

SENATE

Minutes of Meeting held on 22 February 12

Present: The Rector, Sir Keith O’Nions (Chairman), Professors Alford, Autio, Belvisi, Buckingham, George, Gooderham, Haigh, Kramer, Magee, Riboli, Richardson, Wright; Drs Albrecht, Broda, McCoy, McGarvey, Rogers, Smith; Mrs Cunningham; Mr Heath and Mr Parmar (Student Representatives); with Mr Wheatley (Academic Registrar) and Ms Penny (Senior Assistant Registrar).

Apologies: Professors Griffiths, Matar; Drs Buckle, McPhail.

In Attendance: Mr Sanderson (Chief Financial Officer)

1594 Minutes

The Minutes of the meeting of the Senate held on 14 December 2011 were confirmed.

1595 Matters Arising

Minute 1582: Undergraduate Examination Failures 2010-11

Reported: That the Registry had reviewed the presentation of the report on undergraduate failures and had removed from the report resit candidates, a category that had erroneously been included. This had reduced the overall failure rates in Natural Sciences such that there were now no FONS Departments with a failure rate above 10% in any year for the 2010-2011 session. There had not however been a similar effect in Engineering Departments. Work was continuing to improve the presentation of failure data for the Studies Committees so that a report could be provided by those Committees to the next meeting of Senate on failure rates in the respective Faculties and any necessary remedial actions.

Minute 1581: Student Welfare Committee – Income Tax Issues

Reported: That HM Revenue and Customs provided guidance for students on income tax issues on their website. A link to this information would be added to the Registry and Finance webpages.

1596 Rector’s Business

Received: A Report from the Rector (**Paper Senate/2011/50**).

(1) Changes to Rector and Deputy Rector Roles

Reported: (i) That for Imperial to maintain its position as a world leader in education and research, the College needed to place much greater and long-term emphasis on fundraising and development, and international relations. It needed to do this by devoting more time at a senior level to external facing roles, taking a sustained and focused approach that would secure the College’s future over the decades to come.

(ii) That in recent years, the College had much increased its activity in this regard but changes in the Rector and Deputy Rector roles were now necessary to meet Imperial's long-term aspirations. In line with this the Council, after discussion and consideration, had decided to migrate the role of Rector to a position entitled Rector and President, and the role of Deputy Rector to Provost.

(iii) That in effect this was moving more towards a US model of university governance. The Rector and President, as the College's leader, would promote Imperial's position as a global university, moving it into a different league in terms of development potential, and would influence higher education and research policy. The Provost would ensure the standard and quality of the academic programme were maintained and enhanced, and would be responsible for the College's operations.

(iv) That the reasons for changing the College's leadership model were compelling. Within the next two years, the Rector and Deputy Rector were committed to achieving a successful and smooth transition and with consultation, would start to build the new system and shadow its operation shortly. The key to a successful transition would be clarity of the roles of Rector and President, and Provost, and also clarity of the decision-making process – just as was the case now.

(v) That this would be a significant change offering real benefits in terms of the College's external relations, but an essential marker of success would be minimal disruption and impact to the way that the College was run internally. For example, the role of Heads of Department/Divisions/Services and the authority of the Principals and Pro-Rectors would not change significantly. The move to a Rector and President, and Provost model was predicated on an ability to maintain and build the long-term future of the College as a world-leading institution.

(vi) That plans for the implementation of this change would evolve over the coming months, and the Rector and Deputy Rector would be keen to use visits to Departments and other opportunities to discuss initial plans and gather staff input in shaping the way forward with this transition.

(2) College Teaching Day

Reported: (i) That the Management Board had approved changes to the College Teaching Day:

- (a) The undergraduate teaching hours would remain from 09.00 to 18.00, but the two-hour lunchtime slot (12.00 -14.00) would no longer be reserved exclusively for non-core curriculum education. The Education Office was working with Faculties to identify other times during the working day when these activities could take place. Wednesday afternoons would continue to remain free of teaching
- (b) For postgraduate courses, Departments would have the discretion to teach at times appropriate to the needs of students, which might in some cases be in the evenings or at weekends but not normally after 20.00.
- (c) In exceptional circumstances undergraduate teaching and examination activities might take place between the hours of 08.00 and 19.00, and on weekends and Bank Holidays, subject where necessary to staff contractual arrangements.
- (d) Students would not be expected to take more than two examinations in a day.

(ii) That the changes to the College Teaching Day would be implemented in the academic year 2012-13.

Further Reported: That the Pro Rector (Education and Academic Affairs) confirmed that while these changes would provide greater flexibility they should not lead to an increase in the number of teaching hours for students.

(3) Principal of the Faculty of Medicine

Reported: That Professor Dermot Kelleher, currently the Vice-Provost for Medical Affairs and Head of the School of Medicine at Trinity College Dublin, had accepted appointment as Principal of the Faculty of Medicine, with effect from 1 October 2012. Professor Kelleher would join the Faculty as of 1 July 2012. He would succeed Professor Sir Anthony Newman Taylor who had been Principal since December 2010.

(4) Acting Principal of the Business School

Reported: That Professor Dorothy Griffiths OBE FCGI FRSA, Deputy Principal of the Business School, had accepted appointment as Acting Principal with effect from 18 February 2012, following the retirement of Professor David Begg. The search for a successor to Professor Begg, who had served as Principal of the Business School since 2003, was underway. Professor Griffiths would lead the Business School until the new Principal took up appointment.

(5) College Secretary and Registrar

Reported: (i) That Mr John Neilson had accepted appointment as College Secretary and Registrar with effect from 1 May 2012. As a member of the Management Board, and reporting to the Rector, Mr Neilson would have overall responsibility for the Registry and the Central Secretariat, and functions including health and safety, risk management, internal audit and legal matters. He would also be Clerk to the Imperial College Court and Council.

(ii) That Mr Neilson would join the College from the Ministry of Defence, where he was Director, Financial Management. As part of this role he was a non-executive director of the Defence Science and Technology Laboratory (Dstl) and the Met Office.

(iii) That Dr Rodney Eastwood, who had been College Secretary since 2007, would be retiring from the College in April, after almost 25 years of service.

(6) Acting Head of Department of Humanities

Reported: That Professor Nigel Gooderham, Professor in Molecular Toxicology, had accepted appointment as Acting Head of the Department of Humanities with effect from 1 January 2012. He would lead the Department while a search was underway for a successor to Professor Andrew Warwick, former Head of Department, who had left the College after 19 years of service for an appointment at the University of Pennsylvania. Professor Gooderham continued as Dean for the Faculty of Medicine (Non Clinical).

(7) College Tutor

Reported: That Dr Lynda White, Senior Lecturer in Experimental Design and formerly Admissions Tutor (from 1980 to 1987) and Senior Tutor (from 1995 to 2011) in the Department of Mathematics, had accepted appointment as College Tutor with effect from 1 January 2012. She joined the team of existing College Tutors - Margaret Cunningham, Mick Jones and Simon Archer.

(8) New Year's Honours

Reported: (i) That the following staff had achieved recognition in the New Year's Honours:

Professor Sir Stephen Bloom, Department of Medicine, had been awarded a Knight Bachelor for services to medical science.

Professor Sir Simon Donaldson, Department of Mathematics, had been awarded a Knight

Bachelor for services to mathematics.

Professor David Phillips, Department of Chemistry, who received an OBE for services to science education in 1999, had been awarded a CBE for services to chemistry.

(ii) That six Imperial alumni had also been recognised in this year's Honours.

(9) Fellowships

Reported: That The following have been elected by the Council to Fellowship of Imperial College London:

(a) The Lord Kerr of Kinlochard GCMG

Lord Kerr had been Chairman of Imperial College from 2005 to 2011 and had presided over several momentous developments in the College's history including the College's centenary celebrations in 2007 and its withdrawal from the University of London, the establishment of the country's first AHSC, the rebuilding of the Southside and Eastside halls of residence and the purchase of the Woodlands site.

Lord Kerr was remembered not only as a most distinguished and dedicated Chairman of the Governing body, but also for his astute judgement and keen understanding and for his generosity and willingness to give so much to the staff and students of the College.

(b) Dr Martin Knight

Dr Martin Knight had been an external member of Council for 10 years before he joined the staff in 2004. During his time as an external member of Council, he had been Chairman of the Investment Committee and then, between 2001 and 2004, Honorary Treasurer and Chairman of the Finance Committee. He had joined the executive as Chief Financial Officer from 2004 to 2006, becoming Chief Operating Officer from 2006 to 2010. In addition, he continued to serve as the Chairman of Imperial Innovation.

Dr Knight's innovative strategic financial vision had been instrumental in strengthening the financial base of the College. His entrepreneurial approach coupled with sound judgement had resulted in real gains in asset values for the College and an efficient, high quality, organisation supporting the academic work.

(c) Professor David Lloyd Smith

Professor David Lloyd Smith was a distinguished research fellow at Imperial, having previously been Professor of Structural Mechanics, a College Tutor and the first Dean of Students until his retirement in 2009. His academic career at Imperial College had focused very heavily on the needs of students and the creation of an environment to enable them to develop their full potential. It had included teaching and teaching-related administration as well as the support and development of young academics. He had been considered to be one of the most diligent, meticulous and devoted of tutors. As the first Dean of Students he had taken the lead in managerial, strategic and long term planning aspects of the learning and welfare experiences of the entire student body. In particular he had played a lead role in the review of the College's procedures for dealing with student complaints, appeals and disciplinaries, in effect streamlining the processes and ensuring that they were both transparent and fair. During his career his interest in these student-related issues had extended beyond Imperial to the University of London, EUCET (an EU consortium of 80 civil engineering departments) and the JBM (the UK accreditation body for civil engineering), where he had played many roles, formal and informal, as mentor, adviser and policy leader in many developments in teaching, learning and the student environment.

(10) Imperial College Medal

Reported: (i) That Mr Jonathan Spatz had been elected by the Council to receive the award of the Imperial College Medal in recognition of his outstanding service to the College. Mr Spatz had served as Vice President of the Imperial College Foundation Inc. for over a decade. He was an alumnus and donor to the College.

(ii) That the Imperial College Foundation Inc. was a US corporation chartered in the state of Georgia. The Foundation had been established in the United States in 1988 with the object of supporting Imperial College London and other educational endeavours. It was recognized by the IRS as a public charitable foundation. Annual donations from alumni and friends of Imperial usually totalled around \$40,000 each year, and were the backbone of the Foundation, but it also received occasional large donations as well as 'Exceptional Donations'. As Vice President of the Foundation, Mr Spatz had kept the College's US foundation operational and this had been key to providing a vehicle to bring significant US sums through to the College on a tax efficient basis. In the last 5 years alone the Foundation had disbursed £1.8m to the College.

(11) Rector's Awards for Excellence 2012

Reported: (i) That nominations were invited for the Rector's Awards for Excellence in Teaching; the Rector's Awards for Excellence in Pastoral Care; the Rector's Awards for Excellence in Research Supervision; and the Rector's Awards for Supporting the Student Experience. Further information about the Awards could be found at:

<http://www3.imperial.ac.uk/registry/abouttheregistry/awardsforexcellence>

(ii) That nominations should be submitted electronically to the Academic Registrar by Friday, 30 March 2012.

1597 Pro Rector's Business

Considered: A Report from the Pro Rector (Education and Academic Affairs) (**Paper Senate/2011/51**).

(1) Transferable Skills Development

Horizons Programme

Reported: (i) That at its December 2011 meeting the Senate had been informed that the Management Board had approved a pilot of the Horizons programme, which would take place in spring 2012 with a voluntary programme for 200 first year undergraduate students.

(ii) That the Horizons programme aimed to broaden the educational experience first year undergraduates received from the College. It consisted of an 8-week series of lectures and panel debates focusing on a global issue that could be considered from many different perspectives. The topic covered in the pilot programme was climate change. The organisers had been delighted by the enthusiasm of leading academics, journalists and other experts to share their wisdom with the students. After each talk students met in small groups, representing a range of disciplines, to analyse what they had heard.

(iii) That the programme had opened with Sir Brian Hoskins FRS, Director of the Grantham Institute for Climate Change, speaking on the topic of the Science of Climate Change. During week 2 a panel debate considering the question "How can we talk about uncertainty about climate change?" was hosted, bringing together Louise Gray

(Environment Correspondent at the Telegraph), James Randerson (Environment and Science News Editor at the Guardian), James Painter (Reuters Institute, University of Oxford) and Joe Smith (Open University) under the chairmanship of Lord Oxburgh FRS. The vehicle for discussions during week 3 had been the impact of climate change on global health, for which Paolo Vineis of the School of Public Health had delivered the plenary lecture.

(iv) That the next 3 weeks of the pilot would explore the ethics of climate change and engineering solutions to climate change with two plenary lectures and a second panel debate. These would also be accompanied by further discussion in small classes.

(v) That the 2 final weeks of the programme would be devoted to multi-disciplinary teamwork, where in a 1000-word report participants would justify the 3 key policies they would wish to introduce if they were Secretary of State for Energy and Climate Change for 5 years from June 2012, bearing in mind the constraints of existing legislation and possibly conflicting interests of other government departments, including the Treasury. They would also present their ideas in a 2-minute 'elevator pitch'. Prizes would be awarded by the Horizons Steering Group for the most persuasive report and the best elevator pitch.

(vi) That the programme had proved very popular with the students, it had been oversubscribed and, while registration had closed at 204 students, the SAF lecture theatre had been filled for all presentations.

(vii) That further information was available on the Horizons website at:

<http://www3.imperial.ac.uk/horizons>

Imperial Business

Reported: (i) That Senate had also been informed, at its December meeting that, in parallel with the Horizons programme, the Business School would be running a pilot Business course for 200 second year students.

(ii) That all places for Imperial Business had been filled by midday on the day registrations had opened. The programme had been successfully launched on 2 February as an 8-week series of master classes focusing on contemporary business practice and global trends. Through these sessions participants would learn about the global recession, business strategy and contemporary HR practices among other topics relating to business today. The first session, on understanding the Global Recession, had been delivered by Professor David Begg.

(iii) That Imperial Business was supported by a dedicated website which all students registered on the programme could use to access the programme schedule, course materials, lecturer profiles and a feedback blog. All lecturers had posted individual videos to support and position their sessions.

(iv) That further information on Imperial Business was available at:

<http://www3.imperial.ac.uk/business-school/programmes/business-imperial>

Further Reported: That the Pro Rector thanked those staff who had organised and lectured on the Horizons and Business Imperial programmes.

(2) Undergraduate Applications

Reported: That a report comparing the number of undergraduate applications received in the last 3 years was attached to the Senate's paper. The data showed a fall in Home and EU applications received for 2012-13 but an increase of over 600 applications from

overseas, compared to the previous year.

Further Reported: That there appeared to be no clear correlation between departmental NSS results and admission numbers.

(3) Key Information Sets

Reported: (i) That the Senate had been informed, at its November 2011 meeting, that Higher Education Institutions in England would be required to publish a Key Information Set (KIS) for each full-time and part-time undergraduate course planned for 2013-14.

(ii) That the College's Provision of Information Working Party had developed a KIS spreadsheet, in order to obtain the data needed from Departments for the KISs. In order to reduce the burden on Departments, the Registry had transferred existing information held within programme specifications and Bologna templates into the new KIS spreadsheets so that Departments would only need to add those details not currently held centrally. The KIS spreadsheets had now been issued to Departments.

(iii) That on receipt of the KIS data from Departments, the Registry would generate mock KISs, using the methodology set by HEFCE/HESA, for review by the Working Party. Following consideration by this group, the mock KISs would then be sent to Departments for comment.

(iv) That the data for all KISs had to be submitted to HEFCE/HESA between March and June 2012. HEFCE would then publish draft KISs for each undergraduate course which the College must approve no later than August 2012.

(v) That all KISs had to be published, on the College's website, by September 2012. The KISs would also be accessible from the UCAS website.

(4) UK Quality Code for Higher Education

Reported: (i) That The Quality Assurance Agency (QAA) was currently developing a UK Quality Code for Higher Education, which would replace the Academic Infrastructure from the 2012-13 academic year.

(ii) That the Agency would consult with the sector on the different sections of the Code as it developed these. The following consultations are currently underway:

Part C: Information about higher education provision

This was a new reference point, which outlined the Expectation that all UK Higher Education providers were required to meet regarding the information they produced on the programmes they offered. The deadline for responding to the consultation, available at: <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Part-C-draft-for-consultation.aspx>, was 24 February 2012.

Chapter B11: Research degrees

This new chapter was a revised version of the previous QAA *Code of practice for the assurance of academic quality and standards in higher education (the Code of practice)*, Section 1: *Postgraduate research programmes*, which was originally published in 2004. The information in the previous document had been updated and the content revised to bring it in line with the structure used in the new UK Quality Code.

The deadline for responding to the consultation, available at: <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/research-degrees->

[draft-for-consultation.aspx](#), was 23 March 2012.

(iii) That the College's responses to these consultations would be included, for Senate's information, in the papers for the next meeting.

(5) UCAS Admissions Process Review

Reported: That at its December 2011 meeting, the Senate had been informed that a College response was being prepared to the UCAS Admissions Process Review Consultation. The response, which had been submitted to UCAS by the deadline of 20 January 2012, was attached to the Senate's paper.

(6) House of Lords STEM Inquiry

Reported: That the Senate had also been informed, in December 2011, that the College would be making a submission to the House of Lords Science and Technology sub-committee's inquiry into higher education in Science, Technology, Engineering and Mathematics (STEM) subjects. The College's final response, submitted in December, was attached to the Senate's paper.

(7) External Examiners' Induction Days

Reported: That the College's annual induction days for taught course external examiners were held on 10 and 17 February 2012. The days were becoming increasingly popular; this year 40 external examiners had attended. Attendees had been provided with an introduction to the College and their role as external examiners and had also met with Departmental representatives.

(8) Training the teachers post-CASLAT

Reported: That the Educational Development Unit was holding an event on Wednesday, 28 March to discuss the progress made by Faculties in developing bespoke personalised training courses for new academic staff following the closure of CASLAT. This would be an opportunity for colleagues to share experiences and good practice and to reflect on the changes which had taken place in the past year. The programme, which would include a guest lecture by Christine Ortiz, Dean of Graduate Education at MIT, would be finalised shortly.

(9) Protocol for Detecting and Preventing Radicalisation

Reported: (i) That at its December 2011 meeting, the Senate had been informed that a protocol outlining the lines of communication for staff, students, or anyone else with concerns about radicalisation had been written.

(ii) That the protocol was now available on the College's website at:

<http://www3.imperial.ac.uk/students/welfareandadvice>.

1598 Strategic Review of the Malaysia-Imperial Doctoral Programme

Considered: A Report by the Strategic Education Committee (**Paper Senate/2011/52**).

Reported: (1) That the Malaysia-Imperial Doctoral Programme (MIDP) was a split research degree (PhD) programme between the College and the 5 key research and teaching institutions in Malaysia: Universiti Kebangsaan Malaysia (UKM), Universiti Malaya (UM), Universiti Putra Malaysia (UPM), Universiti Sains Malaysia (USM) and Universiti Teknologi Malaysia (UTM).

(2) That the programme had been developed to provide doctoral-level education and research training to academic staff at some of Malaysia's best universities in line with the Malaysian government's aim to increase the proportion of university academic staff educated to PhD level. The MIDP had also been intended to enable and encourage long-term research collaboration between academics at Imperial and the Malaysian universities.

(3) That students participating in the 3-year MIDP scheme were full-time registered students at the College. They spent between 12 and 18 months at the College under the supervision of an Imperial member of staff, and the remainder of their time at their Malaysian institution. When in Malaysia students were supervised by their Malaysian co-supervisor under the overall supervision of their Imperial supervisor.

(4) That the current agreement governing the MIDP programme was due to expire at the end of the 2011-12 academic year. Therefore, in accordance with the College's *Guidelines for Establishing Collaborative Degree Programmes*, the Strategic Education Committee (SEC) had considered whether the programme should be extended for a further period.

(5) That the SEC had heard that on 28 November 2011 a periodic review of the MIDP had been undertaken following the College's new *Procedures for the Review of Collaborative Research Programmes not owned by Departments*. The SEC had received the report of the review, noting that this would be considered in detail by the Graduate School's Postgraduate Research Quality Committee at its February meeting.

(6) That the SEC had noted that the MIDP had encountered significant problems including difficulties in attracting enough high-quality students to the programme, resulting in lower cohort numbers than expected; problems with the remote supervision of students; the insufficient length of the PhD funding period (36 months) and the inflexibility of timing of the periods spent at Imperial; difficulties in monitoring and ensuring quality assurance; and low take-up of supervisor visits to partner institutions.

(7) That the Committee had also noted that Malaysia's research landscape had changed since the MIDP had been established with most of the five MIDP partner universities having now met their staff PhD holder targets under the *MyBrain15* initiative.

(8) That it had been recognised, however, that despite all the difficulties both the academic lead and the International Office had provided good support to the students on the programme.

(9) That on balance, the Committee had agreed that the current MIDP programme should not be extended. It was, however, important to ensure that the students currently enrolled on the MIDP were fully supported to complete the programme. The SEC had also agreed that the College should look at other, more effective ways of retaining and developing academic and research links with Malaysia.

Approved: On the recommendation of the Committee, the withdrawal of the Malaysia-Imperial Doctoral Programme, with effect from October 2012.

1599 Quality Assurance Advisory Committee

Considered: A Report by the Quality Assurance Advisory Committee (**Paper Senate/2011/53**).

(1) Amendments to the Regulations for the Award of Degrees of Bachelor of Science (BSc) and Master in Science (MSci)

Considered and approved: On the recommendation of the QAAC and the Science Studies Committee, the amendments to paragraphs 4.12(a) and 5.9 of the *Regulations for the Award of Degrees of Bachelor of Science (BSc) and Master in Science (MSci)* [for students registering in and after October 2008], outlined in the Senate's paper, with immediate effect.

Noted: That paragraph 4.12(a) had been amended to ensure that it was consistent with paragraph 5.9 in noting that students were allowed two resit opportunities. Paragraph 5.9 had been amended to enable final year students to take resits in September.

(2) Procedures for Consideration of Representations by Candidates for Research Degree Examinations

Considered and approved: On the recommendation of the Committee, the changes to paragraph 7 of the *Procedures for Consideration of Representations by Candidates for Research Degree Examinations*, outlined in the Senate's paper, with immediate effect.

Noted: That the changes had been made to reflect the fact that there was now only one Graduate School.

(3) Cheating Offences Policy and Procedures

Considered and approved: On the recommendation of the Committee, the removal of the current paragraph 58 from the *Cheating Offences Policy and Procedures* with immediate effect. The paragraph was a relic from an old procedure and was no longer necessary.

(4) Joint PhD: Imperial College (Department of Aeronautics) and the University of São Paulo

Reported: (i) That in May 2011 the Senate had approved, on the recommendation of the Graduate School of Engineering and Physical Sciences Postgraduate Quality Committee, a joint PhD programme between the Department of Aeronautics at Imperial and the Department of Mechanical Engineering at the University of São Paulo (USP), with effect from October 2011.

(ii) That since then the formal agreement between the College and USP had been negotiated and some details of the collaboration clarified.

(iii) That a bespoke Student Withdrawals and Appeals Procedure for this joint PhD had been developed. This procedure, which was based on the College's current Student Withdrawals and Appeals Procedure, was attached to the Senate's paper.

Approved: On the recommendation of the Committee, the Student Withdrawals and Appeals Procedure for the Imperial College/University of São Paulo Joint PhD, with immediate effect.

(5) Student Charter Working Group

Reported: (i) That the Committee had received an interim report from the Student Charter Working Group, established by QAAC to consider the development of a College student 'charter' or similar document.

(ii) That the QAAC had endorsed the Working Group's recommendation that the College should adopt an 'Our Principles' document, which defined the guiding principles of the College community and covered all students, both undergraduates and postgraduates,

and all staff. It was not a legal contract but rather an easily accessible, concise source of information and a clear display of staff, student and ICU collaboration.

(iii) That each Principle would be accompanied by a 'drop down' text box on the College's website. The supporting text would elaborate upon the overarching statements and give links to further information. The 'Our Principles' document would display the signatures of the College Rector and the ICU President and would be reviewed annually by QAAC.

(iv) That the Committee had suggested minor amendments to the proposed Principles and had agreed that the Working Group should now prepare the supporting text and develop a strategy for the launch, communication and future review of the Principles, for consideration by QAAC.

(6) UK Quality Code for Higher Education, Chapter B7: External Examining

Reported: (i) That the Committee had considered the chapter of the UK Quality Code relating to External Examining and a report from the Registry on the implications of this Code for the College. The Committee had agreed action to be taken in order to ensure that the College had addressed each Indicator within the chapter.

(ii) That the Committee had noted that amendments to the Examination Regulations, to take account of the actions agreed by the QAAC, would be presented to future meetings of the Committee and Senate.

(7) External Examiner Report Template

Reported: That the Committee had approved with immediate effect minor revisions to the External Examiner report template, which was available at:

<http://www3.imperial.ac.uk/registry/proceduresandregulations/qualityassurance/externalexamining>

(8) Roles and Responsibilities

Reported: (i) That The Committee had approved amendments to the following roles and responsibilities documents:

- (a) Departmental Careers Adviser
- (b) Chairman of the Board of Examiners
- (c) College Examiners
- (d) Director of Undergraduate Studies
- (e) Undergraduate Admissions Tutor
- (f) Taught Course External Examiner

(ii) That the Committee had also approved two new roles and responsibilities documents:

- (a) Assessor
- (b) Assistant Examiner

(iii) That all roles and responsibilities documents were available at the following link:

<http://www3.imperial.ac.uk/registry/proceduresandregulations/qualityassurance/goodpractice>

(iv) That the Committee had noted that updates to the remaining roles and responsibilities documents would be submitted for consideration in due course.

(9) Competence Standards

Reported: (i) That the Committee had received a report from the Disability Action Committee Working Group (DACWG) on competence standards.

(ii) That the Committee had heard that the 1995 Disability Discrimination Act (DDA) had required institutions to make 'reasonable adjustments' to enable disabled students to access their studies. At that time both Health and Safety legislation and 'academic standards' could be used as a legitimate defence against making an adjustment. The Equality Act 2010 replaced 'academic standards' with pre-set 'competence standards'; standards that determined whether a person had a particular level of competence or ability. These competence standards were to ensure that HEIs could maintain expected levels of attainment without fear of accusation of discrimination.

(iii) That the Equalities Act 2010 defined a competence standard as:

"an academic, medical or other standard applied by or on behalf of an education provider for the purpose of determining whether a person has a particular level of competence or ability."

(iv) That the Committee had noted that applicants to higher education were already required to meet a range of criteria, skills and requirements for entry to a course, which were indicated in prospectuses and other course information. However, entry criteria and requirements only amounted to competence standards if their purpose was to determine an applicant's competence or ability. To ensure that they were not discriminating against disabled applicants, HEIs had to be able to demonstrate that the competency standards they used for admissions decision-making were appropriate and necessary; applied equally to disabled and non-disabled applicants; and were a proportionate means to achieving a legitimate aim.

(v) That the Committee had agreed that Departments should now develop competence standards for their programmes, in consultation with the Disability Advisory Service. In order to assist Departments with this process, it had been agreed that the Senior Disability Advisor should liaise with Faculty Principals to establish whether Faculty-wide competence standards could be developed. It was hoped that these could then be modified to suit the needs of individual Departments.

Further Reported: That it was hoped that competence standards would be in place for all undergraduate courses in time for the admissions for 2013 entry.

(10) Sharing Good Practice: Enhancement Advisory Group

Reported: (i) That while the College already used a wide range of measures to disseminate good practice, there was scope for improvement in this area. The Committee had therefore agreed that an Enhancement Advisory Group would be established.

(ii) That, reporting to QAAC, the Group would be responsible for:

- (a) Developing a strategy for the effective identification and dissemination of good practice and promotion of educational enhancement;
- (b) Overseeing the development of the Registry's good practice webpages, including the introduction of a College interactive on-line repository of good practice;
- (c) Implementing, in consultation with the appropriate College Departments, the further dissemination of good practice through targeted and effective internal communications (e.g. awards, podcasts, newsletters, training, seminars, events etc), acknowledging that a variety of media and appropriate resources were required for an ongoing and effective campaign.

(11) Student Surveys

Reported: That the Committee had received participation rates for Autumn SOLE and PG SOLE 2011 and the Student Experience Survey. The results of the surveys would be considered by the Committee in due course.

(12) QAA Doctoral Degree Characteristics and UK Doctoral Rough Guide

Reported: That earlier this year, the College had responded to 2 draft documents from the QAA: a) Draft Doctoral Degree Characteristics and b) Rough Guide to the UK Doctorate. The Committee had noted that the QAA had now published both documents which were available at the following links:

(a) http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Doctoral_characteristics.aspx

(b) <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Doctorate-guide.aspx>

1600 Science Studies Committee

Considered: A Report by the Science Studies Committee (**Paper Senate/2011/54**).

(1) Undergraduate Annual Monitoring 2010-11

Reported: (i) That the Committee had considered the 2010-11 undergraduate annual monitoring forms for the Departments of Mathematics, Life Sciences (Biochemistry/Biotechnology) and the BSc Biomedical Sciences/BSc Pharmacology and Translational Medical Sciences degrees. The annual monitoring form for the Business School would be considered at the next meeting of the Committee.

(ii) That departmental representatives had summarised key points from their reports, including changes made to their programmes, management structures and personal tutoring systems and an evaluation of examination results and standards. The External Examiner reports, and departmental responses to them, had also been considered. The minute of the Committee's discussion of the annual monitoring reports was attached to the Senate's paper. The Committee had also considered and approved the methods used by the Department of Life Sciences (Biochemistry/Biotechnology) and the BSc Biomedical Sciences for considering borderline candidates. The Department of Mathematics had been asked to clarify its procedures for dealing with borderline candidates and these would be considered by the Committee in due course.

(2) Follow-up to the Second Stage Review of the BSc Biomedical Sciences degree

Reported: (i) That the Committee had considered the follow-up report to the second stage review of the BSc Biomedical Sciences degree.

(ii) That the Course Organiser for the programme had confirmed that an administrator had now been appointed to manage the health and safety records of students and that course literature for the degree had been updated. Better links had also now been forged between the Medical Students' Union and the Biomedical Students' Group.

(iii) That the annual monitoring report now included course specific SOLE data which had identified that the participation rate for this survey had been poor. The Course Organiser was working with students to try to improve their participation in this survey. Academic and personal tutorials had now been timetabled.

(iv) That it had been reported that the Faculty of Medicine had introduced marking proformas to assist academics in providing timely and better quality feedback to students. Teaching staff on the BSc Biomedical Sciences degree had also now adopted such proformas.

(v) That it had been reported that the Course Organiser had clarified to each External Examiner their role. Efforts would also be made to improve contact between External Examiners and students.

(vi) That the Committee had been pleased with the follow up report and had been satisfied that the recommendations of the second stage review panel had been addressed.

(3) Minor Amendments to Existing Courses

Reported: (i) That the Committee had approved revisions to the Biochemistry/ Biotechnology Scheme for the Award of Honours.

(ii) That the Committee had also approved revisions to the ECTS credit assignment for the fourth year of the MSci Mathematics degrees provided the Bologna templates and course information made it clear that the additional credit awarded for a summer project was an optional extra only.

(4) Approval of Departmental Models for the Allocation of ECTS credits to Extracurricular Activities

Reported: That the Committee had approved the departmental model for the allocation of ECTS credits to extracurricular academic activities for the Department of Mathematics with the proviso that the Department strengthen their assessment methods and arrangements for supervision of the optional summer project, for example through weekly meetings in person, or via Skype.

(5) Faculty of Natural Sciences Teaching Committee's consideration of the Imperial College Union's Spring/Summer 2011 Staff-Student Committee Summary Report

Reported: That the Science Studies Committee had received a report from the Faculty of Natural Sciences Teaching Committee (FoNSTC) on its consideration of the ICU's Spring/ Summer 2011 staff-student committee summary report. The Committee had supported the FoNSTC's recommendation that the ICU should develop a list of "hot topics" to be considered by staff-student committees at forthcoming meetings. The Committee had noted that the FTC had considered the report to be a good way to disseminate good practice across the College.

1601 Medical Studies Committee

Considered: A Report by the Medical Studies Committee (**Paper Senate/2011/55**).

(1) Amendment to the Regulations for the award of the Degrees of MBBS/BSc: Proposal for change of assessment for Problem-based Learning (Dr and Patient Course)

Considered and approved: On the recommendation of the Committee, the change of assessment for Problem-based Learning in Year 1 of the MBBS/BSc, outlined in the Senate's paper, with effect from the current academic year.

(2) BSc Biomedical Science with Management

Reported: That further to Senate's approval of the establishment of a revised BSc in Biomedical Science programme with effect from October 2012, the Committee had

approved the continuation of the 4-year BSc in Biomedical Science with Management programme. The Committee had noted that the 'Management' variant of the Biomedical Science degree would be identical to the 3-year programme, with the exception that students also spent a discrete fourth academic year in the Business School. The Business School had confirmed that it wished to continue with the 4-year variant, and that the curriculum for the fourth year would not be changing from that currently provided.

Agreed: On the recommendation of the Committee, that the title of the 4-year programme should be amended from BSc Biomedical Sciences with Management to BSc Biomedical Science with Management, with effect from October 2012 entry, to bring this in line with the title of the revised 3-year programme.

(3) External Examiners

Year 6 External Examiner Reports 2010-11

Reported: (i) That the Committee had been informed that the Education Committee (3, 5 and 6) had considered the Year 6 External Examiner reports in detail, noting that these were generally very positive. However a few points had been raised including:

- (a) That the internal examiners had interpreted the timings of the history taking stations differently. It had been noted that this issue would in future be raised during the internal examiner training sessions, which were conducted before the clinical examinations, to ensure that a standard approach was taken.
- (b) That one External Examiner had been concerned about the lack of privacy for patients. This had come as a surprise since at the start of every examination a member of staff checked that the patients were happy with the arrangements. However the issue of patient dignity would continue to be monitored and treated as a priority.

(ii) That the Committee had been content that appropriate action was being taken in response to the External Examiner reports.

External Examiner Summary Report 2010-11

Reported: That the Committee had considered the summary of External Examiner Reports for Undergraduate Degrees in 2010-11. It had noted that the Faculty's External Examiner reports were discussed in detail by the Education Committees, who were charged with taking action over areas of concern and highlighting good practice. The Education Committees provided reports on External Examiner feedback to Medical Studies Committee. The Medical Studies Committee agreed to ensure that common themes identified in the paper, which related to Medicine, were kept under review by the Education Committees.

External Examiner Nominations

Reported: (i) That the Committee had approved a number of External Examiners for 2011-12 and a proposed change to the chair of the Year 3 Examination Sub-board for 2011-12 only.

(ii) That the Committee had also ratified action taken by the Chair to approve several External Examiner nominations for 2010-11 and 2011-12.

(4) Proposal for the establishment of an Education Committee (Biomedical Science)

Reported: That the Committee had approved a proposal to establish an Education Committee subordinate to the Medical Studies Committee with oversight of the Biomedical Science programme.

(5) Education Committee Reports

Reported: That the Committee had considered and ratified the reports submitted by its various subordinate committees.

(6) Lee Kong Chian School of Medicine

Reported: (i) That the Committee had received an update on activity on the Singapore project, focusing on continued curriculum development and the alignment of the policies of the two institutions.

(ii) That the Committee had been informed that the Lee Kong Chian School of Medicine *pro tem* Governing Board in Singapore had now approved the relevant policies and procedures presented to the Senate in December 2011. Approval was currently being sought from the Nanyang Technological University's committees. The Singapore Medical Council was also in the process of considering the School's proposed curriculum.

(iii) That the Committee had approved a proposal to establish a house system, which would form the basis of the welfare structure in the School. Students would be grouped together for social and academic activities and would be able to access pastoral care through the house tutors.

(7) Undergraduate Examination Failure Rates 2010-11

Reported: That the Committee had noted that the data in this paper were currently being clarified. Consideration of the statistics had been deferred until a revised paper was available.

1602 Graduate School Postgraduate Quality Committees

Considered: A Report by the Graduate School Postgraduate Quality Committees (**Paper Senate/2011/56**).

(1) Proposed new MSc in Applied Biosciences and Biotechnology

Reported: (i) That the Master's Quality Committee for Humanities, Life Sciences and Medicine had considered a proposal from the Department of Life Sciences for the establishment of an MSc in Applied Biosciences and Biotechnology which would be taught by the Department of Life Sciences on the South Kensington Campus.

(ii) That the course had been developed to meet the global need for graduates who could successfully contribute to the rapidly developing industrial biotechnology sector. It aimed to provide students with an understanding of the fundamental principles underlying the biosciences and the exploitation of bioscience research, and to enable students to develop broad business skills related to the translation of research in applied biosciences and biotechnology.

(iii) That there were increasing career opportunities worldwide for experienced graduates who had been trained in advanced molecular bioscience, systems biology and 'omics' technologies, together with gaining exposure to entrepreneurship and innovation. A module taught by the Business School would introduce students to the fast-moving world of entrepreneurship, drawing on examples and case studies from a broad selection of ventures in biotechnology, life sciences and medical devices. This course would provide bioscience graduates with training in relevant business and entrepreneurial skills, and would prepare students for careers in applied biosciences and biotechnology in the industrial and public sectors in the UK and overseas.

(iv) That the Department expected to see considerable demand from the emerging economies, especially China, where biotechnology and bioscience were areas the Chinese government had listed as major priorities for the future in its Five Year Plan.

(v) That the course would complement the current postgraduate courses in the molecular biosciences within Imperial which were either entirely research based or were highly specialised, by offering a combination of taught and practical elements, focusing on applied and technological aspects of the biosciences. The Department of Life Sciences, with its wide range of expertise in applied biosciences and biotechnology, was in an ideal position to offer such a course. The course was expected to attract students with a broad Life Sciences background.

(vi) That students would undertake a series of compulsory taught course elements in the form of lectures, seminars and tutorials, and would receive training in basic laboratory skills. They would then undertake a 4-week tutored dissertation followed by a week-long mini-conference during which they would present their dissertation topic. Each student would then complete a 14-week research project.

(vii) That students would be assessed by written examinations, a tutored dissertation, a written report and oral examination of the research project and a viva voce examination.

(viii) That the course would be available on a full-time only basis over one calendar year. The course would attract the premium fee applied to Master's courses in the Department of Life Sciences.

Approved: On the recommendation of the Committee, the establishment of an MSc in Applied Biosciences and Biotechnology, with effect from October 2012.

(2) Major Modification: MRes in Biomedical Research

Considered and approved: On the recommendation of the Committee, the introduction of a Biomedicine and Bioengineering in Osteoarthritis pathway and an Inflammation Science pathway to the MRes in Biomedical Research, with new award titles of MRes in Biomedical Research – Biomedicine and Bioengineering in Osteoarthritis and MRes in Biomedical Research – Inflammation Science for students taking those pathways, with effect from October 2012.

(3) Course Suspensions – Department of Life Sciences

Reported: That the Department of Life Sciences wished to suspend entry to the MSc in Ecological Applications, MRes in Entomology and MSc in Integrated Pest Management for entry in October 2012 as staff changes meant that it would not be possible to run these courses in 2012-13.

Further Reported: (i) That Senate was concerned about the resilience of Masters courses that were dependent on a limited number of staff. There was a danger of not being able to run such courses, when an indispensable member of staff, academic or administrative, left or fell ill. Departments needed to ensure that their courses were resilient, and also that they carried out appropriate succession planning.

(ii) That in response to a query about whether the suspension of these 3 courses would significantly reduce the number of students at Silwood Park, it was noted that some of the student numbers would be made up by a new MRes course which was starting at Silwood in October 2012.

Approved: On the recommendation of the Committee, the suspension of the MSc in

Ecological Applications, MRes in Entomology and MSc in Integrated Pest Management for entry in October 2012.

Agreed: (i) That the Graduate School would review the resilience of these courses before approving their reinstatement.

(ii) That consideration should be given to whether the College's Master's course approval and review procedures adequately addressed the issue of course resilience.

(4) Minor Modifications

Considered and approved: On the recommendation of the Committee, minor retrospective changes to 3 Master's programmes as outlined in section 3 of the Senate's paper.

Noted: That the Committee had approved minor modifications to 4 Master's programmes, as outlined in section 4 of the Senate's paper.

1603 Transferable Skills Statement of Policy

Considered: A Report by the Graduate School's Management and Strategy Committee (**Paper Senate/2011/57**).

Reported: (1) That in May 2006, Senate had endorsed the Transferable Skills Training Statement of Policy produced by the Graduate Schools' Management Committees.

(2) That the policy statement had now been updated to reflect changes to the Graduate School organisation post merger.

Endorsed: The revised policy statement.

1604 Imperial Recognised Locations

Received: A Report by the Graduate School (**Paper Senate/2011/58**).

Reported: (1) That the PhD, MPhil and MD(Res) degrees were full-time residential programmes. Therefore it was the expectation that students would spend the vast majority of time conducting their research on an Imperial College campus. The exception to this at present were students registered under the PRI or split PhD schemes, joint PhD students and 'true' part-time students who were usually employed elsewhere but attended Imperial on a regular basis, usually weekly or fortnightly.

(2) That there were however specialist research institutions where Imperial staff were based full-time. These included the Diamond Light Source and Harwell Science Campus in Oxfordshire and CERN in Geneva. The Senate was invited to consider a procedure for approving such locations as Imperial Recognised Locations so that research students could spend most of their research time there. In many cases these locations offered particular research opportunities that were not available elsewhere, and were the only places that the research could be done.

Approved: On the recommendation of the Graduate School, the procedure, outlined in the Senate's paper, for approving locations which had a significant Imperial staff presence but which were not official campuses of the College, as Imperial Recognised Locations. This procedure would be introduced with immediate effect.

1605 Plagiarism and Examination Offences 2010-11

Considered: A Note by the Academic Registrar (**Paper Senate/2011/59**) providing a summary of all examination offences (including cases of major plagiarism) reported to the

Registry which took place in the 2010-11 academic year. Minor cases of plagiarism were handled at departmental level and were recorded in the minutes of Examination Boards.

Reported: (1) That in accordance with the College's procedures, an Investigating Officer was appointed by the Academic Registrar to investigate suspected cases of cheating reported by academic Departments. Where the Investigating Officer deemed the offence to be of a minor or technical nature the case might be referred back to the Board of Examiners. Where s/he determined there was a case to answer a Review Panel was established to consider the case and, if proven, any penalty that should apply. The Review Panels consisted of 3 members – the Academic Registrar or Deputy Academic Registrar, one of the College Tutors and the Dean of Students (where the student concerned was from Life Sciences a second College Tutor would take the place of the Dean of Students).

(2) That a revised Cheating Offences Policy and Procedure had been approved by Senate at its meeting on 15 June 2011. That procedure had included a revised tariff of penalties. Both the current and previous penalties were outlined in the Senate's paper. Any penalty determined before July 2011 had been set with reference to the previous penalty tariff.

(3) That while the number of major examination offences had fallen compared to 2009-10, the number of minor offences had increased. This might reflect improvements in the reporting of minor offences rather than a rise in cases.

1606 Office of the Independent Adjudicator and Completion of Procedures Letters

Considered: A Note by the Academic Registrar (**Paper Senate/2011/60**).

Reported: (1) That under the Higher Education Act 2004 Imperial College subscribed to the independent scheme for the review of student complaints. Once a student had exhausted the College's internal appeal or complaints procedures, the College was obliged to issue a completion of procedures letter which advised students how they could apply to the OIA for a review of their case providing it fell within OIA rules. Students had 3 months from the date of the completion of procedures letter to apply to the OIA.

(2) That in 2010 the OIA had started to collect data from institutions on the number of completion of procedures letters issued by institutions during the calendar year. Data in respect of Imperial College for 2010 and 2011 were presented in the Senate's paper.

(3) That as far as Imperial was concerned the number of letters issued was about the same: 54 in 2010 and 52 in 2011. What was noticeable was an increase in the number of students dissatisfied with the College's decision in their case: in 2010 12 complaints were referred to the OIA, in 2011 this figure had increased to 19. This increase reflected national trends.

Further Reported: That the OIA was looking to publish information on the number of cases it handled from each university.

1607 Dates of Terms

Considered: A Note by the Academic Registrar proposing dates of terms for session 2013-2014 together with provisional dates for 2014-2015 (**Paper Senate/2011/61**).

Approved: The dates of terms for the session 2013-2014 and provisional dates for 2014-2015.

Noted: The provisional dates for sessions 2015-2016 to 2021-2022.

1608 Prizes and Medals Established/Amended

Considered: Recommendations concerning new prizes, as detailed in **Paper Senate/2011/62**.

Approved: The establishment of the Blakett Laboratory – Industry Club Thesis Prize, the David Begg Prize for Outstanding Performance in Economics on the MBA, the David Begg Prize for Outstanding Performance on the MSc Economics and Strategy for Business, the Rolls-Royce Prize in Nuclear Engineering, the Solid State Physics Prize, the Tin Plate Workers Prize and the Yael Naim Dowker Centenary Prize in Mathematics.

1609 DSc Committee

Considered and approved: A change to the membership of the DSc Committee with immediate effect as outlined in **Paper Senate/2011/63**.

1610 Full-time Student Numbers 2011-12

Received: Statistics of full-time students registered at the College for the current session (**Paper Senate/2011/64**).

1611 Staff Matters

Received: A Note by the Rector (**Paper Senate/2011/65**).

1612 Representation Concerning Decisions of Examiners

Received: A Note by the Academic Registrar (**Paper Senate/2011/66**).

1613 Appointment of External Examiners 2011-12

Received: The names and affiliations of External Examiners for undergraduate and Master's level degrees in 2011-12 appointed since the last Senate meeting (**Paper Senate/2011/67**).

1614 Student Appeals against Withdrawal Decisions

Reported: The results of the appeals procedure in Engineering, Science and Medicine (**Paper Senate/2011/68**).

1615 Imperial College International Diploma

Received: The names of those awarded the Diploma since the last report in February 2011 (**Paper Senate/2011/69**).

1616 Strategic Education Committee

Received: The Executive Summary of the meeting of the Strategic Education Committee held on 19 January 2012 (**Paper Senate/2011/70**).

1617 Award of Degrees and Diplomas

Reported: That under the provisions of University of London Ordinance 9(2) and Imperial College London Ordinance B1(1), and with the terms of SM 8 of October 1998, that the Academic Registrar had acted on behalf of the Senate in approving the awards for undergraduate and postgraduate degrees for candidates who had satisfied the examiners in the examination and satisfied all other necessary requirements for the award of the

degrees, and that degrees had been conferred on these candidates, the date being as indicated on the award.