

# THE SENATE



There will be a meeting of the Senate at 2pm on Wednesday 6 November 2019, in the Council Chamber, the Council House, University Plain.

Chief Resource Office and University Secretary  
23 October 2019

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## AGENDA

### 1. BUSINESS OF THE AGENDA

Items in Section A are for discussion and action by the Senate. Items in Section B contain routine recommendations which will be deemed to have been approved at the meeting unless members of the Senate ask for them to be discussed. Items in Section C are for information only. Any member of the Senate may ask for an item from Section B or Section C to be moved to Section A by contacting the Secretary before 5pm on Monday 4 November 2019. Reserved items appear in Section D.

These Items can be found on the Committee's Blackboard site.

- Go to the UEA Portal site (<https://portal.uea.ac.uk/>) and log in
- Click on the Blackboard tab
- Then find the Senate Committee Blackboard site listed under My Organisations and look at the Meeting Papers folder for the relevant meeting.

### 2. MINUTES

To confirm  
the Minutes of the meeting held on 5 June 2019 (**PAGE 1**)

### 3. DECLARATIONS OF INTEREST

### 4. CONFIRMATION OF CHAIR'S ACTION

To report

- (1) that there were two meetings of the Learning and Teaching Committee after Senate met on the 5th June. At these meetings, LTC made a number of recommendations to Senate for implementation in 2019/2020
- (2) that the Vice Chancellor as Chair of Senate, and on behalf of Senate, approved the recommendations made in each case:
  - a) A new international partner – LTC 18D150
  - b) Minor updates to Postgraduate Research Regulations – LTC 18D153
  - c) Submission of Work For Higher Degrees And Rules For The Form Of Theses Regulation - LTC18D185
  - d) Updates to Partner institute regulations – LTC 18D154
  - e) Minor revisions to University Disciplinary and Investigative Procedures and Powers - LTC 18D172

- f) Membership of LTC SEC and WPC – LTC 18D176
- g) Revisions to the University's Extenuating Circumstances (Taught Programmes) Policy and Regulations – LTC 18D175
- h) Revisions To The Plagiarism And Collusion Policy - LTC18D184
- i) Amendments To Regulations Relating To Attendance, Engagement And Progress And Fitness For Study - LTC18D174
- j) A further change to the membership of LTC to include a fifth SU sabbatical officer

SEN19D001 (**PAGE 13**)

## 5. STATEMENTS BY THE VICE-CHANCELLOR

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### **SECTION A: ITEMS FOR DISCUSSION AND ACTION**

#### \*A1. UNIVERSITY PERFORMANCE

To consider

the University's current and future performance following recent reports:

- (1) **Admissions performance 2019 and plans for 2020**  
A confidential oral report from the Academic Director of Admissions and the Head of Admissions
- (2) **Performance in Key Domestic League Tables**  
A confidential report summarising the University's performance in the 2020 Complete University Guide, The Good University Guide (The Times – now published jointly with The Sunday Times), and the Guardian League table. SEN19D002 (**PAGE 21**)
- (3) **National Student Survey 2019**  
The confidential outcome of the 2018 National Student Survey SEN19D003 (**PAGE 29**)
- (4) **Degree Standards and Quality 2019**  
A confidential report summarising the University's performance. SEN19D004 (**PAGE 47**)

#### A2. UEA PLAN

To consider

- (1) a presentation from the Chief Operating Officer on the development of the new UEA Plan
- (2) a presentation from the Chief Resource Officer on the University's performance with the current UEA Plan 2016-2020.

#### A3. SCHOOL OF ENGINEERING

To consider

the creation of a new School of Engineering within the Faculty of Science with effect from 1 August 2021. SEN19D006 (**PAGE 53**)

A4. AURORA EUROPEAN UNIVERSITY NETWORK

To note

that the European Commission has invited bids from alliances of universities who aspire to develop bottom-up networks of universities across the EU to promote student mobility, a challenge-based approach to education, and to contribute to the international competitiveness of European universities.

To consider

a proposal for the UEA to join the Aurora EUN bid, and approve in principle the proposed mission statement and primary areas of focus for the application to be submitted in early 2020 (and commencing later in 2020, if funded)

SEN19D007 (**PAGE 57**)

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**SECTION B:  
ITEMS WHICH CONTAIN RECOMMENDATIONS BUT WHERE NO DEBATE IS  
ANTICIPATED**

*Please look under 1. Business of the Agenda for details of how to view these documents.*

B1. UNIVERSITY RESEARCH ETHICS POLICY

To consider

a report SEN19D008 (**PAGE 61**)

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**SECTION C: ITEMS FOR REPORT**

*Please look under 1. Business of the Agenda for details of how to view these documents.*

\*C1. INCLUSIVE EDUCATION POLICY AND IMPLEMENTATION PLAN

To receive

the confidential report.SEN19D009 (**PAGE 77**)

\*C2. ANNUAL REPORT FROM SENATE TO COUNCIL

To receive

the confidential 2018/19 report from Senate to Council which went to the Council meeting on 24 June 2019. SEN19D010 (**PAGE 95**)

C3. THE SENATE 2019/20

To receive

- (1) the Senate – Membership. SEN19D011 (**PAGE 103**)
- (2) the Senate - Standing Orders SEN19D012 (**PAGE 105**)

C4. RESERVED AREAS OF BUSINESS AND CONFIDENTIALITY

To receive

statements of the University's policies on reserved areas of business and confidentiality. SEN19D013 (**PAGE 109**)

C5. LEARNING AND TEACHING COMMITTEE

To receive

- (1) a round up report from the Learning and Teaching Committee from meetings on 8 May 2019, 19 June 2019 and 3 July 2019. SEN19D014 (**PAGE 111**)
- (2) the LTC Plan of Work SEN19D015 (**PAGE 119**)

C6. DATES OF MEETINGS IN 2019-2020

To report

that the remaining dates for meetings in 2019-2020 are:

Wednesday 26 February 2020

Wednesday 3 June 2020

C7. DATE OF NEXT MEETING

To report

that the next meetings of the Senate is scheduled for Wednesday 26 February 2020.

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**SECTION D: RESERVED BUSINESS**

*Please look under 1. Business of the Agenda for details of how to view these documents.*

***No items have been received***

# THE SENATE



## Minutes of the meeting held on 5 June 2019

**Present:** The Vice-Chancellor (Professor D.J. Richardson) (in the Chair), Pro-Vice-Chancellor (Professor F. Lettice and Professor N. Ward), the Faculty Pro-Vice-Executive (Professor S. Barrow, Professor F. Bowen, Professor D. Edwards and Professor M. Searcey), Heads of Schools (Professor P. Dobson, Professor R. Jowett and Professor L. Marsden), Academic Representatives (Dr A. Avila-Merino, Dr S. Broughton Micova, Dr F. Costa, Mrs K. Emerson, Dr B. De La Igesia, Dr J. Kirby, Dr M. Neumann, Dr K. Walker, Professor A. Welch and Professor K. Yeoman), The Librarian (Mr N. Lewis), Director of Student Services (Dr C.J. Sharp), Ms C. Peasgood (CCN Representative) and the Student Representatives except for business marked \*\* (Ms G. Burchell, Ms J. Chapman and Mr M. Marko).

**With:** The Academic Director of Employability (Dr M Aldrich), Academic Director of Widening Participation (Mrs H. Gillespie), Academic Director of UEA Doctoral College (Professor A. Grant), Academic Director of Admissions (Professor R. Harvey), Director of Student and Academic Services (Dr A Blanchflower), and Head of Corporate Communications (Mr A. Stronach). And with Head of Programmes (Dr L. Bohn) and Project Manager (Mr T Freeman) for item 45 and the Joint Heads of the Careers Service Mr J Goodwin and Mrs J Schofield for item 40.

### 36. MINUTES

Confirmed  
the Minutes of the meeting held on 27 February 2019.

### 37. STATEMENTS BY THE VICE-CHANCELLOR

- Welcomed Dr Matthew Aldrich to his first meeting of Senate having taken up post of Academic Director of Employability on 1 June 2019.
- Thanked all retiring members for their support of Senate during their period of appointment.
- Thanked all those involved in arranging and supporting the Eid Morning Prayer, Eid al-Fitr, celebrations at UEA on Tuesday 4 June. This was an open event and many Muslim families came to campus to celebrate with students and staff. UEA and uea(su) had worked with the UEA's Islamic Society to host Eid al-Fitr on the grounds overlooking the UEA Broad.
- Announced that there was to be an additional LTC meeting on 3<sup>rd</sup> July at which some revisions to General Regulation 13, Fitness for Study processes and Disciplinary procedures were to be considered. The revisions arising from the work of the VC Taskforce and from the experience of a recent disciplinary case. The recommendations from the LTC were to be then considered by the Vice Chancellor for approval as Chair of Senate on behalf of Senate for implementation next academic year.
- Briefed Senate on the Augar report which took a holistic view of post18 education and promoted life long learning. The proposal to invest in FE was welcomed.

- The report contained many general positive statements made about HE but the proposals would see a freeze in the unit of resource. Although the report proposed a headline drop in University fees to £7,500, due to other proposed changes students would pay more for their degree courses over their lifetime than now. The report proposed that the difference in fee income received by Universities between the current fee (£9,250) and proposed fee (£7,500) would be made up by Government. The value of University degrees with a foundation year was questioned in comparison to access years offered by the FE sector.
- Reported that City College Norwich and Easton College, currently part of Easton and Otley College, and both partner colleges of the University, would be merging. The University would be working in close partnership with City College Norwich to ensure a successful future for the new venture.

38. CONFIRMATION OF CHAIRS ACTION

There was nothing to report.

39. DECLARATIONS OF INTEREST

There was nothing reported.

40 EMPLOYABILITY

Considered

- (1) the 2018/19 annual report reviewing the University's performance in the area of employability (A copy is filed in the Minute Book, ref. SEN18D029)
- (2) The proposed key themes in the draft employability strategy
- (3) A request for all Senate members to take forward the discussions of employability in their faculties and divisions about cementing links between employability and other areas of the university
- (4) a proposed commitment to a joined up and flexible approach to work-based learning to be offered to all UEA students

(Senate noted the recent release of the Complete guide league table which gave UEA a Graduate prospects score of 77% and ranked position of 59<sup>th</sup> based on historic DLHE data and the changes in reporting of graduate prospects which will be available from Spring 2020. Improving the University performance in this area remained a key priority and was to be a significant feature of the next UEA Plan.

The appointment of Dr Matt Aldrich as Academic Director of Employability was welcomed and it was noted that a second employability summit was being organised which would be focussing on the curriculum. A draft employability strategy was presented and comments were sought. Senate acknowledged that changes in curriculum and assessment design could happen during the delivery of a course providing students were consulted on the proposals for change and their feedback taken into consideration prior to a decision being made.

Senate also noted the valuable role played by Academic advisers and considered that some of the work around embedded wellbeing support teams might free up capacity for Academic Advisers to provide this support more

consistently across the University. There was discussion of the provision of self learning e-learning courses and other materials that would help students develop their digital skills and understanding of artificial intelligence. The Joint Head of Careers, the Librarian and the Academic Director (LTE) agreed to explore this further.

Senate also considered whether the plans presented would generate the desired step change in University performance in this area. All agreed that curriculum change would be required to generate the step change in performance. All agreed that “employability” was not a word to be used with students. Courses needed to create a culture and behaviours that helped students be “work ready” as well as incorporating relevant skills in the learning and assessment).

**RESOLVED**

\*41. WIDENING PARTICIPATION

This minute is confidential and attached as a separate sheet.

\*42. ASSESSMENT AND FEEDBACK

This minute is confidential and attached as a separate sheet.

\*43. POSTGRADUATE RESEARCH STUDENT SUBMISSION RATES

This minute is confidential and attached as a separate sheet.

44. STUDENT WELFARE REPORT

Considered

- (1) a report from the Director of Student Support Services (A copy is filed in the Minute Book, ref. SEN18D033)
- (2) the feedback to be given in relation to the current provision.

(Senate welcomed the report and noted that more detail on the work of the VC Taskforce and Multi-agency group on suicide prevention would be shared at future meetings. One strand of this activity was the exploration of how embedded wellbeing support staff might be embedded in Schools/Faculties and Senate noted the intention to seek to pilot schemes from September 2019.

Senate was made aware that students were unhappy with the support on offer for students experiencing mental health problems at UEA and from the NHS nationally. However, it was noted that the perception of the UEA offer was worse than the reality and there was much that could be done by improving communications explaining the range of services on offer, how they were delivered, how they could be accessed and expectations around waiting times.

Senate was reassured that those with very urgent needs were able to be seen on the same day and those with urgent needs within 48 hours. Mental Health First Aid training was to be rolled out over the next 12 months so help both students and staff be better able to recognise the severity of need such

that urgent support was sought as well as helping to build resilience. But noted also that

- there was confusion between and sometimes conflation of UEA and NHS waiting times
- that now that services were being provided into the early evenings and on Saturday mornings the measurement of waiting times required recalibration
- That there were no HEI sector benchmarks for waiting times
- That although they were a useful KPI it was the helpfulness and effectiveness of the intervention that was most important and yet difficult to capture and that methods to capture this were to be piloted next year.

Student members of Senate requested that future reports on student welfare included commentary from the UEA Accommodation Service and other services which had a welfare dimension).

#### 45. REGULATORY AND ADMINISTRATIVE EFFICIENCY

Considered

a presentation from Dr Louise Bohn (Head of Programmes) on the work ongoing to improve administrative efficiency and coherence under the project titles of "Align" and "Fixing the Basics". A copy of the presentation has been saved in the Minute Book ref. SEN18D043.

(A strategic project team has been established to manage pan-University projects and reporting to a Major Programmes Board to monitor interdependences and have strategic oversight. The Align Project would be delivering £6m+ savings in the long term from a mixture of efficiency savings and re-design of service levels and had a phased delivery running September 2018 – July 2022. The "Fixing the Basics" project was designed to address some of the here and now issues causing delays and frustration and which take time and focus away from academic leadership, research, scholarship, teaching and service provision. Over 300 ideas had come forward which had been consolidated into 80 issues and a top 30 would be tackled in the first instance).

#### 46. SENATE MEMBERSHIP

Reported

that the terms of office of the following Senate members would expire on 31 July 2019 or were otherwise stepping down:

##### HEADS OF SCHOOLS

Professor L. Marsden  
Professor M. Searcey  
Professor P. Dobson  
Professor R. Jowett



FMH ACADEMIC REPRESENTATIVES

Dr K. Walker

SCI ACADEMIC REPRESENTATIVES

Dr R. Gray  
Dr B. De La Iglesia

SSF ACADEMIC REPRESENTATIVES

Dr A. Avila-Alfonso  
Professor K. Coventry

Considered

the recommendation that the following members be approved:

HEADS OF SCHOOLS

HUM - Professor L. Marsden (2020)  
SCI – Professor K. Hiscock (2022)  
FMH – Professor W. Fraser (Interim appointment)  
SSF – Professor L. Camfield (2022)

FMH ACADEMIC REPRESENTATIVES

Dr N. James (2022)

SCI ACADEMIC REPRESENTATIVES

Professor G. Parr (2022)  
Dr H. Pallett (2022)

SSF ACADEMIC REPRESENTATIVES

Dr A. Anka (2022)  
Professor A. Stephan (2022)

**RESOLVED**

\*47. HONORARY DEGREES AND AWARDS COMMITTEE

This minute is confidential and attached as a separate sheet.

48. APPOINTMENT OF MEMBER OF THE SENATE TO SERVE ON THE COUNCIL

Reported

- (1) that the Council includes amongst its membership two members of the Senate;
- (2) that the members are currently Professor Nalini Boodhoo (2019) and Dr Louise Bohn (2021);
- (3) that the term of office of Professor Nalini Boodhoo would end on 31 July 2019;
- (4) that nominations had been sought for the vacancy and one nomination of Professor Ratula Chakraborty by Professor Nalini Boodhoo had been received.

Considered

the single nomination that had been received by the deadline

Resolved

that Professor Ratula Chakraborty be declared a member of Council without a ballot.

49. HONORARY DEGREES AND AWARDS COMMITTEE MEMBERSHIP

Reported

- (1) that the membership of the Honorary Degrees and Awards Committee (HDAC) includes two members nominated by Senate from its own membership.
- (2) that as a member of Senate until summer 2020, Professor Richard Hand, who had been nominated at the same time as Dr Kelly Walker last year will replace her in that position.
- (3) that members of Senate were invited to nominate a fellow member to serve on this Committee for the one vacancy, for a three year period, and were reminded of the current membership:

Member of the UEA Professoriate (Chair) - The Vice-Chancellor (Professor D. Richardson)

One Academic Representative From each of the four Faculties nominated by the relevant Faculty Executive, and who should not be the Dean:

- HUM – Dr Roger Baines (2021)
  - FMH – Professor R Jowett (2019),
  - SCI – Professor M. O'Connell (2019)
  - SSF – Professor David Mead (2021)
- Two members of nominated by the Senate from its own membership:
- Dr Jon Sharp (2019)
  - Dr Kelly Walker (2019)
- Up to two members co-opted by the Chair as required:
- Professor C. Bigsby
  - Professor Richard Hand (2020)

The Welfare, Community and Diversity Officer of the Union of UEA Students - Ms Georgina Burchell

The Director of Development - Mr D Ellis

Assistant Head of Alumni, Conferences and Events - Ms M. Padmore  
Secretary - Assistant Registrar (Ms L. Williams)

- (4) No nomination were received, therefore nominations were sought at the meeting.

Considered  
the nomination of Professor Kay Yeoman by Professors Sarah Barrow and Frances Bowen at the meeting.

RESOLVED  
to appoint Professor Kay Yeoman as the second member for a period of three years.

50. OPEN ACCESS POLICY

Considered  
an updated set of Guidelines on Open Access for UEA, to be effective immediately, as recommended by the University Research Executive. (A copy is filed in the Minute Book, ref. SEN18D035)

**RESOLVED**

51. RESEARCH DATA MANAGEMENT POLICY

Considered  
an updated policy on Research Data Management for UEA, to be effective immediately, as recommended by the University Research Executive. (A copy is filed in the Minute Book, ref. SEN18D036).

**RESOLVED**

52. GUIDELINES ON GOOD PRACTICE IN RESEARCH

Considered  
updated Guidelines on Good Practice in Research to be effective immediately, as recommended by the University Research Executive. (A copy is filed in the Minute Book, ref. SEN18D037).

**RESOLVED**

53. OFS

Considered  
a report from the Director of Academic Services. SEN18D038

Noted  
(1) The work undertaken to address all requirements  
(2) The request made for investment to address the risks identified by work on consumer protection law.

54. REPORT FROM THE ASSEMBLY

Received  
An extract from the minutes of the Assembly meeting held on 22 May 2019 detailing the motions proposed and the discussion that took place. (A copy is filed in the Minute Book, ref. SEN18D039).

SEN-M8  
05.06.2019  
Min. 54

Noted

The discussion of action UEA needs to take to move to carbon neutrality.

55. SENATE COMMITTEES – MEMBERSHIP

Considered

committee membership and membership changes for 2019/20. (A copy is filed in the Minute Book, ref. SEN18D040)

**RESOLVED**

56. LEARNING AND TEACHING COMMITTEE

Received

a round-up report of the meetings of the Committee held on 23 January 2019 and 13 March 2019. (A copy is filed in the Minute Book, ref. SEN18D041)

57. ITEMS FOR REPORT

Received

items for report. (A copy is filed in the Minute Book, ref. SEN18D042)

- (1) Heads of Schools for 2019/20
- (2) Union of UEA Students – Election 2019/20 Results

58. DATES OF MEETINGS IN 2019/20

Reported

that the dates of the Senate meetings had been confirmed as:

Wednesday 6 November 2019 – 2pm  
Wednesday 26 February 2020 – 2pm  
Wednesday 3 June 2020 – 2pm

**SEN19D001**

**Title:** Confirmation of Chair's action  
**Author:** Director of Student and Academic services Dr Andrea Blanchflower  
**Date:** October 2019  
**Circulation:** Senate 6 November 2019  
**Agenda:** SEN19A001  
**Version:** Final  
**Status:** Open

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### **Issue**

To report on actions taken by the Vice Chancellor as Chair of Senate and on behalf of Senate since the last meeting of Senate in June 2019.

### **Recommendation**

Recipients are invited:  
To note the report

### **Resource Implications**

These are set out in the paper attached to each item.

### **Risk Implications**

These are set out in the paper attached to each item.

### **Equality and Diversity**

These are set out in the paper attached to each item.

### **Timing of decisions**

n/a

### **Further Information**

For further information please contact Dr Andrea Blanchflower x2618, [a.blanchflower@uea.ac.uk](mailto:a.blanchflower@uea.ac.uk))

### **Background**

There were two meetings of the Learning and Teaching Committee after Senate met on the 5th June. At these meetings, LTC made a number of recommendations to Senate and given the time to the next meeting of Senate and the desire to have these things in place for the academic year 2019/2020 these were presented to the Vice Chancellor who approved them as Chair of Senate and on behalf of Senate. The LTC paper references are given for convenience and summary detail is given below.

1. A new international partner – LTC 18D150
2. Minor updates to Postgraduate Research Regulations – LTC 18D153
3. Submission of Work For Higher Degrees And Rules For The Form Of Theses Regulation - LTC18D185
4. Updates to Partner institute regulations – LTC 18D154
5. Minor revisions to University Disciplinary and Investigative Procedures and Powers - LTC 18D172
6. Membership of LTC SEC and WPC – LTC 18D176
7. Revisions to the University's Extenuating Circumstances (Taught Programmes) Policy and Regulations – LTC 18D175
8. Revisions To The Plagiarism And Collusion Policy - LTC18D184
9. Amendments To Regulations Relating To Attendance, Engagement And Progress And Fitness For Study - LTC18D174

In October 2019 the Vice Chancellor also approved a further recommendation from the Chair of the Learning and Teaching Committee that the membership of LTC be extended to include the Student Union Activities and Opportunities Sabbatical Officer so increasing the student membership from four to five.

Details of each are set out below

### **1. New international partner – LTC 18D150**

The Learning and Teaching Committee recommend Deusto University be approved as a partner institution from May 2019, for the delivery of the Joint Masters in Business Translation and Intercultural Communication in English and Spanish, from September 2020.

Deusto University (DU), established in 1866, is a private university with campuses in Bilbao and San Sebastian, Spain. There are circa 16,000 students and 1,200 staff across the two campus and six faculties of Economics and Business Administration, Social and Human Sciences, Law, Engineering, Psychology and Education and Theology.

UEA has been in partnership with DU through ERASMUS since 2014 and we were approached in 2018 to consider deepening the partnership by developing a joint Masters programme. DU have a wealth of experience in the development of joint programmes with universities in Europe, the UK, the USA, Mexico and Japan.

This proposal represents the first joint Masters at UEA which has the following characteristics:

- to successfully complete the programme, students must fulfil the requirements of all degree awarding bodies involved;
- receipt of the final award is dependent on students achieving a single, shared set of criteria - the arrangement is joint in all aspects, involving all partners in roughly equal proportions in all aspects of programme design, development, delivery, assessment, management and decision-making on student achievement;
- students will spend time studying at each of the partners involved in the arrangement; and
- students successfully completing the programme gain a single certificate bearing the signatures of the competent authorities of all degree-awarding bodies involved, replacing the separate institutional or national qualifications.

### **2. Minor updates to Postgraduate Research Regulations – LTC 18D153**

The Learning and Teaching Committee recommends the following minor amendments to take effect from the 2019-20 academic year:

- 2.1. Admissions Requirements for Postgraduate Research Degree Programmes Faculty of Science, MPhil or PhD – 2.1 in a Bachelor's degree in a relevant field of study,  
**add:** "or a 2:2 in a Bachelor's degree and 60% or above in a taught Master's degree in a relevant field of study; or a 2:2 in a Bachelor's degree and a research Master's degree in a relevant field of study". Faculty of Science, MSc by Research – 2.2 in a Bachelor's degree in a relevant field of study. (Note: LTC has already agreed to add the MA by Research for the School of History.)
- 2.2. Semester Dates <https://portal.uea.ac.uk/academic-calendar/semester-dates>  
Postgraduate Research Students Are expected to be in attendance throughout the year, apart from up to eight weeks holiday (including public holidays) each academic year (pro-rata for part years) as approved by their supervisor.  
Amend "including public holidays" to "including public holidays and including University or Institute closure dates as appropriate". This is in line with current practice and UEA terms and conditions for studentships.

### **3. Submission Of Work For Higher Degrees And Rules For The Form Of Theses Regulation- LTC18D185**

The Learning and Teaching Committee recommends the following amendments to take effect from the 2019-20 academic year:

- 3.1 Separating the rules for theses submitted for Research Degrees from the rules for the submission of work for Taught Masters' Degrees in the *Rules for the Submission of Work for Higher Degrees*. The *Rules for the Submission of Work for Taught Masters' Degrees* would then be a standalone document.
- 3.2 Combining the Rules for the Submission of Work for Higher Degrees (research degrees section) and Rules for the Form of Theses (Research Degrees) into one document, as there is a great deal of duplication.
- 3.3 Reflect the amendments outlined in 3.1 and 3.2 above in *Research Degree Policy Document 3: Research Degrees: Submission, Presentation, Consultation and Borrowing of Theses*

### **4. Partner Institute Regulations – LTC 18D154**

In line with its schedule of work, Academic Partnerships team have reviewed and updated the following regulations governing UEA validated provision at Partner Institutions:

- Regulations for Bachelors and Integrated Masters Awards
- Common Masters Framework Regulations
- Extenuating Circumstances Regulations
- Academic Appeals and Complaints Regulations

The Learning and Teaching Committee recommends the updated regulations be approved for implementation at individual partner institutions from academic year 2019/20 as listed in Appendix 1 of each document.

### **5. University Disciplinary and Investigative Procedures and Powers - LTC 18D172**

Revised University Disciplinary and Investigative Procedures and Powers and General Regulations for Students were approved by the Learning and Teaching Committee on 9 May 2018 and Senate on 5 June 2019.. After one year of operation, these further amendments seek to further improve general guidance for students and to provide greater clarity to students regarding the acceptable grounds for appeal.

The Learning and Teaching Committee

- a) noted that legal advice was being sought on the wording and so further amendments may yet come forward for consideration.
- b) recommended the amendments to the procedures as detailed in the attached new version of the Disciplinary and Investigative Procedures, summarised below be approved for 2019/20 operation:

Part A General 2.2 – Added wording about not permitting voice recording at disciplinary meetings

Part F Senate Student Discipline Committee- 14- Added new box setting out guidance on "What is the standard of proof."

Part H: Appeals

13.3 - Addition of new wording about grounds for appeal and inclusion of new guidance box to provide greater clarity

14.2.4 – Addition of “real” ahead of “possibility” and addition of “real possibility” to definitions box

22 - Added new box (repeat as in Part F Section 14) setting out guidance on “What is the standard of proof.”

20.2.1 - Added wording that the Panel Chair may call any witnesses not called by another party

27.17.3 - Addition of “de novo” and brackets around “afresh”

## **6. Membership of Learning and Teaching Committee, Student Experience Committee (SEC) and Widening Participation Committee (WPC)**

At the time of the last Senate meeting the membership of these three committees was under discussion. The terms of reference of each have been reviewed and the membership reviewed and some changes proposed.

The Learning and Teaching Committee (LTC) makes the following recommendations:

- 6.1. To make mention of apprenticeships in the LTC's terms of reference
- 6.2. To amend the membership of LTC as set out in Table 1
- 6.3. To amend the membership of SEC as set out in Table 2
- 6.4. To confirm the current membership of WPC as continuing in 2019/20 set out in Table 3

### **5.1 Proposed amendment to the Terms of Reference of LTC :**

- (1) To define with the approval of the Senate, implement and review the University's strategies for learning and teaching, in line with the University's corporate strategy and taking into account Faculty and School strategic aims;
- (2) To develop policies, regulatory frameworks and Codes of Practice that secure the standards of the University's awards **and apprenticeships**, assure the quality of the student experience and encourage innovation in learning and teaching;
- (3) To ensure compliance with those policies, regulatory frameworks and Codes of Practice through Learning and Teaching governance arrangements which comply with the University's Statutes;
- (4) To monitor the impact of those policies, regulatory frameworks and Codes of Practice on academic standards and the student experience including equality of opportunity, and to ensure that remedial action is taken where the outcomes do not meet University's requirements or those of external regulatory bodies (including those relating to disability and physical access to buildings);
- (5) To appoint examiners, on behalf of the Senate, for all taught and research programmes, on the recommendation of the responsible officer or body of the School
- (6) In accordance with the above terms of reference, to consider matters brought forward for its attention by the Senate, the Academic Director of Taught Programmes and Academic Director of Research Programmes and the subcommittees of the Learning and Teaching Committee and to delegate matters appropriately for action;
- (7) To liaise with other agencies within the University on matters of mutual concern including matters of resource allocation as it affects the delivery of learning and teaching;
- (8) To consider and report annually to Senate upon:
  - (a) the maintenance of academic standards based on the outcomes of the University's external examiner reporting system; and
  - (b) matters concerning the equality of opportunity of students.



<b>Table 1: LTC Proposed 2019/2020 membership</b>			
Academic	Professional Services	Students – SU reps	Others
PVC (Chair)	Dir SAS	UG Education	CCN rep – Dep Principal
Assoc Dean LTQ (FMH)	Dir IT	PG Education	
Assoc Dean LTQ (HUM)	Head of CSED	Welfare, community and diversity	
Assoc Dean LTQ (SCI)	Dir Library	Campaigns and Democracy	
Assoc Dean LTQ (SSF)	<del>Dir SSS</del>		
AcDTP	<del>Dir RIN</del>		
AcDTLE			
AcDWP			
AcD Doctoral college			
AcD Partnerships			
AcD Employability*			

(red\* = new members and those current members to be stood down are ~~striked through~~)

<b>Table 2: SEC Proposed 2019/2020 membership</b>			
Academic	Professional Services	Students – SU reps	Others
PVC (Chair)	<del>Dir SAS</del> Head of LTS*	UG Education	Independent member of Council
AcDTP (or AcDLTE to substitute)	Dir SSS	PG Education	
AcDWP	Dir IT or nominee	Welfare, community and diversity	
AcD Doctoral College	Dir EST or nominee	Campaigns and Democracy	
A member of the Senior Adviser's Group	Market Research Manager	Activities and Opportunities	
A member of the FLTQC (FMH)*	WP Manager		
A member of the FLTQC (HUM)*	Assistant Head of Corporate Communications		
A member of the FLTQC (SCI)*	Joint Head of Careers		
A member of the FLTQC (SSF)*	Dir Sport and Commercial Services*		
<del>Academic Rep HUM</del>	Head of PGR Service*		
<del>Academic Rep SCI</del>			
<del>Academic Rep SSF</del>			
<del>Academic Rep FMH</del>			

(red\* = new members and those members to be stood down are ~~striked through~~)

<b>Table 3: Proposed WP Committee 2019/2020 membership</b>		
<b>Academic</b>	<b>Professional Services</b>	<b>Students – SU reps</b>
PVC Academic and Deputy VC (Chair)	Assistant Head of Outreach	Undergraduate Education Officer
Academic Director of Widening Participation	Widening Participation Manager	Welfare, Community & Diversity Officer
Academic Director of Admissions	Business Intelligence Manager: Widening Participation Insight	
One Widening Participation Academic Officer FMH	Head of Learning and Teaching Services or nominee	
One Widening Participation Academic Officer HUM	Head of Student Services (Life and Learning)	
One Widening Participation Academic Officer SCI	Joint Head of Careers Service	
One Widening Participation Academic Officer SSF	Head of Equality and Diversity	
Lecturer in Health Sciences and Academic Support – Dr Patricia Harris	Representative of the Partnerships Office	

## **7. Revisions to the University's Extenuating Circumstances (Taught Programmes) Policy and Regulations – LTC 18D175**

LTC recommends the following revisions to the University's Extenuating Circumstances Policy to take effect from the 2019/20 academic year.

The main changes are:

- 1) Clarifications relating to long term health conditions (3.3c) and statutory maternity rules (3.4f);
- 2) Addition of technical circumstances involving problems attributable to a failure of UEA systems at the point of submission or during an event assessment as an extenuating circumstance (3.3j);
- 3) Removal of the requirement for students to explain why their EC request was submitted after a submission deadline or the day of an assessment event and requirement for the Academic Director of Taught Programmes to consider and approve/reject late requests. This removes a task for students which added little value to the process and, what proved to be a time consuming task for the ADTP (4.3);
- 4) Increase in the time students have to submit evidence in support of their EC request from 5 to 10 days. It is recognised that medical certificates from the University Medical Service comprise a large proportion of the evidence students use in support of their ECs and UMS turnaround times are up to 10 days (4.12);
- 5) If a student requests a delayed assessment or delayed reassessment on the grounds that their ECs meant that they did not have a fair attempt at the initial assessment, the marks for that attempt shall be voided and only the marks for delayed re/assessment will count for progression purposes. This brings the Extenuating Circumstances Policy and Regulations in line with the Bachelors and Integrated Masters and the Common Masters Framework regulations (6.8);
- 6) LTS Managers will consider more ECs which meet the criteria outlined in that regulation (7.5).

## **8. Revisions To The Plagiarism And Collusion Policy –LTC18D184**

LTC recommends the following revisions to the University's Plagiarism and Collusion Policy to take effect from the 2019/20 academic year:

- 1) Section A 1. replacement of references to 'punishment' with 'penalty' in keeping with other University regulations;
- 2) Section A 2.2 additions to the types of assessment where plagiarism can occur and sources which could be plagiarised;
- 3) Section 1 2.4 addition of a definition of contract cheating;
- 4) Section B 2 and 4 updates to reflect current communication methods with students;
- 5) Section B 5.2 removal of a suggestion relating to students being able to resubmit work identified as low level plagiarism. This will be included in guidance to P&C Officers;
- 6) Section B 5.2.3 amendment of a penalty for serial plagiarism to bring it into line with a single high level offence;
- 7) Section B 7 clarification that students may not appeal a penalty of plagiarism or collusion where they have been referred to a Senate Student Discipline Committee to accord with Section 4.1 (v) of the Academic Appeals and Complaints Policy

## **9. Amendments To Regulations Relating To Attendance, Engagement And Progress And Fitness For Student - LTC18D174**

LTC recommends the following the following regulatory changes which have arisen from feedback from senior advisers, student officers and representatives, student services and other UEA staff to take effect from the 2019/20 academic year:

- 1) Changes to General Regulation 13: Attendance, Engagement and Progress, subsuming General Regulation 24, Fitness for Study and renaming General Regulations 13 Engagement;
- 2) The withdrawal of General Regulation 24: Fitness for Study.

During the discussion LTC agreed a further change proposed at the meeting to general regulation 13.1.5 to clarify that students are required to attend any meeting called by or on behalf of specific role holders rather than "any meeting called by a member of staff"..

Senate is asked to note that there will be underlying procedures in relation to both PGR and taught students, which requires further work and consultation and these will be considered by LTC at a future date. LTC agreed that Chair's action could be taken in considering any new procedure accompanying the new regulation.

**SEN19D006**

**Title:** *School of Engineering*  
**Author:** Prof Mark Searcey, PVC Science, Faculty of Science  
**Date:** 23<sup>rd</sup> September 2019  
**Circulation:** SENATE – 6 November 2019  
**Agenda:** SEN19A001  
**Version:** Final  
**Status:** Open

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**Issue**

Within the UEA's application to the New Anglia LEP to fund the Institute of Productivity (IoP), a commitment was made to launch a stand-alone UEA School of Engineering. The University Executive Team approved this on the 9<sup>th</sup> September 2019.

**Recommendation**

Recipients are invited:

- 1) To note  
Ordinance 1 (26) which says that the number, titles and discipline coverage of Schools of Study and distribution of Schools of Study between Faculties will be determined from time to time by the Vice-Chancellor, having consulted with Senate.
- 2) To consider  
The creation of a new School of Engineering within the Faculty of Science with effect from 1 August 2021.

**Resource Implications**

Within the School and Faculty, the costs of making this change are relatively minimal. However, there is an impact (albeit minimal) on current resources in other parts of the University. For example, further systems changes will need to be made to enable records processed in the prior year being rolled over into the following academic year. To mitigate, nearly 2 years' notice is being provided.

**Risk Implications**

As this commitment was made in its application to the LEP, £4.46m of funding would be at risk, should this not have been endorsed. The UEA would also potentially be subject to reputation damage.

**Equality and Diversity**

None

**Timing of decisions**

The VC's decision, having consulted with Senate will be reported to Council on the 25<sup>th</sup> November 2019.

## Further Information

Prof Mark Searcey, PVC Science, [M.Searcey@uea.ac.uk](mailto:M.Searcey@uea.ac.uk), 01603 597544

Mrs Laura McGonagle, Senior Faculty Manager, [l.mcgonagle@uea.ac.uk](mailto:l.mcgonagle@uea.ac.uk), 01603 593296

## Background

Within the UEA's bid to the New Anglia LEP, to support the creation of an Institute of Productivity (IoP) was a commitment to launch a new "School of Engineering" by Academic Year 2021/22. Specifically, the bid stated:

"To deliver rapid expansion in higher education (HE) provision of engineering and science, with the creation of a dedicated School in Engineering by 2021."

This commitment arose following feedback from the NALEP on the initial proposal in June 2018, stating, "UEA having its own school [of Engineering] would be a positive", to help strengthen the application.

## Discussion

In 2017, it was agreed that the Faculty of Science should seek to apply for funding from the NA LEP Capital Growth Programme to support the expansion of Engineering. Feedback from the LEP in Spring 2018 encouraged UEA to be more ambitious and to establish an "Institute of Productivity" for the region, focused on the advanced manufacturing and engineering (AME) sector initially.

The Faculty of Science consists of the following Schools of Study:

- School of Biological Sciences
- School of Chemistry
- School of Computing Sciences
- School of Environmental Sciences
- School of Mathematics
- School of Pharmacy

The conversion of the current Jack Dainty and George Duncan Labs (to support growth and expansion of Engineering teaching) commenced in August 2019, and is due for completion by 31/01/21, ready for use by students, staff and industry from February 2021 and the launch of a new School of Engineering in August 2021.

By academic year 2021/22, Engineering will be underpinned by a total 17.5 academic staff (12.5 ATR, 5 ATS), 6.78 FTE of new technicians, and 5.2 FTE of new local support staff. In this year, Engineering's home/EU UG direct entry student number target will rise from 45 FTE, to 85 FTE (a rise of 40). PGR targets will also rise, from 1 to 5. In the year following this rises to 22.0 academic staff (16 ATR, 6 ATS), 8.7 FTE of new technicians and 7.59 of new local support staff. In this year (2022) their home/EU UG direct entry student number target will rise to 105 FTE (a rise of 60). PGR targets are also expected to rise, to 6.

Engineering is based within the School of Mathematics. In many ways, from a governance and decision-making perspective, it already operates as a school in its own right. Financially, since 2011, Engineering has operated independently from the School of Mathematics. Engineering also operates its own Teaching Committee, SSLC, Exam Boards, Research Committee and Finance Committee. It also operates independently of the School of Mathematics in all matters relating to student admissions – it has its own student number targets, and it has its own stand-alone applicant and open days from Maths. .

Engagement with the UEA's Head of Admissions began in July 2019 with regard to how this would affect student admission, and so long as the changes are implemented by November 2019 (2021 prospectus deadline), there would be minimal impact on prospective students from a CMA perspective (for those students who may have deferred). Engineering also has its own subject-landing page on the UEA web.

Discussions have also been had with the Head of Learning & Teaching (Quality) as to how this might affect existing students. She advises early consultation with current Engineering students explaining what it means for them, and to address any concerns they might have regarding any change mid-way through their studies. One or two students may want to stay registered with the School of Mathematics, but this is considered unlikely. Initial discussions and consultation will be undertaken by the end of the Autumn Semester 2019, led by the Head of Engineering.

A new Head of Engineering has recently been appointed, recruited to take forward the leadership and direction of Engineering during this growth phase, and implementation of the Engineering's commitments for the IoP. They, with the support of a new School Manager for Engineering, will continue dialogue and consultation with affected students until Engineering becomes a school in its own right.

This change comes with the full support of the Science Faculty Executive.

### **Attachments**

None

## SEN19D007

**Title:** *Aurora European University Network*  
**Author:** PVC SSF, Professor Frances Bowen and Academic Director of Admissions,  
Professor Richard Harvey  
**Date:** October 2019  
**Circulation:** Senate 6<sup>th</sup> November 2019  
**Agenda:** SEN19A001  
**Version:** Draft  
**Status:** Open

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### Issue

To consider endorsing the Aurora European University mission statement which sets out an Aurora-EU vision which says we will create an inclusive and diverse open-space inter-university campus – a campus where students of all cycles, academics and support staff, will move freely and form an integrated community. It also includes a programme of what we want to do, how we want to do it, and what we want to be, we will contribute to a Europe that is socially-engaged and cohesive, and to an ambitious Europe that is globally competitive.

### Recommendation

- To note that the European Commission has invited bids from alliances of universities who aspire to develop bottom-up networks of universities across the EU to promote student mobility, a challenge-based approach to education, and to contribute to the international competitiveness of European universities.
- To consider a proposal for the UEA to join the Aurora EUN bid, and approve in principle the proposed mission statement and primary areas of focus for the application to be submitted in early 2020 (and commencing later in 2020, if funded)

### Resource Implications

This endorsement is needed ahead of the draft proposal due to the timings of Senate and Council. The proposal will only be submitted if the Executive Team are able to approve the resource commitment (which is the normal arrangement for grant submission). The maximum grant for a consortium is currently capped at 5M Euro over three years. Once central administration is accounted for, the UEA share is unlikely to exceed £0.5M. Nevertheless, it is a condition of funding that Senate and Council should approve. It is perhaps worth noting while Senate and Council approval is a very unusual requirement in a UK context (particularly for modestly-sized grant), there are good historical and cultural reasons why it is needed in some continental European countries.

### Risk Implications

If the proposal fails, then there are no risk implications other than missing-out on a transformative activity. If the proposal succeeds, and the UK is still able to take part as an Erasmus partner, then there is a risk that we have to do what we say we were going to do. The educational programme that Aurora proposes, which is to better define mindsets and skillsets that we would like graduates to have, and devise ways of measuring them would appear to be something that would be welcome. Depending on how we implement these changes there may be anything from no administrative changes through to the need for additional ways of signalling these new skillsets and mindsets.

## **Equality and Diversity**

This proposal is seen as positive for equality and diversity for most Aurora members. Firstly because specific issues relating to take-up of opportunities will be a core part of the proposal (there are likely to be specific packages on mental health, widening participation for example). Secondly because Equality and Diversity has been a key theme for Aurora engagement so far and thirdly because the core writing team consists of individuals who are personally highly committed to engagement and inclusion.

## **Timing of decisions**

The mission statement will be considered also by ETP and Council.

## **Further Information**

For further information please contact Professor Frances Bowen ([f.bowen@uea.ac.uk](mailto:f.bowen@uea.ac.uk), x7976) and Professor Richard Harvey ([r.w.harvey@uea.ac.uk](mailto:r.w.harvey@uea.ac.uk), 3257)

## **Background**

The Universities involved are

- Vrije Universiteit Amsterdam (Lead partner)
- Université Grenoble Alpes
- Universidad Rovira i Virgili
- Universität Duisburg-Essen
- University of Iceland
- University of East Anglia
- University of Aberdeen
- University of Innsbruck
- Università Federico II, Napoli
- Palacký University Olomouc
- Copenhagen Business School

## **Discussion**

The mission statement.

## **Attachments**

The mission statement



# Aurora-EU: Mission Statement

The Aurora European University (Aurora-EU) is a consortium of research-intensive universities deeply committed to the social impact of our activities, and with a history of engagement with the communities in which we operate. Our overall vision is to use our academic excellence to influence societal change through our research and education. Our key priorities are to maximise the societal impact of our research, encourage diversity and inclusion, and to use student engagement to drive innovation in teaching and learning.

The Aurora-EU programme is the shared ambition and endeavour of our students, academics, university leaders and administrators. We are united in our values, but geographically diverse, with members from each of the four regions of Europe. The Aurora Universities Network is already a high-trust platform, where we share our vulnerabilities to learn from and with each other. Our Aurora-EU programme will intensify our collaboration, with a shared commitment to offering students a seamless educational experience in an integrated Europe-wide campus. Our vision is to graduate European students who are willing and able to tackle the most challenging issues that society faces. Focusing on *Social Entrepreneurship and Innovation* will equip our students with the skillsets and mind-sets to help address key challenges, including our four priority challenge domains: 'Sustainability & Climate Change', 'Digital Society & Global Citizenship', 'Health & Wellbeing', and 'Culture, Diversity & Identity'. We will achieve this by implementing our programme of three integrated work packages:

## **Aurora Learning for Societal Impact**

This work package will change our educational practice so that our students will be learning for demonstrable and tangible societal impact. We will develop, test and implement tools to integrate measurable learning outcomes related to social entrepreneurship skills and mind-sets into the curricula of our degree programmes. We will do so in a systematic, structured and institutionalised way, and across all cycles, including bachelors, masters, and doctoral programmes. We will enhance existing models with new ones, to give all students an international experience, allowing them to be mobile during and after their university studies without any recognition problems. Our long term vision is to integrate Social Entrepreneurship and Innovation competencies in all relevant education, and we will use the four key challenge domains as the starting point for this reform.

*"Aurora Learning for Societal Impact" summarises what we want to do.*

## **Aurora Engaging Communities**

Whatever we do, we will not do by ourselves, but together through a diverse range of people and perspectives. Starting locally, we will engage with our students to define and enhance Aurora-EU's activities. We are all experienced with engaging with our own national and regional cultural, economic and governmental partners, but we will each enhance our singular impact by sharing and replicating our successful collaboration models throughout the Aurora-EU partners. We will extend our engagement through our colleagues in the member universities of the Aurora-EU programme, with others in the European Higher Education and Research Area, with other EUNs, with other

partners of A-EU members, and with universities that risk lagging behind. The Aurora Engaging Communities work package will reshape and leverage our collaborations, contributing to a more cohesive and more globally competitive Europe.

*“Aurora Engaging Communities” summarises how we want to operate.*

### **Aurora Sustainability Pioneers**

This work package will transform us into universities that are truly sustainable institutions: for the members of our academic communities, and for the social and economic communities we serve at all levels. Inspired by the Sustainable Development Goals as an integrated system, we will pioneer new sustainability standards: for education, for research, for service to society, for our internal organisation, and for our external collaboration. We will collectively experiment with new ways to be sustainable universities, sharing both our successes and failures between ourselves and with others. We have committed to ambitious targets for all these aspects – both in terms of absolute results and in terms of progress from where our member universities stand now.

*“Aurora Sustainability Pioneers” summarises who we want to be.*

Each of these work packages was designed and will be implemented in close cooperation between all stakeholders in our universities: students, academics, university leaders and administrators. More than 300 individuals were involved in writing the proposal. Through this ambitious programme, we will re-create our education, make multi-stakeholder involvement core to our way of working, become healthy and sustainable institutions ourselves, and contribute to the sustainability and wellbeing of European society. In the next three years, we will embark on that journey, first by launching pilot programmes in selected challenge domains intended to comprehensively test and evaluate this approach. We will follow this with a full implementation across all four of our priority challenge domains at the end of the funding period.

In realising our Aurora-EU vision, we will create an inclusive and diverse open-space inter-university campus – a campus where students of all cycles, academics and support staff, will move freely and form an integrated community.

Through our Aurora-EU programme of what we want to **do**, **how** we want to do it, and what we want to **be**, we will contribute to a Europe that is socially-engaged and cohesive, and to an ambitious Europe that is globally competitive.

*This Aurora European University Mission Statement has been formally endorsed by*

- Vrije Universiteit Amsterdam (Lead partner) on .... (date) by ..... gremium
- Université Grenoble Alpes on .... (date) by ..... gremium
- Universidad Rovira i Virgili on .... (date) by ..... gremium
- Universität Duisburg-Essen on .... (date) by ..... gremium
- University of Iceland on .... (date) by ..... gremium
- University of East Anglia on .... (date) by ..... gremium
- University of Aberdeen on .... (date) by ..... gremium
- University of Innsbruck on .... (date) by ..... gremium
- Università Federico II, Napoli on .... (date) by ..... gremium
- Palacky University Olomouc on .... (date) by ..... gremium
- Copenhagen Business School on .... (date) by ..... gremium

**SEN19D008**

**Title:** University Annual Research Integrity Report 2018/19  
**Author:** Dr Helen Brownlee (RIN)  
**Date:** 16<sup>th</sup> October 2019  
**Circulation:** Senate - 6<sup>th</sup> November 2019  
**Agenda:** SEN19A001  
**Version:** Final  
**Status:** Open (first 5 pages) and Confidential appendices (page 6 to the end of Annex 1)

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**Issue**

The *Concordat to Support Research Integrity* recommends that employers of researchers present a short annual statement to their governing body concerning research integrity.

The Concordat also recommends that this statement is made publically available to improve accountability, and provide assurances that measures being taken continue to support consistently high standards of research integrity.

**Recommendation**

Recipients are invited to receive and accept the attached Annual Report summarising activities undertaken to support and strengthen understanding and application of research integrity issues in the period 1<sup>st</sup> August 2018 to 31<sup>st</sup> July 2019, which was reviewed and approved by the University Research Ethics Committee on 9<sup>th</sup> October 2019 and by the University Research Executive on 15<sup>th</sup> October 2019.

That assurances be given to Council on the activities undertaken to support and strengthen understanding and application of research integrity issues across the University; that the processes in place for dealing with allegations of misconduct in research are transparent, robust and fair and are appropriate for the University's needs; and that the very small number of formal investigations of research misconduct undertaken within the University mean that it is not possible to identify any trends and further analysis is not warranted.

**Resource Implications**

Support for research integrity is provided by RIN and by the Schools which are responsible for the management of researchers and for the University's Research Ethics Subcommittees (S-RECs). Personnel are already in post within RIN and the Schools to provide training sessions on research integrity. The three-page summary of the Report will be made available on the University's Research Integrity webpage: <https://www.uea.ac.uk/research/about-uea-research/our-research-integrity> and on the RIN portal page for Research Integrity: <https://portal.uea.ac.uk/rin/research-integrity>.

**Risk Implications**

Failure to accept this Report would compromise the University's Annual Accountability Return for 2019 to the Office of Students (formerly the Higher Education Funding Council for England), which requires a statement of compliance with the *Concordat to Support Research Integrity* as part of its ongoing financial support.

## Equality and Diversity

No equality and diversity issues are associated with this Report.

## Timing of decisions

Acceptance by Senate and recommendation of assurance to the Council will support the University's Accountability Return for 2019 to the Office for Students, which is currently being compiled.

## Further Information

For further information contact: Dr Helen Brownlee, Research Integrity Manager, Research and Innovation Services on 01603 593435 or [h.brownlee@uea.ac.uk](mailto:h.brownlee@uea.ac.uk).

## Background

The *Concordat to Support Research Integrity* encourages research active institutions to make an annual report to their governing bodies which:

*“provides a summary of actions and activities that have been undertaken to support and strengthen understanding and application of research integrity issues;*

*provides assurance that the processes that they have in place for dealing with allegations of misconduct in research are transparent, robust and fair and that they continue to be appropriate to the needs of the organisation; and*

*provides a high-level statement on any formal investigations of research misconduct that have been undertaken”.*

This Report summarises UEA's activities and issues relating to Research Integrity in the period 1<sup>st</sup> August 2018 to 31<sup>st</sup> July 2019 in alignment with the University's academic and financial years.

There was one allegation of misconduct in research in the reporting period. This staff allegation did not proceed to the Formal Investigation Stage. With such small numbers of cases arising within the University, it is not possible to identify any trends and further analysis is not warranted.

In addition, the Concordat recommends:

*“to improve accountability, and provide assurances that measures being taken continue to support consistently high standards of research integrity, this statement should be made publically available.”*

The University's Annual Research Integrity Report will be made publically available. This was done for the first time for the 16/17 Report.

## Discussion

No discussion is anticipated.

## Attachments

The Annual Report including a breakdown by S-REC (Annex 1) is attached.

# Annual Research Integrity Report 2018/19

## Summary

This statement is produced annually for the University Research Executive to consider and is presented thereafter to the University's Senate and Council to approve. The report provides a summary of activities and issues relating to the support and implementation of research integrity, and processes relating to allegations of misconduct in research in the period 1<sup>st</sup> August 2018 to 31<sup>st</sup> July 2019. This Summary will be made available to the public on the University's Research Integrity [webpages](#) once approved.

As this Summary has been written as a stand-alone document, it contains text which is repeated from the previous year where it covers the University's Research Integrity Statement, governance structure and procedures.

The University is fully committed to ensuring that all research undertaken by staff and students is carried out to the highest professional standards of research integrity, and that all researchers uphold the principles set out in the Universities UK [Concordat to Support Research Integrity](#). The term 'Research Integrity' has been adopted internationally to describe "the core principles and responsibilities that should be common to all good research".<sup>1</sup>

Responsibility for maintaining the highest standards of research integrity at the University rests with the Pro-Vice-Chancellor for Research and Innovation (PVC R&I). The PVC R&I may be contacted using the email address [fiona.lettice@uea.ac.uk](mailto:fiona.lettice@uea.ac.uk). The University's Research and Innovation Services (RIN) support the PVC R&I and have a Research Integrity Manager who manages RIN's responsibilities in this area including promoting the culture of research integrity within the University. RIN is also the first point of contact for any queries on the relevant policies or process to follow and can be contacted using the email address [researchintegrity@uea.ac.uk](mailto:researchintegrity@uea.ac.uk). RIN also has formal nominated representatives who act as legal representatives (under the Health Research Authority's (HRA) Sponsor requirements) for all NHS-related studies in accordance with the HRA's [UK Policy Framework for Health and Social Care Research](#) (HRA Framework). RIN further advises on ethical, legal and regulatory requirements, and on behalf of the University submits annually an Insurance Assurance and Annual Report to the Office of Research Integrity (ORI) to renew its research misconduct assurance. In doing so, the University remains eligible to apply for or receive PHS research funds.

The University has an overarching committee, the University Research Ethics Committee (UREC), to define the University's Research Ethics Policy and operational principles. It also has oversight of the University's Research Ethics Subcommittees (S-RECs). UREC is led by a Chair appointed by the PVC

<sup>1</sup> Universities UK, 'The Concordat to Support Research Integrity'. Available at: <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2012/the-concordat-to-support-research-integrity.pdf>

R&I, and is constituted from the S-REC Chairs, a lay member and co-opted experts. UREC is a joint Committee of the University's Senate and Council.

The S-RECs provide ethics reviews of student and staff research projects and teaching modules. They also undertake ethics reviews of internally-funded impact activities in support of the University's stance that ethics issues should be considered throughout the lifecycle of a project. Occasionally, ethics reviews are undertaken by the S-RECs for academics in the Norwich Biosciences Institutes to facilitate efficient operations across the Norwich Research Park. During the reporting period, a total of 1430 proposals were submitted for review by the University's S-RECs of which 1357 were given ethical clearance. In addition, UREC reviewed 86 proposals for market research/research for internal evaluations submitted by the University's Central Services and the Students' Union; 83 of these proposals were approved.

To ensure that the University maintains its high ethical standards, the creation of two new S-RECs has been approved by the University's Research Executive, in addition to the University's Executive team approving the procurement and implementation of an online system to support the ethical review of projects (including research, impact activities, and market research/research for internal evaluations) undertaken at the University.

Alongside UREC, the University with the Norfolk and Norwich University Hospital (NNUH) Trust operate a Joint Research Governance Committee and Joint Research Governance Operations Group overseeing healthcare research within the NNUH Trust and the UEA, under the HRA Framework. The NNUH's revised [Sponsorship Policy](#) came into effect on 1<sup>st</sup> April 2019.

Governance arrangements in support of research at the University include a number of research integrity policies and guidelines, which are available on the University's Research Integrity [webpages](#):

- *Guidelines on Good Practice in Research*
- *Research Ethics Policy* (supplemented with *Ethics Guidance Notes* covering a range of topics)
- *Ethics Review Appeal Procedures*
- *Policy for Approving the Integrity of UEA Research and Innovation Related Activities and Funding*
- *Procedures for Dealing with Allegations of Misconduct in Research*
- *Joint NNUH/UEA Standard Operating Procedures* (for healthcare research)
- *Open Access Policy*
- *Research Data Management Policy*
- *Research Data Management Procedures and Guidance*
- *Insurance Policies*
- *Intellectual Property Regulations*
- *Public Interest (Whistleblowing) Policy*

The University is also required to comply with UK legislation relating to research, as well as Concordats and codes of practice issued by funding bodies and collaborating organisations. The University has a longstanding subscription to the UK Research Integrity Office (UKRIO).

The University has a rolling programme of reviews for its research integrity policies and guidelines. During 2018/19, scheduled reviews of the following policies and guidelines were undertaken:

- *Guidelines on Good Practice in Research*
- *Open Access Policy*
- *Research Data Management Policy*

Good data management is a fundamental aspect of the research process, and in light of the recent [Concordat on Open Research Data](#), the University is committed to making research data gathered and generated by its academic staff openly available for use by others in the UK research community wherever possible.

In 2018/19, the University's *Procedures for Dealing with Allegations of Misconduct in Research* were updated to reflect changes to the *General Regulations for Students* together with the [Procedures for Investigating Allegations of Research Misconduct Made Against Students](#).

The University's *Procedures for Dealing with Allegations of Misconduct in Research*, outline the actions to be taken when any allegation of misconduct in research is brought against any present or past member of staff of the University in respect of research undertaken while employed by the University and/or while registered as a student at the University. Any allegations of misconduct in research against a present or past student while registered by the University are handled using the *Procedures for Investigating Allegations of Research Misconduct Made Against Students*. During 2018/19, there was one allegation concerning a member of staff and no allegations concerning students.

Further to UEA's response last year to the House of Commons Science and Technology Committee's inquiry into research integrity, the University provided comments to Universities UK on the draft revised *Concordat to Support Research Integrity*, which was originally published in 2012. The Concordat has been revised to meet the recommendations of the Committee following the inquiry in 2018. The publication of the updated Concordat is expected later this year.

Professor Fiona Lettice  
Pro-Vice-Chancellor for Research and Innovation  
15<sup>th</sup> October 2019

**SEN19D011**

**Title:** The Senate – Membership 2019/20  
**Author:** Membership  
**Version:** Final  
**Circulation:** The Senate – 6 November 2019  
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SENATE MEMBERSHIP

The Vice-Chancellor:

Professor David Richardson

The Deputy Vice-Chancellor

Academic - Professor Neil Ward (2020)

The Pro-Vice-Chancellors:

Research and Innovation - Professor Fiona Lettice (2022)  
Faculty of Arts and Humanities – Professor Sarah Barrow (2022)  
Faculty of Health - Professor Dylan Edwards (31.01.2021)  
Faculty of Social Sciences – Professor Frances Bowen (2023)  
Faculty of Science – Professor Mark Searcey (31.03.2024)\*

Four Heads of Schools (one from each faculty):

Faculty of Arts and Humanities – Professor Lee Marsden (2020)  
Faculty of Medicine and Health Sciences – Professor William Fraser (interim apmt)  
Faculty of Social Sciences – Professor Laura Camfield (2022)\*  
Faculty of Science – Professor Kevin Hiscock (2022)\*

16 academic representatives (4 from each faculty) with one of the Four from the professoriate and one at lecturer grade:

Faculty of Arts and Humanities

Dr Sally Broughton Micova (2021)  
Dr Francisco Costa (2021)  
Professor Richard Hand (2020)  
Dr Matthias Neumann (2020)

Faculty of Medicine and Health Sciences

Dr Helen Adcock (2020)  
Mrs Katrina Emerson (2021)  
Dr Neil James (2022)\*  
Professor Ailsa Welch (2021)



Faculty of Social Sciences

Dr Ann Anka (2022)\*  
Dr Nalini Boodhoo (2020)  
Professor Andreas Stephan (2022)\*  
Professor Simon Watts (2020)

Faculty of Science

Dr Jonathan Kirby (2020)  
Dr Helen Pallett (2022)\*  
Professor Gerard Parr (2022)\*  
Professor Kay Yeoman (2020)

The Librarian

Mr Nick Lewis

The Director of Student Services

Dr Jon Sharp

Principal of City College Norwich:

Ms Corrienne Peasgood

Three representatives of the Union of UEA Students

Undergraduate Education Officer – Mr Callum Perry (2020)\*  
Postgraduate Education Officer – Mr Martin Marko (2019)  
Welfare, Community and Diversity Officer – Ms Alicia Perez (2020)\*

Secretary – Director of University Services – Dr Andrea Blanchflower

**\* denotes a new member of Senate for 2019/20 onwards**

**SEN19D012**

**Title:** The Senate – Standing Orders  
**Author:** Standing Orders  
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**Agenda:** SEN19A001  
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## **STANDING ORDERS OF THE SENATE**

These Standing Orders are made under the provision of paragraph 7, Ordinance 3.

### **1. Membership**

- (1) The membership of Senate is:  
  
The Vice-Chancellor (Chair);  
The Deputy Vice-Chancellor;  
The Pro-Vice-Chancellors (5);  
Four Heads of Schools (one from each Faculty);  
16 academic representatives (4 from each Faculty) with one of the four from the professoriate and one at lecturer grade;  
The Librarian  
Director of Student Services;  
Principal of City College, Norwich  
Three representatives of the Union of UEA Students
- (2) In the absence of the Vice-Chancellor the Deputy Vice-Chancellor will act as Chair, otherwise the Vice-Chancellor will nominate the Chair.
- (3) The Senate is the appointing body for all members other than ex-officio members. The Senate will receive nominations from Faculty Executives for the academic representatives.
- (4) Members of the Senate (other than ex-officio members) will serve for 3 years (renewable, but normally only for one further term) or until they cease to be qualified in the category in which they are appointed or until removed by resolution of the Senate, whichever is the earlier.

### **2. Meetings**

- (1) There shall be three ordinary meetings of the Senate in each academic year.
- (2) Special meetings shall be held at such time and such place as the Senate may determine.
- (3) Extraordinary meetings may in case of urgency be summoned by the Vice-Chancellor and shall be summoned by him or her on written requisition signed by ten members.

- (4) At extraordinary meetings no business shall be taken which does not appear on the Agenda paper.
- (5) Five days' notice with the Agenda paper shall be given for ordinary and special meetings and seven days for extraordinary meetings.

**3. Order of Business**

- (1) The Agenda for any meeting of Senate will be determined by the Chair.
- (2) Business shall be arranged such that items for discussion will be presented under Section A, matters for report (not requiring discussion) will be presented under Section B, and confidential and reserved business under Section C. Each item and any accompanying paper will be clearly presented to the Senate with details of its origin, its status in terms of confidentiality, and the action required from the Senate.

**4. Motions**

Any member of the Senate may require a motion which is relevant to the terms of reference of the Senate to be placed on the Agenda paper by giving notice in writing so that it reaches the office of the Registrar and Secretary no later than the seventh day preceding the meeting.

**5. Conduct of Business**

- (1) The conduct of business shall be as directed by the Chair of the meeting.
- (2) The Chair may express the consensus on any issue and if there is no dissent it will be deemed to be resolved with no objections. Any matter put to the vote shall be determined by a majority of the members present and voting on the question. In the case of equality of votes, the Chair shall give a second or casting vote.
- (3) Voting shall be by a show of hands except:
  - (a) when Standing Orders require a ballot, or
  - (b) when any member of the Senate requests a ballot.

**6. Honorary Degrees**

- (1) Honorary Degrees may be awarded to persons who have achieved distinction through their contribution to science, learning or the arts, through public life either nationally or internationally, or through service to the University or to the counties of Norfolk and Suffolk or otherwise.
- (2) In each academic year the Registrar and Secretary shall draw the attention of all Heads of School and Directors of Central Divisions to this Standing Order and shall ask for nominations to be submitted to him or her.
- (3) Each nomination shall be made in writing and separately, and shall be accompanied by a statement of the grounds on which the recommendation is made.
- (4) All nominations shall be considered by the Honorary Degrees and Awards Committee, together with any other names agreed by the Committee, and the Committee shall submit its recommendations to the Senate.

- (5) Any member of the Senate may give notice in writing to the Registrar and Secretary before the meeting that he or she wishes a discussion to be held on the recommendations of the Committee. If no such notice is given the Senate shall proceed to a vote by ballot. No proposal shall be approved by the Senate unless a simple majority of those voting are in favour of it.
- (6) In exceptional circumstances and where time is of the essence the Chair may consult members of Senate by email, and approve the award under Chair's action.
- (7) No honorary degree shall be conferred in absentia.

**7. Title of Emeritus Professor and Reader Emeritus**

Any proposals to confer the title of Emeritus Professor or Reader Emeritus upon a Professor or Reader who is retiring fully from their post shall be considered by the Honorary Degrees and Awards Committee and the Committee shall submit its recommendations to the Senate.

**8. Members of the Council**

- (1) Nominations from members of Senate of candidates for vacancies on Council for Senate representatives shall be lodged with the Registrar and Secretary in writing no later than the eighth day before the ordinary meeting of the Senate in the Summer Committee round and shall state that the consent of the nominee has been obtained. If Senate is content to proceed the nominations may be approved with no objection or following a ballot as appropriate.
- (2) In the event of nominations for the full number of vacancies not being received, other nominations shall be asked for at the meeting.

**10. Committees**

- (1) The Senate may establish committees from time to time determine and delegate such of its powers and duties as it thinks fit.
- (2) Every committee of the Senate shall have power to appoint sub-committees and to delegate such of its powers and duties as it thinks fit.
- (3) Each committee and sub-committee shall have a Chair appointed by the Vice-Chancellor.
- (4) In the case of urgent business requiring attention between meetings of the Senate, or a committee or sub-committee and when it is not reasonably practicable to call a special meeting the relevant Chair or the Vice-Chancellor shall have power to exercise all the powers and duties of the Senate, or the committee or sub-committee (subject to Ordinance 3, paragraph 6).
- (5) Standing Order 5, "Conduct of Business" will apply to committees and sub-committees.
- (6) Members of committees and sub-committees (other than ex-officio members) will serve for 3 years (renewable) or until they cease to be qualified in the category in which they are appointed or until removed by resolution of the Senate, whichever is the earlier.
- (7) The Senate may choose/exercise the delegated powers and duties in any circumstance it deems necessary or appropriate.

## 11. Honorary Appointments

- (1) The Honorary Appointments Committee, a sub-committee of the University Promotions Committee has responsibility for approving recommendations for Honorary Appointments. The membership is as follows:

Pro Vice Chancellor (Research) (Chair)  
Pro Vice Chancellor for the Faculty of Science  
Pro Vice Chancellor for the Faculty of Medicine and Health Sciences  
Head of the John Innes Centre  
Head of the Institute of Food Research  
Head of the School of Biological Sciences  
One member co-opted by the Chair as required  
Secretary: HR Manager

- (2) A Head of School may recommend persons of academic standing not being members of the University who are academically suitable and have a teaching or research role in the School for appointment to honorary positions or (in the case of Readerships or Professorships) for other appropriate and beneficial links.
- (3) The recommendations for all appointments if supported by the School Promotions Committee shall be submitted under confidential cover accompanied by a curriculum vitae and a statement by the Head of School of the case for wishing to create the association and an outline of the duties they will perform.
- (4) Additionally, in the case of recommendations for the appointment of honorary Professors, Schools shall submit the names of three external assessors to whom the Committee may refer for independent expert advice as to the suitability of the persons proposed for appointment.
- (5) Decisions and recommendations will be determined by the Honorary Appointments Committee, or in the case of honorary appointments below the level of Reader, the Secretary on behalf of the Committee.
- (a) Recommendations in relation to Honorary Professors will be made by the Honorary Appointments Committee to the relevant Faculty Promotions Committee, who will consider cases and where candidates are considered suitable resolve to make appointments.
- (b) The Honorary Appointments Committee will resolve on appointments to Honorary Readerships.
- (6) The period of appointment for an honorary Chair or Reader shall be a maximum of five years in the first instance. The period of appointment below Reader level shall be for a maximum of three years in the first instance.
- (7) The Honorary Appointments Committee will terminate any appointment if the person appointed ceases the appropriate association with the University.

Senate 10.3.71: Minute 136  
Senate 10.2.71: Minute 116(1)  
Senate 10.5.72: Minute 201  
Senate 22.5.74: Minute 251  
Senate 7.3.79: Minute 137  
Senate 1.12.82: Minute 57(7)  
Senate 26.2.86: Minute 78

Senate 1.3.89: Minute 52(3)  
Senate 6.6.89: Minute 66  
Senate 16.1.91: Minute 23(1)  
Senate 28.6.00: Minute 44  
Senate 20.11.02: Minute 8 (d)  
Senate 2.3.05 : Minute 17  
Senate 7.6.17: Minute 38

**SEN19D013**

**Title:** Reserved Areas of Business and Confidentiality  
**Circulation:** SENATE – 6 November 2019  
**Agenda:** SEN19A001  
**Status:** Open  
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**Issue**

Statement on the University's reserved areas of business and confidentiality.

**Recommendation**

None.

**Resource Implications**

Not relevant

**Equality and Diversity**

Not relevant.

**Timing of decisions**

Not relevant.

**Further Information**

Further information is available from, Mrs Rebecca Phillips, tel. 01603 593203, email [rebecca.phillips@uea.ac.uk](mailto:rebecca.phillips@uea.ac.uk)

**Background**

Not relevant

**Discussion**

To report

(1) that the Council (19 November 2012: Minute 35) have adopted the following convention of operation of reserved areas of business (ie business in which a student may not participate) which incorporates the definition included in the University's Statutes:

**Confidentiality and Reserved Business**

20. Where there is good reason for papers to be confidential and/or to remain confidential after the meeting for a period of time these will normally be printed on blue paper. Council will determine whether the paper will remain confidential after the meeting and for what period of time, normally on the recommendation of the paper's author. Circumstances where confidentiality is important could include where commercial issues

are involved, where the reputation of the University, any of its ventures or any of its partners could be at risk, or where sensitive issues affect identifiable individuals. However, Council wishes to make as much information as possible open and reports should be constructed so that sensible redactions can easily be made to enable the bulk of material to be published more quickly.

21. If it is proposed that the minute of any discussion should remain confidential for a period of time after the meeting that will be approved by Council, normally on the basis of a recommendation provided in the report.
22. The Registrar & Secretary may determine that any business to be put before Council should be designated as both confidential and reserved, and this will normally be printed on yellow paper. In such circumstances student members will not receive papers and will withdraw from the meeting when the business is discussed. Council has determined that the amount of reserved business should be kept to a minimum and normally only be in circumstances where sensitive issues affect identifiable staff or students whether as individuals or groups.
23. From time to time Council may receive papers which are classified as "Secret", normally printed on pink paper. Such papers will be issued at the meeting and collected following the discussion. The content of these papers, Council discussions and prospectively any minutes will remain confidential at all times.
24. Members have personal responsibility for safeguarding the confidentiality of reports and Council discussions in accordance with this Ordinance, and for the safekeeping of papers.

**SEN19D014**

**Title:** Report from the Learning and Teaching Committee  
**Author:** Michele Pavey  
**Circulation:** Senate June 2019  
**Agenda:** SEN19A001  
**Version:** Final  
**Status:** Open

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**Issue**

This is a round up report to members of Senate for information on activities of the Learning and Teaching Committee meetings held on 8 May 2019, 19 June 2019 and 3 July 2019

**Recommendations**

None

**Resource Implications**

None

**Risk Implications**

None

**Equality and Diversity**

None

**Further Information**

Michele Pavey ([M.Pavey@uea.ac.uk](mailto:M.Pavey@uea.ac.uk))

**Background**

N/A

**Discussion**

The report is for information only and no discussion is anticipated.

**Attachments**

Summary report is below.



## **Report of the Meeting of the Learning and Teaching Committees of Senate on 8 May 2019**

The following items were considered by the Learning and Teaching Committee of Senate on 8 May 2019 and are presented here for the Senate's information.

For all documents referred within this report, please refer to LTC agenda at:

<https://portal.uea.ac.uk/committee-office/uea-committees-and-boards/learning-and-teaching-committee>

### **1. CONFIRMATION OF CHAIR'S ACTION**

The Chair advised members that he had approval of the new course in BA Broadcast and Multimedia Journalism as agreed by LTC at its meeting on 13 March 2019. A course name change from LLM International Dispute Resolution to LLM International Commercial Dispute Resolution (low risk) had also been approved since the LTC meeting on 13 March.

### **2. LTC REVIEW– GUIDELINES: SUPPORTING EDUCATIONAL NEEDS**

- 2.1 Members considered a review of the provision of learning development opportunities for students at UEA and approved a proposed future Learning Enhancement Team reporting schedule. Stage 1 included a visit FLTQCs (autumn and spring semesters) to discuss the Team's current scope and remit and review the past year's activity and usage data; and Stage 2 a report would be presented to LTC in May summarising Faculty data and discussions, and highlighting key issues and future developments.
- 2.2 The Committee agreed that the Assistant Head of Life and Learning (Learning Enhancement) would explore ways of measuring the impact on students using LET services, including using qualitative data such as case studies and data on Faculty engagement and individual student engagement with services.

### **3. ANNUAL MODULE AND COURSE REVIEW – PGT COMPLIANCE REPORT 2017-18**

The Committee considered an update on postgraduate taught compliance with annual module and course review 2017/18. It was agreed that the Associate Deans (L&T) for HUM and SSF would address non-compliance in their respective Faculties. It was agreed that the report would be altered to remove the 0% compliance in those areas where there was no taught postgraduate provision.

### **4. NEW COURSE PROPOSALS**

The Committee agreed to approve the course proposals below in principle, subject to the Project Team addressing the key concerns and suggestions of LTC members and SSF LTQC. This would include a mapping exercise to ensure that the curriculum content sufficiently addressed the Degree Apprenticeship Standards Core attributes, standards and skills requirements.

Higher Education Practice (PGCert Degree Apprenticeship),  
Higher Education Practice (PGCert) (for anyone not eligible to do the DA)  
Higher Education Practice (MA – with PGDip Exit award)

### **5. OFFICE FOR STUDENTS: TERMS AND CONDITIONS**

Members noted that the University's revised Terms and Conditions had been approved in principle at the Student Experience Committee on 24 April 2019. It approved the document submitted for its consideration subject to discussions and further meetings between the University and Students' Union.

### **6. OFFICE FOR STUDENTS: STUDENT PROTECTION PLAN**

The Committee approved the Student Protection Plan updated for the academic year 2019-20, noting that it had been approved by the Student Experience Committee on 24 April 2019.

7. OFFICE FOR STUDENTS: STUDENT TRANSFER ARRANGEMENTS

LTC approved the draft policy on student transfer arrangements including comments for amendments from SEC and the ARM Executive.

8. OFFICE FOR STUDENTS: CONSUMER PROTECTION LAW

Members approved the University's response to Condition C1 of OfS registration relating to compliance with consumer protection law. It noted the work undertaken addressed the OfS requirements and that the report included a request for investment to address risks identified by work on consumer protection law and that this would be referred to the appropriate committee/executive.

9. ACADEMIC INTEGRITY

The Committee considered a draft Academic Integrity Action Plan. It noted the University's response to the risks raised in the Internal Audit of how the University is addressing contract cheating and received a summary of recommendations from the Internal Audit Report (2018) into how the University is addressing contract cheating together with the University response.

10. FULL-TIME PHD SUBMISSION RATES

LTC considered a report on the proportion of full-time PhD candidates who submit their doctoral thesis (pre-viva) within four year years of their official registration and related School action plans.

11. REVISION TO THE LIST OF APPROVED CALCULATORS FOR EXAMINATIONS

The addition of two more calculators (Casio fx-83GTX and Casio fx-85GTX) to the approved calculator list with effect from the start of the 2019/20 academic year was approved.

12. AWARD REGULATIONS - DOCTOR OF EDUCATION AND MASTER OF EDUCATION

LTC approved a number of amendments to the award regulations for the Doctor of Education and Master of Education as outlined below:

- 1) EdD registration would be aligned to other UEA PhDs with effect for starters from 1 October 2020. Students will register as doctoral candidates on EdD, and will have probationary review at end of the second year of the studies. There will be three outcomes for probationary review: pass probationary period, transfer to MEd, or withdraw;
- 2) MEd thesis (up to 30,000 words) to be replaced by the MEd Portfolio of up to 25,000 words in total that will include: copies of the successfully passed assignments (Ass. 1, Ass. 2 and Research Proposal); a paper submitted for publication; and, a reflective account of the candidate's learning. The MEd Portfolio will be examined in an oral examination (viva);
- 3) training will follow the EdD/MEd Training Pathway, which will be amended during 2019/20 to incorporate the changes at the EdD registration and be applicable for the cohort starting in 2020;
- 4) the Board of Examiners will be replaced by an EdD Advisory Board consisting of at least one external advisor, the EDU PGR director, the director of the EdD and a member of the PGR Service team.

## **Report of the Meeting of the Learning and Teaching Committees of Senate on 19 June 2019**

The following items were considered by the Learning and Teaching Committee of Senate on 19 June 2019 and are presented here for the Senate's information.

For all documents referred within this report, please refer to LTC agenda at:

<https://portal.uea.ac.uk/committee-office/uea-committees-and-boards/learning-and-teaching-committee>

### **1. STATEMENTS BY THE CHAIR**

The Chair advised members that the MA Higher Education Practice had been scrutinised by the Executive Team and a decision made not to pursue the degree apprenticeship proposal. The changes agreed by LTC for the postgraduate diploma and certificate would be pursued and the creation of a Centre for HE Practice was supported.

### **2. CONFIRMATION OF CHAIR'S ACTION**

The Chair advised the Committee that, since the meeting on 8 May 2019 he had approved a new BA Sociology. He had also formally approved the Inclusive Education Policy noting that the Committee had already approved its constituent elements on 28 November 2018 and the 13 March 2019.

### **3. ELECTRONIC READING LISTS UPDATE**

Members considered an update on the take-up of Talis Aspire for the provision of online reading lists across the University, noting the rate of adoption growth and the need for more work to be undertaken in this area to increase uptake still further.

### **4. EMPLOYABILITY**

The Committee considered an oral update on employability initiatives and received the employability report submitted to the 5 June 2019 meeting of Senate. It was noted that from 2019/20 the Academic Director for Employability would be a member of LTC

### **5. STUDENT REPRESENTATION CODE OF PRACTICE**

LTC considered an evaluation of the implementation of the Code of Practice and approved a number of proposed amendments. It agreed to support the development of training resources for SPOs. Initially the incoming Academic Director of Taught Programmes would work with SU representatives to arrange training.

### **6. DEGREE CLASSIFICATION**

The Committee considered the report, published on 20 May 2019, from the UK Standing Committee for Quality Assessment: Degree Classification: Transparency, Reliability and fairness – A statement of Intent. <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/degree-classification-statement-of-intent.aspx> and the recommendations within the report. Members agreed that a draft degree outcomes statement would be an agenda item for an LTC meeting in the autumn of 2019.

### **7. INCLUSIVE EDUCATION IMPLEMENTATION PLAN**

The Committee considered the proposal from the Academic Director of Widening Participation for an implementation plan to accompany the Inclusive Education Policy, noting a number of activities were already underway. It agreed a number of suggested KPIs and suggested the inclusion of some others that would help to measure the impact of the policy.

### **8. COURSEWORK TURNAROUND AND UPDATE ON EMARKING**

Members endorsed a plan of action for approving coursework turnaround times and noted that pilots of a number of emarking tools would be in place during 2019-20.

#### 9. UNIVERSITY ACCESS AND PARTICIPATION PLAN 2020/21 TO 2024/25

LTC approved the Access and Participation Plan 2020/21-2024/25 noting the assessment of performance, strategic aims and objectives and strategic measures.

#### 10. NEW AWARDS AND NEW COURSE PROPOSALS

Members approved in principle an MA in Business Translation and Intercultural Communication in English and Spanish, a joint degree between UEA and University of Deusto, Spain. The Committee recommended approval by Senate of a proposal to approve Deusto University as a partner institution from May 2019, for the delivery of the Joint Masters in Business Translation and Intercultural Communication in English and Spanish, from September 2020.

#### 11. DO SOMETHING DIFFERENT FESTIVAL EVALUATION

The Committee approved a number of operational recommendations relating to the University's Do Something Different festival namely:

- 1) the year-long DSD programme and Festival should be brought together into a more cohesive programme with the year-long programme culminating at the Festival. This aims to increase awareness of the DSD brand and participation in the Festival. Starting in Week 1, deliver DSD branded activities and themed weeks throughout the year. Consider how the DSD brand can be embedded into plans for the new Welcome and Induction Week;
- 2) a marketing and promotion plan should be developed to raise the profile and ethos of DSD to staff and students starting at registration and continuing throughout the year. Promotion will increase awareness of DSD as the place to find inclusive, non-alcoholic, cultural and wellbeing events and aims to ensure that every student knows DSD is part of the UEA student experience;
- 3) a series of DSD profile raising events be delivered throughout the year to increase engagement in DSD and to raise awareness of the Festival;
- 4) the booking process to be amended to reduce the number of no-shows and to improve attendance of participants;
- 5) increase activity through working with internal and external partners.

#### 12. PARTNER INSTITUTION REGULATIONS

Updates to the regulations outlined below for implementation at individual partner institutions from academic year 2019/20 following the annual scheduled review by Academic Partnerships were approved.

- 1) Regulations for Bachelors and Integrated Masters Awards
- 2) Common Masters Framework Regulations
- 3) Extenuating Circumstances Regulations
- 4) Academic Appeals and Complaints Regulations

## **Report of the Meeting of the Learning and Teaching Committees of Senate on 3 July 2019**

The following items were considered by the Learning and Teaching Committee of Senate on 3 July 2019 and are presented here for the Senate's information.

For all documents referred within this report, please refer to LTC agenda at:

<https://portal.uea.ac.uk/committee-office/uea-committees-and-boards/learning-and-teaching-committee>

### **1. UNIVERSITY DISCIPLINARY AND INVESTIGATIVE PROCEDURES AND POWERS**

The Committee recommended approval by Senate of a number of amendments to the University Disciplinary Investigative Procedures and Powers with the caveat that the Director of SAS would consult the University's solicitors on the student representatives' request to remove the case intended to explain the balance of probabilities. It was also agreed that Chair would look at Section F to see if there was scope for more use of plain English (this was subsequently undertaken by staff at Mills and Reeve, the University solicitors).

### **2. TEACHING EXCELLENCE PLANS**

2.1 The Committee considered the content of the School Teaching Excellence Plans and endorsed the calling of a Teaching Directors' conference in the Autumn Semester 2019 to examine how TEPs for 2019/20 can be fully embedded in the internal quality assurance process, as well engage the schools in action plan to improve TEF outcomes at school level. The Academic Director for Widening Participation undertook to discuss student union engagement with the proposed conference with the LTC student representatives.

2.2 The Chair undertook to discuss how new data might be updated within the TEPs with colleagues from BIU. It was also agreed that the Academic Director of WP and the Academic Director for Employability would meet to discuss how TEP related issues might feature in an employability summit planned for September aimed at sharing best practice.

### **3. AMENDMENTS TO REGULATIONS RELATING TO ATTENDANCE, ENGAGEMENT AND PROGRESS AND FITNESS FOR STUDENT**

3.1 The Committee agreed to recommend approval by Senate of the changes to General Regulation 13: Attendance, Engagement and Progress, subsuming General Regulation 24, Fitness for Study. This included the withdrawal of General Regulation 24: Fitness for Study.

3.2 Members heard that there would be underlying procedures in relation to both PGR and taught students, which required further work and consultation and would be considered by LTC at a future date.

### **4. REVISIONS TO THE EXTENUATING CIRCUMSTANCES POLICY AND REGULATIONS**

Members recommended approval by Senate of a number of revisions to the University's Extenuating Circumstances policy.

### **5. MEMBERSHIP AND TERMS OF REFERENCE OF THE LEARNING AND TEACHING COMMITTEE (LTC), THE STUDENT EXPERIENCE COMMITTEE (SEC) AND THE WIDENING PARTICIPATION (WP) COMMITTEE**

The Committee recommended approval by Senate of revised membership and terms of reference of LTC, SEC and WP Committee by Senate. It was agreed that the terms of reference of these Committees would be reviewed again next academic year.

### **6. SEMESTER DATES**

The Committee recommended approval by Senate of future semester start and end dates for the years 2022/23, 2023/24, 2024/25 and 2025/26 including the incorporation of a Week 0 from 2020/21

for new undergraduate students. Proposed dates for the Winter Christmas and Spring Easter breaks were also approved in principle.

7. AMENDMENTS TO THE NEW COURSE PROPOSALS FORMS

Members heard that a working group had been set up to introduce a new New Course Approvals Process which was launched in January 2017 and revised slightly at the end of 2018. The group comprising an Associate Dean for Learning and Teaching, a Senior Faculty Manager, the Head of Learning and Teaching (Systems) had considered a number of enhancements to the proposal process for 2019/20. These were also considered by Faculty Executives through their Senior Faculty Managers. There had also been input from the Head of Admissions and LTS Managers (secretaries to FLTQCs). LTC agreed the proposal enhancements.

8. REVISIONS TO THE PLAGIARISM AND COLLUSION POLICY

Members recommended approval by Senate of a number of changes to the Plagiarism and Collusion policy. This included the introduction of a definition of contract cheating.

9. SUBMISSION OF WORK FOR HIGHER DEGREES AND RULES FOR THE FORM OF THESES REGULATION

The Committee recommended approval by Senate of a number of changes to regulations relating to submission of work for higher degrees and rules for the form theses.



## **SEN19D015**

**Title:** LTC Plan of Work 2019-20  
**Author:** Caroline Sauverin, Head of Learning and Teaching (Systems)  
**Date:** 30-09-19  
**Circulation:** Senate – 6 November 2019  
**Agenda:** SEN19A001  
**Version:** Final  
**Status:** Open

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### **Issue**

To receive the plan of work for LTC, along with other key LTS projects, for 2019-20. This has been discussed with the Academic Directors for Learning and Teaching and the Undergraduate and Postgraduate Education Officers of the Students' Union.

The spreadsheet consist of the LTS lead, the Project Lead if different from the LTS lead, the Academic lead and the point of contact with the SU, where appropriate.

### **Recommendation**

This paper is for report only.

### **Resource Implications**

The report in itself has no resource implications.

### **Risk Implications**

Not applicable.

### **Equality and Diversity**

E&D implications have been considered within the projects.

### **Timing of decisions**

This is for report only.

### **Further Information**

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No.	Category	Activity Title	Activity Description	LTS lead	Project lead	Academic lead	SU point of contact
1	Policy LTC review	Peer Observation of Teaching	Work commenced in 2016/17.	AB		NW	Martin Marko
2	Policy LTC review	Student Charter	Review current Student Charter and determine whether new approaches or alternative may be more appropriate e.g Sparqs.	CC		ES	Josh Clare and all SU officers
3	Policy LTC review	L&T Strategy	Current strategy ends 2019 and so we need to develop a new L&T strategy 2019-2024	AB		NW and all academic directors	to be discussed with NW
4	Policy LTC review	Academic Integrity	1. To develop and implement the plan for raising awareness of the need for Academic Integrity ie essay mills and contract cheating. 2. Review the Plagiarism and Collusion policy	1. RP 2. MP		ES	Lucy Aspey and Callum Perry
5	Policy LTC review	Implementation of inclusive education policy	Map recommendations to appropriate activity	RP		HG	Callum Perry and Jo Caulfield
6	Policy LTC review	External examiners	Review role and function and seek to reduce numbers	RP	JW	ES	
7	Policy LTC review	Advising System review		MP		HG	Callum Perry
8	Policy LTC review	APEL	Full review	BF		ES	
9	Policy LTC review	LTC review of student handbook/ Student handbook refresh	Convert to a web version	NS			Callum Perry, Lucy Aspey, Jo Caulfield
10	SU priority	PGT Dissertation standardisation	Implementation of 2019/20 plan and working group to look at standardising supervision.	BF		ES	Martin Marko and Mike Hill
11	SU priority	Lecture capture	Pilot expected to go live in 2019/20	NS	ED	KY	
12	SU priority	Learning and Teaching Spaces	making sure students are taught in the most appropriate rooms	AB	NS		Callum Perry and Sophie Atherton
13	SU priority	Timetabling	Procure and implement bespoke TT software & implement any 'quick fixes' to current system	NS	ED		
14		Degree standards/ outcomes		AB	RP	NW	
15		E-marking of coursework + development of process for moderation of BB-marked assessment online.	To continue the development and roll-out from LTS perspective	CC		KY	
16		New internal QA processes	this covers module and course review plus module & course update and Accreditation. Also links in with New Course Approval	RP	ED		
17		Placement Management System - professional placements	System to support professional placements - records, allocation, management and PSRB reporting information. Web access for students, staff & Placement Providers	BF	ED		Alun Minifey
18		Placement Strategy and system to manage all non-professional placements	Consider all the systems needs for placements across the University - to include Study Abroad, Mobility management, Assessment of Practice, year in Industry and placement allocation and management for courses	BF	ED		Alun Minifey

No.	Category	Activity Title	Activity Description	LTS lead	Project lead	Academic lead	SU point of contact
19		LTS Staff wellbeing initiatives	Follow up on ideas and suggestions coming out of SAS meeting in July 2018 inc pilot of flexible working	MP			Amelia Trew to be kept in loop
20		Learners	Consider learners' Terms and Conditions, status and access to systems/ facilities/ complaints procedures etc.	AB		KY	
21		Do Something Different Festival	External evaluation	RP			Alun Minifey
22		Student Records retention and offsite storage review	1. Review retention policy. 2. Move to e-records for historic records, with a view to stopping using off-site storage.	CS			
23		Academic Role-Holder training	To review what training we offer and how best it can be delivered.	RP		ES	Callum Perry
24		Exam Invigilation	Review how we can reduce costs	JW/CS	LB		
25		Course tests - change to exams	Implement the LTC-approved change of classification from course test to exam, and the associated requirements.	JW	LA	ES	Callum Perry
26		Senate Guidance on Assessment and Feedback check	Necessary following on from new marking and moderation policy	MP		ES	Callum Perry and Jo Caulfield
27		Assessment review eg synoptic assessments, reduction in exams, credit-assessment mapping	Consider how course-level assessment might work.	CS		ES	Callum Perry and Jo Caulfield
28		Review suspensions procedures	Need to do this as a follow on from the new disciplinary processes	CS	CW		
29		Welcome Week (week 0) for new students	Work on implementation for 2020/21	MP		Mark Searcy	Alun Minifey
30		Student Engagement Report	Spec and test the new Student Engagement Tableau report, to support new procedure for Student Engagement. Set up briefings/guidance for staff, support training of new Wellbeing staff in Student Services	CC			
31		Attendance/engagement monitoring	1. Replace registers with automated solutions 2. Update GR13 procedures re attendance & engagement	CS	1. ED 2. CS		
32		New Course Approval	looking at post-approval operations and link with ARM/ course catalogue as first steps	CS	ED		
33		Extended access for students		BF		KY	Martin Marko
34		Extenuating Circs task development		CS	KG		Callum Perry
35		Nursing & Midwifery data re-hosting	Complete a Gate 0 form for transfer of data from old NAM File Director to acceptable file storage.	CC			
36		Academic Assessors for HSC	ensure there is a way of recording a different academic assessor for each student for each year of study	BF			