

UNIVERSITY SENATE

Minutes of the meeting held on 2nd June 2017

PRESENT: Dr T Boutaleb, Prof. A Britton, Mrs J Broadhurst, Prof I Cameron, Dr D Chalmers, Prof. C Donaldson, Dr H Gallagher, Mr M Gallagher, Prof. P Gillies(Chair), Dr A Grant, Dr J Gregersen-Hermans, Prof. T Hilton, Ms J Hulme, Mrs C Hulsen, Prof. L Kilbride, Mr A Killick, Mr S Lopez, Dr D Lukic, Ms J Main, Dr S McChlery, Mr B McConville, Prof. S McMeekin, Mr A Middleton, Dr C Miller, Prof. J Miller, Mr V McKay, Dr S Ogden, K Campbell (Vice Miss L. Ramage), Ms D Rankin, Mr R Ruthven, Prof A Simmers, Prof. B Steves, Mr I Stewart, Ms K van Dongen, Miss J Waite, Prof. V Webster and Prof. R Whittaker.

APOLOGIES: Dr L Cuthbertson, Dr M Ferguson, Mr T Kilpatrick, Ms J McGillivray, Prof. A Morgan, Dr A Nimmo, Dr A Pierotti and Mr B Pillans.

OBSERVERS: Ms S Young (Vice Chair of Court), Ms N Mahal (Lay Governor), Mr K Fleming (Exec Support), Ms E Reather (Exec Support), Mrs L Clark (Governance); Mr C Daisley (Students' Association),; Ms F Campbell (People Services); Ms Kirsty Roden (Strategy & Planning).

IN ATTENDANCE: Mrs D Donnet, Secretary to Senate; Mr A Lui (People Services).

Chairs Opening Remarks

The Chair congratulated Dr Douglas Chalmers on his recent election to Vice President UCU.

The Chair advised that concern had been raised regarding a clash between Senate and some assessment boards. The Secretary to Senate advised that steps would be taken to ensure that this did not happen for future June Senate meetings.

PART A (FOR CONSIDERATION)

Minutes

16.175 Considered: The unconfirmed draft minutes of the meetings of Senate held on 24th February 2017 (**Doc S16/51/1**).

16.176 Resolved: That the minutes be approved as an accurate record.

Matters Arising

16.177 Noted: Matters Arising Briefing Note.(Doc S16/53/1)

Principal & Vice Chancellor and Executive Board Report

16.178 Considered: A report from the Principal & Vice-Chancellor and Executive Board to update members on substantive items considered by the Executive Board since the last meeting of Senate. (Doc S16/52/1)

16.179 Reported: By the Principal that the University had received notification from the SFC that there had been a reduction in the core teaching grant, and this was in line with cuts across the sector. The Cabinet Secretary for Education and Skills had indicated that it was expected that universities should do more to grow international income.

16.180 The Fair Fashion Centre at GCUNY would be presenting The Quantum Redesign of Fashion at an exhibition on “Is Fashion Modern” being held at the Museum of Modern Art in New York in the autumn.

16.181 The Board of Regents hearing for the GCUNY licence application was held on 22nd May 2017. VP Cara Smyth gave a robust presentation of the University’s case and she and Dean Bob Clougherty responded to questions. There was strong support from a number of senior industry representatives, including the Senior Vice President and Chief Risk Officer for PVH Corp which owns several companies including Calvin Klein and Tommy Hilfiger, who advised the Board of Regents that GCUNY had provided help that wasn’t available from other New York based universities. There were four objectors, 2 of whom had not come forward before, and the Principal responded to the issues that they raised. Overall it was considered to be a challenging but fair hearing, and an outcome was expected in June.

16.182 Agreed : To note the report.

Review of Academic Calendar

16.183 Considered: A proposal to Review the Academic Calendar. (Doc APC16/50/1)

16.184 Reported: By the Academic Registrar that the University’s current academic calendar structure had been regularly brought up as a topic for review and discussion, particularly in relation to allowing periods of reflection/feedback mid-trimester and how we can potentially enhance the staff and student experiences in terms of work/study & life balance. Following extensive consultation involving staff and students, it was proposed to amend the academic calendar to introduce a full week break at the end of trimester A and reduce the international orientation week to a long weekend.

- 16.185 Discussed: The impact of the proposed changes on international student induction was raised and the VP Academic advised that the need for more longitudinal induction had been discussed at the recent Student Experience Workshop and this was being taken forward. It was noted that the changes would result in the whole of Trimester B being pushed back one week, but there would be no knock on effect on graduation
- 16.186 Resolved :
- i. That the International Orientation Week in September be reduced to a long weekend, supported by dedicated activities during the induction week programme.
 - ii. To introduce a full week's inter-trimester break between trimester A and B.

University Assessment Regulations: Recommendations from Assessment Regulations Working Group (ARWG) 2016/17

- 16.187 Received: University Assessment Regulations: Recommendations from Assessment Regulations Working Group (ARWG) 2016/17. (**APC16/1/2**)

- 16.188 Reported: By Mr Vincent McKay, Dean SHLS and Chair of the Assessment Regulations Working Group that the Assessment Regulations Working Group was convened to consider revisions to the Assessment Regulations and associated policies . The Working Group had followed the remit and workplan agreed at Senate in June 2016 and was now submitting to Senate
- i. The remit, membership and work plan for ARWG 2016/17.
 - ii. Recommended revisions to the University Assessment Regulations and Associated Policies.
 - iii. Recommended forward plan of work for 2017/18.

The proposals had all been considered and endorsed by APPC at its meeting on 10th May 2017.

- 16.189 Considered: Retention of the regulation enabling the carrying of up to 40 credits (Undergraduate Assessment Regulations section 16)

The Assessment Regulations allow students to carry one 20 credit module and, at the discretion of the Assessment Board, up to 40 credits. Following a two-year review of data highlighting the performance of candidates carrying 20 and 40 credits respectively, the Group recommended to Senate that the discretionary regulations which allow candidates to carry up to 40 credits be retained.

Guidance had been prepared to advise Assessment Boards that:

- i. Due consideration is given to the additional assessment loading associated with carrying up to 40 credits.
- ii. Students were required to engage with their School LDC and their Academic Advisor.
- iii. Carrying of up to 40 credits would be based on the Academic Judgement of the Assessment Board.

Suggested guidance to address the above had been prepared and was included (Appendix A) for Senate's consideration and approval.

16.190 Resolved: To approve the discretionary regulations which allow candidates to carry up to 40 credits be retained and the guidance for Assessment Boards for implementation from September 2017.

16.191 Considered: The re-introduction of threshold minimum marks for all elements of assessment no later than 2018/19

Following a number of requests to the Exceptions Committee the Working Group had considered and proposed the reintroduction of threshold minimum marks, for all levels of assessment, for implementation no later than the 2018/19 academic session. It was proposed that a working group be convened to establish a process for implementation, and to consider the operational impact of re-introducing threshold minimum marks for all modules. The re-introduction of threshold minimum marks was considered to be essential in upholding the academic standards of the University and was supported by student representatives on senate. Data to support the recommendation was contained in the report that had been submitted to APPC and was available to Senators on request.

16.192 Resolved: To approve the re-introduction of threshold minimum marks for all elements of assessment no later than 2018/19.

16.193 Considered: Amendment to Qualifications Framework to resolve existing conflict between the Framework and the UG Assessment Regulations(awarding of Merit/Distinction) (Undergraduate Assessment Regulations section 19)

To address the current potential conflict between the Regulations and the Qualifications Framework, the following amendment to the Framework was recommended:

4.8 To progress from SCQF level 9 to SCQF level 10 a student must have been awarded 320 credits in total of which at least 90 are at SCQF 9. ~~or exceptionally awarded 360 credits in total, of which at least 60 are at SCQF 9*.~~

In making this recommendation it was highlighted there were no programmes designed under the current 'exceptional circumstance' structure within the University portfolio. Furthermore, the current assessment regulation was deemed to be appropriate hence the recommendation to revise the Framework rather than the regulation.

16.194 Resolved: To approve the amendment to Qualifications Framework to resolve existing conflict between the Framework and the UG Assessment

Regulations (awarding of Merit/Distinction) (Undergraduate Assessment Regulations section 19).

16.195 Resolved: To further review the nullification regulations to ensure ongoing relevance cross University.(Undergraduate Assessment Regulations section 13.3; Taught Postgraduate Assessment Regulations section 13)

To approve the recommendation that the Assessment Regulations be updated, with effect from September 2017, as follows:

13.3 Nullification of the results of an assessment of a single module at SCQF levels 9 and 10 (and level 11 for Integrated Masters programmes). Nullification applies to all candidates undertaking the module in question. **It is accepted that circumstances may arise, where a module is delivered across several campuses, which impact on the performance of a majority of candidates at a single campus only. In such instances, the Assessment Board may wish to consider nullification of the results of an assessment for candidates at that campus. In all cases, the following regulations will apply.**

19.196 Resolved: To review implementation of the generic award degree regulations to achieve consistency of application (Undergraduate Assessment Regulations Section 25.2; Taught Postgraduate Regulations section 24.2)

To approve the recommendation that the Assessment Regulations be updated, with effect from September 2017, as follows:

(UG Regs 25.2, PG Regs 24.2)

It will be at the discretion of the Assessment Board to determine the appropriateness of transferral to a School-based Generic Award, on a case by case basis, for any student with up to and including 40 credits outstanding from their programme of study. The Assessment Board shall have discretion to either:

- a) **Transfer the student to an appropriate School-based Generic Award, where the student will undertake up to 40 credits and, on successful completion, become eligible for an exit award of the School-based Generic Award*, or;**
- b) **Require the student to exit from the University with such credit and awards as have been achieved on the student's original programme of study. Section 8.1 of the Assessment Regulations will apply and inform the Assessment Board's deliberations when considering this course of action.**

In all cases, the supporting rationale for the decision taken by the Assessment Board will be fully documented in the Assessment Board minutes.

(UG Regs 25.3, PG Regs 24.3)

Notwithstanding the provisions elsewhere in these assessment

regulations, students who transfer to school-based generic awards and undertake replacement modules will be permitted the number of attempts specified in Section 14 of the Regulations **for completion of replacement modules**. Students who fail to complete a replacement module within the permitted number of attempts will not be permitted to undertake any further modules as a replacement for the module not completed and will be required to exit, as appropriate, with such credit and awards as have been achieved.
(UG Regs 25.3, PG Regs 24.3)

*The option of transferral to a School-based Generic Award is not available at Honours Degree level for students who have failed the Honours project/dissertation associated with their original programme of study.

16.197 Considered: Proposal for the introduction of Project and Dissertation Supervision Guidelines.

Senate was advised that there was inconsistency in relation to supervision guidelines across the University and this had been reflected in student feedback. It was proposed to amend the Project and Dissertation Supervision Policy and introduce guidelines and pro-formas for use across the university to ensure consistency as well as provide a clear record of supervision and feedback. It was intended that the forms would be electronic and available for staff and students to access via GCULearn. A flowchart would also be developed to highlight a standardised route available to students in order to escalate any perceived issues with supervision.

16.198 Resolved: To approve the

- i. recommended changes to the Project and Dissertation Supervision Policy;
- ii. development of an escalation flowchart; and
- iii. development of additional guidance on what is expected from supervision meetings along with a university-wide pro-forma for supervision contact between students and staff.

16.199 Considered: Proposed Principles for Consistent Approach to Outward Student Mobility

Senate was advised that APPC had approved the Principles for Consistent Approach to Outward Mobility at its meeting on the 10th May 2017, and agreed that the Director of Academic Quality and Development and the Head of Academic Quality convene a working group to complete geographical mapping for the 2018/19 Academic session. The purpose of such activity would be to explore if it is possible to have an agreed University wide framework that enables consistency of approach and

provides both clarity and transparency to students in respect of grades achieved.

In discussion, it was noted that the proposed Principles for Consistent Approach to Outward Mobility made no reference to cultural awareness. Whilst it was expected that this was already taken account of, it was agreed that this would be made clear in the Principles.

16.200 Resolved: To approve the Principles for Consistent Approach to Outward Mobility subject to the inclusion of reference to cultural awareness.

16.201 Considered: Proposed New Associated Policy on Moderation
Senate was advised that the proposal was intended to standardise practice and had been developed after considering best practice across the sector as well as within the University. It was noted that not all forms of assessment were compatible with Turnitin e.g. wikis and blogs, so advice and guidance was needed for staff on this. Senate was advised that there was information and support available.

It was suggested that the timescales detailed for work prior to module commandment and also external moderation might be challenging to meet and it was agreed that these would be reviewed. It was also suggested that external examiners did not “approve” the Assessment Task and it was agreed to review the wording to reflect this.

16.202 Resolved: To approve the new Policy on Moderation subject to the amendments outlined above.

16.203 Resolved: Follow Up Activity for the Assessment Regulations Working Group 2017/18.

To approve the follow up activity for the Assessment Regulations Working Group for 2017/18.

- i. That the Group be convened in Trimester A 2017/18, to allow additional time for consideration and review of pertinent issues.
- ii. That a process for the implementation of the re-introduction of threshold minimum marks be developed and approved, following recommendation from APPC.
- iii. That additional guidance, with regards to the Project and Dissertation Supervision Guidelines be developed along with a university-wide pro-forma for supervision contact between students and staff.
- iv. That a short life working group be convened to review the ‘Assessment Preparation Guidance for Academic Staff’, with a view to providing a more formal statement to re-establish and

- formalise this position.
- v. That the Group review the Assessment Regulations in terms of applicability for Trimester B starts.
 - vi. That the Group review and consider the potential for implementation of GPA calculations.
 - vii. That the Group review and consider the merits of programme structures which adhere to Core, Compulsory and Optional module choices.
 - viii. That the Group review generic award titles to ensure on-going relevance across all Schools.

Common Good Curriculum Update

- 16.204 Considered: An update on the Common Good Curriculum with a particular focus on the development of the Common Good Award. **(APC16/55/2)**
- 16.205 Reported: The development of a GCU Common Good Award aimed to encourage and support students to develop the Common Good Attributes by engaging in co- and extra-curricular activities alongside their studies. The Award provided a mechanism through which to promote, recognise and reward the informal learning gained by participating in activities aligned to the University's Common Good mission. The development of the Award supported the implementation of Strategy 2020, the Strategy for Learning, the GCU Core Values and the Common Good Attributes.
- It was proposed to run a pilot in session 2017/18, and the Award would be open to all Year 3 students, including direct entry students, Year 4 and PG Taught students.
- Senate was advised that there had been very good feedback from employers about the common good attributes and there had been strong commendation from the Ashoka network for the work undertaken.
- 16.206 Resolved: To note the progress made to date and endorse the running of a pilot award in 2017/18.

Digital Assessment Policy

- 16.207 Received: The Digital Assessment Policy **(Doc APC16/57/2)** which aimed to encourage consistent and efficient approaches to digital assessment practices across the University.
- 16.208 Reported: It built on the Online Similarity Checking Policy which was approved by Senate in June 2016. Digital assessment was defined within the policy as the use of technology to support a range of assessment practices including the online submission of assignments, as well as marking and providing feedback to students in digital form. The policy encouraged innovative digital assessment practices. It was acknowledged that there

was a need to support staff as well as the technology infrastructure and a substantial amount of work on this was planned over the coming year.

- 16.209 Discussed: The Policy was welcomed by Senators and it was noted that it supported the work undertaken by the Assessment Regulations Working Group in relation to moderation. There was discussion regarding the use of the term “rubric” within the policy, and it was agreed that this be clarified. It was raised that some work the University did with external companies was covered by non-disclosure agreements, and as such there was a degree of caution around digital submission. It was acknowledged that not all assessments would be suitable for digital submission and this could be accommodated.
- 16.210 Resolved: To approve the Digital Assessment Policy subject to clarification of the use of the term “rubric”.

Public Sector Equality Duty Report April 2017

- 16.211 Considered: A report in compliance with the Equality Act 2010 on mainstreaming equality and delivering equality outcomes. **(Doc S16/54/1)**
- 16.212 Reported: By the University Secretary and VP Governance that the report described the University’s progress on mainstreaming equality and delivering our Equality Outcomes, as required by the Public Sector Equality Duty of the Equality Act 2010. The format of the report was aligned with the prescribed brief required of public bodies. There was a requirement to publish a report every two years and the Equality Challenge Unit commended the University’s 2015 report and the format used, and therefore the current report followed a similar approach.

The overall picture was one of positive progress, with the Common Good mission clearly aligned with the requirements of the general duty i.e. to eliminate discrimination, advance equality of opportunity and to foster good relations. The University was able to demonstrate strong staff and student engagement with the agenda through our core activities of teaching and research as well as our operational and support activities. We also demonstrated good progress across all of our Equality Outcomes, which provided a firm basis for our next set of outcomes for 2017-2021.

- 16.213 Discussed: Senators welcomed the report but it was commented that disability and race was not as prominent as gender. This was acknowledged and had been discussed at Executive Board and Equality and Diversity Committee. Work had been undertaken using a risk based approach using the staff and student surveys to highlight priorities for action. It was intended

that race and disability will be covered in more depth in the next report.

It was suggested that the University's unique BSc Nursing Studies (Learning Disability) programme should be highlighted in the report and it was agreed to amend the report to include this.

16.214 Resolved: Senate endorsed the report and noted that the report would be amended to include reference to BSc Nursing Studies (Learning Disability).

Equality Outcomes 2017-2021

16.215 Received: A paper presenting the proposed GCU Equality Outcomes 2017-2021. **(DOC S16/55/1)**

16.216 Reported: By the Equality and Diversity Advisor that this was second set of equality outcomes and these built on the original outcomes developed in 2013 and also established some new priorities. The outcomes had been developed after discussions with staff and students and would include race and disability. The proposed equality outcomes for the next four years were:

- Equality Outcome 1: Our people have a strong knowledge of equality and diversity so that our behaviours promote dignity and respect for people with protected characteristics.
- Equality Outcome 2: Our University is accessible, safe and welcoming to all people from different protected characteristic groups.
- Equality Outcome 3: People with protected characteristics have the same opportunities as others and achieve positive outcomes in relation to their work and study experiences.

16.217 Resolved: To approve the Equality Outcomes 2017-2021

Gender Action Plan Update

16.218 Received: An update on the University's Gender Action Plan.

16.219 Reported: By the Director of Policy and Planning that every Scottish college and university has been asked by the Scottish Funding Council (SFC) to prepare an institutional Gender Action Plan. The SFC issued guidance on the development of institutional plans in April 2017, with a requirement that Gender Action Plans be published on individual university and college websites by 31 July 2017.

The high level paper provided an update on the development of GCU's Gender Action Plan, and included examples of how the University promoted gender equality amongst staff and on the Governing body, and set out high level data on gender balance at subject level. This

information would be analysed further to inform the development of the Gender Action Plan actions.

Senate was invited to comment on the Plan.

16.210 Discussed: SEBE had already developed an action plan for Athena SWAN and it was agreed that this information could be incorporated into the overall plan. It was suggested too that updated data on work undertaken by the Caledonian Club in relation to gender balance and male retention would also be a valuable contribution.

It was noted that the University had arranged a number of meeting with colleges to share best practice, and allow the development of a systematic response and this had been welcomed by the SFC. Senate was advised that Gender Action Plans would also be discussed by Universities Scotland over the coming year.

16.211 Resolved: To welcome the work to date and request that Senators contact the Director of Policy and Planning direct with any further comments or suggestions.

Update on Gender Pay Gap

16.212 Received: A presentation by the Principal on the ongoing work undertaken in relation to the gender pay gap. It was reported that when considering the mean pay rate for professorial staff, there was a small pay gap of 2.9%, but that this was significantly lower than the gap for the sector as a whole. However, when this data was controlled for age, the pay gap disappeared. When the analysis was undertaken for all academic staff, the gap was 7.2%, and again this figure was significantly lower than the sector average and the gender pay gap disappeared when controlled for age. It was acknowledged that there was further work to be done, but that the approach the University had taken was working. Analysis of data on professional support staff would begin over the summer. This was considered to be a more challenging area due to large categories of staff that were predominantly male or female. Work would also be done on ensuring that professorial pay was competitive and consideration would be given to introducing a professorial pay ladder.

16.213 Resolved: To note the update.

Widening Access Sector Statistics

16.214 Received: An overview of GCU's performance in key metrics relating to widening access, drawing on data published by the Higher Education Statistics

Agency (HESA) and the Scottish Funding Council (SFC) in February 2017.
(Doc S16/62/9)

- 16.215 Reported: By the Director of Strategy and Planning that the report highlighted the University's strong performance in widening access metrics against the backdrop of sector trends and challenging future targets for all universities set through the Scottish Government's Commission on Widening Access.
- 16.216 Resolved: To note the update.

HESA Performance Indicators 2017

- 16.217 Received: An overview of the 2017 HESA Performance Indicators (PIs) covering participation and learning outcomes that had been published in February and March 2017.
- 16.218 Reported: By the Director of Strategy and Planning that the data showed that the University continued to perform well in the context of the sector in Scotland. In response to a question regarding the impact of staff student ratios on completion and drop-out rates, Senate was advised that this was an issue that was improving.
- 16.219 Resolved: To note the report.

Unistats 2017

- 16.220 Received: The Unistats 2017 report **(Doc S16/57/1)**
- 16.221 Reported: That Unistats replaced the Key Information Sets (KIS) return with effect from 2017-18 and aimed to provide comparable undergraduate programme data for UK students. Programme information is published on the Unistats website in September each year to allow applicants to compare courses across institutions.

Key points to note included:

- For the purposes of this report, 2017-18 Unistats data had been compared with the 2016-17 KIS submission made in August 2016.
- Data will be submitted for 82 programmes in total, nine programmes fewer than the August 2016 submission (91 programmes).
- The proportion of programmes with PSRB accreditation has increased from 71% of programmes in August 2016 to 81% of programmes in 2017.
- Programme offerings by mode of attendance are in line with the August 2016 submission.

- The proportion of programmes offering a year abroad is unchanged at 43%.
- A preview of all Unistats data will be made available for GCU staff on GCU DASH.

The full Unistats return would be submitted to HESA by 3 August 2017. Data for all UK institutions will be available on the Unistats website from 4 September 2017.

16.222 Resolved: To note the report.

SFC Outcome Agreement 2017-18 to 2019-20

16.223 Received: The University's Outcome Agreement with the Scottish Funding Council (SFC) for the period 2017-18 to 2019-20 (**Doc S16/59/1**).

16.224 Reported SFC had not yet formally signed off or published institutional Outcome Agreements, but this was expected to take place in June. The SFC funding allocation for academic year 2017-18 was issued in May 2017.

The University's Outcome Agreement had been developed in line with the SFC guidance and in collaboration with colleagues from Schools and professional services across the University. Consultation was undertaken with the Students' Association and Trades Unions. A series of meetings had been held with the SFC Outcome Agreement team over the course of the academic year.

16.225 Resolved: To note the Outcome Agreement 2017-18 to 2019-20.

Complaints Handling Procedure, Session 2015/16 Overview

16.226 Received: An overview of the Complaints received by the University during the period 1st August 2015 to 31st July 2016.

16.227 Reported The number of Stage 1 complaints had remained stable at 108 (with 107 in 2014/15) and there had been a drop in the number of Stage 2 Complaint investigations from 22 in 2014/15 to 17 in 2015/16. At the conclusion of the University's Complaints Handling Procedure, two complaints had been referred by the complainants to the SPSO. On reviewing these cases the SPSO decided that no further action was necessary.

16.228 Resolved:

- The report would be submitted to the Scottish Public Services Ombudsman (SPSO);
- That in line with SPSO requirements, data from the report will be published on the Governance Department pages of the University website; and

- iii. That awareness training and development work with Schools and Professional Support Departments would continue.

Senate Disciplinary Committee Overview Session 2015/16

16.229 Received: The overview of disciplinary offences considered under the terms of the Code of Student Conduct during Session 2015/16.

16.230 Noted: During Session 2015/16 a total of 34 alleged disciplinary offences were considered under the terms of the Code compared to 45 offences considered in Session 2014/15.

Of these 34 alleged offences 24 were referred to the Senate Disciplinary Committee (SDC), with 5 minor offences being dealt with in line with the Code at School level, and a further 5 cases in relation to minor technical examination infringements, being disposed of via a letter of guidance.

At SDC

- i. 3 cases were found to be not proven and no formal disciplinary sanction was imposed;
- ii. 1 protective suspension was issued pending the outcome of a criminal trial.
- iii. Disciplinary allegations were upheld in 20 cases with sanctions imposed as appropriate.

One appeal was received against the decision of the Senate Disciplinary Committee and was partially upheld by the Appeals Committee of the University Court.

Research Degrees Committee

16.231 Approved: A recommendation from the Research Degrees Committee for the award of 25 PhDs, 3 Prof.Ds and one MPhil. **(Doc S16/63/1)**

Honorary and Visiting Appointments

16.232 Approved: The following honorary appointments awarded by the University Executive Board:

Title	Post	Field of expertise	School
Jane Farmer	Hon Prof	Social Innovation and in particular health care solutions	Yunus Centre
John McDougall	Hon Prof	Operations & management/ international business	GSBS

David Bamaung	Hon Prof	People Security	GSBS
David McGuire	Visiting Reader	Business Management	GSBS
James Cochrane	Hon Prof	Physical Asset Management	SEBE

University Research Committee Composition and Terms of Reference Refresh

16. 233 Approved: Revisions to the Composition and Terms of Reference of the University Research Committee **(Doc S16/64/1)**

School of Health and Life Sciences Taught Postgraduate Portfolio – outcomes of 2016/17 annual review.

16.234 Received: A portfolio review of taught Postgraduate Programmes from the School of Health and Life Sciences **(Doc APC16/61/01)**

16.235 Approved: The withdrawal of the withdrawal of the following programmes from HLS TPG Portfolio from academic session 2017/18:

- P02927 MRes Life Sciences
- P02389 MSc Physiotherapy (PT)
- P02434 MSc Health and Social Care Education (PT)
- P02618 MSc Forensic Mental Health (DL)
- P02858 MSc Digital Health (PT)

In addition, it was noted all TPG programmes would be specifically reviewed at the start of academic year 2017/18 in respect of actual enrolments with a view to suspend subsequent 2018/19 intake for those programmes still recruiting less than 10 students.

Glasgow School for Business and Society: Withdrawal of Postgraduate Programmes

16.236 Considered: Proposals for the withdrawal of four postgraduate programmes **(Doc APC16/66/1)**

16.237 Noted: That one new programme on events and tourism management was currently being developed for introduction in 2018/19.

16.238 Approved: The withdrawal of the following programmes:

- P02580, MSc International Economics and Finance, September 2017.
- P02687, MSc Management, September 2017.
- P02568, MSc International Events Management, September 2018.
- P02569, MSc International Tourism Management, September

2018.

GCU Community: Working Together in Partnership

- 16.239 Received: Information on a new Partnership Agreement to replace the GCU Commitment. The new Agreement was underpinned by the concept of a 'GCU Community', based on the premise that all members of the GCU community – students, staff and the Students' Association – were responsible for partnership working in practice. **(Doc APC16/53/1)**
- 16.240 Discussed: The Partnership Agreement was structured around a set of four Principles based on the GCU Values and Students' Association strategic priority areas. A number of priority themes based around agreed areas of enhancement between now and 2020 had been agreed through the Student Experience Action Plan and activity aligned to these themes would be reviewed on a regular basis to ensure that the Partnership Agreement remained current and relevant to the needs of students and staff across the University. Web pages promoting the Agreement are to be developed, linked to the Student Experience 2020 Action Plan and a communications strategy was being developed and a Students Association campaign will be launched for student induction 2017/18. The Students' Association would assume responsibility for the implementation of the Partnership for 2017/18.
- 16.241 Approved: The Working Together in Partnership Agreement.

Proposed Addenda to the Fitness to Practise Policy

- 16.242 Approved: Proposed Addenda to the Fitness to Practise Policy to provide clarity around the scope of the policy and to outline the appeals process. **(Doc APPC16/70/1)**

Academic Appointments

- 16.243 Received: A paper on academic appointments made since the last meeting of Senate. **(Doc S16/65/1)**

Academic Policy and Practice Committee

- 16.244 Received: The confirmed minute of the meeting of the Academic Policy and Practice Committee held on 1st February 2017 **(Doc APC16/3/1)** and 22nd March 2017 **(Doc APC16/49/1)**.

University Research Committee

- 16.245 Received: The confirmed minute of the meeting of the University Research Committee held on 25th January 2017 **(Doc REC16/26/1)** and 5th April 2017 **(Doc REC16/29/1)**.

International Committee

16.246 Received: The confirmed minute of the meetings of the International Committee held on 2nd February 2017 (**Doc IC16/50/1**) and 11th April 2017 (**Doc IC16/60/1**).

Equality and Diversity Committee

16.247 Received: The confirmed minute of the meeting of the Equality and Diversity Committee held on 1st December 2016. (**Doc ED16/13**)

School Board/Boards of Senate Minutes

16.248 Received: The confirmed minutes from the under noted meetings of Boards of Senate:

- i. School of Engineering and the Built Environment held on :
25th January 2017 (**Doc EBE SB16/01/35**)
- ii. School of Health and Life Sciences held on:-
2nd December 2016 (**Doc HLS/SB/1/021**)
15th February 2017 (**Doc HLS/SB/16/028**)
- iii. GCU London held on
7th December 2016 (**Doc GCUL/SB/16/2**)

Date of Next Meeting

16.249 Received: Notification that the next scheduled meeting of University Senate will be held on Friday 13th October 2017 at 09:30 Hrs in CEE06/07.

AOCB – Timescale for Module Choices

16.250 Received: A request from a Senator to extend the timeframe for students to choose their module choices for 2017/18 to ensure that students receive their choice of modules and to minimise work for staff who have to allocate modules students who don't respond within the required timescales

16.251 Reported: The Academic Registrar advised that the electronic system was scheduled to be open for 8 weeks this academic year (versus 4 weeks last year) but arrangements could be made to extend this to 10 weeks

16.252 Resolved: That the electronic module choice system be reopened to 16th June to give more time for students to make their module choices, and that the Students' Association would assist the University in communicating this to students.

Chair's Closing Remarks

The Chair thanked Senate members who had reached the end of their current terms of office:-

- Dr Lynn Cuthbertson (SHLS elected representative)
- Dr Alison Nimmo (elected by academic staff not in schools)
- Mr Iain Stewart (SEBE elected representative)

The outgoing Student President, Lauren Ramage and the other outgoing student representatives were also thanked for their contributions to Senate during the 2016/17 session.

The Chair thanked all Senators for their care and attention in academic matters over the last academic year and wished all well for the summer