

- 12.1
 - Wednesday 9 June 2021 at 2pm



Signed by the Chair: _____

Revd Canon Professor Peter Neil

_____14/07/2021_____
Date