

EFFECTIVENESS REVIEW OF SENATE 2019/20

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Rebecca Lingwood
Chair of the Senate Effectiveness Review steering Group
(Provost of Brunel University London)

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Executive Summary

The Senate Effectiveness Review has been undertaken by an internal Review Group with an external Chair.¹ The Review Group has assessed Senate and its Committees guided by the four key effectiveness factors identified by Senate and other relevant good practice.²

The Review Group’s principal finding is that both Council and Senate can continue to be assured of Senate’s effectiveness. There are, however, a number of recommendations for improved effectiveness.

The Review Group’s recommendations are summarized in [Appendix 1](#). These recommendations are designed to support the Review’s *Guiding Principles* to:

- strengthen Senate’s clarity of purpose and encourage Senate to engage more fully in strategic academic matters;
- enable Senate to work more effectively with Council and the wider University, informing and challenging appropriately;
- allow Senate to be more agile and transparent in relation to a changing regulatory context;
- strengthen Senate’s ability to provide Council with:
 - assurance that academic governance is robust and effective;
 - assurance that the University is compliant with external regulatory requirements; and
 - knowledge of how the University is compliant;
- support Senate to become less task-focused and to take on a more risk-based approach;
- enhance existing arrangements relating to Senate and its Committees, building on improvements made to date; and
- enable Senate to reflect the University’s values, and become sector-leading.

1. Background

The 2020 draft Committee of University Chairs (CUC) Higher Education Code of Governance³ is currently out for consultation (closing on 13 March 2020). It gives the governing body (Council) oversight of academic governance arrangements; it states:

“The governing body must receive assurance that academic governance is robust and effective. Governing bodies also need to provide assurance on academic standards, the integrity of academic qualifications and will work with the Senate/Academic Board or equivalent as specified in its governing instruments to maintain standards and continuously improve quality. Governing bodies will also wish to receive assurance that specific academic risks (such as those involving partnerships and collaboration, recruitment and retention, data provision, quality assurance and research integrity) are being effectively managed.”

¹ The Halpin Review (May 2018) – A Review of Council Effectiveness at the University of Bath – suggested that the next Senate effectiveness review was an externally chaired.

² Four key effectiveness factors identified by Senate and other good practice:

1. effectiveness of membership
2. effectiveness of operation
3. effectiveness of processes
4. effectiveness of information and communication

³ <https://www.universitychairs.ac.uk/wp-content/uploads/2020/01/HE-Code-of-Governance-DRAFT.pdf>

Further, the Office for Students (OfS) has issued guidance for providers registered with the OfS. Regulatory advice on monitoring and intervention,⁴ clause 14, states:

"It is the responsibility of the governing body of a registered provider to ensure that it continues to satisfy the ongoing conditions of registration."

The OfS gives Council overall responsibility for oversight of corporate and academic activities, for ensuring there are adequate and effective arrangements in place to make sure the University is *compliant* with all of its conditions of registration ([Appendix 14](#)),⁵ and for knowing *how the University is compliant*. The OfS also requires Council to ensure the University's Access and Participation Plan contains certain information, and to have arrangements in place to monitor and evaluate compliance with the Plans and progress against targets.

While Council has overall accountability, Senate is the principal body responsible to Council for the regulation, governance, quality assurance and standards of the academic work of the University. Senate's responsibilities, therefore, include: ensuring that the University is compliant with external regulatory requirements such as those required by the OfS in so far as they relate to academic matters; for assuring Council of compliance; and for ensuring that Council knows how the University is compliant.

Providing Council with assurance is a continuous process that is supported by periodic reviews of Senate's effectiveness. Such reviews should ensure a robust academic governance framework within which to operate.

A full review of the effectiveness of Senate (the 'Review') was due in 2018. The arrangements for the Review were agreed by Senate on 21 November 2018 (S18/19-058), namely an internal review by the University, with an external Chair. The scope of the Review was agreed at the same November 2018 meeting of Senate ([Appendix 5](#)). There was a delay in starting the Review because of the appointment of the University's new Vice-Chancellor and President.

The external Chair was approved by Senate on 5 June 2019: Professor Rebecca Lingwood, Provost of Brunel University London. It was agreed that the review steering group (the 'Review Group') would include the ex officio roles of the Chair of Academic Assembly and the Students' Union Education Officer along with further members agreed by the Chair. The Review Group's membership was chosen to include members and non-members of Senate, and a variety of other perspectives:

- Prof. Rebecca Lingwood (Chair of Steering Group)
- Prof. Julie Barnett
- Dr Rob Branston
- Prof. David Bird
- Prof. Andrew Heath
- Prof. Richard Joiner
- Prof. Robert Kelsh
- Ruqia Osman (Students' Union Education Officer)
- Kate Robinson
- Dr Jane White (Chair of Academic Assembly)
- Angela Pater (Secretary, Deputy Director (Academic Governance & Compliance))

⁴ <https://www.officeforstudents.org.uk/media/d56aa1d6-3b76-446d-8af8-550096bba81a/regulatory-advice-15-guidance-on-monitoring-and-intervention.pdf>

⁵ Conditions of registration are the primary tool that the OfS uses to regulate individual higher education providers. They are minimum requirements that providers must meet in order to be/stay registered with us, because they demonstrate that the provider is able to offer high quality higher education to students. <https://www.officeforstudents.org.uk/advice-and-guidance/regulation/conditions-of-registration/>

2. Conduct of the Review

[Appendix 5](#) gives the full scope of the Review while [Appendix 6](#) provides an update report (S19/20-007, October 2019) to Senate on the Review, which largely covers the working arrangements. A web page⁶ was set up to show updates on the Review during its progress, and a generic email address was provided for comments from members of the University.

The Review Group held eight (minuted) steering group meetings from July 2019 through to March 2020, including two periods of industrial action.

The following five pairings of Review Group members were established to consider groups of related Senate Committees and Joint Council and Senate Committees:

1. Boards of Studies (Faculty/School/Doctoral): Rob Branston supported by Prof. Marcelle McManus, who kindly volunteered in response to a call for help from Senate members;
2. Research, Ethics⁷ and Doctoral Studies Committees: Julie Barnett and Robert Kelsh;
3. Staff and Equality and Diversity Committees: Andrew Heath and David Bird;
4. Student Experience Committees: Jane White and Ruqia Osman; and
5. Teaching, Curriculum Transformation, Course Approval and Quality Assurance Committees: Kate Robinson and Richard Joiner.

The terms of reference for each of the five pairings are given in [Appendix 7](#), where the listing of Committees considered by each pairing is given. Committee members (and in some cases non-members) were surveyed (see [Appendix 9](#) and [10](#)). Pairs observed meetings of their Committees and held discussions with Committee members, Chairs and interested parties.

Focus group discussions on the effectiveness of Senate were held by the Review Group Chair⁸ with the following:

- Members of Senate;
- Chairs of Senate Committees;
- Heads of Department (academic and other), Directors of Teaching, Directors of Studies, Associate Deans;
- Students' Union Officers and student academic representatives;
- Members of Academic Assembly; and
- Members of Council.

The Review Group Secretary met with the Faculty/School Assistant Registrars to discuss Senate effectiveness. The Chair of the Review Group also had conversations on the effectiveness of Senate with Bernie Morley (Deputy Vice-Chancellor and Provost) and Richard Brooks (Director of Human Resources); John Harris (Director of Academic Registry) and Georgina Eggleston (Assistant Director, Academic Registry); Emily Commander (Head of Strategic Governance); Ian White (Vice-Chancellor and Chair of Senate); and Pamela Chesters (Chair of Council).

The Chair and other members of the Review Group attended the meeting of Senate on 16 October 2019 to observe, and an update on the Review was presented to Academic Assembly on 31 October 2019.

Online surveys were conducted (closing in November 2019) with members and attendees of Senate and, separately, with non-members of Senate, and also with members of Senate and Joint Council and Senate Committees (see [Appendix 9](#) and [10](#)). A total of 238 responses were received.

⁶ <https://www.bath.ac.uk/teams/senate-effectiveness-review-2019-20/>

⁷ A parallel review of ethics was ongoing during the Review.

⁸ Some discussions were attended by other Review Group members.

The Review Group reviewed various reports, such as the previous Effectiveness Review Report and the Annual Quality Report to Senate and Council. Also, with some cross-referencing with arrangements at other institutions, the Review Group reviewed Senate's terms of reference and scheme of delegation, and reviewed the Senate and Joint Council and Senate Committee structures.

Through these various methods. The Review Group has identified a number of recommendations for enhancing the effectiveness of Senate and its Committees ([Appendix 1](#)).

3. Providing Assurance to Council

While Council is ultimately accountable for the efficient management and good conduct of all aspects of the University's operation (corporate and academic activities), Senate is the principal academic authority of the University and has responsibility for the academic activities of the University. Senate's responsibilities include: ensuring that the University is compliant with external regulatory requirements such as those required by the Office for Students (OfS) in so far as they relate to academic matters; for assuring Council of compliance; and for ensuring that Council knows how the University is compliant.

Getting the balance right between accountability and responsibility for the academic activities of the University is a new area of focus for universities' governing bodies (Councils) and their Senates/Academic Boards. This review of Senate and the appointment of a new Chair of Council (and Vice-Chancellor and President) in April 2019 provide a good opportunity to refresh the working relations between Senate and Council.

As discussed above, Senate holds significant responsibilities for ensuring compliance with the OfS conditions of registration (see [Appendix 14](#)) relating to academic activities (including ensuring the suitability of the University's Access and Participation Plan and progress against its targets), and to assure Council of compliance. It is, therefore, recommended that the University develops an OfS risk register, and an OfS conditions of registration 'governance matrix' ([Appendix 15](#)), which would allow the University to evidence comprehensively how it complies with the OfS conditions. Senate's ownership of significant elements of the OfS risk register and governance matrix would provide greater assurance, transparency and clarity for Council. It is also recommended that Council receives a report at each of its meeting from Senate on OfS matters, including, for example, OfS reportable events,⁹ a compliance summary report and Access and Participation monitoring report.

With reference to a newly developed OfS risk register it is recommended that the annual quality and standards report from Senate to Council is more closely aligned to the OfS conditions and requirements to monitor and evaluate progress towards Access and Participation Plan targets.

Furthermore, it is recommended that the report template for Senate and its Committees is modified to include a section entitled 'OfS Impact Assessment' ([Appendix 13](#)), which would allow Senate actively to take ownership of how the University complies with OfS conditions of registration via individual reports. This section would, for example, include a list of the OfS conditions relevant to the report; the OfS requirements and/or concerns; any OfS baseline data published to indicate the minimum threshold of acceptability; associated issues identified by the report; assurance levels that can be provided of compliance to the OfS conditions; and any mitigating actions prompted by the report in relation to the OfS conditions.

The OfS risk-based approach to regulation prompts changes to universities' quality assurance requirements and processes. However it should be noted that OfS conditions are not the only lens

⁹ <https://www.officeforstudents.org.uk/media/768cbcfb-1669-4f97-abe6-6e61a81d8d75/regulatory-advice-16-reportable-events.pdf>

through which reports to Senate and its Committees should be viewed. It is, therefore, recommended that members of Senate and its Committees ensure that they do not narrow the range of their debates and continue to account for broader risks, opportunities and performance monitoring within their remit, as well as giving academic strategic direction.

To aid the communications between Senate and Council, in addition to reports from Senate to each Council meeting, it is recommended that the Senate agenda includes a report from Council at each meeting to summarize the key areas of discussion and decisions made, and on occasion to request that Senate reviews a particular aspect of the University's academic activities.

It is recommended that consideration is given to: trialling some task-based joint workshops of Senate and Council to strengthen relations and shared understanding; and new members of Council observing a Senate meeting to become better informed on the nature of Senate's business and debate.

Recommendations from this section are summarized in section [R1 of Appendix 1](#).

4. Key Performance Indicators (KPIs)

The Review Group considered the annual Senate paper on academic KPIs and concluded that performance indicators relating to the OfS conditions of registration, particularly those associated with Access and Participation Plan targets, must be added. Linkage to the recommended OfS risk register would bring coherence to these KPIs.

No University targets are currently given with the annual academic KPI report to Senate. Arguably, targets and KPIs follow after strategy setting and, therefore, it is recommended that Senate determines a clear relationship between its lead and lag KPIs¹⁰ and the University's academic strategy.

League tables rely largely on publicly available data, and it is through these data, which can be benchmarked across the sector, that the University will be judged externally. Hence, these external benchmarked measures are particularly important to use in the University's KPIs.

Senate's academic KPI monitoring and reporting would be more effective if presented differently. Currently, for each KPI (e.g. research grant and contract income or average entry tariff scores) the publicly available data are given in tabular form for a number of years compared with a selection of comparator institutions. The Review Group considered that Senate would be better informed by receiving the KPI information with set targets, year-on-year trends shown graphically, with the current year's performance RAG (red, amber, green) rated against relevant sector benchmarks, where available, with a commentary against red KPIs, and with principal KPI owners noted.

Recommendations from this section are summarized in section [R2 of Appendix 1](#).

5. Senate Terms of Reference

The membership and functions of the Senate are currently governed by the Statutes section 18 and 19); see [Appendix 3](#). Section 18 specifies (in accordance with Ordinances) the composition and terms of the ex officio, elected and co-opted and student members of Senate. Section 19 (1-43) gives

¹⁰ Lead KPIs are those that might predict future success; lag KPIs those that measure past performance.

subject to the Royal Charter,¹¹ Statutes,¹² Ordinances¹³) the functions of Senate and are alternatively described as the “Terms of Reference, Procedural Rules and Resources”.¹⁴ Section 19 was first approved by the Privy Council in 1966 and was revised in 2000 and 2009.

The Senate Terms of Reference at the University of Bristol, Brunel University London, University of Exeter, University of Lancaster and Queen Mary University of London were reviewed. They range from all arrangements related to Senate being contained within the Statutes (requiring the approval of the Privy Council) to everything contained within the Ordinances (made by the Council, pursuant to the Charter or Statutes, where these exist), and some universities have arrangements that sit between these two extremes. For Bath, currently the Statutes are dominant with the Ordinances covering only membership, which means that the approval must be sought from the Privy Council to make almost any change.

The Review Group reviewed the Bath Senate Terms of Reference, in the context of the Review’s Guiding Principles (as described in the [Executive Summary](#)), and concluded that the Terms of Reference needed to be revised in order for Senate to be as effective as possible. Further, the Review Group agreed that the balance between Statutes and Ordinances should be reviewed to ensure the ability to maintain currency and compliance with a rapidly changing regulatory context while retaining the protections of the Privy Council via the Statutes.

The Review Group gave these topics considerable attention and decided to redraft sections 18 and 19 of Statutes and section 9 of Ordinances (see [Appendix 3](#) and [4](#)) and to recommend these ([Appendix 2](#)), rather than simply recommend that the redrafting should be undertaken after the Review.

The redrafted powers, duties and functions of Senate (recommended revised clauses 1-7 of section 9 of the Ordinances in [Appendix 2](#)) are designed to align with the Review’s Guiding Principles: giving Senate a clearer description of its purpose; creating more balance between assurance and academic strategic responsibilities; giving a better balance between teaching and research, and deliberately including knowledge exchange to align with the University’s mission and external contexts; valuing academic freedom; and providing the basis for more effective performance monitoring and assessment of risk.

It is also recommended that a broader review of the Statutes, covering other areas of the University’s activities, is undertaken. This would be a significant task and, therefore, if the proposed changes to sections 18 and 19 of Statutes regarding the Senate are accepted, then it may be appropriate for Privy Council approval to be sought for these as a first phase of a bigger process. If that route is taken, then references elsewhere in the Statutes to sections 18 and 19 of the Statutes will need to be reviewed and amended accordingly as part of the first-phase submission to the Privy Council.

A more minor recommendation is to move, in appropriate form, the current clause 19.33 of the Statutes: *“To take such steps as it thinks fit to control organisations of the Students”* from the functions of Senate to the functions of the Council, as required by clause 22 of the [Education Act 1994](#).

¹¹ The [Charter](#) gives us University status and defines the objects, powers, officers and statutory bodies of the University. It defines the University as a teaching, research and examining body and includes such fundamental powers as those of awarding degrees.

¹² The [Statutes](#) set out details about the members and officers of the University, the membership and functions of statutory bodies (including Court, Council, and Senate), conditions of service that apply to academic staff and other miscellaneous provisions (such as the service of documents and contracts).

¹³ The [Ordinances](#) give further details on the way in which the University is governed within the general framework of the Charter and Statutes of the University.

¹⁴ <https://www.bath.ac.uk/corporate-information/senate-terms-of-reference/>

It is not proposed to amend the [Charter](#) clauses 2 and 13, which relate to Senate:

2. The objects of the University shall be to advance learning and knowledge by teaching and research, particularly in science and technology, and in close association with industry and commerce.

13. There shall be a Senate of the University (herein called 'the Senate') which shall, subject to the powers of the Council as provided in this Our Charter and the Statutes, be the supreme academic authority of the University and be responsible for the academic work of the University both in teaching and research and for the regulation and superintendence of the education and discipline of the Students of the University.

The Review Group considered whether the recommended form of Statutes and Ordinances ([Appendix 2](#)) gives Senate sufficient security to guard against unwanted future changes to the governance of the University. While the need to have changes to Statutes approved by the Privy Council provides security it also prevents sensible and appropriate updating in a timely fashion. The Review Group agreed that retaining the Charter and key elements of Statutes relating to Senate (while redrafted and much reduced in length) provide an appropriate balance. More specifically:

- Clause 13 of the Charter ensures continuing existence of Senate, and further protects the purpose of Senate.
- Clauses 19.1-19.6 of the recommended revised Statutes:
 - restate the purpose of Senate;
 - protect the need for Council to have the support of Senate prior to any change to the Ordinances relating to academic matters (via recommended clause 19.2¹⁵ and thereby 23b¹⁶ of the Charter);
 - protect the need for Council to take recommendations from Senate on any change to the Statutes;
 - retain Senate's role, jointly with the Council, in making Special Resolutions; and
 - retains the Senate's power to make Regulations relating to academic matters.

In this way 19.2 of the recommended revised Statutes (and 9.1.vii of the recommended revised Ordinances) require Senate's support for a change to its Ordinances. This would include, therefore, any proposed future change to Ordinances relating to, say, membership of Senate; an area to which the Review Group was particularly alert.

The composition of Senate (recommended revised clauses 8-10 of section 9 of the Ordinances in [Appendix 2](#)) also received significant attention. The current membership of Senate totals 42 and could increase to 46, if all four co-opted members of academic staff were filled. Feedback received through the Review process indicated that existing members and non-members of Senate are broadly balanced in their views on the size of Senate but it should not grow any bigger, particularly the ex officio numbers. The recommended composition comprises 39-41 members: 11 ex officio staff members; three ex officio student members; 24 elected staff members from Academic Assembly; one elected student; and up to two co-opted members from Academic Assembly.

In the recommended Senate composition, the Librarian is not one of the ex officio members. The current University Librarian is a member of the Review Group and declared an interest on this point. The Librarian made a case to the Review Group for the special nature of the role, compared with other

¹⁵ 19.2: *"The Senate shall report to the Council on any matters referred to the Senate by Council, and discuss, declare an opinion and make recommendations to the Council on any matter of interest to the University, including on matters relating to the Ordinances in accordance with Article 23 of the Charter."*

¹⁶ 23b: *"Subject to this Our Charter and the Statutes, the Council may make Ordinances to direct and regulate the University, its Members and affairs provided that: before making any Ordinance the Council shall consider a report from the Senate and shall not, except on the recommendation of the Senate make any Ordinance relating to courses of study, Degrees, Diplomas and Certificates, for functions of the Boards of Studies and Schools, the affiliation of other institutions, the recognition of teachers and the constitution of Joint Committees of the Council and the Senate."*

academic-support leads, but the consensus view of the Review Group was that this role should not be picked out as a special case. Nonetheless, under the recommended composition, the Librarian could be elected from Academic Assembly or be co-opted member.

The Review Group also discussed whether the Vice-President (Strategic External Engagement) should be an ex officio member. The agreed position of the Review Group was that in order to be an ex officio member, the remit of the office should be both academic in nature and clearly aligned with the purposes of Senate. It was, therefore, agreed not to recommend that the Vice-President (Strategic External Engagement) be an ex officio member, and acknowledged a better fit to University Executive Board membership.

A theme that was raised through a number of routes during the Review process, was the question of representation; both whether elected members adequately represent all of the University's constituencies and whether elected members act as representatives of any or many constituencies. Some current members of Senate expressed a level of uncertainty about the capacity in which they are expected to act as elected members. Clause 9 of the revised section 9 of Ordinances recommends that Senate elects members (from Academic Assembly) from across the University to reflect Bath's constituent parts, and that elected members bring their individual experiences and expertise to Senate while having the duty to represent the University's interests as a whole.

It is recommended that there are 12 professorial and 12 non-professorial elected members, in both cases with **no fewer than two from each Faculty and School**. The recommended election and membership terms (revised clauses 11 and 12 of section 9 of the Ordinances in [Appendix 2](#)) simplify the election processes, with professorial and non-professorial members elected by, and from, Academic Assembly on the same basis, i.e. voting by all members of Academic Assembly for all vacancies irrespective of the category within which the seconded nominations fall. This recommendation means that the process for electing professors to Senate would change to be through seconded nominations, rather than all professors being on the ballot unless they opt out.

	Professorial			
	Faculty 1	Faculty 2	Faculty 3	School
Number of vacancies:	0	1	2	0
Number of candidates:	0	4	6	0
	Votes:		Votes:	
Candidate A		9		
Candidate B		18		
Candidate C		24		
Candidate D		8		
Candidate E			2	
Candidate F			16	
Candidate G			48	
Candidate H			12	
Candidate I			10	
Candidate J			3	

It is recommended that members of Academic Assembly have one vote per vacancy and where there is more than one vacancy in any one category, namely within the professorial or non-professorial categories and from a single Faculty or School, then the relevant candidates with the sequentially highest numbers of votes would be elected to fill the vacancies. The diagram above shows this counting process with illustrative numbers for a simplified situation. Here, the voting population from Academic Assembly is 50 and there are three professorial vacancies in total with one in Faculty 2 and two in Faculty 3. Each member of Academic Assembly, therefore, has three votes, which can be used for any of the vacancies, i.e. it is not necessary for two of the votes to be cast for candidates in Faculty 3. Here, all 150 votes are cast (which would not necessarily be the case in reality); 59 votes are cast for

candidates in Faculty 2, and 91 for candidates in Faculty 3. There are four candidates in Faculty 2 and six in Faculty 3. There is a clear winner (Candidate C) for the one vacancy in Faculty 2. There is also a clear winner in Faculty 3 (Candidate G). The second vacancy in Faculty 3 is won by Candidate F with 16 votes even though Candidate B had more votes (18) in Faculty 2.

In the course of discussing the election of members from Academic Assembly to Senate, levels of engagement and the questions of representation, the Review Group concluded that Academic Assembly could benefit from a review. It was noted, as a separate statutory body, that Academic Assembly itself was not within the scope of this Review. However, given the terms of reference for Academic Assembly,¹⁷ there are clear advantages to Senate's effectiveness if the relationship with Academic Assembly is functioning well and Senate's elected staff members are engaged and well informed on University matters.

Recommendations from this section are summarized in section [R3 of Appendix 1](#).

6. Previous Effectiveness Reviews of Senate

The last review of Senate effectiveness was an interim review in 2015/16, which comprised a questionnaire to obtain views on the effectiveness of Senate. The questionnaire was sent to members of Senate, Chairs of Senate and Joint Council and Senate Committees, Associate Deans, Heads of Department, Directors of Studies, Directors of Administration, Assistant Registrars (Faculty/School), recent former members of Senate and those who regularly attend meetings of Senate. The report of the interim review consisted of anonymous responses to this questionnaire (S15/16–124), which were "positive with the majority believing that the role of Senate was well understood (82% agreed or strongly agreed)"; no recommendations were made.

The previous full effectiveness review of Senate was undertaken in 2013/14. The principal finding of this earlier review was "*that Senate can continue to be assured of its effectiveness having regard to assessment of the four key effectiveness factors¹⁸ identified by Senate and other relevant good practice,*" and the 2013/14 review provided eight recommendations for enhancements, which were reported to Senate via paper S13/14–7 (see [Appendix 8](#)). The current Review Group checked these recommendations for completion and concluded that in some cases further action was required:

- **2013/14 Recommendation 1 (Senate membership):** The Review Group found that nominations for Senate membership from under-represented groups of staff were not being sufficiently encouraged. As recommended, the Chair of the Courses and Partnerships Approval Committee (CPAC) had been added as an ex officio member of Senate. The revisions to the membership and election processes for Senate recommended by this Review should help with the issues of representation from across all areas of the University. The recommended revisions to the membership would remove the Chair of CPAC as an ex officio member but would allow for co-option or attendance.

¹⁷ Terms of Reference for Academic Assembly: "*We discuss and declare opinions on any matter relating to the University. This can be any matter referred to us by the Senate, and we submit resolutions to the Senate according to section 22.4 of the Statutes.*"

¹⁸ Four key effectiveness factors identified by Senate and other good practice:

5. effectiveness of the membership
6. effectiveness of the operation
7. effectiveness of processes
8. effectiveness of information and communication

- **2013/14 Recommendation 2 (Induction):** A follow-up review after six months was now offered to new Senate members.
- **2013/14 Recommendation 3 (Committee membership):** Senate members were now invited (with equality, diversity and inclusion in mind) to stand for committee elections. However, there was still no student member on Honorary Degrees Committee. Therefore, the Review Group recommends that the President of the Students' Union is added to the membership of the Honorary Degrees Committee.
- **2013/14 Recommendation 4 (Senate meetings):** These recommendations regarding the arrangements for Senate meetings have been completed.
- **2013/14 Recommendation 5 (Debate in Senate):** The Review Group did not feel members needed further encouragement to contribute to debate and noted that topics were being brought to Senate at an earlier stage on occasion. It was noted that the Chair of Senate had an open style and gave a helpful presentation of his report at the start of meetings. The Chair also asked for a clear indication of agreement to recommendations, thereby encouraging engagement of all members. This approach could be further extended by additionally asking for any objection, rather than simply agreement, on any matter where there had been substantial debate or a strong objection raised. This would reassure both Chair and Senate that a consensus had been reached, or highlight a situation of ongoing disagreement; where appropriate, clarification of the scale of disagreement could be obtained through voting.¹⁹ The Review Group noted that debate at Senate meetings might be better informed if Senate were more aware of the discussions at Committees prior to being brought to Senate. The recommended revisions to the report template for Senate and its Committees ([Appendix 13](#)) would to ensure Senate is informed of the history of proposals and issues and options considered at earlier stages.
- **2013/14 Recommendation 6 (Senate members on other governance committees):** These recommendations regarding the arrangements for drawing members from Senate onto committees of governance had been completed.
- **2013/14 Recommendation 7 (Information presented to Senate):** Most of these recommendations have been completed. For example, there was now a standard format for reports, documents provided online (especially long appendices), and some minutes are published when appropriate. However, the Review Group recommends: early-stage discussion papers are considered by Senate routinely; further revisions to the Senate agenda template (see [§7](#) and [Appendix 12](#)) to include written reports from the Pro-Vice Chancellors (giving attention to their early views on topics so that Senate has the opportunity to give input to strategy development at an early stage); and further revisions to the report template for greater effectiveness. As Council has done and in support of the University's environmental sustainability strategy, it is recommended that Senate considers how it could move to "digital by default", i.e. a position where all circulations are in electronic format, unless a request for a paper copy is submitted in advance.
- **2013/14 Recommendation 8 (Communication from Senate):** Most of these recommendations have been completed. For example, the Vice-Chancellor's report is now published online, as well as a summary of decisions. Furthermore, the Chair of Academic Assembly is now notified when these communications are available. The recommended revisions to the report template for Senate and its Committees ([Appendix 13](#)) ensure that next steps, actions required, and by whom for each decision are clearly identified

Recommendations from this section are given in sections [R4](#), [R6](#) and [R7.3 of Appendix 1](#).

¹⁹ The Senate Standing Orders allow for voting via a show of hands or a written ballot if one-third of those present request this approach.

7. Senate Agenda and Reports

The Review Group considered the agenda template for Senate meetings and recommended a number of amendments. [Appendix 12](#) provides a revised version of the template, where additions are included in red text. The additions include standing items under Part I comprising short written reports from: the Deputy Vice-Chancellor and Provost; the three Pro-Vice-Chancellors (Learning and Teaching; Research; and International and Doctoral) and the Vice-President (Student Experience); the Students' Union (usually the President); and from Council. It is intended that these reports would be under one page in length and would provide the basis for information sharing, particularly of early views at the stage of developing strategy, and for questions from Senate members but would not be discussed at length. It is recommended that neither the writing nor the presentation of these reports is delegated.

To clarify the role and responsibilities of elected members, an additional note is recommended for the preamble to the Senate agenda that reiterates the role of elected members of Senate, as recommended separately in the revised terms of reference for Senate (see clause 9 of the recommended revised Senate Ordinances; [Appendix 2](#)):

"Senate elects members from across the University reflecting the constituent parts of the University. That said, elected members bring their individual experiences and expertise to Senate while having the duty to represent the University's interests as a whole."

It is recommended that the listings of Committees in the Senate agenda template are updated to align with the agreed changes to Senate and Joint Committees resulting from the recommendations of this Review.

To support information sharing and to provide a summary of significant business and decisions for assurance purposes, it is recommended that each Senate and Joint Committee provides an annual report for discussion in Part I of the Senate agenda. The forward plan of business for Senate should be updated accordingly.

The Review Group considered the report template for Senate and recommended a number of amendments. The amendments are intended to: improve the flow of information between bodies; enhance the effectiveness of discussion and decision making; to take a more risk-based approach; and to embed key cross-cutting themes, such as equality, diversity and inclusion, across all of Senate's business. [Appendix 13](#) provides a revised version of the template. The additions include the following sections:

- *Paper History and Issues/Options Considered:*
 - To explain where the paper originated and through which committees/boards it has been considered.
 - To describe who has been consulted, e.g. any teams or services that are likely to be impacted.
 - To describe the issues and/or options considered by other bodies.
 - To provide a summary of recommendations made by previous bodies.
- *Linkage to University Strategic Plan:*
 - To describe the strategic context.
- *Financial Implications:*
 - To briefly describe whether there are resource implications to be considered by an appropriate body.
- *Risk Assessment/Management:*
 - To ensure the risks associated with the proposed business (broader than just those associated with the OfS conditions) are considered.
- *OfS Impact Assessment:*
 - To identify the relevant OfS Conditions and associated requirements and concerns.
 - To describe any OfS baselines, i.e. OfS thresholds for concern.

- To identify issues, assurance levels and any mitigating actions.
- *Equality Impact Assessment*
 - To indicate the significance of proposals within the report on equality, diversity and inclusion strategies and policies.
- *Environmental Impact Assessment*
 - To indicate the significance of proposals within the report on environmental sustainability strategies and policies.
- *Next Steps/Who to be informed:*
 - To identify next steps, who needs to be informed of any outcomes of this paper and who is responsible for doing so, actions required, and by whom for each decision.

It is recommended that the same report template is used by Senate Committees as well as Joint Council and Senate Committees.

Recommendations from this section are summarized in section [R4 of Appendix 1](#).

8. Reserved Business

Statutes section 28.2²⁰ currently stipulates that papers relating to reserved areas of business²¹ are not made available to student members and such members must withdraw from the meeting while items of reserved business are discussed. However, Council decided that from August 2019 student members of Council, its Committees and the Council and Senate Joint Committees would see papers relating to reserved business and remain in the meeting while reserved areas of business are discussed.

The Review Group considered whether to align with Council for Senate meetings and its Committees (the decision having been made for Joint Committees already). The Review Group acknowledged that Senate Committees consider many more items of business that relate to the personal affairs of individual members of staff or individual students than Council does. However, Senate itself normally considers only anonymized information and the Review Group agreed that student members are elected to Senate as full members and, therefore, should have the same responsibilities as other members to keep information confidential where necessary.

After consideration and consultation with the President of the Students' Union, it was agreed to recommend that Senate Committees, Boards of Studies and Boards of Examiners should retain reserved business excluding student members, where relevant, but Senate itself (and the Joint Council and Senate Committees) would provide papers relating to reserved areas of business to student members and not require student members to withdraw from discussions of these matters. Secretaries would need to ensure that reserved minutes do not progress to Senate unless suitably redacted.

Recommendations from this section are summarized in section [R5 of Appendix 1](#).

9. Other Senate Operating Arrangements

The Standing Orders of Senate²² state the standard operating procedures explaining the conduct and responsibilities of Senate and its Committees, setting out how they discharge their obligations under the University's Statutes and other guidance. The Standing Orders were reviewed and certain specific

²⁰ https://www.bath.ac.uk/publications/statutes-of-the-university-of-bath/attachments/1_August_2019_Statutes.pdf

²¹ Reserved areas of business are restricted under the Freedom of Information Act and are not routinely published by the University.

²² <https://www.bath.ac.uk/corporate-information/standing-orders-of-the-senate/>

elements, such as reserved areas of business, are reported elsewhere in this document. Furthermore, if the Review's recommended revisions to Statutes and Ordinances relating to Senate are accepted, then these Standing Orders will need to be aligned accordingly. Recommended changes to Senate's Committee and the Joint Council and Senate Committees will also impact on the listing of relevant committees given in the Standing Orders in the section on the procedures for election of members of committees. (Amendments to the Standing Orders may be made by a simple majority of Senate.)

The Review Group considered the consultation feedback and agreed that the frequency of Senate meetings, at five meetings per year, is appropriate.

Some of the feedback to the Review Group suggested that Senate papers tended to be too lengthy, and insufficiently strategic and risk-based. The revisions recommended elsewhere to the report template for Senate and its Committees should help to appropriately focus the papers.

The secretariat's support for Senate and its Committees was found to be effective, albeit with requests for earlier circulation of papers to allow time for reading and discussion ahead of the meetings (see [§10.6](#)).

The majority of Senate members said that their induction to Senate was effective. However, it was suggested that there would be benefits in some greater exposure to Council members as part of the induction of new members to Senate and also beyond induction throughout members' terms.

Feedback on the Chair of Senate's approach was positive, specifically in relation to leadership style and ensuring that Senate's workload is dealt with effectively, allowing open discussion with student input, and resulting in a high level of consensus (rather than formal voting). As noted above, voting should not be ruled out for use wherever substantial differences of opinion remain. Beyond the first 12 months of the Chair joining the University, continued building of trust with and between Senate members will be needed, as with all developing relationships, to ensure members' voices are heard equally.

The Scheme of Delegation for Senate²³ explains the authority that Senate retains for itself and the authority it has given to its Committees and Officers of the University to act on its behalf. The Review Group commended the usefulness of this scheme and recommended that it is updated after the Review's recommendations on future Senate Committees and Joint Council and Senate Committees are approved (or otherwise) by Senate and Council. The Review Group also considered the responsibilities delegated to the Vice-Chancellor and other officers, rather than to a Committee, in Part 2 of the Scheme of Delegation for Senate, and made the following recommendations:

- Page 2: remove the reference to "Annual Monitoring Statement approval (to Vice-Chancellor)".
- Page 2: amend delegation of "Calendar of meetings" from University Secretary to Head of Strategic Governance.
- Page 2: add an item on "Routine editorial changes to Student Regulations" delegated to the Director of Academic Registry in consultation with the Secretary to Senate.
- Page 4: amend the reference to "Routine editorial changes to IMCA document" to "Routine editorial changes to IMC reference documents".
- Page 9: amend references to "University Research Students Committee" and "Faculty/School Research Students Committees" to "University Doctoral Studies Committee".
- Page 10: amend "Research and Development Support Office" to "Research and Innovation Services".

²³ <https://www.bath.ac.uk/publications/scheme-of-delegation-for-senate/attachments/scheme-of-delegation-for-senate.pdf>

The Review Group looked at a range of other documents relating to Senate business. The University's Quality Management Processes details the key principles and processes by which the University assures itself of the standards and quality of its qualifications (see [QA Code of Practice](#)). The [Framework for Assessment](#) provides information on the University's assessments. These documents are currently under review through the curriculum transformation programmes and, therefore, the Review Group did not spend time duplicating this work. It was noted, however, that the revised documents would need to account for changes resulting from this Review.

Recommendations from this section are summarized in section [R6 of Appendix 1](#).

10. Senate Committees and Joint Council and Senate Committees

The Review Group paired up to review clusters of related Senate Committees and Joint Council and Senate Committees²⁴ as follows:

1. Boards of Studies (Faculty/School/Doctoral) (all Senate Committees):
 - [Faculty of Engineering & Design](#)
 - [Faculty of Humanities & Social Sciences](#)
 - [Faculty of Science](#)
 - [School of Management](#)
 - [Doctoral College](#)
2. Research, Ethics and Doctoral Studies Committees (all Senate Committees):
 - [Ethics Committee](#)²⁵
 - [Research Committee](#)
 - [University Doctoral Studies Committee](#)
3. Staff and Equality & Diversity Committees:
 - [Academic Staff Committee](#) (Senate Committee)
 - [Academic Staff Appeal Committee](#) (Joint Senate and Council Committee)
 - [Senior Academic Appointments Committee](#) (Joint Senate and Council Committee)
 - [Committee on the Office of the Vice-Chancellor](#) (Joint Senate and Council Committee)
 - [Committee on the Office of the Chancellor](#) (Joint Senate and Council Committee)
 - [Equality and Diversity Committee](#) (Joint Senate and Council Committee)
 - [Equality and Diversity Network](#) (sub-committee of the Equality and Diversity Committee)
 - [Honorary Degrees Committee](#) (Joint Senate and Council Committee)
 - [Awards Committee](#) (Senate Committee)
 - [Ede and Ravenscroft Prize Committee \(Staff\)](#) (Senate Committee)
4. Student Experience Committees:
 - [Council/Senate/Students' Union Committee](#) (Joint Senate and Council Committee)
 - [Blues Committee](#) (Senate Committee)
 - [Chancellor's Prize Committee](#) (Senate Committee)
 - [Ede and Ravenscroft Prize \(PGR\) Committee](#) (Senate Committee)
5. Teaching, Curriculum Transformation, Course Approval and Quality Assurance Committees (all Senate Committees):
 - [Academic Programmes Committee](#)
 - [Courses and Partnerships Approval Committee](#)
 - [Curriculum Transformation Committee](#)
 - [Learning Teaching and Quality Committee](#)
 - [Disciplinary Committee](#)²⁵
 - [Senate Appeals Committee](#)²⁵
 - [Student Academic Appeals Committee](#)²⁵

²⁴ <https://www.bath.ac.uk/teams/statutory-bodies-and-committees/>

²⁵ Separately under review.

The terms of reference for each of the five pairings are given in [Appendix 7](#). Committee members (and in some cases non-members) were surveyed (see [Appendix 9](#) and [10](#)). Pairs observed meetings of their Committees and held discussions with Committee members, Chairs and interested parties.

10.1 Boards of Studies:

From discussions with the Chairs and the Secretaries to the Board of Studies, observation of meetings and review of paperwork, together with the survey of Board of Studies members, an understanding of how the Board of Studies function and their relationships to Senate has been formed. There are several issues that need to be considered:

- The Boards of Studies do not have a well-functioning two-way relationship with Senate. Neither body actively considers the matters that have been, or are being, discussed at the other, and nor is material routinely passed between the two bodies. For example, minutes of the Boards of Studies are routinely made available to Senate but rarely acted upon or widely read. There seems to be little flow from Senate to Boards of Studies, apart from *ad hoc* reporting by members of both Senate and a Board of Studies.
- The Board of Studies were created when the University was a lot smaller and processes were different. The terms of reference are no longer entirely appropriate. For instance, it is now inappropriate for Boards of Studies to scrutinize an individual student's marks and to require physical signing of student mark sheets when decision-making is now effectively done by fixed rules for most students. There is still a need for process oversight (e.g. of exam boards) but the overall purpose of Boards of Studies needs to be reviewed.
- Some Boards of Studies are more active and functional than others; often much of their business is rubber stamping or noting decisions taken elsewhere. The style of the chair is a key determinant of the extent to which the relevant Board of Studies debates and discusses matters.
- After the creation in 2016/17 of the Doctoral College (and discontinuation of the Graduate School model), the creation of the University Doctoral Studies Committee,²⁶ the Board of Studies (Doctoral) and the Faculty/School Doctoral Studies Committees, there needs to be a review of the various arrangements relating to the Doctoral College and the relationships with the Faculties/School. Clear demarcations of responsibilities are not in operation, information exchange is not as good as it could be, and the membership (including the Chairs) of the University Doctoral Studies Committee and the Board of Studies (Doctoral) are largely the same, which means that many members are effectively holding themselves to account.

The Review Group's [recommendations](#) relating to Senate and its Committees' report templates and annual reports to Senate for discussion in Part I of the Senate agenda should help to ensure better communications between Senate and the Boards of Studies, ensure that information is shared and that a summary of significant business and decisions is provided to Senate.

It is recommended that the terms of reference for the Faculty/School Boards of Studies are reviewed in consultation with the Chairs, Secretaries and Academic Registry to bring them into line with appropriate current practice, e.g. on scrutiny of marking. The terms of reference for the Faculty/School Boards of Studies currently define the responsibilities for academic strategy for the relevant Faculty/School delegated from Senate as key functions, and yet approval and evaluation of academic strategy, strategic consideration and consultation of initial programme proposals and collaborative provision, for example, are not routinely undertaken. Taking advantage of the broad membership of the Faculty/School Boards of Studies, it is recommended that they operate to their full revised terms of reference and discharge their responsibilities around academy strategy fully. Revised terms of reference for the Faculty/School Boards of Studies would remove the need for Chairs to interpret the relevance of out of date terms of reference and also allow for more consistent chairing.

²⁶ Considered as part of the cluster of Research, Ethics and Doctoral Studies Committees.

Compared with the terms of reference for the Faculty/School Boards of Studies, those for the Board of Studies (Doctoral) do not include responsibilities for academic strategy; for the Doctoral College, these responsibilities are given instead to the University Doctoral Studies Committee. In summary, the Board of Studies (Doctoral) should be responsible to Senate for organizing academic matters for doctoral study, including selecting candidates and the confirmation, progression and examination of doctoral students. The University Doctoral Studies Committee should be responsible to Senate for strategic coordination, the maintenance of high academic standards and the continuous improvement of the student experience for all doctoral study, including taught components of doctoral programmes and all doctoral training entities. Given the overlap in membership and the lack of clarity on where responsibilities for doctoral academic strategy lie in practice, it is suggested that consideration is given to whether the Board of Studies (Doctoral) and University Doctoral Studies Committee are working as intended when they were introduced.

It is recommended that the terms of reference for the Board of Studies (Doctoral) are reviewed, alongside the wider governance of the Doctoral College, including consideration of the responsibilities and membership of the Board of Studies (Doctoral) in the context of those of the University Doctoral Studies Committee (both Senate Committees), and of the Faculty/School Doctoral Studies Committees. Demarcations in responsibilities and membership of the Board of Studies (Doctoral) and the University Doctoral Studies Committee are needed.

Recommendations from this section are summarized in section [R7.1 of Appendix 1](#).

10.2 Research, Ethics and Doctoral Studies Committees:

From discussions with the Chairs and members of the relevant Committees, observation of meetings and review of paperwork, together with the survey of Committee members, an understanding of how these Committees function and their relationships to Senate has been formed.

Research Committee

Overall, the Research Committee was found to have committed and experienced core members who work constructively and effectively together to reach consensus, with the Committee meeting appropriately frequently. Servicing of the Committee is effective, and it was noted that the minutes give a nuanced report of the discussions, with a flavour of the key points raised and the conclusion reached. No major issues were identified with the Research Committee but it is important to facilitate more strategic discussion, and below are some observations that have led to recommendations that will enhance its effectiveness and its relationship with Senate:

- There is little obvious routine relationship between Senate and the Research Committee in either direction. The Review Group's recommendations relating to Senate and its Committees' report templates and annual reports to Senate for discussion in Part I of the Senate agenda should help to ensure better communications between Senate and the Research Committee, ensure that information is shared and that a summary of significant business and decisions is provided to Senate, thereby raising the visibility of the work of the Research Committee. The recommended report from the Pro-Vice-Chancellor (Research) (alongside the other two Pro-Vice-Chancellors) at each Senate meeting provides an opportunity for significant issues and decisions from the Research Committee to be raised with Senate. Furthermore, the recommended changes requiring Senate to provide Council with necessary assurances via greater consideration of risks and key performance indicators should help to raise the profile of research on Senate's agendas.
- The Research Committee is responsible to Senate for the development of strategies to assist the University in meeting its research objectives, e.g. how to respond to emerging research opportunities and to maximise research income, and is also

responsible for monitoring research performance, REF²⁷ and knowledge exchange strategies and processes, monitoring knowledge transfer and commercialization activities, and for advising the Executive on research matters and serving as the advisory body for the Pro-Vice-Chancellor (Research). Despite the terms of reference being appropriately strategic, the Research Committee needs to be more strategic in its practice.

- The terms of reference include “knowledge exchange strategy”, which may be in response to the government’s introduction of the Knowledge Exchange Framework (KEF)²⁸ alongside REF and TEF:²⁹ *“to monitor and review activity in the enterprise and innovation area, including the Knowledge Exchange Strategy.”* There is some overlap between this term of reference and another: *“to monitor knowledge transfer and commercialisation activities as a means of informing research strategies and vice versa.”* It is recommended that a light-touch review of the terms of reference is conducted by the Committee to explicitly reference the Knowledge Exchange Framework and otherwise update. Furthermore, it is suggested that consideration is given to changing the name of the Committee to the ‘Research and Knowledge Exchange Committee’.
- The [membership](#) of the Research Committee includes up to six members appointed by Senate and has a wide range of professional services staff in attendance. Given the strategic focus of the Research Committee, it is not clear why the Chair of the Ethics Committee is not a member (currently co-opted). Conversely, it is unclear why the Director of Finance and the University Librarian are specifically *ex officio* members of the Research Committee.³⁰ The survey responses indicated some disquiet among responding members that there was a lack of effective discussion at meetings of the Research Committee. Together with observation of the meetings and comments of the Chair about the importance of retaining a strong strategic focus, it is apparent that there is a danger of imbalance of members’ interests towards the more operational, which risks defocusing strategic discussions. That said, the professional services staff certainly have an important role in the monitoring of KPIs and in providing detailed data and information to assist the Committee’s consideration of particular issues. It is recommended that as part of the Committee’s updating of its terms of reference, it also reviews its composition to ensure this is in line with the strategic focus of the Committee. It should be noted, however, that the evidence suggests that the Research Committee generally works well and so any changes should be limited to streamlining the contribution across relevant areas of Professional Services.
- Time in Research Committee meetings is necessarily limited, and yet there are important strategic issues that require close consideration by those with appropriate expertise. It is recommended the Chair considers: using an annual forward plan to give strategic focus to a subset of the meetings each year to identify and explore issues; and making greater use of Associate Deans (Research) and relevant other members and appropriate non-members, in the form of temporary working groups, in between Research Committee meetings. These groups could enhance the effectiveness of the Research Committee by developing strategy related to these specific issues, bringing their findings as discussion papers for the consideration of the wider membership of Committee.

²⁷ Research Excellence Framework (REF): <https://www.ref.ac.uk/>

²⁸ Knowledge Exchange Framework (KEF): <https://re.ukri.org/knowledge-exchange/knowledge-exchange-framework/>

²⁹ Teaching Excellence and Student Outcomes Framework (TEF): <https://www.officeforstudents.org.uk/advice-and-guidance/teaching/what-is-the-tef/>

³⁰ It should be noted that this observation is a general one regarding the specifically *ex officio* nature of these posts and in no way reflects a view of the specific individuals. For example, there is an important and regular role for the University Librarian on the Committee when presenting relevant reports e.g. KPI metrics (where these are not being presented by other Library staff).

Ethics Committee

The Ethics Committee is *"responsible for advising Senate on the development, implementation and review of institutional procedures and guidelines relating to ethical issues. These issues can arise from teaching, research and other related institutional activities"*. As noted earlier, however, the Ethics Committee's terms of reference are currently under review and wider consideration is being given to how responsibilities for the full range of ethical issues relevant to the University, i.e. corporate and academic, are delegated. The Review Group is not fully aware of the University's current position on these matters but recommends that this Ethics Committee (perhaps renamed the 'Academic Ethics and Integrity Committee') covers all academic ethical issues,³¹ as specified in the terms of reference, and actively responds to the growing need for consideration of the ethical issues around teaching. Further, while outside the scope of the Review, it is recommended that a new University Ethics Advisory Committee is established as a Council Committee to take responsibility for non-academic ethical issues. It would be necessary to consider carefully the appropriate balance of academic and professional services staff representation on each Committee.

The Review Group's observations and recommendations for the Ethics Committee must be considered in the light that the Committee is actively under separate review. Overall, the Ethics Committee was found to meet with the appropriate frequency. Feedback shows a desire to facilitate more strategic discussion; there are certainly many important emerging strategic issues to address. Below are some observations that have led to recommendations that will enhance its effectiveness and its relationship with Senate, as well as create a new emphasis on active reporting:

- There is a lack of integration with Senate. There is a sense that information simply circulates between the Ethics Committee and its sub-committees rather than flowing up to Senate or down from Senate. The Review Group's recommendations relating to Senate and its Committees' report templates and annual reports to Senate for discussion in Part I of the Senate agenda should help to ensure better communications between Senate and the Ethics Committee, ensure that information is shared and that a summary of significant business and decisions is provided to Senate, thereby raising the visibility of the work of the Ethics Committee. Further, to create greater transparency and improve integration, it is recommended that there is a standing item on Senate agendas for the Chair of the Ethics Committee to report on key items of Committee business.
- The terms of reference for the Ethics Committee do not currently confer strategic responsibilities. It is recommended that the Ethics Committee refocuses its terms of reference to give a platform for consideration of strategic matters, and shifts the balance of operational matters to the Faculty/School Ethics Committees.
- Discussions with the Chair of the Ethics Committee clearly indicated the growing importance of integrity,³² rather than simply ethics. This is an essential factor of all academic activities and, therefore, it is recommended that the terms of reference are revised explicitly to include integrity and that the membership includes HR (relevant to integrity of staff-student relations) and teaching representation. Accordingly, it is recommended that 'integrity' is incorporated in the name of the Committee.
- Assuming the separate review of the Ethics Committee results in a separation of corporate and academic ethics with delegation being from Council and Senate, respectively, then it may not be necessary to have a lay member of Council as a member of the Ethics Committee. It is recommended that explicit consideration is given to the membership of the Ethics Committee to position it optimally for more strategic discussions and to foster better engagement of the student body (especially doctoral students). While arguably outside the scope of the Review, in view of the increased awareness and importance of research ethics and integrity and hence the

³¹ It is conceivable that, in time, teaching *and* research integrity and ethics may be best dealt with by separate teaching and research ethics committees.

³² CS Lewis: "integrity is doing the right thing when no one is looking."

significant workload for Department Research Ethics Officers, consideration should be given to always including this in departmental workload allocations.

Senate has responsibility for the establishment and award of awards and prizes for the encouragement of study and research. The [Awards and Prizes](#) document sets out the procedure for the establishment, award and amendment of Faculty/School and University awards and prizes. It is recommended that Senate's oversight of these procedures for staff and, separately, student awards and prizes are appropriately included within the University's new governance arrangements for ethics.

University Doctoral Studies Committee

As discussed above, there was found to be a confusion between the responsibilities of the University Doctoral Studies Committee and the Board of Studies (Doctoral), as well as a significant overlap in membership. Further issues identified are as follows:

- There is little visibility of strategic doctoral issues at Senate. The Review Group's recommendations relating to Senate and its Committees' report templates and annual reports to Senate for discussion in Part I of the Senate agenda should help to ensure better communications between Senate and the University Doctoral Studies Committee, ensure that information is shared and that a summary of significant business and decisions is provided to Senate, thereby raising the visibility of the work of the University Doctoral Studies Committee. The recommended report from the Pro-Vice-Chancellor (International and Doctoral) (alongside the other two Pro-Vice-Chancellors) at each Senate meeting provides an opportunity for significant issues and decisions from the University Doctoral Studies Committee to be raised with Senate.
- The terms of reference for University Doctoral Studies Committee have less overt focus on doctoral strategy than the Research Committee has on research strategy. For example: *"To oversee planning and policy development ... To approve the academic strategy for the Doctoral College....To work with the Faculties and the School to grow and innovate the University's doctoral provision."* However, it is *"responsible to Senate for strategic coordination [of doctoral study]"*. This lack of strategic focus on doctoral matters was also highlighted in the survey responses: little of the Committee's business originates from Senate; and there is a lack of targeted attention on doctoral provision, including doctoral taught units, across all levels of the University. Between the Board of Studies (Doctoral) and the University Doctoral Studies Committee, there is a distinct lack of strategic focus on doctoral activities. The University Doctoral Studies Committee is reviewing its terms of reference (March 2020) but it is recommended that there is a wider review of the University's doctoral strategy and the governance of the Doctoral College, including analysis of what is seen by some as increasing bureaucracy and staff burden, e.g. around PhD supervisory practices, to ensure proportionate and effective processes.
- Demarcations in responsibilities and membership of the Board of Studies (Doctoral) and the University Doctoral Studies Committee are needed to assist in operationalizing the governance of doctoral matters, to ensure good levels of attendance (the survey responses suggest that some members rarely attend) and appropriate student voice and professional services staff membership.
- There are two Pro-Vice-Chancellors on the University Doctoral Studies Committee; the rationale for this is unclear and may be historical, now reflecting changes in the composition and areas of responsibility of Pro-Vice-Chancellors. The Pro-Vice-Chancellor (International and Doctoral) is responsible for doctoral matters and for chairing the University Doctoral Studies Committee. The Pro-Vice-Chancellor (Research) is Vice-Chair of the Committee though he was not required to chair in 2019 and last attended in the absence of the Pro-Vice-Chancellor (International and Doctoral). Quite reasonably, given the need to reflect the University's research strategy, the Pro-Vice-Chancellor (Research) has responsibilities for the allocation of University PhD studentships – both the University Research Studentship Account (URSA) and Leveraged University Research Studentships (LURS) – but it is unclear whether the current arrangements

adequately reflect the important component that doctoral strategy comprises in the University's research strategy. The lack of clarity on doctoral versus research responsibilities risks concerns, for example around PhD supervisory practices and doctoral complaints procedures, falling between two stools. It is recommended, therefore, that the Research Committee is fully engaged in the recommended review of doctoral strategy and governance.

Recommendations from this section are summarized in section [R7.2 of Appendix 1](#).

10.3 Staff and Equality and Diversity Committees:

This cluster of Committees includes Senate Committees and Joint Council and Senate Committees, and some Committees that do not meet on a regular basis (Academic Staff Appeal Committee and Senior Academic Appointments Committee, Committee of the Office on the Vice-Chancellor, Committee on the Office of the Chancellor) and so meetings of these Committees were not observed as part of the Review, and nor was the Academic Staff Committee because of the sensitive nature of the discussions. From discussions with the Chairs, Secretaries to the Committee, and members of the relevant Committees, observation of meetings and review of paperwork, together with the survey of Committee members, an understanding of how these Committees function and their relationships to Senate has been formed.

Academic Staff Committee, Academic Staff Appeal Committee, Senior Academic Appointments Committee, Committee on the Office of the Vice-Chancellor, Committee on the Office of the Chancellor

The proposed changes recommended below ensure that Senate has oversight of all aspects related to academic staff probation and promotion, from probationary lecturers up to the appointment of the Vice-Chancellor (and the Chancellor in their non-academic role):

- It is important that Senate continues to set the consistent criteria for promotion of academic staff. Under the current Senate Statutes, there is no explicit reference to probation and promotion of academic staff; the recommended revised Senate Terms of Reference ([Appendix 2](#)) include "the appointment, probation and promotion of academic staff" explicitly.
- It is unclear how retention cases are currently dealt with in a timely and consistent manner and it is, therefore, recommended that procedures for reacting to circumstances where a member of academic staff has a competitive offer from another institution are reviewed, ensuring that Senate has appropriate oversight.
- Under the current Statutes, Senate has a responsibility to "To review from time to time the conditions of service and remuneration of all members of the Academic Staff and to make recommendations thereon to the Council." With current national pay bargaining for academic staff grades up to Reader, and Bath UCU securing the right for pay bargaining of the professoriate, having Senate review remuneration is no longer appropriate and, therefore, this wording is not used in the recommended revised Senate Terms of Reference. In these revised Terms of Reference, Senate's responsibilities include: "To determine and review regularly the policies and Regulations governing: ... (e) academic roles," which refers to a subset of 'conditions of service' of academic staff excluding, for example, salary.³³
- While the [Academic Staff Committee](#) plays a useful role, it does not necessarily operate as a Committee of Senate; Committee decisions (names of those passing probation or being promoted) are only ever noted at Senate, without any specific detail or further discussion. It is recommended that the Academic Staff Committee no longer operates as a formal Senate Committee and instead operates as a series of Faculty/School Boards, each chaired by the relevant Dean or designate, which would be responsible for approving probation decisions in

³³ <https://www.bath.ac.uk/guides/terms-and-conditions-academic-staff-grades-7-to-9/> and <https://www.bath.ac.uk/guides/terms-and-conditions-professors/>.

that Faculty/School, based on criteria set by Senate. Any probation applications not approved (extended or failed), as well as all applications for promotion could be reviewed by a central University 'Academic Staff Progression Board', according to the criteria set by Senate. This would ensure that probation decisions are made by those most familiar with the subject area, while providing consistency in the promotions process. In more detail:

- Professorial promotion applications would still go through a Faculty/School Board before submission for central University consideration, with enhanced monitoring and reporting of application at Faculty/School level.
- The 'Research Fellow Sub-Group' and 'Teaching Fellow Sub-Group' of Academic Staff Committee would no longer be needed as these categories of staff would be included in the proposed arrangements in the same way as other staff categories.
- The Faculty/School Boards and the University-level Academic Staff Progression Board would provide an annual report to Senate and the Equality and Diversity Committee, with an overview of probation and promotion decisions, including relevant equality and diversity data, as agreed by Senate.
- The Academic Staff Appeal Committee is valued as a Joint Council and Senate Committee but it is recommended that its terms of reference are modified to reflect the removal of the Academic Staff Committee and its sub-groups, and also to clarify the grounds for appeal that will be considered, e.g. procedural irregularities only.
- Further, it is recommended that the Joint Council and Senate Senior Academic Appointments Committee is discontinued. The procedures for these senior academic appointments should be agreed by Senate and Council but details of the job description, shortlisting and so on should be delegated to the selection committee, and appointments should be made directly by the selection committee, provided it has appropriate (for the post in question) representation from Council and Senate, e.g. at least one lay member of Council and at least one elected Senate member with delegated authority.
- While the Committee on the Office of the Vice-Chancellor and Committee on the Office of the Chancellor could be discontinued with these appointments dealt with in a similar way to senior academic appointments, the Vice-Chancellor and Chancellor are appointed infrequently and can probably withstand the formality and associated delays that can hinder more general senior academic appointments.
- It is recommended that the Academic Career Progression Framework and Principles document, which outlines the details for probation and promotion within the Education and Research Job Family, is updated to accommodate changes proposed by the Review.

Equality and Diversity Committee and Network

The Equality and Diversity Committee has the Equality and Diversity Network as a formal sub-committee. Issues and recommendations identified are as follows:

- There are no other University networks that are formal sub-committees, and feedback to the Review Group shows there is some confusion about the status of the Network. It is recommended that the Network becomes an informal network for sharing good practice and for discussing topics from the Equality and Diversity Committee. This will free up the Network from the need for formal terms of reference and minutes. It is, however, important to ensure that equality, diversity and inclusion issues are embedded into University business. The Review Group's recommendations relating to Senate and its Committees' report template ([Appendix 13](#)), with the inclusion of a section for an equality impact assessment, should help to ensure that the impact on equality, diversity and inclusion are considered for all items of business. It is recommended that the Equality and Diversity Committee is renamed the 'Equality, Diversity and Inclusion Committee'.
- Unlike the existing Senate Statutes, the recommended revised terms of reference for Senate include responsibilities for equality and diversity across a wide range of academic student and staff matters (see clauses 6 and 7 of the revised Senate Ordinances, [Appendix 2](#)).

- At the Equality and Diversity Committee meeting observed by members of the Review Group, it was noted by the Committee that its terms of reference are not appropriate, and that items from the Equality and Diversity Committee are rarely discussed at Senate. It was, therefore, agreed to convene a special Equality and Diversity Committee meeting at which the terms of reference would be discussed. At this special meeting, the Committee agreed to propose minor changes to its terms of reference for approval by Senate and Council.
- The manner in which the work of the Equality and Diversity Committee links to Senate and Council was also raised at this special meeting of the Committee. This was through an example where a paper from the Committee was modified by the Vice Chancellor's Group (precursor to University Executive Board) before going to Senate and Council. While this is unlikely to be a systemic issue, it is recommended that the Committee considers ways to improve its integration with Senate and Council in its minor changes to its terms of reference.
- The Review Group noted that the Equality and Diversity Committee has substantially fewer professional services staff supporting its activities than many of the other Senate Committees (e.g. Research and Innovation Services supporting the Research Committee; Academic Registry and the Centre for Learning and Teaching supporting Learning, Teaching and Quality Committee; and Human Resources supporting Academic Staff Committee). It is recommended that the Equality and Diversity Committee is reviewed to consider suitable professional services support to help the Committee meet its terms of reference without overburdening the Committee members for whom Committee membership is in addition to their main University roles.

Honorary Degrees Committee:

The Honorary Degrees Committee's terms of reference and membership are considered to be appropriate (acknowledging that it is recommended separately that the Students' Union President joins the Committee) to fulfil the Committee's responsibilities to Senate and Council.

It is recommended that Senate and Council provide guidelines to the Committee, reflecting the University's values, on who could be considered "*persons worthy of the conferment of an honorary degree and the appropriate degree for each such person.*" Strict criteria are not necessarily appropriate given the broad nature of the awards. The Review Group, therefore, endorses the formation by the Committee of a small working group to review the processes for receiving nominations and the criteria of awarding honorary degrees, which is underway (as of the start of March 2020).

Awards Committee and Ede and Ravenscroft Prize Committee (Staff):

The Review Group considered that the current practice of separating student and staff awards between different Committees continues, as these address distinct University constituencies and have very different criteria. The current practice of Senate agreeing on academic staff awards and their criteria is appropriate, along with a periodic review to ensure that the criteria continue to meet the University's expectations and values.

In practical terms, the current Committees run as a series of small groups with doctoral supervision awards decided separately from teaching awards and from the Ede and Ravenscroft research awards. It is recommended that the Awards and Ede and Ravenscroft (Staff) Committees are joined into a single 'Staff Awards Board' to ensure consistency, while Senate should continue to be responsible for the framework of its operation, diversity of membership, and to receive reports of decisions. It is recommended that the combined Staff Awards Board is no longer a formal Committee of Senate.

Recommendations from this section are summarized in section [R7.3 of Appendix 1](#).

10.4 Student Experience Committees:

The key issues identified by the Review Group with this cluster of Committees concern the Council/Senate/Students' Union (CSSU).

CSSU:

The Review Group found this Committee to be an important forum for allowing the student voice to be heard by senior management of the University and also Council members. However, there are several observations and recommendations:

- The Committee has responsibilities to *"discuss and make recommendations to Council and Senate on any matters affecting the student experience and on any other matters referred by Council, Senate or the Students' Union."* The agenda for this Committee is dominated by items for discussion proposed by the Students' Union covering a wide range of topics. The issues raised by students are often operational with financial implications, which means the reporting lines are not entirely appropriate as Senate and Council are largely unable to act on the reported issues. Additionally there are annual University reports on student data (disciplinary, appeals, complaints etc.), accommodation rent arrangements, and learning and teaching matters. Recently, nothing from the minutes of CSSU meetings (appearing under Part II of Senate agendas) has been raised at Senate for discussion, CSSU has not been asked to consider matters referred to it by Senate or Council, nor have recommendations gone from CSSU to Senate or Council. It is recommended that: CSSU reports to the University Executive Board on operational matters; Senate receives reports, including recommendations, for discussion on academic matters, including the student experience and student welfare; and Council receives regular reports on general CSSU matters. Further, it is recommended that Senate (and Council) consider whether there are topics that can be referred to CSSU for consideration.
- In part to help give CSSU a longer-term vision beyond annual Students' Union targets, it is recommended that the Vice-President (Student Experience) becomes a member of CSSU (rather than simply an attendee), possibly replacing the Pro-Vice-Chancellor (Learning and Teaching), and, assuming the Vice-Chancellor remains as Chair, that consideration is given to making the Students' Union President the Vice-Chair, perhaps jointly with the Vice-President (Student Experience). Further, it does not seem to be necessary for the second Students' Union executive member to be the Education Officer given the current broad scope of the Committee. Nor does it seem to be necessary for Senate to elect members to CSSU unless there are more volunteers than vacant positions on the Committee.
- The current terms of reference are very broad (*"any matters affecting the student experience and on any other matters referred by Council, Senate or the Students' Union"*) and, therefore, it is proposed that consideration is given to whether narrowing these would give greater focus and effectiveness. For example, it is recommended that consideration is given to amending the terms of reference to: *"discuss and make recommendations to Senate on any matters affecting the student experience, welfare, equality, diversity and inclusion."* This recommendation would move the Committee from a Joint Council and Senate Committee to a Senate Committee and would necessitate a change of name perhaps to the 'Student Experience and Welfare Committee'. A more extensive change would be to remove the CSSU in favour of University Executive Board's newly approved (24 March 2020) Student Experience Board.³⁴

Blues Committee, Chancellor's Prize Committee, Ede and Ravenscroft Prize (PGR) Committee:

As stated above, the current practice of separating consideration of student and staff awards is appropriate, as these have distinct University constituencies and criteria. The current practice of Senate agreeing on student prizes and their criteria is appropriate, along with a periodic review to ensure that the criteria continue to meet the University's expectations and values.

³⁴ The Student Experience Board was approved by UEB after the conclusion of the Review Group's work and this proposal is late addition to be considered as part of the consideration of the Review's recommendations.

As with staff awards, it is recommended that the Blues, Chancellor's Prize, and Ede and Ravenscroft Prize (PGR) Committees are joined into a single 'Student Awards Board' to ensure consistency, while Senate should continue to be responsible for the framework of its operation, diversity of membership and to receive reports of decisions, it is recommended that the combined Student Awards Board is no longer a formal Committee of Senate.

Recommendations from this section are summarized in section [R7.4 of Appendix 1](#).

10.5 Teaching, Curriculum Transformation, Course Approval and Quality Assurance Committees:

This cluster of Senate Committees includes some Committees that do not meet on a regular basis (e.g. Senate Appeals Committee and Student Academic Appeals Committee) and so meetings of these Committees were not observed as part of the Review. From discussions with the Chairs, Secretaries to the Committee, and members of the relevant Committees, observation of meetings and review of paperwork, together with the survey of Committee members (and in some cases non-members), an understanding of how these Committees function and their relationships to Senate (and, in some cases, to University Executive Board) has been formed.

Academic Programmes Committee and University Executive Board:

Consideration was given to approvals of new programme proposals. Currently there appears to be confusion and duplication between the Academic Programmes Committee and the University Executive Board, both of which consider strategic and resourcing matters related to proposals for new programmes (and withdrawal of programmes), ahead of detailed review and approval by the Courses and Partnerships Approval Committee.

In summer 2018, the previous Executive Board and Vice-Chancellor's Group were disbanded and a new University Executive Board (UEB) formed. This new UEB comprises members of the previous Vice-Chancellor's Group with the addition of some new members who are also members of the Academic Programmes Committee, namely the Chief Marketing Officer and the Deans. There is now significant overlap between UEB and Academic Programmes Committee membership with nine members of UEB also sitting on Academic Programmes Committee.

There are currently two main stages for receiving approval for new programmes: initial approval; and full approval (given by the Courses and Partnerships Approval Committee). The initial approval comprises three sub-stages including the Faculty/School Boards of Studies, UEB and Academic Programmes Committee. The key distinctions between the roles of UEB and Academic Programmes Committee appear to be that UEB focuses on the business case, which contains resource implications and market information, while the Academic Programmes Committee also considers the draft programme specification, external comments, success criteria, proposed leadership and delivery of the programme. It is recommended that the respective roles of UEB and Academic Programmes Committee in this process are reviewed and clarified, including:

- consideration of delegating some of UEB's decision-making responsibilities for new course approvals to Academic Programmes Committee, given the overlapping membership; and
- making the process for new programme approval more transparent, with the roles that each body takes more explicit.

Further, it is recommended that membership of the Academic Programmes Committee is reviewed in the light of the role clarifications with UEB recommended above, perhaps allowing an increase in academic representation on Academic Programmes Committee.

Academic Programmes Committee (APC), Curriculum Transformation Committee (CTC), Courses and Partnerships Approval Committee (CPAC) and Learning, Teaching and Quality Committee (LTQC):

There is potential for overlap between the three programme/course approval committees: APC, CPAC and CTC:

- APC is responsible *"to Senate for developing the portfolio of programmes and collaborative provision in line with the University strategy."*
- CTC is responsible for *"looking at proposals for courses designed or redesigned due to curriculum transformation."*
- CPAC is responsible for *"reviewing proposals for new or changed programmes, collaborative arrangements, student exchange arrangements and professional accreditations."*

However, the Review Group found that there are clear lines between them and overall the Committees are operating effectively.

The Curriculum Transformation Committee was set up to review (at scale) the newly designed and redesigned courses (within the 'curriculum transformation' framework³⁵) in parallel with APC and CPAC because of the volume of curriculum transformation work that is currently being undertaken. The Curriculum Transformation Committee is currently a Senate Committee but will cease to exist when the large-scale change programme has been completed. APC remains responsible for the approval of all new courses, and for amendments to existing courses where the proposed changes have a strategic impact, e.g. the withdrawal of a course or a change of title. In the context of the discussion above regarding the roles of UEB and APC in course approvals and withdrawals, it is recommended that UEB retains strategic decision-making responsibilities for the business cases, resource implications and market information, ahead of those proposals to be considered by APC.

With the current LTQC workload associated with curriculum transformation, some of its quality assurance reporting requirements have been suspended. The Review Group found this to be appropriate given as quality assurance reporting has become more risk-based and agile, and the activities involved are covered as part of the curriculum transformation process. The Associate Deans are currently seconded to CTC from CPAC, which has reduced the size of CPAC. The business of CPAC meetings has been streamlined with the delegation of responsibilities to individual members, who are assigned course proposals to evaluate and, through liaison with the course team, to raise questions in advance of Committee meetings. The Review Group found that CPAC undertakes and manages its work in an efficient and effective manner.

LTQC's remit, which is *"to develop and oversee the University's Education Strategy, for Senate approval, maintaining academic standards and enhancing our students' learning experience"* including *"to consider and determine the direction for staff development provision in support of quality of teaching, learning and assessment practice, academic guidance and learner support"* is appropriate. It was observed that, on occasion, it would be useful and within the terms of reference for matters of broad interest to the University, e.g. employability, apprenticeships, to also come to LTQC for consideration. It is recommended that consideration is given to including 'standards' in the title of the Committee, e.g. 'Education, Quality and Standards Committee'.

As discussed above in relation particularly to the Board of Studies (Doctoral) and the University Doctoral Studies Committee, there is a lack of clarity in relation to doctoral provision. This applies also to LTQC matters relating to the taught elements of doctoral provision, e.g. integrated PhDs. It is recommended that this aspect of doctoral provision is included within the remit of the recommended review of doctoral provision and governance.

³⁵ Curriculum Transformation is a University-wide curriculum redesign initiative, representing a phased change project "to deliver a curriculum that maintains the University's reputation for excellence in teaching and learning - producing students ready to navigate their future." <https://www.bath.ac.uk/projects/curriculum-transformation/>

Communications between LTQC and Senate were found to be generally good, with LTQC being kept informed of the progress and decisions taken by Senate on matters of interest to LTQC. However, some recent recommendations of LTQC (particularly relating to curriculum transformation) have been returned by Senate for reconsideration. This is, of course, an action that Senate should take when justified but there was feedback suggesting that Senate was on these occasions rerunning the LTQC discussions. This raises questions about the role of LTQC, whether LTQC has time to give sufficient consideration to all its business, and whether all stakeholders (e.g. academic departments via Faculty/School LTQCs) are consulted prior to Senate. There is a perception of a lack of genuine consultation and that LTQC may be dominated by certain individual interests. It is recommended that the membership of the LTQC is reviewed,³⁶ with consideration given to:

- the addition of Senate member(s) to LTQC to support integration;
- the balance of the contributions between members of the Committee, non-members of the Committee, student voice and observers at LTQC to ensure greater diversity and engagement of LTQC membership; and
- the efficacy of circulating papers to non-members rather than being in attendance.

LTQC handles a great deal of business, especially recently in the context of the curriculum transformation work, to discharge in a two-hour meeting. The two pre-meetings for each LTQC (one to set the agenda the other as a pre-meeting briefing) work well however the meeting often has many long and detailed papers, some circulated only a few days before the meeting, sometimes without executive summaries. Concerned were raised that minutes were not available in a timely fashion. LTQC has four sub-groups where more detailed discussions can take place before bringing recommendations to the Committee. Recently, LTQC has made use of email for discussions leading to a recommendation that is then taken to LTQC for further points to be raised and for ratification. This is considered to have been a good use of time, giving more time for discussion. It is recommended that more efficient use is made of the time within LTQC meetings by:

- ensuring timely circulation of papers ahead of meetings;
- ensuring the recommended report template, including an executive summary, recommendations, main issues and options, and next steps for actions and action owners, etc. is used; and
- making greater use of consultation, e.g. with Faculty/School LTQCs, possibly via email or collaborative tools, for detailed discussion, prior to LTQC meetings.

Disciplinary Committee, Senate Appeals Committee and Student Academic Appeals Committee:

The Appeals and Disciplinary Committee arrangements and processes were comprehensively reviewed in summer 2019 and these Committees are just beginning to work with these new arrangements. It was, therefore, not appropriate to review these further at this time. The comments from the online survey suggest that these Committees are now operating well and that they remain under review/development as the new regulations and procedures are embedded; points raised by the Chair of the Senate Appeals Committee should be considered in the ongoing review of disciplinary arrangements and processes. It recommended that consideration is given to changing the name of the Disciplinary Committee to reflect its student focus and full remit, e.g. 'Student Disciplinary and Misconduct Committee', and consideration could be given to extending to explicitly cover fitness to study and practice.

Recommendations from this section are summarized in section [R7.5 of Appendix 1](#).

³⁶ The University Librarian (a member of the Review Group) declared an interest but expressed the view that the Librarian should be considered for membership of LTQC.

10.6 Committee Secretariat, Operations and Structure:

The Review Group found that support for Senate and its Committees and Joint Committees is effective, albeit with requests for earlier circulation of papers to allow time for reading and discussion ahead of the meetings. There is a balance between extending the time taken for, say, new proposals to pass through the full approval process (which would be lengthened if the paper deadline for Senate were moved further ahead of the meeting date and supporting Committee dates were moved accordingly) and giving Senate members longer to read papers ahead of a meeting. The Review Group agreed that Senate should aim for papers to be available consistently one week in advance of a meeting, and noted that achieving this is largely dependent on timely provision of papers from authors to the secretariat.

It was noted that some of the Committees appear to have a low turnover of members, and that in some cases the numbers of people in attendance has proliferated, which risks defocussing discussions. Also, the Review Group learnt that a few of the Committees do not have an induction for new members. It is recommended that all new Committee members receive an induction to clarify expectations, roles, responsibilities and relationships between bodies.

It should be noted that some of the recommendations made in this Report will create additional initial and/or ongoing work for members of staff. Further, if, as recommended, some of the current Committees are no longer formal Committees of Senate, then the provision of servicing of the resulting informal committees and groups would need to be considered.

A summary of the recommended changes (shown in red text) to the Senate Committees and the Joint Council and Senate Committees is given by [Appendix 11](#) together with some high-level suggestions for Council Committees and UEB Boards/Committees.

Recommendations from this section are summarized in section [R7.6 of Appendix 1](#).

Appendix 1: Summary of Recommendations

RECOMMENDATIONS:

The principal recommendations are summarized below. Further detail on each of these recommendations is given in the body of the text where a cross-reference to the numbering below is given.

R1. PROVIDING ASSURANCE TO COUNCIL (§3):

- i. It is recommended that the University develops an OfS risk register, and an OfS conditions of registration 'governance matrix' ([Appendix 15](#)), which would allow the University to evidence comprehensively how it complies with the OfS conditions and allow Senate to provide greater assurance, transparency and clarity for Council.
- ii. It is recommended that Council receives a report at each of its meeting from Senate on OfS matters, including, for example, OfS reportable events, a compliance summary report and Access and Participation monitoring report.
- iii. It is recommended that the annual quality and standards report from Senate to Council is more closely aligned to the OfS conditions and requirements to monitor and evaluate progress towards Access and Participation Plan targets.
- iv. It is recommended that the report template for Senate and its Committees is modified to include a section entitled 'OfS Impact Assessment' ([Appendix 13](#)), which would allow Senate actively to take ownership of how the University complies with OfS conditions of registration via individual reports.
- v. It is recommended that members of Senate and its Committees ensure that they do not allow OfS considerations to narrow the range of their debates and continue to account for broader risks, opportunities and performance monitoring within their remit, as well as giving academic strategic direction.
- vi. It is recommended that consideration is given to: trialling some task-based joint workshops of Senate and Council to strengthen relations and shared understanding; and new members of Council observing a Senate meeting to become better informed on the nature of Senate's business and debate.

R2. KEY PERFORMANCE INDICATORS (KPIs) (§4):

- i. It is recommended that the OfS conditions of registration, particularly those associated with Access and Participation Plan targets, are added to the University's KPIs.
- ii. It is recommended that Senate determines a clear relationship between its lead and lag KPIs³⁷ and the University's academic strategy.
- iii. Because the University will be judged externally on publicly available benchmarked measures, it is recommended that these measures are used in the University's KPIs.
- iv. It is recommended that Senate's academic KPI monitoring and reporting is better informed by receiving the KPI information with set targets, year-on-year trends shown graphically, with the current year's performance RAG (red, amber, green) rated against relevant sector benchmarks, where available, with a commentary against red KPIs, and with principal KPI owners noted.

R3. SENATE TERMS OF REFERENCE (§5):

- i. It is recommended that the redrafted sections 18 and 19 of Statutes and section 9 of Ordinances ([Appendix 2](#)) are accepted by Senate and passed on to Council, perhaps as a first phase of a recommended broader review of the Statutes covering other areas of the University's activities, and that cross-references elsewhere in the Statutes to sections 18 and 19 are reviewed and amended accordingly prior to submission to the Privy Council for approval.
- ii. It is recommended that the current clause 19.33 of the Statutes: *"To take such steps as it thinks fit to control organisations of the Students"* is moved, in an appropriate form, from the

³⁷ Lead KPIs are those that might predict future success; lag KPIs those that measure past performance.

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functions of Senate to the functions of the Council, as required by clause 22 of the [Education Act 1994](#).

- iii. While formally outside the scope of the Review, it is recommended that Academic Assembly is reviewed with a view to improving academic staff engagement and to strengthen the relationship with Senate.

R4. AGENDA AND REPORTS ([APPENDIX 12 & 13](#)) (§7):

- i. For improved information sharing, particularly of early views on strategic matters, it is recommended that early-stage discussion papers are considered by Senate routinely, and that the agenda template for Senate meetings is revised to include standing items under Part I comprising short (under one page in length) written reports from: the Deputy Vice-Chancellor and Provost; the three Pro-Vice-Chancellors and the Vice-President (Student Experience); and the Students' Union (usually the President). It is recommended that neither the writing nor the presentation of these reports is delegated.
- ii. It is recommended that the agenda template for Senate meetings includes (under Part I) a report from Council to summarize the key areas of discussion and decisions made, and on occasion to request that Senate reviews a particular aspect of the University's academic activities.
- iii. To clarify the role and responsibilities of elected members of Senate, an additional note is recommended for the preamble to the Senate agenda that reiterates the role of elected members of Senate, as recommended separately in the revised terms of reference for Senate (see clause 9 of the recommended revised Senate Ordinances; [Appendix 2](#)).
- iv. It is recommended that the Senate agenda template is updated such that the listings of Committees presenting minutes are align with the agreed changes to Senate and Joint Committees resulting from the recommendations of this Review.
- v. On a schedule laid out in the forward plan of business for Senate, it is recommended that each Senate and Joint Committee provides an annual report of significant business and decisions for discussion in Part I of the Senate agenda.
- vi. It is recommended that the report template for Senate (and Senate and Joint Committees) is updated in order to: improve the flow of information between bodies; enhance the effectiveness of discussion and decision making; to take a more risk-based approach; and to embed key cross-cutting themes, such as equality, diversity and inclusion, across all of Senate's business.

R5. RESERVED BUSINESS (§8):

- i. It is recommended that Senate Committees, Boards of Studies and Boards of Examiners should retain reserved business excluding student members but Senate itself (and the Joint Council and Senate Committees) would provide papers relating to reserved areas of business to student members and not require student members to withdraw from discussions of these matters. It is recommended that Secretaries ensure that reserved minutes do not progress to Senate unless suitably redacted.

R6. OTHER SENATE OPERATING ARRANGEMENTS (§9):

- i. It is recommended that the Standing Orders of Senate are aligned with any accepted recommended changes to Statutes and Ordinances relating to Senate, and to changes in Senate's Committees and Joint Council and Senate Committees.
- ii. It is recommended that the procedural rules (linking to the Standing Orders of Senate) are visible on each relevant Committee webpage.
- iii. It is recommended that the Scheme of Delegation for Senate is updated to align with any accepted recommendations on future Senate Committees and Joint Council and Senate Committees. It is recommended that the following amendments to Part 2 of the Scheme of

Appendix 1: Summary of Recommendations

Delegation for Senate, are made to delegations from Senate to the Vice-Chancellor and other officers:

- Page 2: remove the reference to "Annual Monitoring Statement approval (to Vice-Chancellor)".
 - Page 2: amend delegation of "Calendar of meetings" from University Secretary to Head of Strategic Governance.
 - Page 2: add an item on "Routine editorial changes to Student Regulations" delegated to the Director of Academic Registry in consultation with the Secretary to Senate.
 - Page 4: amend the reference to "Routine editorial changes to IMCA document" to ""Routine editorial changes to IMC reference documents".
 - Page 9: amend references to "University Research Students Committee" and "Faculty/School Research Students Committees" to "University Doctoral Studies Committee".
 - Page 10: amend "Research and Development Support Office" to "Research and Innovation Services".
- iv. It is recommended that as part of the induction of new members to Senate they are introduced to Council's members and business, and opportunities for Senate and Council members to interact beyond the induction period are increased.
- v. As Council has done and in support of the University's environmental sustainability strategy, it is recommended that Senate considers how it could move to "digital by default", i.e. a position where all circulations are in electronic format, unless a request for a paper copy is submitted in advance.
- vi. Once the recommendations have been completed, it will be necessary to undertake a thoroughgoing refresh of the University's webpages and documents relevant to Senate and its Committees and Joint Committees of Council and Senate.

R7. SENATE COMMITTEES AND JOINT COUNCIL AND SENATE COMMITTEES (§10):

R7.1 Boards of Studies (§10.1)

- i. It is recommended that the terms of reference for the Faculty/School Boards of Studies are reviewed in consultation with the Chairs, Secretaries and Academic Registry to bring them into line with appropriate current practice, e.g. on scrutiny of marking, and allow for more consistent chairing.
- ii. Taking advantage of the broad membership of the Faculty/School Boards of Studies, it is recommended that they operate to their full revised terms of reference and discharge their responsibilities around academy strategy fully; Senate should seek the advice of the Boards of Studies on matters of academic strategy.
- iii. Given the overlap in membership and the lack of clarity on where responsibilities for doctoral academic strategy lie in practice, it is recommended that consideration is given to whether the Board of Studies (Doctoral) and University Doctoral Studies Committee are working as intended when they were introduced.
- iv. It is recommended that the terms of reference for the Board of Studies (Doctoral) are reviewed, alongside the wider governance of the Doctoral College, including consideration of the responsibilities and membership of the Board of Studies (Doctoral) in the context of those of the University Doctoral Studies Committee (both Senate Committees), and of the terms of reference for the Faculty/School Doctoral Studies Committees.

R7.2 Research, Ethics and University Doctoral Studies Committees (§10.2)

- i. It is recommended that the proposed report from the Pro-Vice-Chancellor (Research) at each Senate meeting includes significant issues and decisions from the Research Committee.
- ii. It is recommended that a light-touch review of the terms of reference of the Research Committee is conducted by the Committee to explicitly reference the Knowledge Exchange Framework and otherwise update.

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- iii. It is recommended that consideration is given to changing the name of the Research Committee to the 'Research and Knowledge Exchange Committee'.
- iv. It is recommended that the Research Committee updates its composition to streamline the contribution across relevant areas of Professional Services and to ensure this is in line with the strategic focus of the Committee.
- v. To enhance strategic development, it is recommended the Chair of the Research Committee considers:
 - o using an annual forward plan to give strategic focus to a subset of the meetings each year to identify and explore issues; and
 - o making greater use of Associate Deans (Research) and relevant other members and appropriate non-members, in the form of temporary working groups, in between Research Committee meetings.
- vi. It is recommended that the Ethics Committee covers all academic ethical issues and actively responds to the growing need for consideration of the ethical issues around teaching. While outside the scope of the Review, it is recommended that a new University Ethics Advisory Committee is established as a Council Committee to take responsibility for non-academic ethical issues. It would be necessary to consider carefully the appropriate balance of academic and professional services staff representation on each Committee, and whether it would be necessary to have a lay member of Council as a member of the academically focussed Ethics Committee.
- vii. It is recommended that the Ethics Committee refocuses its terms of reference to give a platform for consideration of strategic matters, and shifts the balance of operational matters to the Faculty/School Ethics Committees.
- viii. It is recommended that explicit consideration is given to the membership of the Ethics Committee to position it optimally for more strategic discussions and to foster better engagement of the student body (especially doctoral students).
- ix. It is recommended that the terms of reference of the Ethics Committee are revised explicitly to include 'integrity' and that the membership includes HR (relevant to integrity of staff-student relations) and teaching representation, and that 'integrity' is incorporated in the name of the Committee, e.g. the 'Academic Ethics and Integrity Committee'.
- x. It is recommended that there is a standing item on Senate agendas for the Chair of the Ethics Committee to report on key items of Ethics Committee business.
- xi. It is recommended that Senate's oversight of the Awards and Prizes procedures for staff and, separately, student awards and prizes are appropriately included within the University's new governance arrangements for ethics.
- xii. It is recommended that the proposed report from the Pro-Vice-Chancellor (International and Doctoral) at each Senate meeting includes significant issues and decisions from the University Doctoral Studies Committee.
- xiii. Allied to the recommendation above, it is recommended that there is a wider review of the University's doctoral strategy and the governance of the Doctoral College, including:
 - o analysis of what is seen by some as increasing bureaucracy and staff burden, e.g. around PhD supervisory practices, to ensure proportionate and effective processes;
 - o clarification of demarcations in responsibilities and membership of the Board of Studies (Doctoral) and the University Doctoral Studies Committee to assist in operationalizing the governance of doctoral matters, to ensure good levels of attendance, appropriate student voice and professional services staff membership; and
 - o full engagement with the Research Committee to reflect the important component that doctoral strategy comprises in the University's research strategy, to demark and assign responsibility for aspects of doctoral studies, for example around PhD supervisory practices and doctoral complaints procedures.

Appendix 1: Summary of Recommendations

R7.3 Staff and Equality and Diversity Committees ([§10.3](#))

- i. It is recommended that timely and consistent procedures for reacting to circumstances where a member of academic staff has a competitive offer from another institution are reviewed, ensuring that Senate has appropriate oversight of such retention cases.
- ii. To enhance input of local expert knowledge and University-wide consistency, it is recommended that the Academic Staff Committee no longer operates as a formal Senate Committee and instead operates as a series of Faculty/School Boards, each chaired by the relevant Dean or designate, responsible for approving probation decisions in that Faculty/School, based on criteria set by Senate. Any probation applications not approved (extended or failed), as well as all applications for promotion would be reviewed by a central University 'Academic Staff Progression Board', according to the criteria set by Senate. In more detail:
 - o Professorial promotion applications would still go through a Faculty/School Board before submission for central University consideration, with enhanced monitoring and reporting of application at Faculty/School level.
 - o The 'Research Fellow Sub-Group' and 'Teaching Fellow Sub-Group' of Academic Staff Committee would no longer be needed as these categories of staff would be included in the proposed arrangements in the same way as other staff categories.
 - o The Faculty/School Boards and the University-level Academic Staff Progression Board would provide an annual report to Senate and the Equality and Diversity Committee, with an overview of probation and promotion decisions, including relevant equality and diversity data, as agreed by Senate.
- iii. The Academic Staff Appeal Committee is valued as a Joint Council and Senate Committee but it is recommended that its terms of reference are modified to reflect the removal of the Academic Staff Committee and its sub-groups, and also to clarify the eligible grounds for appeal, e.g. procedural irregularities only.
- iv. It is recommended that the Joint Council and Senate Senior Academic Appointments Committee is discontinued, with instead the procedures for these senior academic appointments agreed by Senate and Council but details of the job description, shortlisting and so on delegated to the selection committee, and appointments should be made directly by the selection committee, provided it has appropriate (for the post in question) representation from Council and Senate, e.g. at least one lay member of Council and at least one elected Senate member with delegated authority.
- v. It is recommended that the [Academic Career Progression Framework and Principles](#) document, which outlines the details for probation and promotion within the Education and Research Job Family, is updated to accommodate changes proposed by the Review.
- vi. It is recommended that the Equality and Diversity Network becomes an informal network for sharing good practice and for discussing topics from the Equality and Diversity Committee.
- vii. It is recommended that the Equality and Diversity Committee is renamed the 'Equality, Diversity and Inclusion Committee', and the Committee considers ways to improve its integration with Senate and Council as part of the minor changes the Committee has agreed (February 2020) to make to its terms of reference for approval by Senate and Council.
- viii. It is recommended that support for the Equality and Diversity Committee is reviewed to consider suitable professional services support to help it meet its terms of reference without overburdening the Committee members.
- ix. It is recommended that the President of the Students' Union is added to the membership of the Honorary Degrees Committee.
- x. It is recommended that Senate and Council provide guidelines to the Honorary Degrees Committee, reflecting the University's values, on who could be considered "*persons worthy of the conferment of an honorary degree and the appropriate degree for each such person.*" The Review Group, therefore, endorses the formation by the Committee of a small working group to

Appendix 1: Summary of Recommendations

review the processes for receiving nominations and the criteria of awarding honorary degrees, which is underway (as of the start of March 2020).

- x. It is recommended that the Awards and Ede and Ravenscroft (Staff) Committees are joined into a single 'Staff Awards Board' (no longer a formal Committee of Senate) to ensure consistency, while Senate should continue to be responsible for the framework of its operation, diversity of membership, and to receive reports of decisions.

R7.4 Student Experience Committees (§10.4)

- i. It is recommended that: CSSU reports to the University Executive Board on operational matters; Senate receives reports, including recommendations, for discussion on academic matters, including the student experience and student welfare; and Council receives regular reports on general CSSU matters. Further, it is recommended that Senate (and Council) consider whether there are topics that can be referred to CSSU for consideration.
- ii. In part to help give CSSU a longer-term vision beyond annual Students' Union targets, it is recommended that the Vice-President (Student Experience) becomes a member of CSSU (rather than simply an attendee), possibly replacing the Pro-Vice-Chancellor (Learning and Teaching), and, assuming the Vice-Chancellor remains as Chair, that consideration is given to making the Students' Union President the Vice-Chair, perhaps jointly with the Vice-President (Student Experience).
- iii. It is recommended that consideration is given to whether it is necessary for the second Students' Union executive member to be the Education Officer (given the current broad scope of the Committee); nor does it seem to be necessary for Senate to elect members to CSSU unless there are more volunteers than vacant positions on the Committee.
 - It is recommended that consideration is given to focussing the terms of reference of CSSU to: *"discuss and make recommendations to Senate on any matters affecting the student experience, welfare, equality, diversity and inclusion,"* moving the Committee from a Joint Council and Senate Committee to a Senate Committee and necessitating a change of name perhaps to the 'Student Experience and Welfare Committee'. Further, in the light of the recommendations above on CSSU and the University Executive Board's newly approved (24 March 2020) Student Experience Board,³⁸ it is recommended that discontinuation of CSSU is considered.
- iv. It is recommended that the Blues, Chancellor's Prize, and Ede and Ravenscroft Prize (PGR) Committees are joined into a single 'Student Awards Board' (no longer a formal Committee of Senate) to ensure consistency, while Senate should continue to be responsible for the framework of its operation, diversity of membership, and to receive reports of decisions.

R7.5 Teaching, Curriculum Transformation, Course Approval and Quality Assurance Committees (§10.5)

- i. It is recommended that the respective roles of the University Executive Board (UEB) and Academic Programmes Committee (APC) in the programme approval and withdrawal processes are reviewed and clarified, including:
 - o UEB retaining strategic decision-making responsibilities for the business cases, resource implications and market information, for new programmes and strategically revised programmes coming through the curriculum transformation process, ahead of APC approval;
 - o consideration of delegating some of UEB's decision-making responsibilities for new course approvals and withdrawals to APC, given the overlapping membership; and
 - o making the processes for programme approval and withdrawal more transparent, with the roles that each body takes more explicit.

³⁸ The Student Experience Board was approved by UEB after the conclusion of the Review Group's work and this proposal is late addition to be considered as part of the consideration of the Review's recommendations.

Appendix 1: Summary of Recommendations

- ii. It is recommended that membership of the APC is reviewed in the light of the role clarifications with UEB recommended above, perhaps allowing an increase in academic representation on Academic Programmes Committee.
- iii. It is recommended that consideration is given to including 'standards' in the title of the Learning, Teaching and Quality Committee, e.g. 'Education, Quality and Standards Committee'.
- iv. It is recommended that the role of Learning, Teaching and Quality Committee (LTQC) in approval of doctoral provision, i.e. matters relating to the taught elements of doctoral provision, e.g. integrated PhDs, is included within the remit of the recommended review of doctoral provision and governance.
- v. It is recommended that the membership of the LTQC is reviewed, with consideration given to:
 - o the addition of Senate member(s) to LTQC to support integration;
 - o the balance of the contributions between members of the Committee, non-members of the Committee, student voice and observers at LTQC to ensure greater diversity and engagement of LTQC membership; and
 - o the efficacy of circulating papers to non-members rather than being in attendance.
- vi. It is recommended that more efficient use is made of the time within LTQC meetings by:
 - o ensuring timely circulation of papers ahead of meetings;
 - o ensuring the recommended report template, including an executive summary, recommendations, main issues and options, and next steps for actions and action owners, etc. is used; and
 - o making greater use of consultation, e.g. with Faculty/School LTQCs, possibly via email or collaborative tools, for detailed discussion, prior to LTQC meetings.
- vii. It is recommended that consideration is given to changing the name of the Disciplinary Committee to reflect its student focus and full remit, e.g. 'Student Disciplinary and Misconduct Committee', and consideration could be given to extending to explicitly cover fitness to study and practice.

R7.6 Committee Secretariat, Operations and Structure (§10.6)

- i. It is recommended that Senate and its Committees provide papers consistently one week in advance of a meeting; it is noted that achieving this is largely dependent on timely provision of papers from authors to the secretariat.
- ii. It is recommended that Committees maintain a healthy turnover of members and the numbers of people in attendance is limited to maintain focussed discussions.
- iii. It is recommended, where not already the case, that all new Committee members receive an induction to clarify expectations, roles, responsibilities and relationships between bodies.

Appendix 2: Revised Senate Statutes and Ordinance – Terms of Reference

Recommended revised section 18 of the Statutes:

1. The Senate shall consist of the persons as specified by the Ordinances.
2. The Vice-Chancellor shall be ex officio Chair of the Senate.

Recommended revised section 19 of the Statutes:

1. The Senate shall be responsible for the academic work of the University, consistent with Article 13 of the Charter, and in particular for the strategic development of the academic activities of the University and for the approval of policies to promote and ensure the quality and standards of the academic work of the University including teaching, research, and knowledge exchange.
2. The Senate shall report to the Council on any matters referred to the Senate by Council, and discuss, declare an opinion and make recommendations to the Council on any matter of interest to the University, including on matters relating to the Ordinances in accordance with Article 23 of the Charter. [19.38-39, 19.9]³⁹
3. In accordance with Article 21 of the Charter, the Senate may recommend to the Council that it makes Statutes amending, adding to or repealing the Statutes then in force. [19.41]
4. In accordance with Article 29 of the Charter, the Senate may jointly with Council recommend Special Resolutions to the Court. [19.8]
5. The Senate shall assure Council of the academic standards and quality of education leading to the University of Bath degree awards and qualifications, and other educational provision. [~19.1]
6. The Senate has authority to make such Regulations, in accordance with Article 24 of the Charter, as are necessary to fulfil the powers, duties and functions of the Senate as set out in the Ordinances. [~19.10]

Recommended revised section 9 of the Ordinances:

Powers, Duties and Functions:

1. Subject to the Charter, Statutes and Ordinances, the Senate is the principal body responsible to the Council for the strategic development of the academic activities of the University, including teaching, research, and knowledge exchange, and the regulation, governance, standards and quality assurance of the academic work of the University. Its responsibilities include:
 - i) To determine and review regularly the policies and Regulations governing: (a) the University's programmes leading to degree awards and qualifications, and other educational provision; (b) the conduct of research and also knowledge exchange; (c) the ethical conduct of academic activities; (d) the appointment, probation and promotion of academic staff; (e) academic roles; and (f) the welfare and discipline of students.
 - ii) To ensure that the University is compliant with all relevant external regulatory requirements insofar as they concern its responsibilities under the Charter, the Statutes and the Ordinances.

³⁹ The existing clauses of section 19 of the Statutes reflected by this redrafting.

Appendix 2: Revised Senate Statutes and Ordinance – Terms of Reference

- iii) To develop the academic strategies of the University and to scrutinise the academic (teaching, research, and knowledge exchange) strategic plans of any part of the University and make recommendations to the Council for approval.
 - iv) To raise issues of major and strategic academic importance and risk to the University.
 - v) To approve policies to support and foster academic freedom in relation to the academic activity of the University and to report to the Council on matters of concern in relation to the provision of academic freedom.
 - vi) To exercise all such powers, duties and functions as are or may be conferred on the Senate by the Charter, these Statutes or the Ordinances.
 - vii) To make representation to the Council on all Statutes or Ordinances or proposed changes of the Statutes or the Ordinances and on any academic matter.
2. The Senate has authority to make such Regulations as are necessary to fulfil its powers, duties and functions.
3. The Senate may delegate any of its functions, duties and powers (other than its power to make Regulations and provide effective oversight of the University's Quality Assurance processes) to committees appointed by it or to its officers as it sees fit, and such committees and individuals may further delegate unless the Senate has provided to the contrary.

Powers:

4. The specific powers of Senate include:
- i) To institute, and regulate schemes of study and examinations leading to, Degrees, Diplomas, Certificates and other academic awards of the University, and grant such to persons who have satisfied the conditions of the award thereof as prescribed in these Ordinances.
 - ii) To institute and then, after consideration jointly by the Council and the Senate, grant Honorary Degrees.
 - iii) To recommend to the Council the names of persons, who in the opinion of the Senate, should be deprived of any Degrees, distinctions or titles, Diplomas or Certificates, conferred on or granted to them by the University, and from whom all privileges connected therewith should be withdrawn.
 - iv) To oversee, and to determine from time to time by means of Regulation, policies and procedures for student health, wellbeing and fitness to study, conduct and disciplinary matters, fitness to practise and professional suitability, academic misconduct, academic appeals and students' complaints, and delegate associated operational responsibilities to relevant academic sections and professional services departments of the University.
 - v) Subject to section Statute 27,⁴⁰ to suspend, discipline, exclude or expel any student in accordance with the provisions of any Regulation from time to time made under this Ordinance.

⁴⁰ Section 27 of the Statutes – Appeals by Students – could be removed from, or reduced in, the Statutes in favour of the Ordinances to enable amendments to be made more easily. Section 28 of the Statutes – Procedure – relating to reserved business should be reviewed as well.

Appendix 2: Revised Senate Statutes and Ordinance – Terms of Reference

- vi) To confer the titles of Emeritus Professor, Honorary Professor, Reader or Lecturer, or other such titles.
- vii) To institute, subject to any conditions acceptable to the Senate, Fellowships, Studentships, Scholarships, Exhibitions, Bursaries, Prizes and other such grants, for the encouragement of study and research; and to determine the times, modes and conditions of competition and to examine for and award the same, or to delegate these powers.
- viii) To institute an academic (including teaching and research) ethics framework to maintain schemes to ensure ethical conduct and academic integrity within the University meet the University's standards and external standards where required.
- ix) To formulate, modify or revise schemes for the organisation of teaching and research via academic sections of the University, and review from time to time the working of such schemes. The Senate may also make recommendations to the Council to institute, combine or discontinue any academic (teaching or research) sections of the University.
- x) To review, amend, refer back or to disallow any act of any academic section of the University.
- xi) To establish Committees and Joint Committees of the Senate as required.
- xii) To prescribe the academic dress to be worn by the Officers and Members of the University, and the occasions on which it shall be worn; and to determine the form and conduct of all academic ceremonies.
- xiii) To appoint and elect members of the Senate to be members of the Court and the Council as provided for under sections 13 and 16 of the Statutes.
- xiv) To co-opt members of the Senate as provided for in these Ordinances.
- xv) Except as otherwise provided, to appoint representatives of the University to other bodies.
- xvi) To elect members to the Joint Committees referred to in section 3 of the Statutes regarding appointment of the Chancellor.
- xvii) Jointly with the Council, to agree the procedures for the appointment and renewal of the Vice-Chancellor, Deputy Vice-Chancellor and Provost, Pro-Vice-Chancellors, Vice-Presidents with an academic remit, Faculty Deans and School Dean, and Heads of Department and Division.⁴¹

Duties and Functions:

5. The specific duties and functions of the Senate include to regulate all academic matters affecting the academic policy of the University, considering and approving recommendations from the Senate Committees regarding:

⁴¹ It is recommended that the Senior Academic Appointments Committee is disbanded, in which case these appointments would be made directly by a selection committee, with appropriate (for the post in question) representation from the Council and the Senate, i.e. at least one Council member and at least one elected Senate member [compare with clauses 19.6 & 19.7 of the Statutes]. Various sections of the Statutes (including sections 5, 7 and 8) will need to be reviewed to accommodate more straightforward appointment processes for senior academic roles and removal of the Senior Academic Appointments Committee.

Appendix 2: Revised Senate Statutes and Ordinance – Terms of Reference

- i) The introduction and withdrawal of new modules or programmes of study leading to the award of a University Certificate, Diploma or Degree of the University.
 - ii) The entrance and continuation requirements for programmes of study and research within the University.
 - iii) The conduct of assessments and examinations, including issues relating to mitigating circumstances and re-assessment opportunities, and rescinding any award that may have been made to a person who subsequently qualifies for a higher award within the same scheme of study (where a scheme of study provides for more than one academic award).
 - iv) The appointment of internal and external examiners and to determine their conditions of appointment and service.
 - v) The determination of the conditions under which and the extent, if any, to which periods and programmes of study and examinations passed at other universities, places of learning and other institutions, may be regarded as equivalent to periods and programmes of study, assessment and examinations in the University.
 - vi) The recommendation or reporting to the Council on any financial implications of the academic policy of the University, accounting for the views of the academic areas of the University concerned.
 - vii) The training and development of staff charged with: (a) teaching, assessing course work and examining students, including graduate teaching assistants and research fellows; (b) postgraduate research student supervision; (c) the technical or administrative support of teaching; (d) personal tutoring; (e) welfare support for students; and (f) investigating complaints, appeals and student misconduct and chairing or serving as a member of the associated hearing panels.
 - viii) The arrangements for the tuition, supervision, assessment, welfare and discipline of students studying at another institution as part of their University programme of study.
 - ix) The establishment or termination of collaborative academic partnerships (teaching or research) with other bodies in the UK or abroad.
 - x) The scheduling and reporting of periodic reviews of taught programmes (undergraduate and postgraduate) and postgraduate research programmes and the appointment of the chairs and members of the review panels.
6. The Senate shall scrutinise academic performance against student-related (undergraduate, postgraduate taught and postgraduate research) measures of success relating, for example, to the following matters and investigate any arising risk and matters of concern: student recruitment, retention and completion rates; graduate outcomes; equality and diversity in the student populations, including issues relating to widening access; uptake of bursaries and scholarships; student complaints, appeals and student misconduct; and student survey data.
 7. The Senate shall scrutinise academic performance against academic staff-related measures of success relating, for example, to the following matters and investigate any arising risk and matters of concern: teaching, research and knowledge exchange performance; equality and diversity in the academic staff population; recruitment, retention and career progression of academic staff; academic staff training, misconduct and appeals; academic staff awards and recognition; and staff survey data.

Appendix 2: Revised Senate Statutes and Ordinance – Terms of Reference

Composition:

8. The Senate shall consist of the following ex officio members:
 - i) The Vice-Chancellor (Chair of the Senate); (1)
 - ii) The Deputy Vice-Chancellor and Provost; (1)
 - iii) The Pro-Vice-Chancellors: International and Doctoral; Learning and Teaching; and Research; (3)
 - iv) The Vice-President (Student Experience); (1)
 - v) The Faculty Deans and School Dean; (4)
 - vi) The Chair of the Academic Assembly; (1)
 - vii) The President of the Students' Union, the Education Officer and Postgraduate Officer of the Students' Union;⁴² (3)
9. The Senate shall elect members, as follows, from across the University to reflect the constituent parts of the University. Elected members will bring their individual experiences and expertise to the Senate while having the duty to represent the University's interests as a whole.
 - i) There shall be 12 Professors of the Academic Assembly with no fewer than two from each Faculty and School elected in accordance with these Ordinances by the members of the Academic Assembly. (12)
 - ii) There shall be 12 non-professorial members of the Academic Assembly with no fewer than two from each Faculty and School elected in accordance with these Ordinances by the members of the Academic Assembly. (12)
 - iii) One student elected by the Students' Union from among its members. (1)
10. The Senate may co-opt up to two members from the Academic Assembly.
11. The terms of membership are as follows:
 - i) Ex officio members shall remain members only while holding the offices that entitled them to become members.
 - ii) Apart from the elected student member, elected members shall remain members (even if promoted to category 9i from another category) until the end of the third year following their election (or for such shorter period as the Senate may determine) and shall be eligible for re-election for one further term not exceeding three years. Thereafter, such a member shall not be re-elected for membership without one year's break in membership.
 - iii) An elected student member shall hold office for one year and shall be eligible for re-election.
 - iv) A co-opted member shall hold the office for one year and shall be eligible for re-appointment.

⁴² Note that student members have not previously been considered to be part of the ex officio group of members.

Appendix 2: Revised Senate Statutes and Ordinance – Terms of Reference

- v) A member of the Senate may resign at any time by writing addressed to the Secretary to Senate.
12. The election and appointment of members to the Senate shall be governed as follows:
- i) Persons eligible to be elected are full members of the Academic Assembly.
 - ii) A casual vacancy among the elected members of the Senate may be filled (for the remainder of the original membership term) by the body that elected the member whose place has become vacant.
 - iii) Assuming there is an elected vacancy, an election shall be held once in each year.
 - iv) For members to be elected from the Academic Assembly, the Secretary to Senate shall give notice of the number and nature of vacancies to all members of the Academic Assembly that seconded nominations for election to the relevant categories are to be submitted to the Secretary to Senate not later than a specified date. Staff may suggest themselves for election but require both a separate proposer and seconder, all of whom must be eligible to vote. After receipt of nominations the Secretary to Senate shall provide voting instructions.
 - v) For the avoidance of doubt, all members of the Academic Assembly are eligible to vote for all vacancies within categories 9i and 9ii.
 - vi) Members of the Academic Assembly have one vote per vacancy within categories 9i and 9ii. Where there is more than one vacancy in one category, namely within 9i or 9ii and from a single Faculty or School, then the relevant candidates with the sequentially highest numbers of votes shall be elected to fill the vacancies.
 - vii) The votes for members of the Senate elected by the Academic Assembly shall be counted under the direction of the Secretary to Senate. If there is a tie, this will be resolved by drawing lots.
 - viii) The elected student member shall be elected by a campus vote.
 - ix) If one or more of the vacancies is for an elected member to serve for less than the full term, then the person with the lowest number of votes among those elected shall serve for the shortest period.
 - x) A casual vacancy may be filled by the eligible candidate with next highest number of votes, if there has been an election in the previous six months.

Appendix 3: Existing Senate Statutes

University of Bath, Statutes: The Senate

SECTION 18 - The Senate

18.1 The Senate shall consist of the following persons:

(a) EX OFFICIO MEMBERS

(i) The Vice-Chancellor, the Deputy Vice-Chancellor, the Pro-Vice-Chancellors, the Chairs of Boards of Studies, the University Librarian and the Chair of the Academic Assembly.

(ii) The holders of such other offices in the University as may from time to time be prescribed in the Ordinances provided that the number of ex officio members does not exceed fifteen.

(b) ELECTED MEMBERS

(i) Not more than twelve Professors elected in accordance with the Ordinances.

(ii) Such members elected from the Academic Assembly by the non-professorial members of the Academic Assembly as shall constitute one-third of the total membership of the Senate (or the nearest whole number less than one-third) in accordance with the Ordinances; provided that if any Professors are so elected their number shall not exceed three.

(c) CO-OPTED MEMBERS

Not more than four members co-opted from members of the Academic Staff.

(d) STUDENT MEMBERS

The President for the time being of the Students' Union. Three other members elected by the Students' Union from among its members in accordance with the Ordinances.

18.2

(a) An ex officio member shall remain a member only while holding the office by virtue of which he or she became a member.

(b)(i) A member elected in accordance with paragraph 1 (b) (i) of this Section shall hold office until the end of the third year following his or her election (or for such shorter period as the Senate may determine) and shall be eligible for re-election.

(ii) A member elected in accordance with paragraph 1 (b) (ii) of this Section shall hold office until the end of the third year following election (or for such shorter period as the Senate may determine) and shall be eligible for re-election for one further term not exceeding three years. Thereafter such a member shall not be eligible for re-election until one year has elapsed from the date of completion of the term of membership.

(c) A Student Member shall hold office for one year and shall be eligible for re-election.

18.3 The Vice-Chancellor shall be ex officio Chair of the Senate.

18.4 A casual vacancy among the Elected or Co-opted or Student Members of the Senate may be filled by the body which elected or co-opted the member whose place has become vacant, provided that any person elected or co-opted to fill a casual vacancy shall be elected or co-opted for the remainder of the period for which the person whose place has become vacant was elected or co-opted.

18.5 A member of the Senate may resign at any time by writing addressed to the Senate.

Appendix 3: Existing Senate Statutes

Senate Terms of Reference, Procedural Rules and Resources

Approved by Privy Council in 1966, revised in 2000, and 2009.

The functions of Senate are as follows:

19.1 To direct and regulate all instruction and teaching of the university, both internal and external and extra-mural and the examinations held by the university, subject to the powers of the Council as previously defined.

19.2 To promote research within the university and to require reports from time to time on such research.

19.3 To appoint members to the joint committees referred to in Sections 3 and 5 of these statutes.

19.4 To appoint and elect members of the Senate to be members of the Court and the Council as provided for under Sections 13 and 16 of these statutes.

19.5 To co-opt members of the Senate as provided for under Section 18 of these Statutes.

19.6 Jointly with the Council to consider and to report to the Council on persons suitable for appointment as Vice-Chancellor and Heads of Schools.

19.7 To nominate or recommend as the case may be to the Council persons for appointment as Deputy Vice-Chancellor, Pro-Vice-Chancellors and University Librarian.

19.8 In accordance with Article 29 of the Charter, jointly with Council to recommend Special Resolutions to the Court.

19.9 To report or to make recommendations to the Council in accordance with Article 23 of the Charter.

19.10 To make regulations in accordance with Article 24 of the Charter.

19.11 To institute Degrees.

19.12 To institute Honorary Degrees, Diplomas, Certificates and other academic awards.

19.13 To regulate schemes of study and examinations leading to such degrees and other awards of the university.

19.14 To grant Degrees, Diplomas, Certificates and other academic awards to persons who shall have pursued a scheme of study or research approved by the Senate in a manner satisfactory to the Senate and shall have passed the examinations of the university or otherwise satisfied the examiners.

19.15 To grant Degrees to members of the Academic and other Staff of the university.

19.16 After consideration of the report of a Joint Committee of the Council and the Senate, to grant Honorary Degrees.

Appendix 3: Existing Senate Statutes

19.17 To confer the title of Professor Emeritus or Honorary Professor, Reader or Lecturer, or other such titles.

19.18 On what the Senate deems to be good reasons in the exercise of its absolute discretion to recommend to the Council the names of persons, who in the opinion of the Senate, should be deprived of any Degrees, distinctions or titles, Diplomas or Certificates, conferred on or granted to them by the university, and from whom all privileges connected therewith should be withdrawn.

19.19 To prescribe conditions under which persons should be admitted to the university and to any particular scheme of study or research therein; and to determine by Regulations or otherwise, the conditions under which Students shall be permitted to continue their studies in the university.

19.20 To determine the conditions under which and the extent, if any, to which periods and courses of study and examinations passed at other universities, places of learning and other institutions, may be regarded as equivalent to periods and courses of study and examinations in the university.

19.21 To recommend or report to the Council on any financial implications of the academic policy of the university, provided that no recommendation or report be made to the Council without taking into consideration any views expressed by the Boards of Studies of the Schools concerned.

19.22 To make recommendations to the Council to institute, combine or discontinue Schools, Departments, Institutes or other academic sections of the university.

19.23 To review from time to time the conditions of service and remuneration of all members of the Academic Staff and to make recommendations thereon to the Council.

19.24 To appoint internal and external examiners and to determine their conditions of appointment and service.

19.25 To institute, subject to any conditions acceptable to the Senate that might be made by the founders, Fellowships, Studentships, Scholarships, Exhibitions, Bursaries, Prizes and other such grants, for the encouragement of study and research; and to determine the times, modes and conditions of competition therefore and to award the same.

19.26 To formulate, modify or revise scheme for the organisation of Schools, Departments, Institutes, or other such academic sections of the university, and to review from time to time the working of such schemes.

19.27 To enquire into the teaching, research, staffing and general work of any School, Department or academic section of the university, and if the Senate so wishes, to report and make recommendations thereon to the Council.

19.28 To be responsible for the general administration of the University Library.

19.29 To supervise the extra-manual work of the university.

19.30 To prescribe the academic dress to be worn by the Officers and Members of the university, and the occasions on which it shall be worn; and to determine the form and conduct of all academic ceremonies.

19.31 To regulate and superintend the discipline of the Students of the university.

Appendix 3: Existing Senate Statutes

19.32 Subject to provision of Section 27 of these statutes to expel any Student where Senate considers this appropriate.

19.33 To take such steps as it thinks fit to control organisations of the Students.

19.34 Except as otherwise provided, to appoint representatives of the university and other Bodies.

19.35 To receive records and reports of the proceedings of Boards of Studies of Schools or Institutes, and to give directions to and consider recommendations from such Boards.

19.36 To review, amend, refer back to disallow any act of any Board, Committee or appointed body of any School, Department, Institute or other such academic sections of the university.

19.37 To establish Joint Committee of the Senate and representatives of the Students' Union and to prescribe the method of appointment of such representatives and the functions of such Committees.

19.38 To report to the Council on any matters referred to the Senate by Council.

19.39 To discuss, declare an opinion and make recommendations to the Council on any matter of interest to the university.

19.40 Generally to exercise all such functions as are or may be conferred on the Senate by the Charter, these Statutes or the Ordinances.

19.41 In accordance with Article 21 of the Charter, to recommend to the Council that it make Statutes which may amend, add to or repeal the Statutes for the time being in force.

19.42 Where a scheme of study provides for more than one academic award, rescind any award that may have been made to a person who subsequently qualifies for a higher award within the same scheme of study.

19.43 To consider, to adjust upon, and, if thought fit, uphold academic appeals by students relating to (a) progression from one part of the programme of studies to the next; or (b) the outcome of examinations or formal course assessments; or (c) dissatisfaction of a student with the level of attainment where there exists new and relevant information concerning matters which might have affected that students' performance.

Procedural Rules

- Procedure: Sections 18 and 19 of the Statutes, Ordinance 9, [Standing order of Senate](#)
- Co-option: See Section 18.1(c) of Statutes and Standing Order 25
- Alternates: See Senate Standing Order 26
- Quorum: Governed by Section 28.1(iv) of the Statutes
- Rules for Voting: See Senate Standing Orders 9 and 10
- Minutes: Submitted to Council
- Appointment of Chair: Vice-Chancellor

Appendix 4: Existing Senate Ordinances

The Senate Ordinances

9.1 Election of Members of the Academic Assembly to serve on the Senate

- (a) The University Secretary shall give notice to the Chair of the Academic Assembly of the number of vacancies on the Senate when these are to be filled by election from the Academic Assembly. The Chair shall give notice to all members of the Academic Assembly that seconded nominations for election are to be submitted to the University Secretary not later than a specified date. Staff eligible to participate in the election are members of Academic Assembly on full-time or fractional contracts. Staff may suggest themselves for election but require both a separate proposer and seconder, all of whom must be eligible to vote.
- (b) After receipt of nominations the University Secretary shall provide to all members of Academic Assembly, who are on a full-time or fractional contract, voting instructions, the names of the candidates nominated and the latest date by which votes must be cast.
- (c) The votes shall be counted under the direction of the University Secretary. If there is a tie, this will be resolved by drawing lots.
- (d) In accordance with Section 18.1(b)(ii) of the Statutes, the number of Professors elected to serve on the Senate by the Academic Assembly shall not exceed three at any one time.
- (e) If one or more of the vacancies is for a member to serve for less than three years, then the person with the lowest number of votes among those elected shall serve for the shortest period.
- (f) Members of Senate elected by Academic Assembly who are subsequently promoted to a Professorship be required to resign their original elected membership of Senate. A casual vacancy may be filled by the candidate with next highest number of votes, if there has been an election in the previous six months.

9.2 Appointment of Twelve Professors to serve on the Senate The following procedure shall be adopted to elect twelve Professors to serve on Senate under the provisions of Section 18.1(b)(i) of the Statutes:

- (a) An election shall be held once in each year.
- (b) The University Secretary shall, at the appropriate time, notify all the professors who are not members of Senate ex officio that the said election is about to be conducted and how many vacancies there are. The Professors eligible to participate in elections are those with the title of Professor who are on full-time or fractional contracts.
- (c) Any professor so notified may, by the date prescribed by the University Secretary, withdraw from the list of candidates for that year.
- (d) If the number of candidates remaining after the prescribed date does not exceed the number of vacancies, the University Secretary shall declare those candidates elected.
- (d) If the number exceeds the number of vacancies, an election shall be conducted in the following manner:

Appendix 4: Existing Senate Ordinances

- (i) Professors are elected for a term of three years and may be re-elected for a further three years, up to a maximum of six years.
- (ii) The University Secretary shall declare the number of vacancies which remain to be filled and shall then conduct an election among the remaining candidates.
- (iii) The University Secretary shall provide to all Professors eligible to vote voting instructions, the names of the Professors standing for election and the latest date by which votes must be cast. The votes shall be counted under the direction of the University Secretary.
- (iv) Each member may vote for as many candidates as there are vacancies. When the votes have been counted, the University Secretary shall organise a second voting round including the names of the eight candidates who have received the greatest number of votes. Ties in the first ballot for eighth place shall be included in the second ballot. Each voter in the second ballot shall have as many votes as there are vacancies.
- (v) The candidates who have received the greatest number of votes in the second ballot shall be declared elected. Ties in the second ballot shall be resolved by drawing lots.
- (vi) In the event of a casual vacancy, the unsuccessful candidate who had the next highest number of votes in the second ballot is appointed, if there has been an election in the previous six months. If there is more than one unsuccessful candidate tied on the next highest number of votes, this will be resolved by drawing lots.

9.3 Chair of the Programmes and Partnerships Approval Committee

The Chair of the Programmes and Partnerships Approval Committee shall be an ex officio member of Senate.

9.4 Student Members of Senate

The student members of Senate are the President, Education Officer and Postgraduate Officer of the SU and one other student elected by campus ballot.

Appendix 5: Effectiveness Review of Senate – Scope of the Review

Agreed by Senate November 2018

1 Effective Membership

The review will assess the effectiveness of the membership of Senate against the following criteria:

- the size, nature, experience, skills and diversity of Senate membership are appropriate to meet its roles and responsibilities;
- effective support and induction exists for members of Senate.

2 Effective Operation

The review will assess the effectiveness of the operation of Senate and its Committees against the following criteria:

- the existing roles, responsibilities, accountabilities and decision making structure of Senate and its Committees (including the relationship with Council) and system of delegation with appropriate reporting mechanisms are clearly defined, fit for purpose and understood by both members of Senate and the executive;
- the Senate is effectively informed of changes in the external environment and considers any major implications for academic governance that may result;
- Senate fully understands and is actively involved in the formulation, approval and review of institutional academic strategy;
- Senate actively measures, monitors and compares institutional academic performance, including through the use of agreed KPIs which are both realistic and challenging;
- the arrangements for meetings of Senate and its Committees are fit for purpose;
- the need for constructive challenge is understood and accepted by both members of Senate and the executive and is undertaken both appropriately and effectively;
- the secretariat support for Senate provides timely, informed and suitably independent professional advice and support to Senate.

3 Effective Processes

The review will assess the effectiveness of processes within the remit of Senate against the following criteria:

- the processes within the remit of Senate are fit for purpose; (i.e. Quality Management Processes, Framework for Assessment, Academic Career Progression Framework and Principles, Honorary Academic Appointment Procedures, Senior Academic Appointment Procedures, Awards and Prizes Procedures, Student Disciplinary/Complaint/Fitness to Practise/Fitness to Study Procedures, Honorary Degree Procedures);
- the arrangements for constituting the membership drawn from Senate of Committees within the governance structure of Council/Senate are fit for purpose.

4 Effective Information and Communication

The review will assess the effectiveness of information and communication in relation to Senate against the following criteria:

- Senate receives timely and accurate information for all areas for which it is responsible, and has confidence in the robustness of the data;
- information is presented to Senate in as effective a way as possible, taking account of the information needs expressed by Senate;
- there is effective communication to and from Senate both within the institution and with key stakeholders.

5 Issues arising from the Research Phase

The review will also consider any other material issues raised during the research phase. This includes such issues raised during the consultation with members of Senate and other key stakeholders.

SENATE – 16 OCTOBER 2019 EFFECTIVENESS REVIEW OF SENATE

PURPOSE

The purpose of this report is to update Senate on the Effectiveness Review.

CONTENTS

- Pages 1-2: Report
 Appendix 1: Survey on Senate effectiveness
 Appendix 2: Survey on Senate committees effectiveness

Recommendation:

Senate is recommended to consider and note the report.

REPORT

1. BACKGROUND

The scope and arrangements for the full effectiveness review of Senate were agreed by Senate on 21 November 2018 (S18/19-058), namely an internal review by the University, and I was appointed as external Chair at the June meeting of Senate (S18/19-159),

2. MEMBERSHIP OF THE REVIEW GROUP

2.1 As agreed, as Chair of the Review Group I have approved the composition of the Group:

- Prof Julie Barnett - member of Senate
- Prof David Bird - member of Senate
- Dr Rob Branston - member of Senate
- Dr Andrew Heath - Academic Director of Centre for Learning & Teaching
- Prof Richard Joiner - Chair, Director of Studies Forum
- Prof Robert Kelsh - Chair, Academic Assembly Accountability & Transparency working group
- Ruqia Osman - SU Education Officer
- Kate Robinson - member of Senate
- Dr Jane White - Chair of Academic Assembly
-
- Secretary: Angela Pater, Deputy Director (Academic Governance & Compliance).

3. WEB UPDATES AND COMMUNICATIONS

A web page has been set up to show updates at:

<https://www.bath.ac.uk/teams/senate-effectiveness-review-2019-20/>

There is a generic email address for comments: SenateEffectivenessReview@bath.ac.uk

4. TIMESCALE AND MEETINGS

4.1 The timescale for the effectiveness review is set out below:

Month	Action
21 November 2018	Senate formally approved scope and process
5 June 2019	External Chair of Review Group was appointed by Senate
July 2019	Chair of Review Group approved membership
July 2019 - January	Work carried out to include:

2020	<ul style="list-style-type: none"> • Survey of members of Senate⁴³ and its committees • Consultation with key stakeholders including Students' Union • One-to-one meetings/focus groups • Review of key documentation relating to Senate (e.g. Scheme of delegation, Standing Orders, statutory functions)
October/ November 2019	Interim progress reports to Senate.
February/April 2020	Submission of final report to Senate; Chair to attend to present it.

4.2 Meetings of the Review Group have been scheduled for 26 July, 6 September, 16 October and 1 November 2019.

5. WORKING ARRANGEMENTS

5.1 Committee Reviews: Five pairings have been set up to consider groups of committees:

- Staffing and Equality, Diversity & Inclusion (D Bird and A Heath);
- Teaching, Curriculum Transformation, Course approval & QA (K Robinson and R Joiner);
- Research and Ethics (J Barnett and R Kelsh);
- Student Experience (R Osman and J White);
- Boards of Studies (Faculty/School/Doctoral) (R Branston and ANO).

5.2 Focus groups: Groups are being set up to include:

- Members of Senate;
- Chairs of Senate Committees (VC, DVC, PVCs, Deans, Prof C Eccleston);
- Heads of Department (academic and other), Directors of Teaching, Directors of Studies, Associate Deans;
- SU Officers/student academic representatives;
- Members of Academic Assembly (2-3 from each Faculty/School);
- Members of Council;
- Faculty/School Assistant Registrars.

5.3 Surveys: Two surveys are being devised, one for the effectiveness of Senate and one for its committees. See attached Appendices.

5.4 Terms of Reference (Functions in Statutes), Scheme of Delegation, Standing Orders etc. will also be reviewed.

Recommendation:

Senate is recommended to consider and note the report.

Prof Rebecca Lingwood
 (Provost of Brunel University London)
 Chair of Senate Effectiveness Review Group
 September 2019

CONTACT:	Angela Pater Deputy Director (Academic Governance & Compliance)	Tel: (01225) 383075 Email: amp55@bath.ac.uk
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⁴³ To be sent to Senate members, Council members, Executive Board, Heads of Department, DoTs, DoSs, ADs, members of Senate committees, selection of SU members, Assistant Registrars and a selection of professional service staff.

Appendix 7: Terms for Reference for Committee Pairings

Appendix 7a: Boards of Studies – Terms of Reference

Rob Branston and Marcelle McManus

Board of Studies (all Senate Committees):

- [Faculty of Engineering & Design](#)
- [Faculty of Humanities & Social Sciences](#)
- [Faculty of Science](#)
- [School of Management](#)
- [Doctoral College](#)

Our Terms of Reference:

1. To identify the extent to which the Board of Studies fulfils - and can be seen to fulfil - their existing Terms of Reference (ToRs) and delegated powers (DP)
2. To identify where Board of Studies activity deviates from existing ToRs and DP (e.g. gaps in scope or areas in which there is evidence that the committee has not engaged effectively)
3. To determine how Senate engages with and responds to the Board of Studies
4. To determine suitability of Board of Studies membership to undertake its role
5. To determine the effectiveness of induction for committee members
6. To determine appropriateness of meeting scheduling and structure

Methodology:

Activity		Timescale	Link to ToR	Methodology
Information gathering	Committee ToRs, Meeting schedules Membership	November	1, 4	Scrutiny of committee paperwork
Information alignment	Meeting agendas Minutes Attendance at meetings Senate questionnaire results	November - December	1, 2, 4	Scrutiny of committee paperwork and questionnaire analysis
Engagement with committee	Board Chairs, other members, Faculty/School Assistant Registrars	November - December	1, 2, 4, 5, 6	Questionnaire results, 1-1 meetings / focus groups using agreed questions
Engagement of Senate with Board of Studies	Minutes from Senate Paper trail	December - January	3, 6	Scrutiny of Senate and committee paperwork

Secretariat support required for each activity:

Appendix 7: Terms for Reference for Committee Pairings

- To schedule meetings;
- To take minutes of meetings/focus groups;
- To provide (access to) relevant paperwork.

Indicative areas to be developed into interview/focus group schedule:

- Induction for members;
- Mechanisms for members of the Board of Studies being aware of the Terms of Reference, and Delegated powers;
- The extent to which members have any implicit or overt sense of the members of the Board of Studies as being linked to Senate;
- How Senate would be aware of any sub-optimal functioning of the Boards of Studies;
- How matters move between Boards of Studies and Senate (both directions) and the role that the minutes provide in this.

Appendix 7: Terms for Reference for Committee Pairings

Appendix 7b: Research, Ethics and Doctoral Studies – Terms of Reference

Relevant Committees:

- [Ethics Committee](#) (Senate Committee)
- [Research Committee](#) (Senate Committee)
- [University Doctoral Studies Committee](#) (Senate Committee)

Our Terms of Reference:

For each committee review:

1. To identify the extent to which the committee fulfils - and can be seen to fulfil - its existing Terms of Reference (ToRs)
2. To identify where committee activity deviates from existing ToRs (e.g. gaps in scope or areas in which there is evidence that the committee has not engaged effectively)
3. To determine how Senate engages with and responds to committee recommendations
4. To determine suitability of committee membership to undertake its role
5. To determine the effectiveness of induction for committee members
6. To determine appropriateness of meeting scheduling and structure

Methodology:

Activity		Timescale	Link to ToR	Methodology
Information gathering	Committee ToRs Meeting Schedules Membership	November	1, 4	Scrutiny of committee paperwork
Information alignment	Meeting agendas Minutes Attendance at meetings Senate questionnaire results	November	1, 2, 4	Scrutiny of committee paperwork and questionnaire analysis
Engagement with committee	Chairs 4-5 Members of each committee	November - December	1, 2, 4, 5, 6	Questionnaire results, 1-1 meetings using agreed questions
Engagement of Senate with work of committee	Minutes from Senate Paper trail for committee recommendations	December - January	3, 6	Scrutiny of Senate and committee paperwork

Appendix 7: Terms for Reference for Committee Pairings

Appendix 7c: Staff and Equality, Diversity & Inclusion – Terms of Reference

David Bird and Andrew Heath

Relevant Committees:

- [Academic Staff Committee](#) (Senate Committee)
- [Academic Staff Appeal Committee](#) (Joint Senate and Council Committee)
- [Committee on the Office of the Vice-Chancellor](#) (Joint Senate and Council Committee)
- [Committee on the Office of the Chancellor](#) (Joint Senate and Council Committee)
- [Equality and Diversity Committee](#) (Joint Senate and Council Committee)
- [Equality and Diversity Network](#)
- [Honorary Degrees Committee](#) (Joint Senate and Council Committee)
- [Senior Academic Appointments Committee](#) (Joint Senate and Council Committee)
- [Awards Committee](#) (Senate Committee)
- [Ede and Ravenscroft Prize Committee \(Staff\)](#) (Senate Committee)

Our Terms of Reference:

For each committee review:

7. To identify the extent to which the committee fulfils - and can be seen to fulfil - its existing Terms of Reference (ToRs)
8. To identify where committee activity deviates from existing ToRs (e.g. gaps in scope or areas in which there is evidence that the committee has not engaged effectively)
9. To determine how Senate engages with and responds to committee recommendations
10. To determine suitability of committee membership to undertake its role
11. To determine the effectiveness of induction for committee members
12. To determine appropriateness of meeting scheduling and structure

Notes

** It is proposed in the first instance not to review the Equality and Diversity Network. The role of the Network will be discussed with members of the Equality and Diversity Committee when that Committee is reviewed, and the approach to be taken to the Network will then be brought back to the Steering Group.*

** It is proposed not to review the Ede and Ravenscroft Prize Committee (staff). The Prize was awarded for the first time in 2019, and we think it is premature to carry out a review.*

Methodology:

Activity		Timescale	Link to ToR	Methodology
Information gathering	Committee ToRs Meeting schedules Membership	November	1, 4	Scrutiny of committee paperwork
Information alignment	Meeting agendas Minutes Attendance at meetings	November	1, 2, 4	Scrutiny of committee paperwork and questionnaire analysis

Appendix 7: Terms for Reference for Committee Pairings

	Senate questionnaire results			
Engagement with committee	Chairs 3-4 members of each committee	November - December	1, 2, 4, 5, 6	Questionnaire results, 1-1 or group meetings using agreed questions
Engagement of Senate with work of committee	Minutes from Senate Paper trail for committee recommendations	December - January	3, 6	Scrutiny of Senate and committee paperwork

Secretariat support required for each activity:

- To schedule meetings;
- To provide (access to) relevant paperwork.

Indicative areas to be developed into interview schedule:

- Induction for members;
- Mechanisms for members of the committee being aware of the Terms of Reference;
- The extent to which members have any implicit or overt sense of the members of the committee of being linked to Senate;
- How Senate would be aware of any sub-optimal functioning of this committee;
- How matters move between this committee and Senate (both directions) and the role that the minutes provide in this.

We will also draw on the survey questions to explore some of the more in-depth reasoning behind people's views in respect of these particular committees.

Appendix 7: Terms for Reference for Committee Pairings

Appendix 7d: Student Experience – Terms of Reference

Jane White and Ruqia Osman

Relevant Committees:

- [Council/Senate/Students' Union Committee](#) (Joint Senate and Council Committee)
- [Blues Committee](#) (Senate Committee)
- [Chancellor's Prize Committee](#) (Senate Committee)
- [Ede and Ravenscroft Prize \(PGR\) Committee](#) (Senate Committee)

Our Terms of Reference:

For each committee review:

13. To identify the extent to which the committee fulfils - and can be seen to fulfil - its existing Terms of Reference (ToRs)
14. To identify where committee activity deviates from existing ToRs (e.g. gaps in scope or areas in which there is evidence that the committee has not engaged effectively)
15. To determine how Senate engages with and responds to committee recommendations
16. To determine suitability of committee membership to undertake its role
17. To determine the effectiveness of induction for committee members
18. To determine appropriateness of meeting scheduling and structure

Methodology:

Activity		Timescale	Link to ToR	Methodology
Information gathering	Committee ToRs Meeting Schedules Membership	November	1, 4	Scrutiny of committee paperwork
Information alignment	Meeting agendas Minutes Attendance at meetings Senate questionnaire results	November	1, 2, 4	Scrutiny of committee paperwork and questionnaire analysis
Engagement with committee	Chairs 4-5 Members of each committee	November - December	1, 2, 4, 5, 6	Questionnaire results, 1-1 meetings using agreed questions
Engagement of Senate with work of committee	Minutes from Senate Paper trail for committee recommendations	December - January	3, 6	Scrutiny of Senate and committee paperwork

Appendix 7: Terms for Reference for Committee Pairings

Appendix 7e: Teaching, Curriculum Transformation, Course Approval and Quality Assurance – Terms of Reference

Richard Joiner and Kate Robinson

Relevant Committees (all Senate Committees):

- [Academic Programmes Committee](#) (Chair: P-VC(L&T), Peter Lambert)
 - [Courses and Partnerships Approval Committee](#) (Chair: Bruce Rayton)
 - [Curriculum Transformation Committee](#) (Chair: P-VC(L&T), Peter Lambert)
 - [Learning Teaching and Quality Committee](#) (Chair: P-VC(L&T), Peter Lambert)
 - [Disciplinary Committee*](#) (Chair: P-VC(L&T), Peter Lambert)
 - [Senate Appeals Committee*](#) (Chair: Lay Member of Council, Barry Gilbertson)
 - [Student Academic Appeals Committee*](#) (a P-VC)
- *these committees already under review*
- University Executive Board (Chair: Vice Chancellor)
While the UEB is not within the scope of this Review, its role in new programme approvals is of relevance.

Terms of Reference:

1. To determine whether the committee's role and responsibilities are clearly defined, understood and fit for purpose
2. To identify whether the committee deviates from existing Terms of Reference (i.e. areas in which the committee has not engaged effectively, or where there is overlap between committees with similar interests)
3. To determine how Senate engages with and responds to committee recommendations
4. To determine suitability of committee membership to undertake its role
5. To determine the effectiveness of induction for committee members
6. To determine whether the arrangements for meetings are fit for purpose

Methodology:

Activity		Timescale	Link to ToR	Methodology
Information gathering	Committee ToRs Delegated powers Meeting schedules Membership	November	1, 4	Scrutiny of committee paperwork
Information alignment	Meeting agendas Minutes Attendance at meetings Senate questionnaire results	November	1, 2, 4	Scrutiny of committee paperwork and questionnaire analysis

Appendix 7: Terms for Reference for Committee Pairings

Engagement with committee	Chairs 3-4 members of each committee	November - December	1, 2, 4, 5, 6	Questionnaire results, 1-1 or group meetings using agreed questions
Engagement of Senate with work of committee	Minutes from Senate Paper trail for committee recommendations	December - January	3, 6	Scrutiny of Senate and committee paperwork

SUMMARY OF RECOMMENDATIONS, SENATE EFFECTIVENESS REVIEW 2013/14

Recommendation 1 (Appendix 4)

- i) That the membership of Senate be reviewed and nominations be encouraged by Deans (for the Professoriat vacancies) and the Chair of Academic Assembly (for the Academic Assembly vacancies) from under-represented academic disciplines and/or members of the Education and Research Job Family for election to the vacancies from 1st August 2014.
- ii) That the Chair of the Programmes and Partnerships Approval Committee be an ex officio member of Senate.

Recommendation 2 (Appendix 4)

That the induction process be enhanced by:

- i) the offer of a review session for each cohort of new members of Senate to establish how they are progressing after six months;
- ii) providing links to summary information on each academic department for new members, such as details of academic programmes and research themes.

Recommendation 3 (Appendix 5)

That:

- i) Members of Senate be encouraged to stand for election when the notice of vacancies on committees is circulated annually;
- ii) although it was noted that the recent effectiveness review of Council did not recommend any changes to the composition of Honorary Degrees Committee, from Senate's perspective it would be appropriate that the President of the Students' Union be added to the membership of Honorary Degrees Committee.

Recommendation 4 (Appendix 5)

That:

- i) the running order of the agenda should be appropriate for the business of the meeting; guest presenters be present at the meeting or summoned to attend at the appropriate time as is convenient;
- ii) the main items for discussion are flagged on the agenda (as is the practice for Council);
- iii) a forward programme of anticipated business be routinely submitted to the October meeting of Senate to provide members of Senate with the opportunity to discuss and influence forward business planning;
- iv) an e-mail request for agenda items for Senate be routinely sent by the Secretary to all members of Senate in advance of each meeting.

Recommendation 5 (Appendix 5)

That the means of encouraging debate at meetings of Senate and providing members of Senate with the opportunity to contribute to major issues at an earlier stage be pursued.

Recommendation 6 (Appendix 6)

That:

- i) See recommendation 3 (i);
- ii) Council be recommended to introduce the provision that members of Council elected by either Senate or Academic Assembly who are subsequently appointed to posts of Pro-Vice-Chancellor or Dean be required to resign their elected membership of Council on appointment. This provision would maintain the number of members of Council drawn from those academic staff with who are not Deans or Pro-Vice-Chancellors. Ordinance 8.1 and 8.2 would need to be amended to reflect this.

Recommendation 7 (Appendix 7)

That the following measures be adopted to present information to Senate more effectively:

- i) development of a standard report format normally limited to four sides of A4 and to include an executive summary with links to supporting information as Appendices or documentation available electronically;
- ii) the documents on the LMF be provided as a single PDF for download rather than a series of PDF documents;
- iii) the Vice-Chancellor's Report to Senate be expanded to include an update from each of the Pro-Vice-Chancellors;
- iv) the possibility of providing the minutes of previous meetings of Senate on the Learning Materials Filestore for reference by members of Senate be investigated.

Recommendation 8 (Appendix 7)

That communication to and from Senate be improved as follows:

- i) circulation of the Vice-Chancellor's Report to Senate to members of Academic Assembly for information after each meeting;
- ii) more timely formal notification of decisions of Senate setting out the next steps for implementation by actions including the following as appropriate:
 - continuation of the web summary of the meeting on the home page;
 - a general e-mail to members of Academic Assembly to raise awareness of the decisions;
 - an e-mail to those responsible for implementing decisions.

Appendix 9: Survey Questions and Quantitative Responses

The quantitative questions for **Senate members and attendees** were as follows with a five-point Lickert scale:

Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
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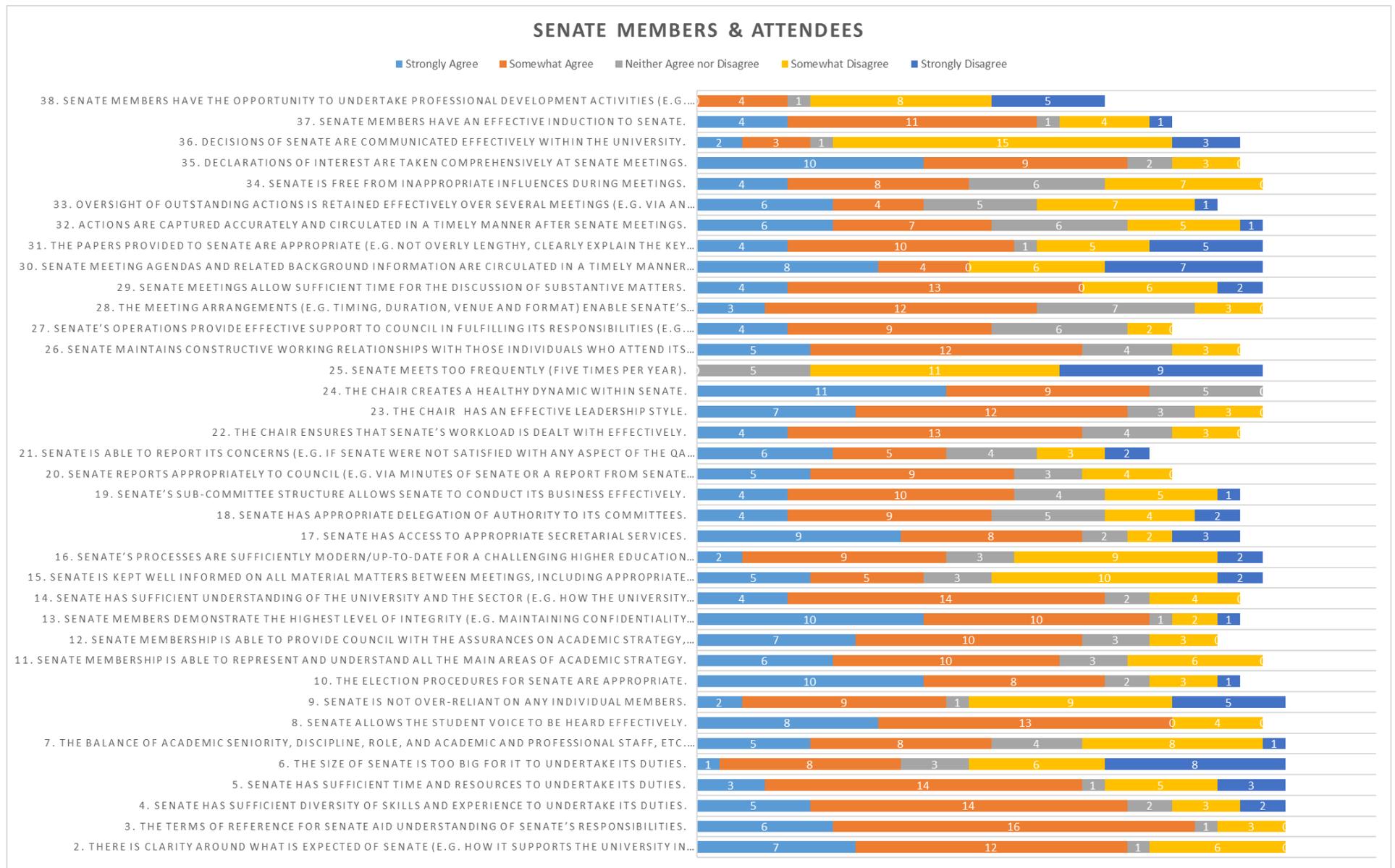
1. Type of Membership
2. There is clarity around what is expected of Senate (e.g. how it supports the University in discharging its responsibility for academic governance).
3. The terms of reference for Senate aid understanding of Senate's responsibilities.
4. Senate has sufficient diversity of skills and experience to undertake its duties.
5. Senate has sufficient time and resources to undertake its duties.
6. The size of Senate is too big for it to undertake its duties.
7. The balance of academic seniority, discipline, role, and academic and professional staff, etc. provide appropriate representation for Senate to undertake its duties.
8. Senate allows the student voice to be heard effectively.
9. Senate is not over-reliant on any individual members.
10. The election procedures for Senate are appropriate.
11. Senate membership is able to represent and understand all the main areas of academic strategy.
12. Senate membership is able to provide Council with the assurances on academic strategy, governance, and quality and standards at an appropriate level for Council's understanding.
13. Senate members demonstrate the highest level of integrity (e.g. maintaining confidentiality and identifying, disclosing and managing conflicts).
14. Senate has sufficient understanding of the University and the sector (e.g. how the University operates within the sector, new requirements of the Office for Students, teaching, learning, assessment, research, quality assurance, national funding mechanisms, importance of student numbers and profile, etc.).
15. Senate is kept well informed on all material matters between meetings, including appropriate external information (e.g. emerging issues and material regulatory changes).
16. Senate's processes are sufficiently modern/up-to-date for a challenging higher education environment.
17. Senate has access to appropriate secretarial services.
18. Senate has appropriate delegation of authority to its committees.
19. Senate's sub-committee structure allows Senate to conduct its business effectively.
20. Senate reports appropriately to Council (e.g. via minutes of Senate or a report from Senate going to Council).
21. Senate is able to report its concerns (e.g. if Senate were not satisfied with any aspect of the QA arrangements) to Council and seek changes.

Appendix 9: Survey Questions and Quantitative Responses

22. The Chair ensures that Senate's workload is dealt with effectively.
23. The Chair has an effective leadership style.
24. The Chair creates a healthy dynamic within Senate.
25. Senate meets too frequently (five times per year).
26. Senate maintains constructive working relationships with those individuals who attend its meetings, i.e. with officers/non-members.
27. Senate's operations provide effective support to Council in fulfilling its responsibilities (e.g. enhance the quality of University's decision-making).
28. The meeting arrangements (e.g. timing, duration, venue and format) enable Senate's effectiveness
29. Senate meetings allow sufficient time for the discussion of substantive matters.
30. Senate meeting agendas and related background information are circulated in a timely manner to enable full and proper consideration to be given to the issues.
31. The papers provided to Senate are appropriate (e.g. not overly lengthy, clearly explain the key issues and priorities, and clearly identify what is requested of Senate, i.e. approval, discussion or to note etc.).
32. Actions are captured accurately and circulated in a timely manner after Senate meetings.
33. Oversight of outstanding actions is retained effectively over several meetings (e.g. via an action log).
34. Senate is free from inappropriate influences during meetings.
35. Declarations of interest are taken comprehensively at Senate meetings.
36. Decisions of Senate are communicated effectively within the University.
37. Senate members have an effective induction to Senate.
38. Senate members have the opportunity to undertake professional development activities (e.g. formal courses and conferences, internal talks and seminars, or briefings by external advisers) that assist with their Senate-related responsibilities (e.g. understanding operational risks facing institutions within the sector).

Please refer to the table above to see the full questions, which are not presented in full in the graph overleaf.

Appendix 9: Survey Questions and Quantitative Responses

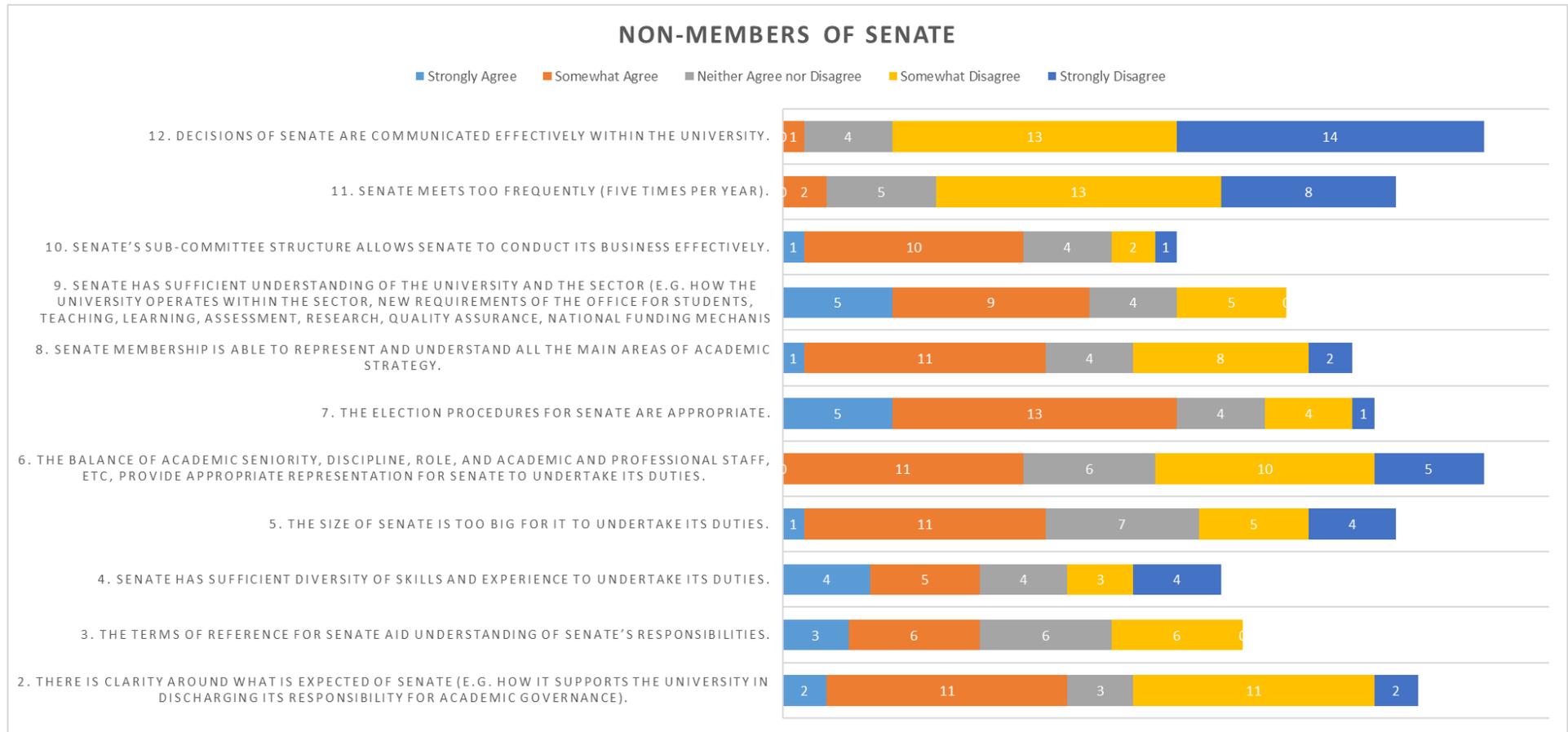


Appendix 9: Survey Questions and Quantitative Responses

The quantitative questions for *non-members of Senate* were as follows with a five-point Lickert scale:

Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
1. Type of position				
2. There is clarity around what is expected of Senate (e.g. how it supports the University in discharging its responsibility for academic governance).				
3. The terms of reference for Senate aid understanding of Senate's responsibilities.				
4. Senate has sufficient diversity of skills and experience to undertake its duties.				
5. The size of Senate is too big for it to undertake its duties.				
6. The balance of academic seniority, discipline, role, and academic and professional staff, etc, provide appropriate representation for Senate to undertake its duties.				
7. The election procedures for Senate are appropriate.				
8. Senate membership is able to represent and understand all the main areas of academic strategy.				
9. Senate has sufficient understanding of the University and the sector (e.g. how the University operates within the sector, new requirements of the Office for Students, teaching, learning, assessment, research, quality assurance, national funding mechanisms, importance of student numbers and profile, etc.).				
10. Senate's sub-committee structure allows Senate to conduct its business effectively.				
11. Senate meets too frequently (five times per year).				
12. Decisions of Senate are communicated effectively within the University.				

Appendix 9: Survey Questions and Quantitative Responses



Appendix 9: Survey Questions and Quantitative Responses

The quantitative questions for *members and attendees of Senate Committees* were as follows with a five-point Lickert scale:

Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
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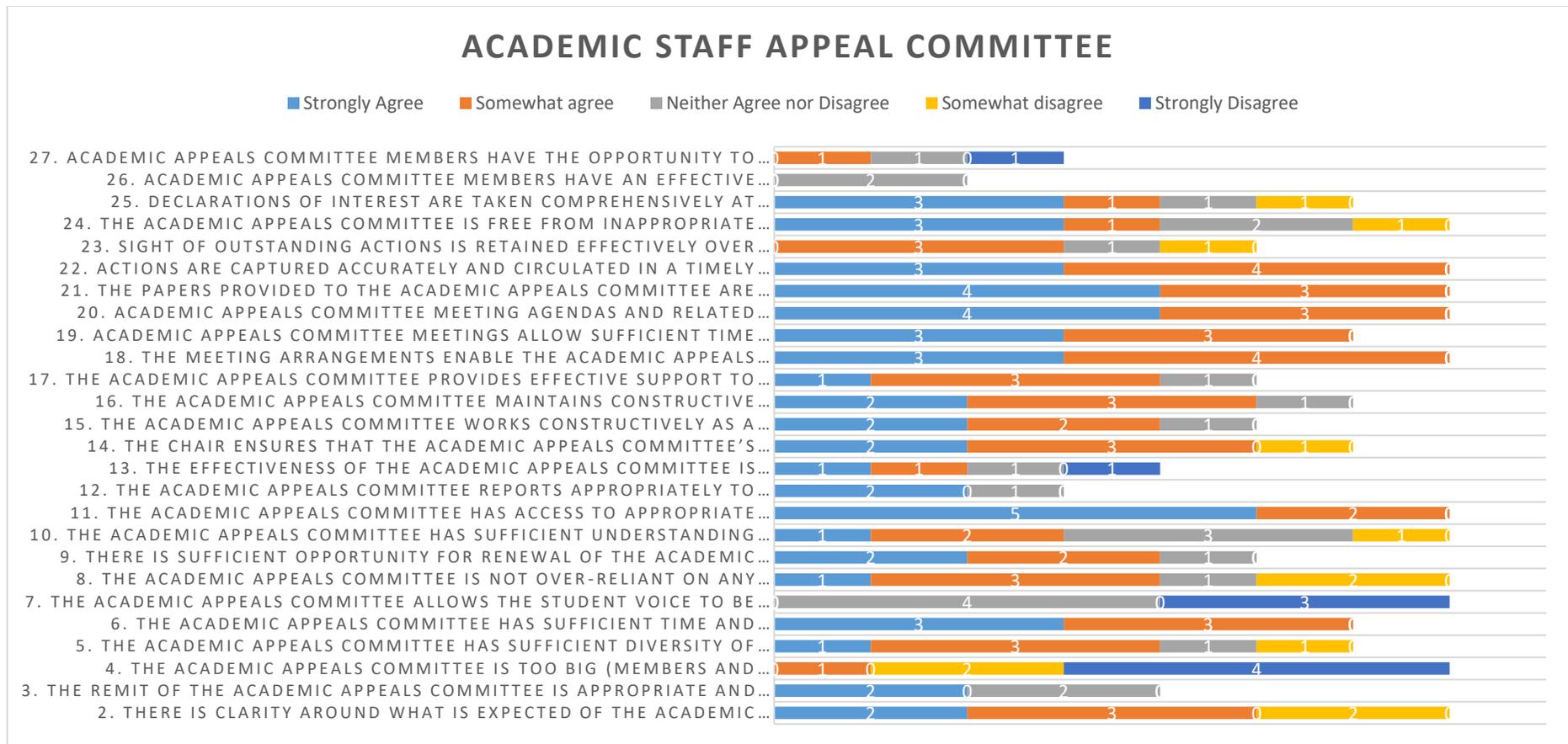
1. Type of Membership
2. There is clarity around what is expected of the Committee (e.g. how it supports the Senate in discharging its responsibility for governance).
3. The remit of the Committee is appropriate and distinct from other committees thereby supporting Senate in discharging its duties
4. The Committee is too big (members and attendees) to effectively undertake its duties.
5. The Committee has sufficient diversity of skills and experience to undertake its duties.
6. The Committee has sufficient time and resources to undertake its duties.
7. The Committee allows the student voice to be heard effectively.
8. The Committee is not over-reliant on any individual member(s).
9. There is sufficient opportunity for renewal of the Committee's membership.
10. The Committee has sufficient understanding of the University and the sector (e.g. how the University operates within the sector and new requirements of the Office for Students).
11. The Committee has access to appropriate secretarial services.
12. The Committee reports appropriately to Senate (e.g. via minutes of the Committee or a report from the Committee going to Senate).
13. The effectiveness of the Committee is reviewed thoroughly and sufficiently regularly.
14. The chair ensures that the Committee's workload is dealt with effectively.
15. The Committee works constructively as a team.
16. The Committee maintains constructive working relationships with those individuals who attend its meetings, i.e. with officers/non-members.
17. The Committee provides effective support to Senate in fulfilling its responsibilities and adding value to the institution (e.g. enhances the quality of University's decision-making).
18. The meeting arrangements enable the Committee's effectiveness (e.g. timing, duration, venue and format).
19. Committee meetings allow sufficient time for the discussion of substantive matters.
20. Committee meeting agendas and related background information are circulated in a timely manner to enable full and proper consideration to be given to the issues.
21. The papers provided to the Committee are appropriate (e.g. not overly lengthy, clearly explain the key issues and priorities, and clearly identify what is requested of the Committee, i.e. approval, discussion or to note etc.).
22. Actions are captured accurately and circulated in a timely manner after the Committee meetings to allow actions to be taken.

Appendix 9: Survey Questions and Quantitative Responses

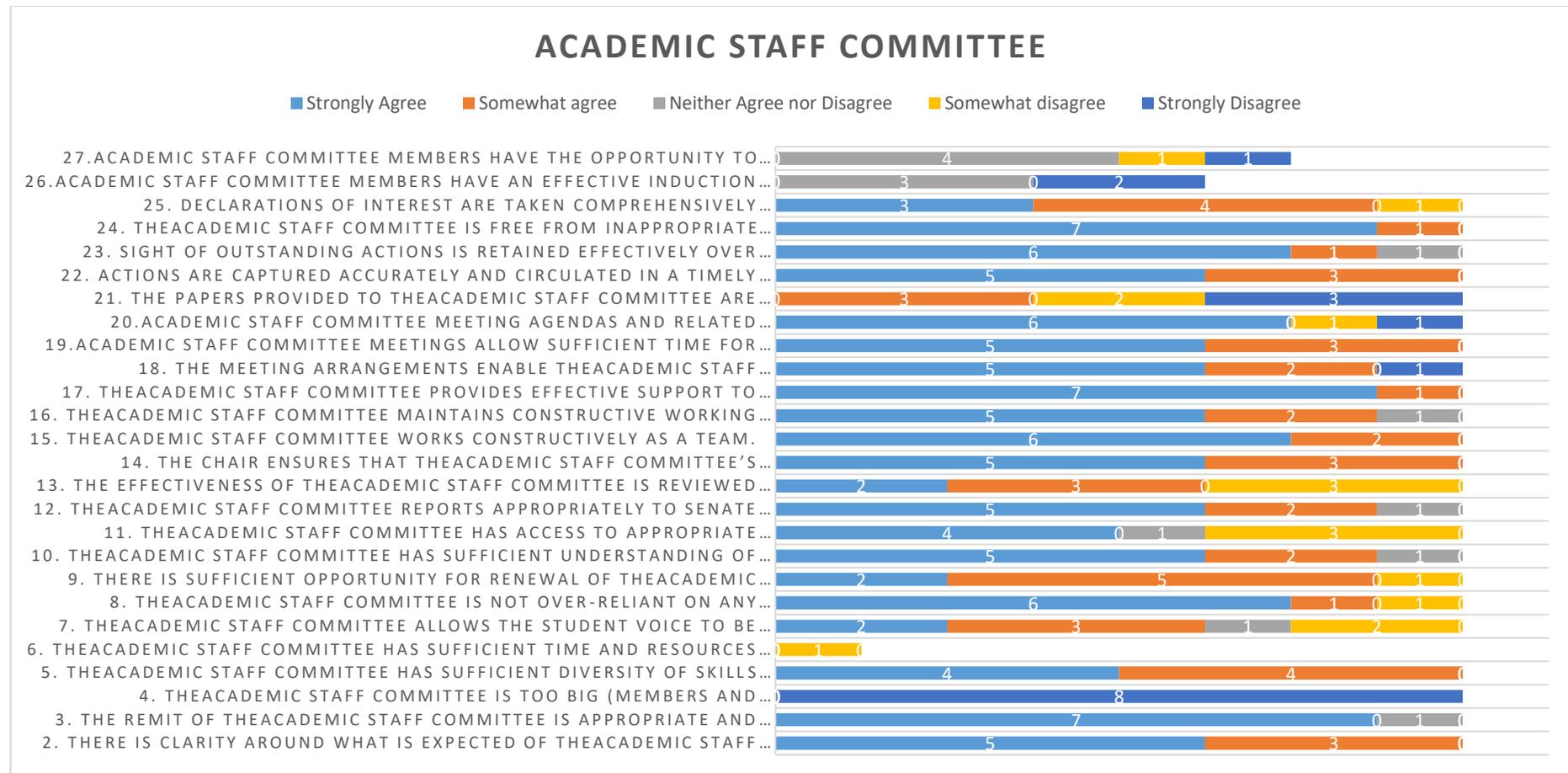
23. Sight of outstanding actions is retained effectively over several meetings (e.g. via an action log)
24. The Committee is free from inappropriate influences during meetings.
25. Declarations of interest are taken comprehensively at Committee meetings.
26. Committee members have an effective induction to Senate.
27. Committee members have the opportunity to undertake professional development activities (e.g. formal courses and conferences, internal talks and seminars, or briefings by external advisers) that assist with their Senate-related responsibilities (e.g. understanding operational risks facing institutions within the sector).

Please refer to the table above to see the full questions, which are not presented in full in the graphs overleaf.

Appendix 9: Survey Questions and Quantitative Responses



Appendix 9: Survey Questions and Quantitative Responses



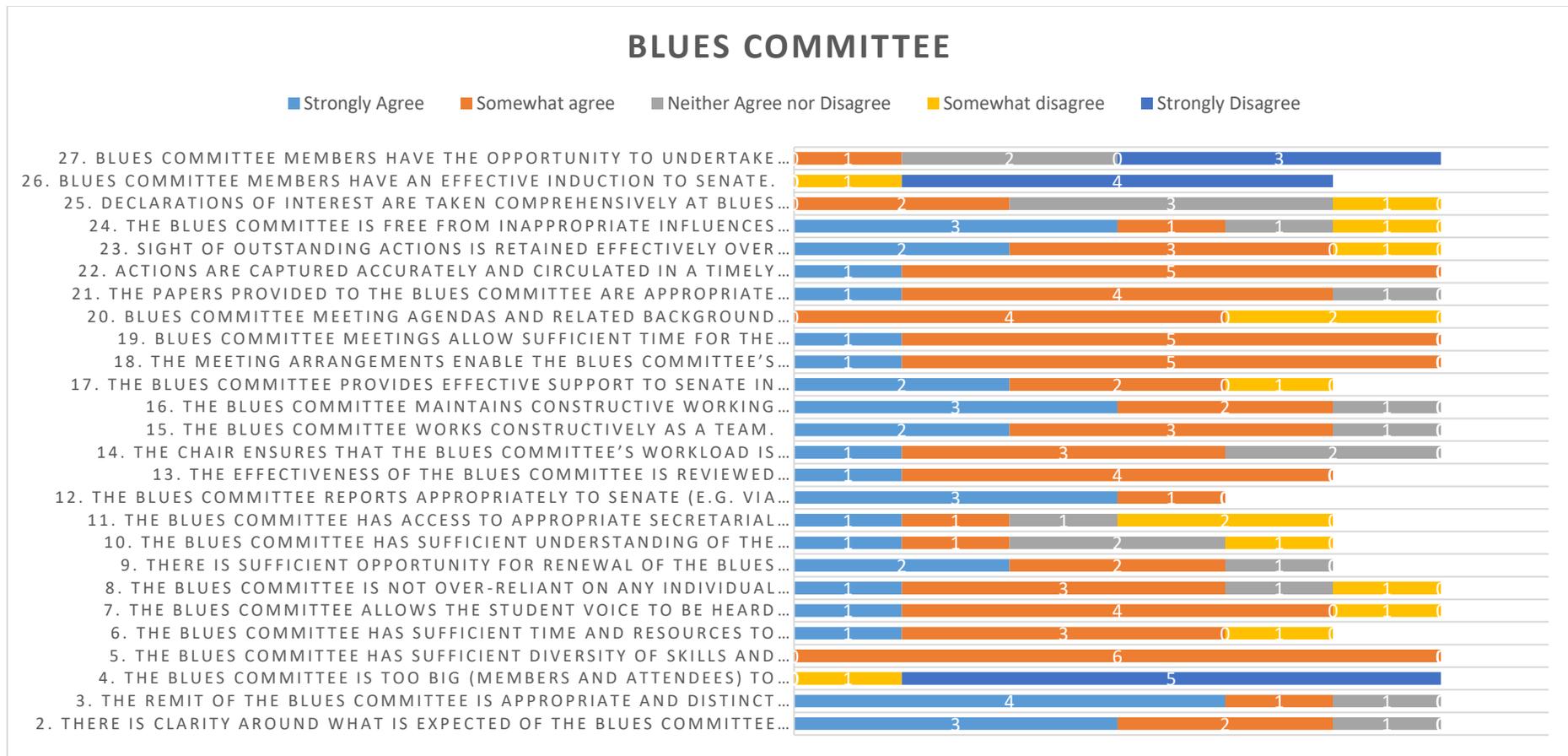
Appendix 9: Survey Questions and Quantitative Responses

ACADEMIC PROGRAMMES COMMITTEE

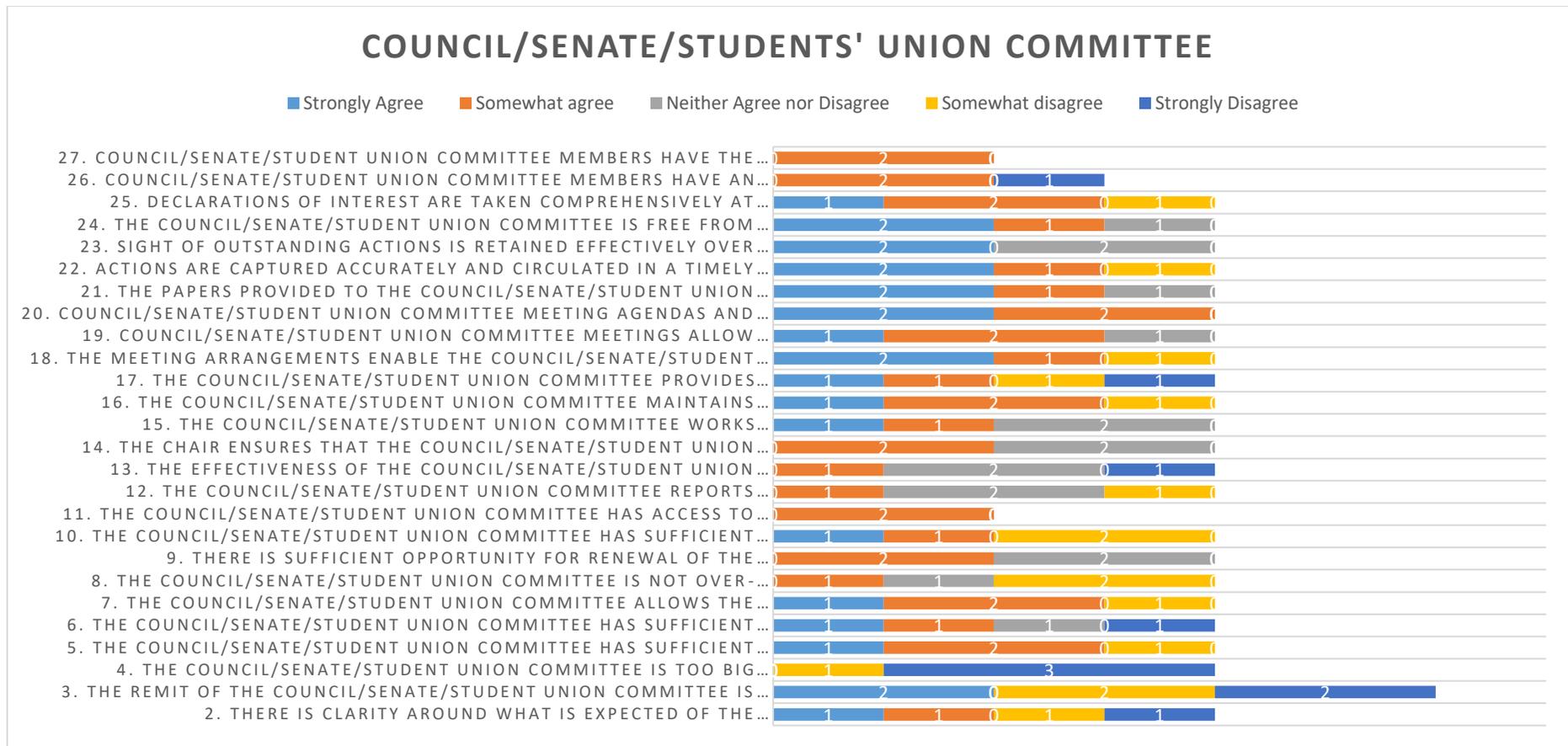
■ Strongly Agree
 ■ Somewhat agree
 ■ Neither Agree nor Disagree
 ■ Somewhat disagree
 ■ Strongly Disagree



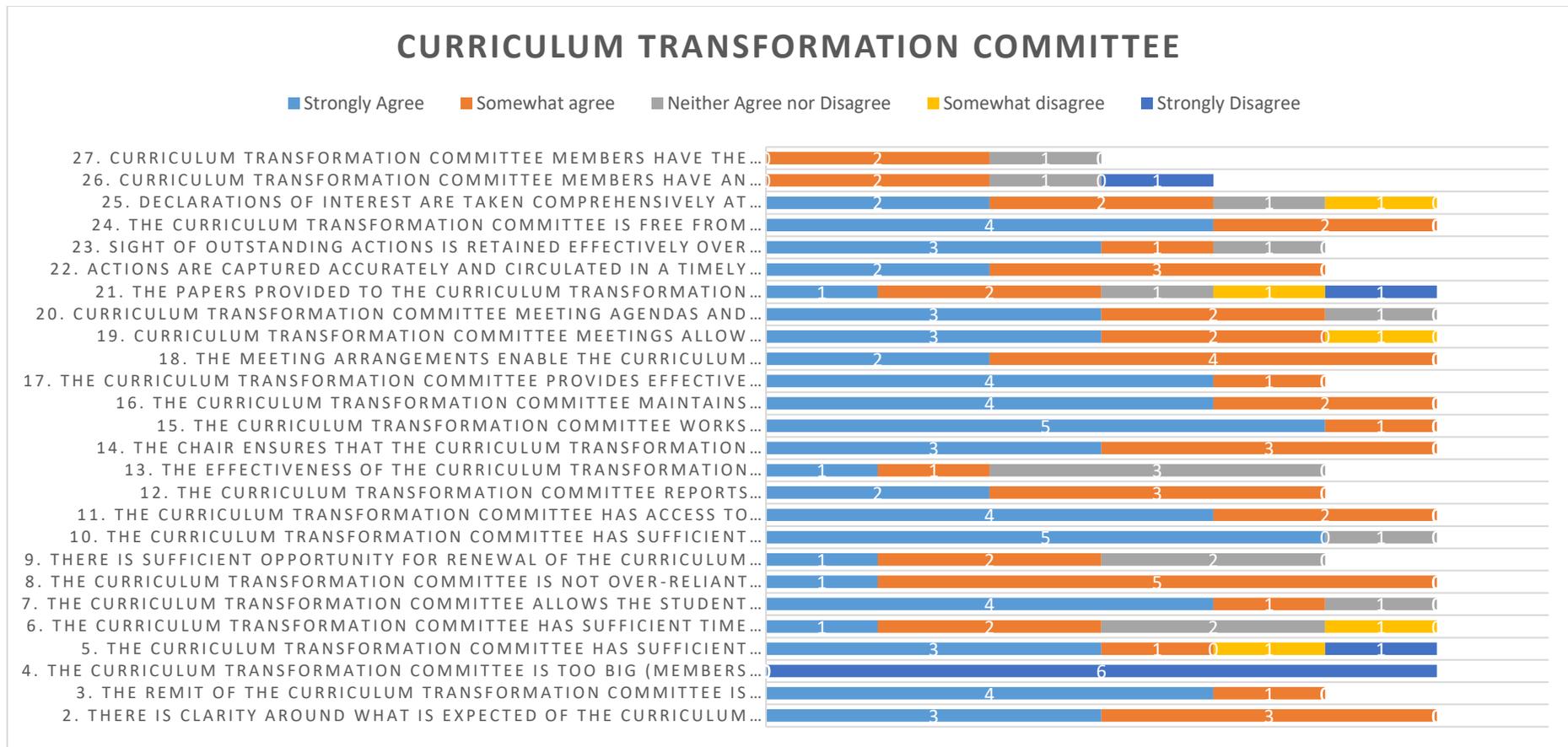
Appendix 9: Survey Questions and Quantitative Responses



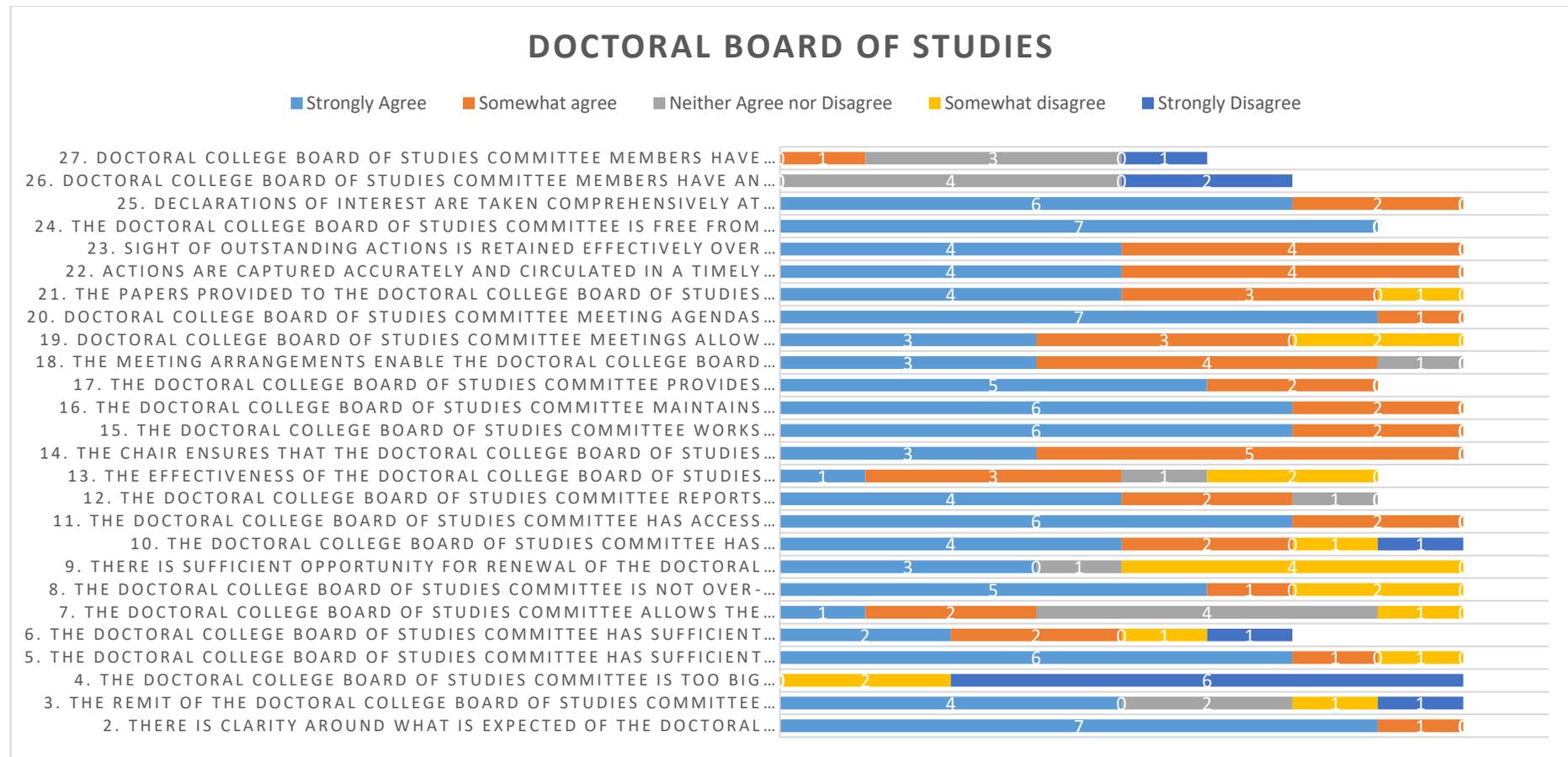
Appendix 9: Survey Questions and Quantitative Responses



Appendix 9: Survey Questions and Quantitative Responses



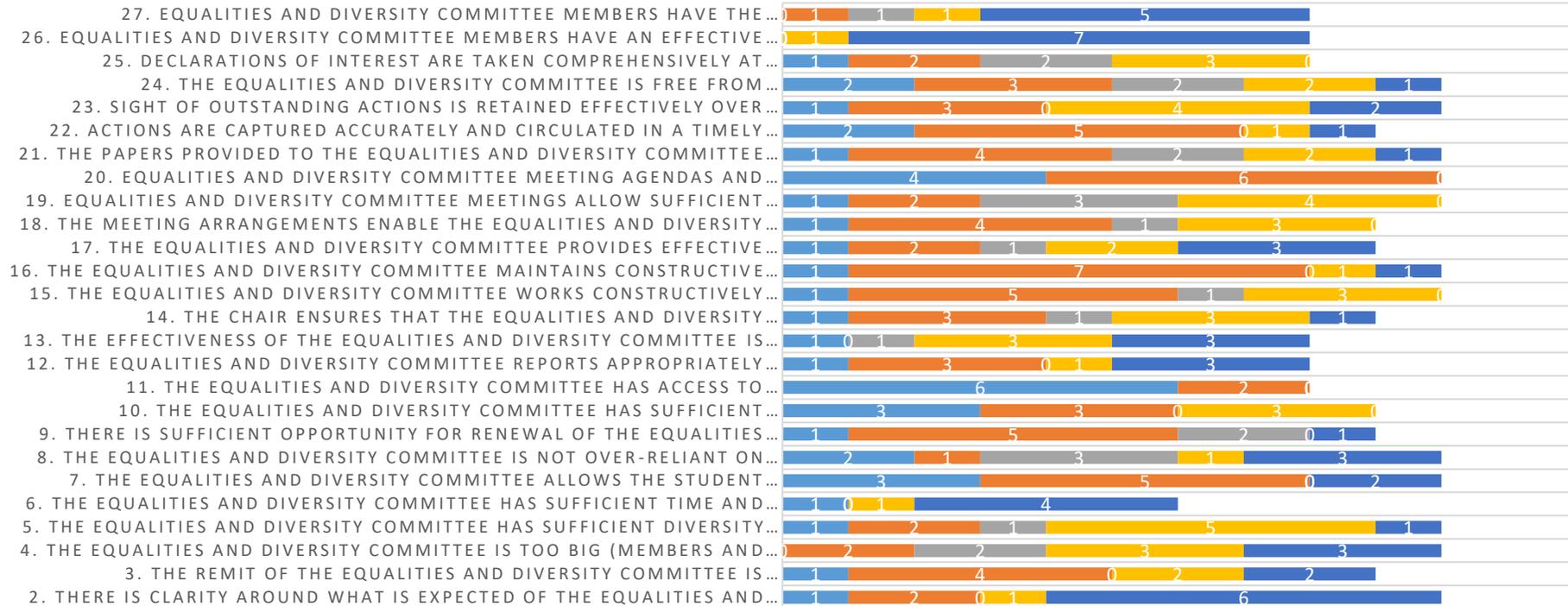
Appendix 9: Survey Questions and Quantitative Responses



Appendix 9: Survey Questions and Quantitative Responses

EQUALITY & DIVERSITY COMMITTEE

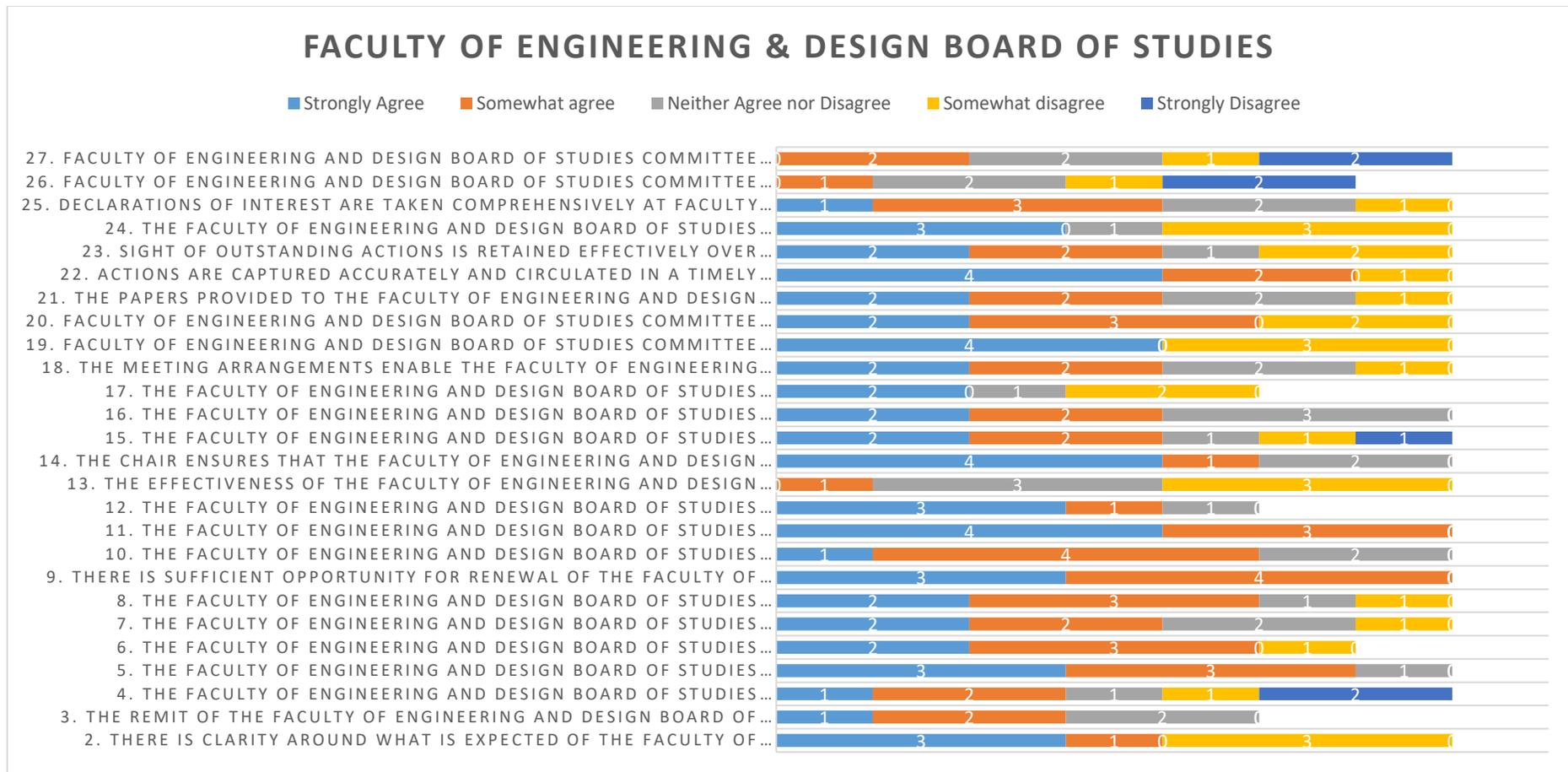
■ Strongly Agree
 ■ Somewhat agree
 ■ Neither Agree nor Disagree
 ■ Somewhat disagree
 ■ Strongly Disagree



Appendix 9: Survey Questions and Quantitative Responses



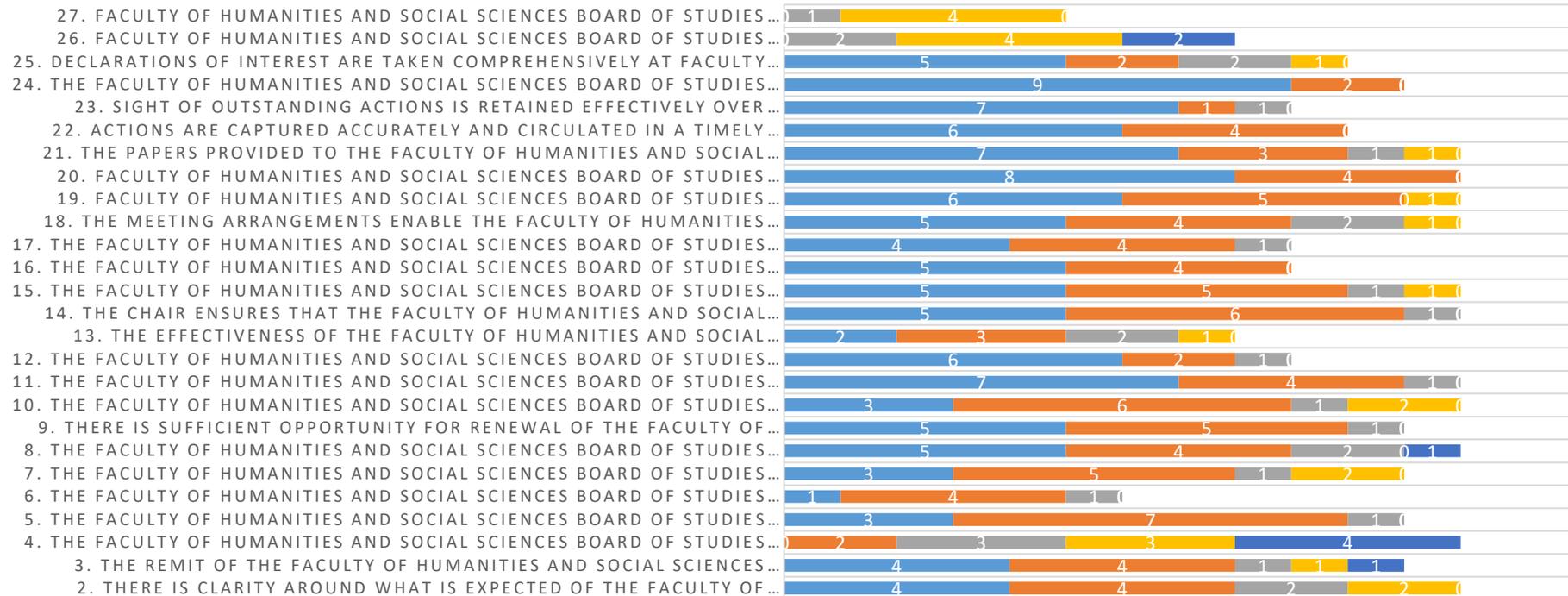
Appendix 9: Survey Questions and Quantitative Responses



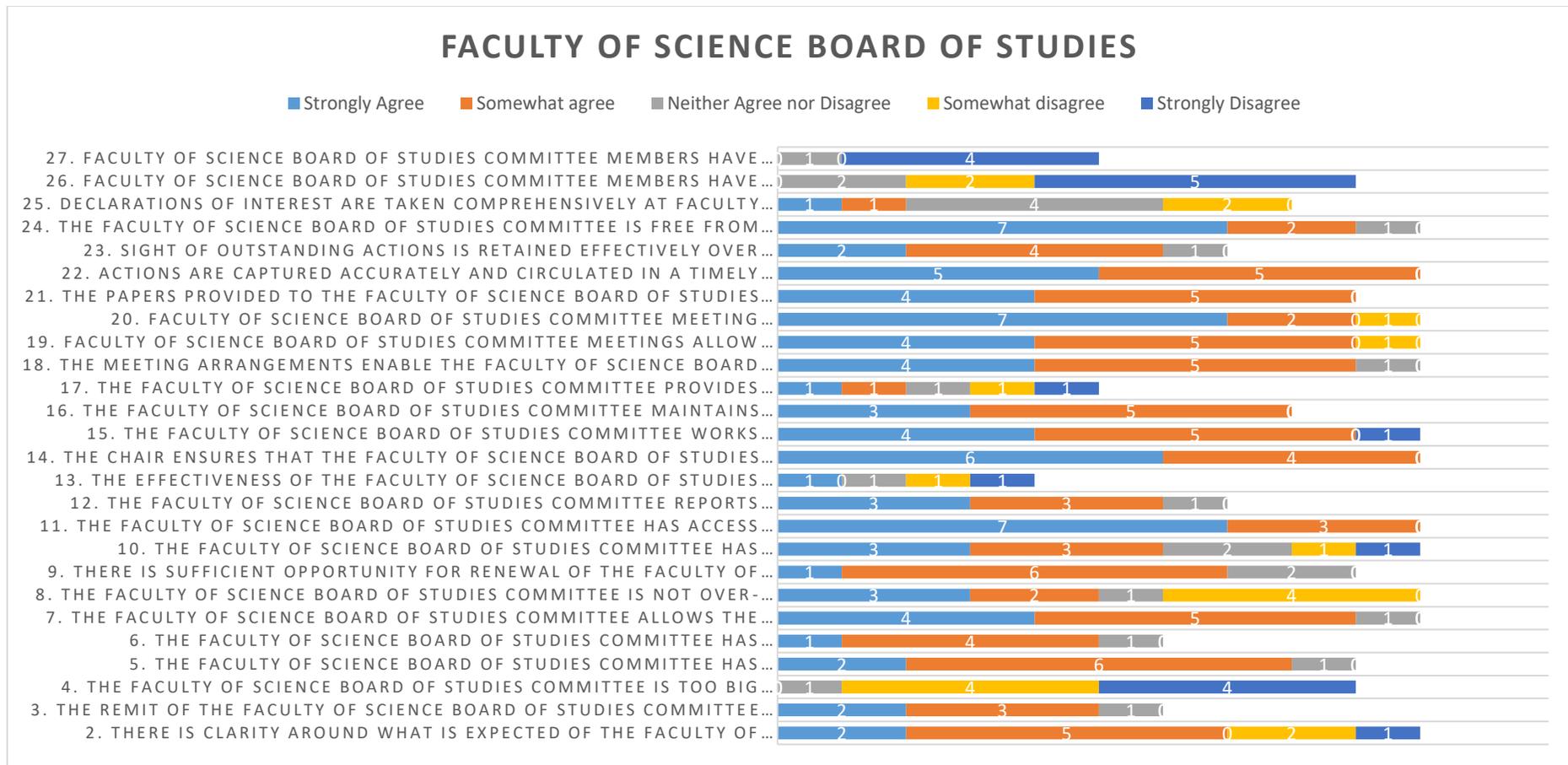
Appendix 9: Survey Questions and Quantitative Responses

FACULTY OF HUMANITIES & SOCIAL SCIENCES BOARD OF STUDIES

■ Strongly Agree
 ■ Somewhat agree
 ■ Neither Agree nor Disagree
 ■ Somewhat disagree
 ■ Strongly Disagree



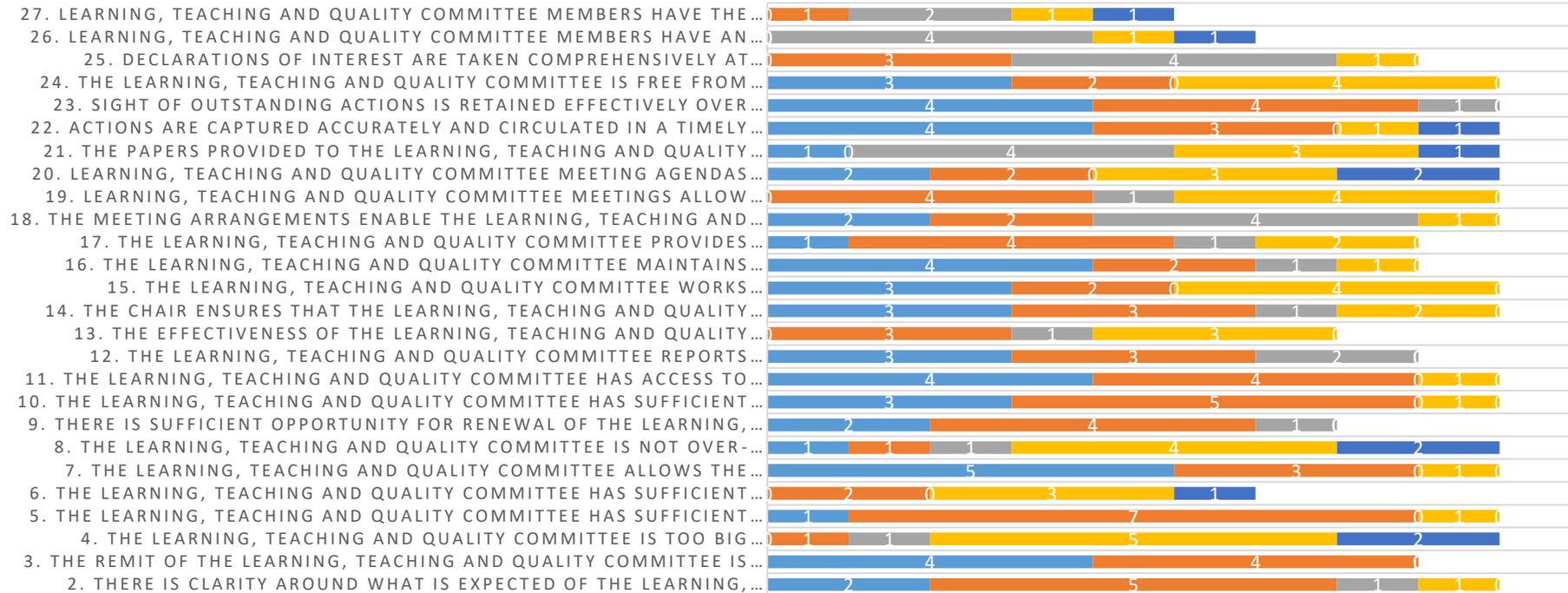
Appendix 9: Survey Questions and Quantitative Responses



Appendix 9: Survey Questions and Quantitative Responses

LEARNING, TEACHING & QUALITY COMMITTEE - MEMBERS

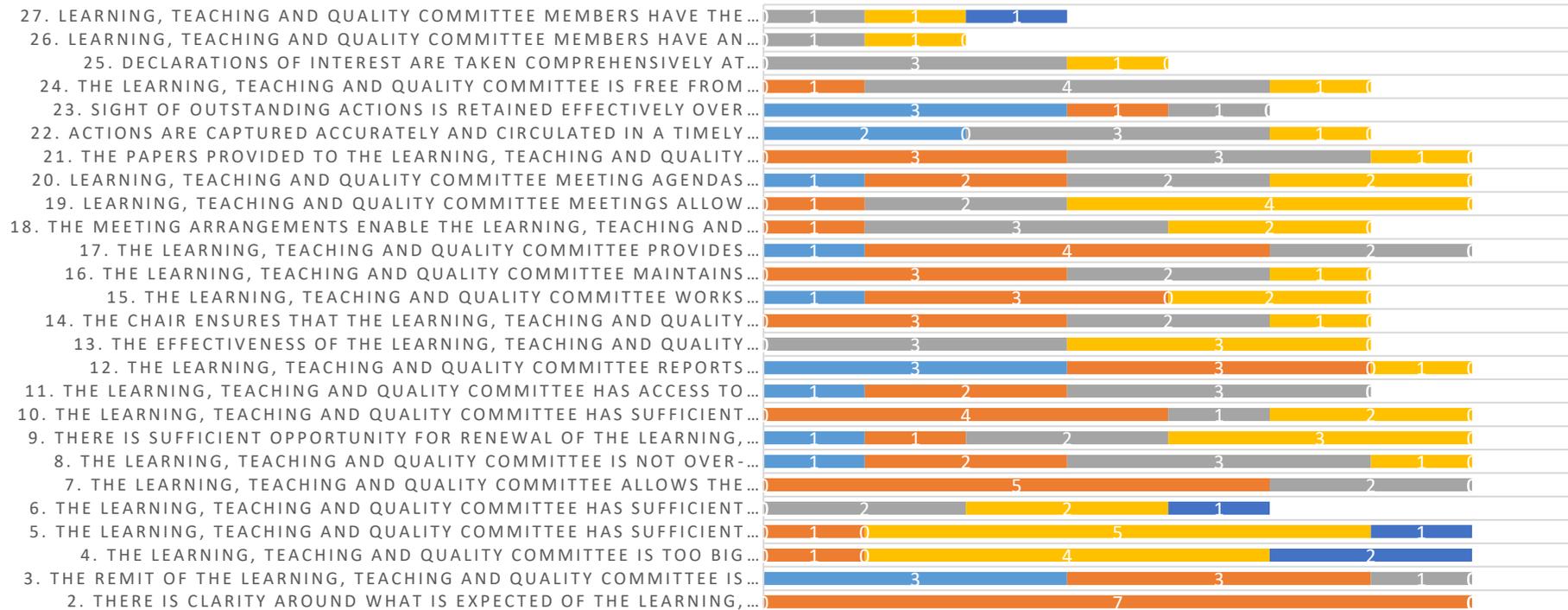
■ Strongly Agree
 ■ Somewhat agree
 ■ Neither Agree nor Disagree
 ■ Somewhat disagree
 ■ Strongly Disagree



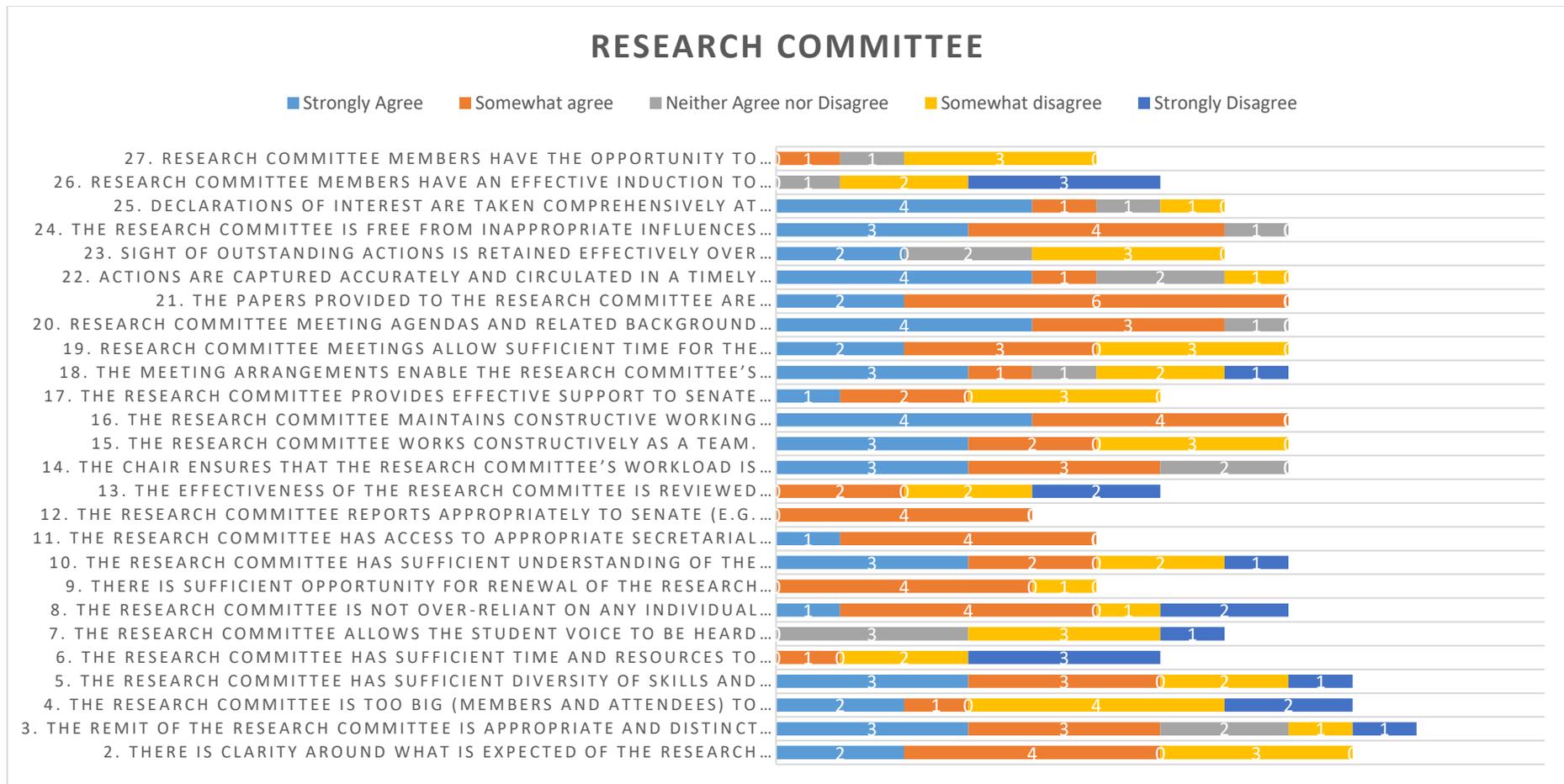
Appendix 9: Survey Questions and Quantitative Responses

LEARNING, TEACHING & QUALITY COMMITTEE - NON-MEMBERS

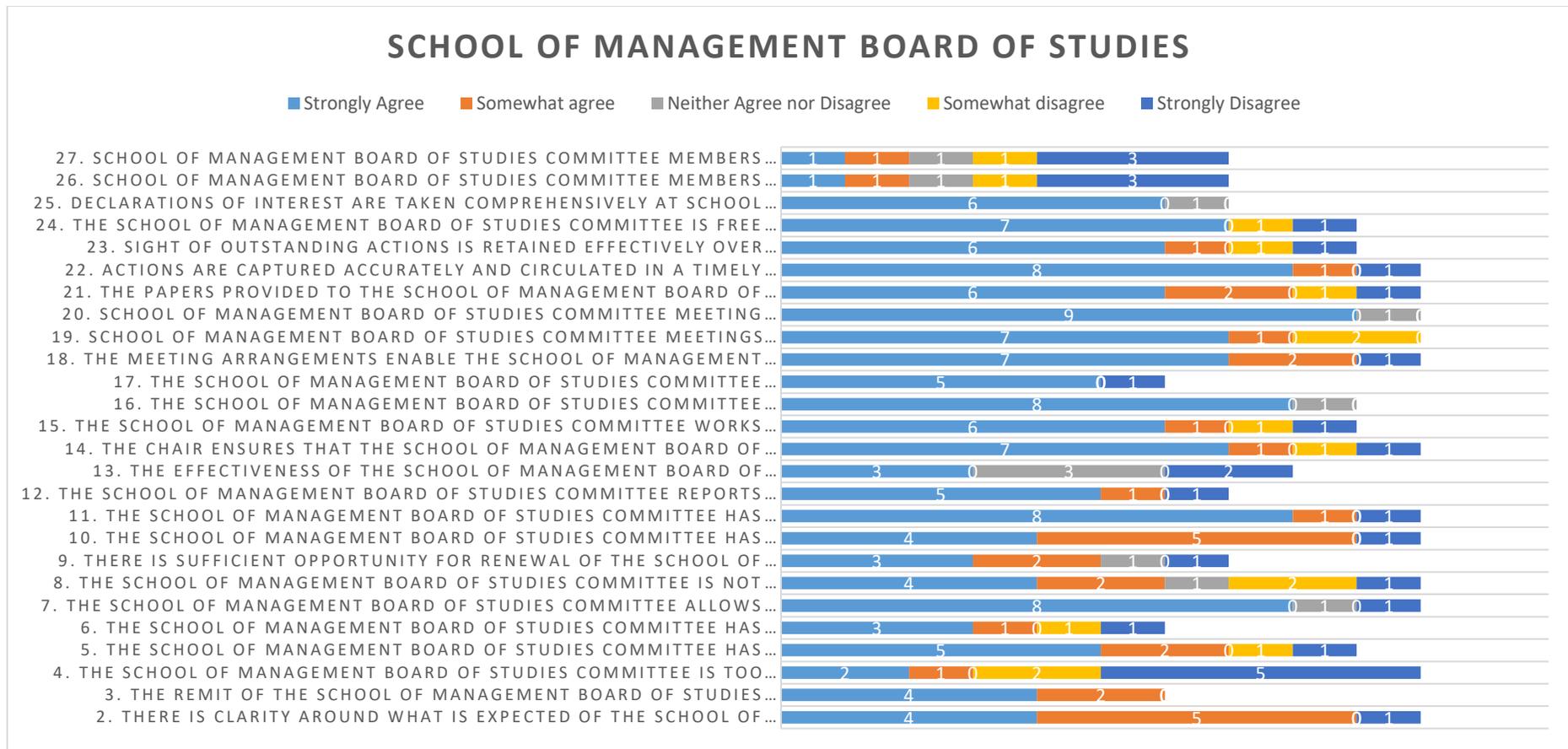
■ Strongly Agree
 ■ Somewhat agree
 ■ Neither Agree nor Disagree
 ■ Somewhat disagree
 ■ Strongly Disagree



Appendix 9: Survey Questions and Quantitative Responses



Appendix 9: Survey Questions and Quantitative Responses



Appendix 9: Survey Questions and Quantitative Responses

SENIOR ACADEMIC APPOINTMENTS COMMITTEE

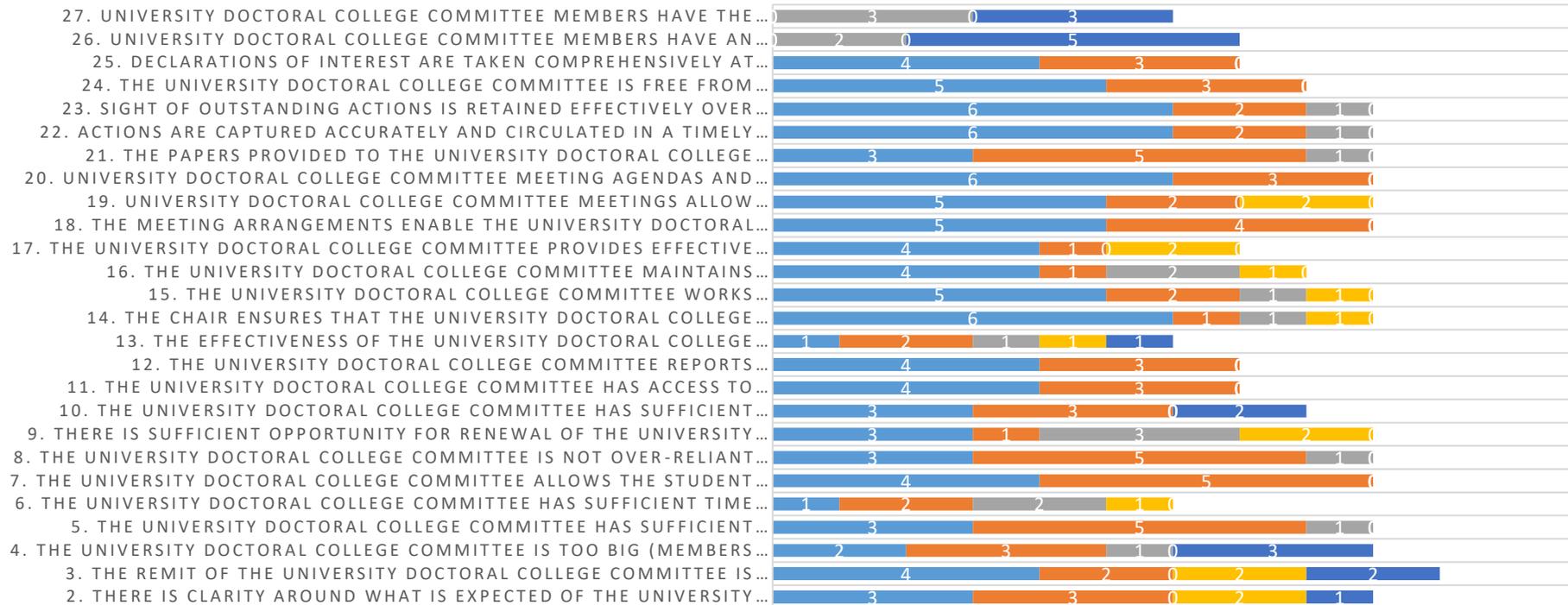
■ Strongly Agree
 ■ Somewhat agree
 ■ Neither Agree nor Disagree
 ■ Somewhat disagree
 ■ Strongly Disagree



Appendix 9: Survey Questions and Quantitative Responses

UNIVERSITY DOCTORAL STUDIES COMMITTEE

■ Strongly Agree
 ■ Somewhat agree
 ■ Neither Agree nor Disagree
 ■ Somewhat disagree
 ■ Strongly Disagree



Appendix 9: Survey Questions and Quantitative Responses

The following Committees have five or fewer responses and are not plotted here:

- Awards Committee
- Chancellor's Prize Committee
- Courses and Partnerships Approval Committee
- Disciplinary Committee
- Ede & Ravenscroft (PGR) Prize Committee
- Ede & Ravenscroft (Staff) Prize Committee
- Honorary Degrees Committee
- Senate Appeals Committee
- Senior Academic Appointments Committee
- Student Academic Appeals Committee

Appendix 10: Survey Feedback Summary

Appendix 10: Survey Feedback Summary: Number of respondents to surveys

There was a total of 238 responses to the surveys.

Richard Joiner / Angela Pater, November 2019

Survey	No of members surveyed	No of attendees surveyed	No of Respondents
Senate – Members & attendees	41	4	31
Senate – Non-Members	0	numerous	37
Senate Committees			
Academic Staff Appeal Committee	6	2	7
Academic Staff Committee	14	2	8
Academic Programmes Committee	12	4	6
Awards Committee	5	1	2
Blues Committee	7	0	6
Chancellor's Prize Committee	5	1	3
Council/Senate/Students' Union Committee	11	5	6
CPAC	10	3	2
CTC	10	1	6
Disciplinary Committee	5	0	1
Ede & Ravenscroft Committee (Students)	6	1	5
Ede & Ravenscroft Committee (Staff)	6	1	1
Equality and Diversity Committee	17	2	10
Ethics Committee	9	5	11
Honorary Degrees Committee	7	1	5
LTQC – Members	13	7	9
LTQC – Non-Members	0	18	7
Research Committee	16	8	10
Senate Appeals Committee	5	1	2
Senior Academic Appointments Committee	6	1	5
Student Academic Appeals Committee	4	1	1
University Doctoral Studies Committee	13	5	10
Boards of Studies			
Faculty of Engineering and Design			7
Faculty of Humanities and Social Sciences	25	0	12
Faculty of Science	26	2	10
School of Management			10
Board of Studies (Doctoral)	12	3	8

Appendix 10: Survey Feedback Summary

Appendix 10a: Survey Feedback Summary: Senate Members and Attendees

The survey for [Senate](#) members was sent to 41 members and 4 attendees. 31 responses were returned. A summary of the key issues raised by respondents is below.

Angela Pater, November 2019

Membership
<ul style="list-style-type: none">• 12 agreed and 7 strongly agreed that 'there is clarity around what is expected of Senate (e.g. how it supports the University in discharging its responsibility for academic governance).' (6 disagreed.)• 14 agreed and 5 strongly agreed that 'Senate has sufficient diversity of skills and experience to undertake its duties.' (5 strongly/ or disagreed.)• 13 agreed and 8 strongly agreed that 'Senate allows the student voice to be heard effectively.' (4 disagreed.)• There was a division of opinion over whether 'The size of Senate is too big for it to undertake its duties.' 10 agreed or strongly agreed it was too big, but 14 disagreed or strongly disagreed.• There was a division of opinion over whether 'The balance of academic seniority, discipline, role, and academic and professional staff, etc. provide appropriate representation for Senate to undertake its duties.' 8 agreed and 5 strongly agreed but 8 disagreed and 1 strongly disagreed.• 18 agreed or strongly agreed that election procedures were appropriate. (4 strongly/ or disagreed.)• 16 agreed or strongly agreed that 'Senate membership is able to represent and understand all the main areas of academic strategy.' (6 disagreed.)
<u>Comments, Strengths:</u> <ul style="list-style-type: none">• It includes some members with significant experience who are able to raise questions of the executive.• The diversity of its membership. (several comments).• I consider its large size to be a strength. As it is predominantly a scrutinising rather than decision-making body, reducing its size would reduce its ability to represent the full range of interests within the university but would not lead to faster decision-making.
<u>Comments, Weaknesses:</u> <ul style="list-style-type: none">• Senate has a very large membership, which can be quite unwieldy if everyone wants to comment on a given issue. A smaller body would work more effectively with the obvious danger that it could perhaps be less representative. Senate works well if documents being considered by it only need minor changes before approval. However, it is less good at dealing with more complex issues where major revisions are required and maybe another round of discussion once these are incorporated. There have been a few cases recently where the approval status of important policy documents has been confused or ambiguous at the end of a Senate meeting.• Members not representative - strong science professor group. It is not representative of the institution. People vote for their "tribes". It is unclear whether members are representing themselves or the people who elected them.

Appendix 10: Survey Feedback Summary

<ul style="list-style-type: none"> It is not widely known who the members are or what they do. Turnout at elections is often low (not so much recently).
<p>Oversight/Delegation</p> <ul style="list-style-type: none"> 16 agreed and 6 strongly agreed that 'the terms of reference for Senate aid understanding of Senate's responsibilities.' (3 disagreed.) 10 agreed and 7 strongly agreed that 'Senate membership is able to provide Council with the assurances on academic strategy, governance, and quality and standards at an appropriate level for Council's understanding.' (3 disagreed.) 14 agreed and 4 strongly agreed that 'Senate has sufficient understanding of the University and the sector (e.g. how the University operates within the sector, new requirements of the Office for Students, teaching, learning, assessment, research, quality assurance, national funding mechanisms, importance of student numbers and profile, etc.).' (4 disagreed.) 9 agreed and 4 strongly agreed that 'Senate has appropriate delegation of authority to its committees.' (6 strongly/ or disagreed.) 10 agreed and 4 strongly agreed that 'Senate's sub-committee structure allows Senate to conduct its business effectively.' (6 strongly/ or disagreed.)
<p><u>Comments, Strengths:</u></p> <ul style="list-style-type: none"> Senate gives a genuinely independent oversight to all University processes and is highly representative of the entire University. Senators are strongly engaged and constructive in their approach to this work.
<p><u>Comments, Weaknesses:</u></p> <ul style="list-style-type: none"> Subcommittees sometimes irrelevant as issues discussed there are discussed again in full at Senate. / Senate does not "trust" its subcommittees. Decisions should either be delegated, or all discussion on the topic should be at Senate. It can sometimes be presented with a fait accompli and objections raised, even if serious, can be overridden by senior management. Not yet well adapted to changed HE sector, lack of time to deal with complexity or to have sub-committees/officers deal with complexity. It is largely a rubber stamping exercise - there has to be a major upsurge against any matter presented to it to change the course of what the executive has already decided. Decision-making is non-transparent - members may not be clear that a 'decision' has been made. The reduction of academic members on Council means that the role of Senate becomes all the more important. Decision-making routes from committees up to Senate. Expectation in committees that decisions get made in Senate but minutes are often simply noted meaning that there is a lack of clarity about where any actual decisions about e.g. equality and diversity get made. Functions of Senate, Court and Council are not clearly distinct in the minds of non-members, even if they are clearly delineated in theory. There is sometimes a lack of clarity about what has (and hasn't) been agreed in meetings. This can be a problem within Senate - for example, when different Senate members have different understandings about the outcome of a debate. Curriculum transformation is a clear example of this. Quite a few different CT papers have been discussed by Senate, with some aspects having been agreed, and some not. It isn't, however, easy for people who aren't on Senate (including CT leads in academic departments) to find out what has and

Appendix 10: Survey Feedback Summary

<p>hasn't been agreed - there isn't a 'single point of truth' setting out what Senate has agreed in relation to CT, and (just as importantly!) what it hasn't.</p> <ul style="list-style-type: none">• In recent years there has also been a serious lack of consultation on some important issues - curriculum transformation being a prime example. Proposals for pretty substantial changes have come to Senate from ULTQC, without the appropriate groundwork having been done through proper consultation with academic departments via FLTQCs. It used to be routine for ULTQC to consult with FLTQCs in the initial phases of proposing important changes, and that the FLTQCs would in turn consult with academic departments. Several of the Senate papers on curriculum transformation over the past couple of years have had a rather rocky ride, and I think this could have been avoided or reduced if a more consultative approach had been taken during the initial phases of developing the proposal for change.
Discussion/Openness /Chair
<ul style="list-style-type: none">• 13 agreed and 4 strongly agreed that 'The Chair ensures that Senate's workload is dealt with effectively.' (3 disagreed.)• 13 agreed and 4 strongly agreed that 'The Chair has an effective leadership style.' (3 disagreed.)• 13 agreed and 4 strongly agreed that 'Senate meetings allow sufficient time for the discussion of substantive matters.'• 9 agreed and 10 strongly agreed that 'Declarations of interest are taken comprehensively at Senate meetings.' (8 strongly/ or disagreed.)
<u>Comments, Strengths:</u> <ul style="list-style-type: none">• The meetings are generally run and chaired effectively, and enough time is generally provided for discussions. The quality of debate is usually good. (several similar comments)• Openness of discussion and student input.• Most decisions end up with a high level of consensus rather than having to vote on "close" aspects.• Now: openness, and an appropriate degree of assertiveness. But this was not by all accounts the case under the previous V-C, so it cannot be regarded as an institutional strength: Senate displays these strengths as long as it is permitted to do so. (other similar comments on a change)• Good intent, integrity.
<u>Comments, Weaknesses:</u> <ul style="list-style-type: none">• An ineffective body that concerns itself with details that should be discussed at its sub-committees. The abuse of Senate for puerile student union like politics (and that is not the SU representation).• Some members dominate discussions.• A lack of trust between members / atmosphere may be tense/inhibiting.• Some elected (vociferous) members playing a game to get elected to push agendas which are not representative of the academic body, generally. Key policy items are being blocked unnecessarily by some who are flexing muscles in a post-Breakwell era of defiance. It is really depressingly inevitable but unnecessary.• Often gets focused on small issues (e.g. a point in the minutes)• Rather excessive on the thanking of numerous people for every paper which takes up too large a proportion of the meeting

Appendix 10: Survey Feedback Summary

<ul style="list-style-type: none"> • Sometimes it feels like papers are trying to be pushed through without all the info, especially around curriculum transformation • The seating arrangements where some people are in a back row. • Ad hominem is a waste of time.
<p>Secretariat/Papers</p>
<ul style="list-style-type: none"> • 14 agreed and 4 strongly agreed that 'Senate has access to appropriate secretarial services.' (5 strongly/ or disagreed.) • 14 agreed and 4 strongly agreed that 'The papers provided to Senate are appropriate (e.g. not overly lengthy, clearly explain the key issues and priorities, and clearly identify what is requested of Senate, i.e. approval, discussion or to note etc.).' (10 strongly/ or disagreed.) • 13 disagreed or strongly disagreed that 'Senate meeting agendas and related background information are circulated in a timely manner to enable full and proper consideration to be given to the issues.' Although 12 agreed or strongly agreed.
<p><u>Comments, Strengths</u></p> <ul style="list-style-type: none"> • The papers generally provide a clear overview of current issues.
<p><u>Comments, Weaknesses:</u></p> <ul style="list-style-type: none"> • Paperwork comes out too late for thorough reading and discussion. Too many members appear not to have read the papers in depth. Some members rarely contribute to discussions. There is very little time for real scrutiny of documents in advance, or in the meeting itself. • The size of paperwork is uncondusive to an effective functioning of Senate. • Lack of understanding whether members are representing a constituency, or are there in their own right. • It is sometimes hard to understand the context of some of the papers- on which we are meant to make decisions • A secretariat who also takes minutes across a range of other top level committees and may not be entirely independent. • The secretariat is not consistently independent of the matters being discussed - there is too much overlap of officers between different governance committees.
<p>Meetings</p>
<ul style="list-style-type: none"> • 12 agreed and 3 strongly agreed that 'The meeting arrangements (e.g. timing, duration, venue and format) enable Senate's effectiveness.' (3 disagreed.) • 20 disagreed or strongly disagreed that 'Senate meets too frequently (five times per year).' (0 agreed)
<p><u>Comments:</u> None</p>
<p>Communication</p>
<ul style="list-style-type: none"> • 12 disagreed or strongly disagreed that 'Senate is kept well informed on all material matters between meetings, including appropriate external information (e.g. emerging issues and material regulatory changes).' • 18 disagreed or strongly disagreed that 'Decisions of Senate are communicated effectively within the University.'

Appendix 10: Survey Feedback Summary

<ul style="list-style-type: none"> 7 agreed and 6 strongly agreed that 'Actions are captured accurately and circulated in a timely manner after Senate meetings.'
<p><u>Comments, Strengths</u></p> <ul style="list-style-type: none"> Decisions of Senate are communicated effectively within the University.
<p><u>Comments, Weaknesses:</u></p> <ul style="list-style-type: none"> Possibly communications with the university staff who are not Senate members Consultation with the University community on key issues is often ineffective.
<p>Induction/Training</p>
<ul style="list-style-type: none"> 11 agreed and 4 strongly agreed that 'Senate members have an effective induction to Senate.' (5 strongly/ or disagreed.) 13 disagreed or strongly disagreed that 'Senate members have the opportunity to undertake professional development activities (e.g. formal courses and conferences, internal talks and seminars, or briefings by external advisers) that assist with their Senate-related responsibilities (e.g. understanding operational risks facing institutions within the sector).' (4 agreed).

Further Questions to Members

<p>What would help you engage better with Senate and/or its committees?</p>
<p>If things are for senate to decide, all discussion should be at senate, rather than having subcommittees spending time on them, and then senate completely ignoring subcommittee recommendations.</p>
<p>Reducing the size of Senate would allow it to work more effectively provided care was taken to ensure it remained representative. It would also be very helpful to get the papers for Senate meetings further in advance, even if this meant that a few late papers would have to follow afterwards.</p>
<p>Better information about what opportunities to help with committee work exist. At the moment such things tend to be announced at short notice, making it difficult to pick the cases where I could be most effective.</p>
<p>Clearer routes for how consultation is carried out. I would like to see: more formal consultation of Senate with Boards of Studies and ULTQC with FLTQCs, etc; more evidence of how the wider University community is consulted with; more evidence of that consultation being genuine.</p>
<p>I'm content with the current arrangements</p>
<p>Senate members who are elected by Academic Assembly should attend academic assembly meetings in order to understand the views of the staff that they represent. Unfortunately I get the feeling that many elected staff become senators in order to further their careers but do not seem to engage fully with the meetings of senate.</p>
<p>Decision-making needs to be transparent. Either voting needs to be used more, or the Chair needs explicitly to reflect what he feels is the 'mood of the meeting', for members to confirm or question. Key items for discussion should be identified, with others simply included as written reports, which people can raise questions on if they like, rather than time being spent on people presenting information at the meeting, which means there is very little time for meaningful discussion.</p>
<p>More time - we organise a pre-senate meeting, but it often clashes with other commitments</p>
<p>Better engagement with the HE good that we do being necessarily in a business context.</p>

Appendix 10: Survey Feedback Summary

Clearer decision-making structure so decisions and change could be more visibly shown

- Slightly briefer papers really highlighting the important areas for discussion
- Some heads up of the priorities for the meeting
- The discussions being kept short when they go off topic

Any other comments

Generally I do not think that Senate is badly wrong. Certainly its effectiveness could be improved, more by making non-members aware of what it does than by changing what it does. It is about the only way in which directly elected staff and students can influence the way the university is administered so it is important that its influence is not diminished, and that elected members are present in sufficient numbers.

It is good that this review is taking place. However, the procedures through which people were selected to participate in the review were themselves non-transparent. It is also very strange that the secretary to the review group should also be the secretary to Senate. This is not a personal reflection on the individual concerned, but a matter of good governance that there should be a clear separation of roles.

Appendix 10: Survey Feedback Summary

Appendix 10b: Survey Feedback Summary: Senate Non-Members

The survey about Senate for non-members was sent to Academic Heads of Department, Professional Services Heads of Department, Associate Deans, Directors of Studies, Directors of Teaching, Directors of Administration, Assistant Registrars. 37 responses were returned. The key issues raised by respondents are below.

Angela Pater, November 2019

Membership
<ul style="list-style-type: none">• There were mixed views on whether 'there is clarity around what is expected of Senate (e.g. how it supports the University in discharging its responsibility for academic governance).' 11 agreed and 2 strongly agreed, while an equal number thought the opposite: 11 disagreed and 2 strongly disagreed.• 5 agreed and 4 strongly agreed that 'Senate has sufficient diversity of skills and experience to undertake its duties.' 3 disagreed and 4 strongly disagreed.• 11 agreed and 1 strongly agreed that 'The size of Senate is too big for it to undertake its duties.' 5 disagreed and 4 strongly disagreed.• There was a division of opinion over whether 'The balance of academic seniority, discipline, role, and academic and professional staff, etc. provide appropriate representation for Senate to undertake its duties.' 11 agreed but 10 disagreed and 5 strongly disagreed.• 18 agreed or strongly agreed that election procedures were appropriate. (5 strongly/ or disagreed.)• There was a division of opinion over whether 'Senate membership is able to represent and understand all the main areas of academic strategy.' 11 agreed and 1 strongly agreed but 8 disagreed and 2 strongly disagreed.)
<p><u>Comments, Strengths:</u></p> <ul style="list-style-type: none">• Balance of academic experience and expertise / strong sense of responsibility.• That most of the members are elected.• Diversity and knowledge base.• That its members are committed and most make a positive contribution to the discussions.
<p><u>Comments, Weaknesses:</u></p> <ul style="list-style-type: none">• Disproportionate representation of senior management.• Elections favour those with a large base of supporters not necessarily the best people for the role.• The current election procedure allows more 'radical' members of the academic community to be elected to the detriment of wider representation and more reasonable representatives.• Should include key members of academic staff with responsibilities for research and learning and teaching strategy at a Faculty level, and more junior staff.• Need to have current teachers and researchers present rather than just 'those whose career path has moved them away from the whiteboard and the lab bench'.• Unwieldy size, and ability to respond fast to issues.• Used by academics to further their careers but no meaningful Improvement has resulted from Senate.

Appendix 10: Survey Feedback Summary

<ul style="list-style-type: none"> • There are too few members. / Not all departments/disciplines are represented. (several comments). • Several comments asking why Professional Services staff are not on Senate - but are often the ones tasked with implementing or ensuring quality assurance and related academic processes. • No information on attendance and no review of skills nor effectiveness.
<p>Oversight/Delegation</p>
<ul style="list-style-type: none"> • 6 agreed and 3 strongly agreed that 'the terms of reference for Senate aid understanding of Senate's responsibilities.' (but 6 disagreed.) • 9 agreed and 5 strongly agreed that 'Senate has sufficient understanding of the University and the sector (e.g. how the University operates within the sector, new requirements of the Office for Students, teaching, learning, assessment, research, quality assurance, national funding mechanisms, importance of student numbers and profile, etc.).' (5 disagreed.) • 10 agreed and 1 strongly agreed that 'Senate's sub-committee structure allows Senate to conduct its business effectively.' (3 strongly/ or disagreed.)
<p><u>Comments, Strengths:</u></p> <ul style="list-style-type: none"> • It plays an essential role in regulating and directing the academic work of the University. • Over arching decision-making, though how this relates to Council and other committees/meeting such as Exec is unclear. • This is hard to answer without reflecting on recent history. So long as this committee is able to resist the potential for an overly dominate chair then the governance works well.
<p><u>Comments, Weaknesses:</u></p> <ul style="list-style-type: none"> • Decision making - far too slow and cautious. Also no monitoring of the implementation of decisions. • Senate should be enabled to better help form policy and strategy by thinking about issues as they emerge not be asked to green/red light big moves when they have already had a lot of invested time from UEB/Registry. E.g. was Senate ever involved Curriculum Transformation. • Much of the Senate business is to approve the recommendations from sub-committees. Those sub-committees may well have discussed the topics thoroughly but that means that very little actually gets discussed at Senate...It would be better to have a couple of options. • Often seen as a block to proposals. • No strengths: It is part of the corporate governance but from hearsay essentially provided a rubber stamp for decisions already taken. • Poor consultation - reps on those committees rarely ask for views; does Senate take any feedback on board.
<p>Meetings</p>
<ul style="list-style-type: none"> • 13 disagreed and 8 strongly disagreed that 'Senate meets too frequently (five times per year).' (2 agreed)
<p><u>Comments:</u> None</p>
<p>Communication</p>

Appendix 10: Survey Feedback Summary

<ul style="list-style-type: none"> 13 disagreed and 14 strongly disagreed that 'Decisions of Senate are communicated effectively within the University.' Only 1 agreed
<p><u>Comments, Strengths:</u> None</p>
<p><u>Comments, Weaknesses:</u></p> <ul style="list-style-type: none"> 8 comments about lack of /timeliness of communication to staff about agendas and decisions. Overly bureaucratic process. Minutes that are steeped in procedure, difficult to read, and so ineffective as a means of communication. It is not clear to the majority of staff what is discussed or how it operates.

What would help you engage better with Senate and/or its committees?

<p>Structural Information</p> <ul style="list-style-type: none"> User friendly guide to the governance structure of the University. Make it visible and therefore relevant to staff and students on the ground to show how all committees feed into each other. (3 comments) I think each sub-division (department) should have a Prof and non-Prof member. Maybe more than this for larger departments, so that I would know who to contact about Senate matters. (2 similar comments)
<p>Availability of papers and summaries</p> <ul style="list-style-type: none"> Access to agenda/papers prior to meetings, or at least the agenda, need to be more widely distributed to staff. And earlier. (several comments) Minutes should be available in a more timely fashion and those minutes be more detailed. '(I was on Senate and I could not recognise the meeting I had attended from the minutes!) Regular summary of decisions on the web (numerous comments). 'The VC's briefing - after the event - has much improved. The key upcoming issues on which I might want to feed in a point via my elected represented are not so clear.' Or have an email sent. Need minutes of other committees such as ULTQC -not made available within a reasonable timeframe. 'Given in the nature of the work I do, I need to be aware of decisions made that influence and inform the interactions I have with staff.' More communication using methods which supplement email. E.g. face-to-face, videos. Devoted area on the website with all Senate-related news and current actions, similar format to a departmental page.
<p>Meetings with Senators</p> <ul style="list-style-type: none"> Having a member of Senate present at Departments staff meeting an overview of the role of the Senate. I suspect most staff does not know what it does. Clear opportunity to meet with senators in an informal setting. I do not wish to 'engage' with Senate or its committees; what I would like to see is clear and transparent governance, and that requires communication - which is woeful.

Appendix 10: Survey Feedback Summary

Appendix 10c: Survey Feedback Summary: Boards of Studies

The survey about Boards of Studies was sent to members and attendees and there were 53 responses returned. The key issues raised by respondents are below.

R Branston / M McManus, November 2019

Committee	Summary of issues raised
Faculty/School Boards of Studies	<ul style="list-style-type: none"> • Seems generally that there is overall positive views about all BoS although some concerns in places • Induction into Senate and Professional development seem to be general issues across all. • View that they report well to Senate but also that the relationship to Senate might not be well understood. Some fundamentally disagree and suggest the purpose is now unclear beyond agreeing marks, as no clear sense of what happens when papers are challenged. • Some sense that the meetings are choreographed to give the answer the chair wants – concerns that it is a rubber stamping exercise (although that might reflect decisions taken at other committees that are then reported), that a sub-set are the ones who contribute, and that not everyone has properly read all of the large paperwork involved. • Some concerns about the student voice in many of the BoS, but not universal. • Some concerns that the effectiveness of the BoS is not reviewed appropriately. • Localised concerns – e.g. about the Chairing of the Engineering & Design BoS, attendance in Science. • Questions about time and resources to work effectively. • Question as to whether the purpose of BoS has kept up with the growth of the university?
Board of Studies (Doctoral)	<ul style="list-style-type: none"> • Some concerns that the committee isn't distinct from other committees. • Some concern it doesn't have enough time. • Clear concerns about the student voice • Concerns about the potential for renewal of membership • Some concerns that the effectiveness of the BoS is not reviewed appropriately. • Induction into Senate and Professional development seem to be strong issues. • Large amount of business which is unconventional, not presented in paper format, and for which there is a lot of chairs action. • Some concerns at our naming of the committee.

Appendix 10: Survey Feedback Summary

Appendix 10d: Survey Feedback Summary: Research, Ethics and Doctoral Studies

Julie Barnett and Robert Kelsh, November 2019

1) **Ethics Committee (Sent to 9 members and 5 attendees) (9 respondents)**

The following views seem problematic yet are widely held (>50% of survey respondents)

- a. Lack of clarity of what is expected (i.e.. How supports Senate)
- b. Remit not appropriate or distinct from other committees
- c. Too small to be effective (but contradictory answer to Q re sufficient diversity of skills and experience)
- d. Insufficient time/resources
- e. May not allow student voice to be heard effectively
- f. Effectiveness not reviewed thoroughly and sufficiently regularly
- g. Does not work v well as a team
- h. Does not effectively support Senate
- i. Meetings provide insufficient time for effective discussion
- j. Actions not captured appropriately and circulated in a timely manner to allow full and proper consideration (consistent with this there is marginal view that 'sight of outstanding actions is retained effectively over several meetings')
- k. Strong disagreement that introduction to Senate is effective
- l. Limited opportunity to undertake relevant professional development

NB *One comment that this sub-committee being reviewed since new chair appointed, expecting changes
One comment that in recent years discussion has become repetitive, without issues being resolved,
leaving some projects possibly lacking robust consideration*

Heavy emphasis on ethics in research. Should teaching and processes be in remit?

One comment that government of ethics should be reviewed (inc. getting idea of processes elsewhere).

*Suggestions that activity could be sub-divided between sub-committees for
Research/Teaching/Operations and a URC.*

One comment that it was unclear how Sub-comm relates to Senate, and what happened in response to reports to Senate.

2) **Research Committee (Sent to 16 members and c8 attendees) (10 respondents)**

The following seem problematic yet are widely held (>50% of survey respondents)

- a. Probably too small to be effective (conflicts with statement in comments that it is too bloated and no real discussion)
- b. Too little time
- c. May not allow student voice to be heard effectively
- d. Effectiveness not reviewed thoroughly and sufficiently regularly
- e. May not provide effective support to Senate
- f. Strong disagreement that introduction to Senate is effective
- g. Limited opportunity to undertake relevant professional development

NB *Two commented that system of providing papers is clumsy/poor*

Appendix 10: Survey Feedback Summary

One comment that it simply ratifies decisions taken elsewhere, that large size prevents effective discussion; that discussion sometimes reflects personal agendas of some individuals; and concern that there is no time to talk about research strategy, so that there is no advice on this to Senior Management. One comment that spread of academic jobs should be represented

3) University Doctoral Studies Committee (Sent to 13 members and c5 attendees) (5 respondents)

The following seem problematic yet are widely held (>50% of survey respondents)

- a. Members do not have an effective introduction to Senate
- b. Members do not have opportunities for relevant professional development

NB *Although survey results look very benign, the comments are much more critical. This is tricky, since by definition each is one person's opinion, but issues raised include:*

- 1)** *Lack of strategic direction, presumably not helped by vague terms of reference and by overlap with Board of Studies (need for ToR to clearly separate the roles for each); suggestion breadth of membership hampers this further*
- 2)** *Rarely discusses papers with clear argument/proposals*
- 3)** *Little oversight or monitoring of key factors relating to doctoral provision*
- 4)** *Discussions get distracted by details of PGR procedures*
- 5)** *Little input from Senior Management or governance structures, nor with professional services*
- 6)** *Likewise no input from doctoral programmes themselves apparently*
- 7)** *Suggestion that committee rarely reaches consensus*
- 8)** *Mixed feelings about increased student representation – student voice is heard, but some feel this often focuses on personal agendas*
- 9)** *Conflict between Academic members desire to deal in nuanced way with individual cases, versus Doctoral College's stifling bureaucratic response*
- 10)** *Some individuals unsure how Senate operates and how it considers papers from UDSC*
- 11)** *Concern that doctoral programmes considered lower importance than undergraduate/masters programmes*
- 12)** *Passive membership by some*

Appendix 10: Survey Feedback Summary

Appendix 10e: Survey Feedback Summary: Staff and Equality, Diversity & Inclusion

David Bird and Andrew Heath, November 2019

Committee	Summary of issues raised
Academic Staff Committee	<p>8 responses. Generally very positive with most of the questions having "strongly agree" as the majority response. Q11 (appropriate secretarial services) and Q13 (regular review) more mixed. Three questions had a negative response: Q21 (appropriate paperwork); Q26 (induction to Senate); Q27 (professional development). Only one written comment, strongly criticising the quantity and quality of paperwork.</p>
Academic Staff Appeal Committee	<p>7 responses. Generally positive across all the questions, but two people disagreed that there is clarity around what is expected of the committee (Q2) and that the committee is not over-reliant on individual members (Q8). 3 written comments: covering the inappropriateness of some of the questions, and one person commenting on the allowed grounds for an appeal.</p>
Equality and Diversity Committee	<p>10 responses. Very mixed set, and marked disagreement between the responders on several questions. Particularly negative responses to: Q2 (clarity on role of the committee); Q5 (diversity of skills); Q6 (time and resources); Q12 (reporting); Q13 (review of committee); Q17 (support to Senate and adding value); Q23 (sight of outstanding actions); Q26 (induction to Senate); Q27 (professional development). Positive responses to: Q4 (size of committee); Q7 (student voice); Q9 (renewal of membership); Q11 (secretarial support); Q15 (working as a team); Q16 (working relationships); Q20 (timing of papers); Q22 (actions being captured).</p> <p>8 written comments, which amplify the negative responses to the questions. There is a clear need to clarify the role of this committee and its relationship to Council and Senate.</p>
Honorary Degrees Committee	<p>5 responses. Generally positive, but weighted more towards "agree" than "strongly agree". More negative responses to: Q5 (diversity of skills); Q7 (student voice); Q13 (review of committee); Q26 (induction to Senate); Q27 (professional development). 3 written comments: composition of the committee to reflect society more closely; process for receiving</p>

Appendix 10: Survey Feedback Summary

	nominations; student voice (note that there are currently no student members); choice of Orator.
Senior Academic Appointments Committee	5 responses. Generally positive responses to questions about the running of the committee. However, both Q2 (clarity about role of committee) and Q3 (remit) are clearly negative. 5 written comments: two question the purpose of the committee, expressing the view that it adds little benefit to the appointment process; one questions the role of non-academics (i.e. Council members) on the committee; one questions the value of the paperwork.
Awards Committee	Only 2 responses – both strongly positive about the role and operation of the committee.
Ede and Ravenscroft Prize Committee (staff)	Only 1 response.

Appendix 10: Survey Feedback Summary

Appendix 10f: Survey Feedback Summary: Student Experience

The survey was sent to members and attendees and there were 22 responses returned. The key issues raised by respondents are below.

Jane White and Ruqia Osman, November 2019

Committee	Summary of issues raised (JW)
Council/Senate/Students' Union Committee CSSU	<p>Several questions had bimodal answer distributions i.e. equal numbers agreed to a statement as disagreed. Suggests that members experience the committee differently. Concern in written comments on the purpose of the committee – students raise operational issues, committee does not have any resolution powers.</p> <p>Areas that should be considered: clarity of what is expected of committee, appropriateness of committee remit, support role of committee to Senate. One written comment suggests that the remit of this committee should be reviewed – possibly to make more strategic in outlook (but then where would operational concerns from students go – perhaps to UEB?)</p>
Blues Committee	<p>Generally very happy with how the committee operates. Some concern about insufficient secretarial support and response to declarations of interest may be of note.</p> <p>Induction and CPD not strong but not of concern to respondents.</p> <p>SER pairing: need to explore diversity of committee, award winners, unconscious bias training etc.</p>
Chancellor's Prize Committee	<p>Nothing really raised here. Very positive responses. Induction and CPD not strong but did seem to worry respondents. Outstanding actions was the only real area where it seems some improvement could be made.</p> <p>SER pairing: need to explore diversity of committee, award winners, unconscious bias training etc.</p>
Ede and Ravenscroft Prize Committee (PGR)	<p>Nothing really raised here. Positive responses throughout. Induction and CPD not strong but did not seem of much concern. Remit and distinctive role of committee was the question where 2 respondents disagreed (one strongly).</p> <p>SER pairing: need to explore diversity of committee, award winners, unconscious bias training etc.</p>

Appendix 10: Survey Feedback Summary

Appendix 10g: Survey Feedback Summary: Teaching, Curriculum Transformation, Course Approval & Quality Assurance

Richard Joiner and Kate Robinson, November 2019

Committee	Summary of issues raised
Academic Programmes Committee	<p>Five responses.</p> <p>Generally, very positive with most of the questions having “strongly agree” or agree as the majority response.</p> <p>Mixed responses were for Q8 (Overreliance on individual members) and Q13 (regular review).</p> <p>Three questions had a negative response: Q7 (Student Voice); Q25 (declarations of interest and Q26 (induction to Senate).</p> <p>Only one written comment concerned attendance by .key members</p>
Courses and Partnerships Approval Committee	<p>Two responses.</p> <p>Generally very positive with most of the questions having “strongly agree” or agree as the majority response.</p> <p>Mixed responses were for Q6 (Sufficient Resources), Q9 (renewal of membership); Q10 (Knowledge of Sector), Q13 (Regular review); Q19 (Sufficient time).</p> <p>One question had a negative response: Q27 (Professional Development)</p> <p>There were no written comments</p>
Curriculum Transformation Committee (Members)	<p>Six responses.</p> <p>Generally very positive with most of the questions having “strongly agree” or agree as the majority response.</p> <p>Mixed responses were for Q6 (Sufficient time) and Q9 (renewal of membership); Q13 (regular Review)</p> <p>There were no questions with negative responses</p> <p>The written comment concerned volume of work, tight deadlines and workload allocation</p>
Learning, Teaching and Quality Committee	<p>Nine responses.</p> <p>Generally positive with most of the questions having “strongly agree” or agree as the majority response.</p>

Appendix 10: Survey Feedback Summary

	<p>Mixed responses were for Q13 (Regular Review); Q19 (Sufficient Time); Q25 (Declarations of Interest); Q26(Induction) and Q27(Professional Development)</p> <p>Five questions had a negative response: Q6 (Sufficient Time and Resources); Q8 (Over reliant on individual members); Q15 (Working constructively as a team); Q20 (Papers circulated in a timely manner) and Q24 (Free from inappropriate influences).</p> <p>Written comments raised concerns about the late release of papers, tensions within the committee, heavy workload and tensions between LTQC and Senate</p>
<p>Learning, Teaching and Quality Committee (Non-Members)</p>	<p>Seven responses.</p> <p>Eleven questions had “strongly agree” or agree as the majority response.</p> <p>Mixed responses were for Q6 (Sufficient Time); Q8 (Over reliance on individual members); Q11 (Access to adequate secretarial resources); Q13 (Regular Review); Q18 (Meeting Arrangements); Q20 (Timely circulation); Q21(Papers are appropriate); Q22 (Actions circulated); Q24 (Free from inappropriate influence); Q25 (Declarations of Interest); (Q26 Induction) and Q27 (Professional Development)</p> <p>Three questions had a negative response: Q5 (Sufficient diversity of Skills); Q9 (Renewal of membership); Q19 (Sufficient Time);</p> <p>Written comments raised concerns about lack of diversity in the committee; the amount of detail and giving enough time for the circulation of material.</p>
<p>Disciplinary Committee (recently reviewed)</p>	<p>Two responses, but for some questions only one person responded.</p> <p>Eleven questions were positive having “strongly agree” or agree as the majority response.</p> <p>Mixed responses were for Q5 (Diversity of Skill); Q8 (Over reliant on individual members); Q9 (Renewal of membership); Q11(Appropriate secretarial support); Q14(Chair sees workload is dealt with effectively); Q18 (Meeting arrangements); Q20 (Circulation of material); Q21 (Appropriate Materials); Q22 (Actions); Q23 (Outstanding Actions); (Declaration of interest) and Q26 (Induction)</p> <p>One question had a negative response: Q6 (Sufficient Time and Resources)</p> <p>No comments</p>
<p>Senate Appeals Committee</p>	<p>Two responses.</p> <p>Generally positive with most of the questions having “strongly agree” or agree as the majority response.</p>

Appendix 10: Survey Feedback Summary

	<p>Mixed responses were for Q9 (renewal of membership); Q13 (regular review); Q18 (meeting arrangements); Q19 (Sufficient time); Q20 (Timely Circulation of materials); Q21 (paper appropriate); Q23 (Outstanding items); Q24 (Free from inappropriate influences); Q26 (Induction) and Q27 (Professional Development)</p> <p>One question had a negative response: Q7 (Student Voice).</p> <p>Written comments noted that the policies and procedures had been updated and the importance of the student voice</p>
<p>Student Academic Appeals Committee</p>	<p>One response</p> <p>Generally positive with most of the questions having “strongly agree” or agree as the majority response.</p> <p>Mixed responses were for Q2 (Clarity of Expectations); Q3 (Distinct from other committees); Q12 (Reporting to Senate); Q13 (Regular Review); Q16 (Constructive) and Q23 (Outstanding actions).</p> <p>One question had a negative response: Q26 (Induction)</p> <p>No written comments</p>

Appendix 11: Council-Senate Governance Structure

Management: University Executive Board (UEB)	COUNCIL	COUNCIL / SENATE JOINT COMMITTEES	SENATE
People Board	Audit & Risk Assurance Committee	Equality, Diversity & Inclusion Committee	Boards of Studies
Buildings Board	Finance & Investment Committee	Council/Senate/Students' Union Committee, CSSU (possibly rename, e.g. Student Experience & Welfare Committee and move to a Senate Committee)	University Learning, Teaching and Quality Committee (possibly rename, e.g. Education, Quality & Standards Committee to include 'Standards')
Operations Board	Nominations Committee	Honorary Degrees Committee	Academic Programmes Committee
Student Experience Board (approved by UEB in March 2020)	Remuneration Committee	Academic Staff Appeals Committee*	Course & Partnerships Approvals Committee
Health, Safety, Safeguarding & Wellbeing Committee?	University Ethics Advisory Committee [^]	Committee on the Office of Chancellor*	Curriculum Transformation Committee (time limited)
	University Ventures Board	Committee on the Office of Vice-Chancellor*	Research & Knowledge Exchange Committee
	Council Appeals Committee*		Academic Ethics & Integrity Committee [^]
	Grievance Committee*		University Doctoral Studies Committee
			Student Disciplinary and Misconduct Committee*
			Student Academic Appeals Committee*
			Senate Appeals*
		<i>Removes the Senior Academic Appointments Committee</i>	<i>Removes:</i> <ul style="list-style-type: none"> <i>the Ede & Ravenscroft (PGR) Prize, Chancellor's Prize, and Blues Committees;</i> <i>the Staff Awards and Ede & Ravenscroft Research Staff Prize Committees; and</i> <i>the Academic Staff Committee</i> <i>as formal Committees of Senate but the new Boards will be required to provide reports to the Senate.</i>
<p>* Convened only when required [^] Needs to align with the outcomes of the review of ethics governance https://www.bath.ac.uk/teams/?f.Type%7CY=Committee&start_rank=1 https://www.bath.ac.uk/publications/council-and-senate-governance-structure/attachments/council-and-senate-governance-structure.pdf</p>			



Meeting: SENATE
 Date and Time: Wednesday xxx 2020 at 2.15pm
 Venue: Council Chamber

Notes:

Members are reminded that:

- Senate Standing Order 27 requires them to declare any interest in the business under discussion at the earliest opportunity. Members declaring an interest should automatically withdraw from the meeting when the relevant business is reached unless the Chair invites them to stay;
- Senate is responsible for regulating and directing the academic work of the University and is regarded as the supreme authority on purely academic matters. Council is the governing body of the University. Subject to the statutory powers of Senate with respect to academic matters, Council has general responsibility for the conduct of all the University’s affairs. The Executive Board is responsible for advising the Vice-Chancellor on issues relating to the management of the University. The Board is not a decision making body and is not part of the statutory governance structure of the University. Matters may be submitted to Executive Board prior to consideration by Council/Senate but this is in order to seek comment from the senior members of the University in preparation for matters being formally submitted to Council/Senate for determination.
- **Senate elects members from across the University reflecting the constituent parts of the University. That said, elected members bring their individual experiences and expertise to Senate while having the duty to represent the University’s interests as a whole.**

Time

Paper
S19/20

Welcome any new members / attendees.

2.15 1. DECLARATIONS OF INTEREST

To note any declarations of interest.

2. MEMBERSHIP, TERMS OF REFERENCE AND STANDING ORDERS

To note the attached paper. *(First meeting of the year only.)*

001

3. MINUTES OF PREVIOUS MEETING

To approve the minutes of the meeting of Senate held on x

002

4. MATTERS ARISING

1) Minute xxx – xxx

Appendix 12: Senate Agenda Template

Part I

(Items in this part of the agenda are for discussion.)

5. REPORT OF THE VICE-CHANCELLOR AND PRESIDENT

To consider the attached paper.

6. REPORT OF THE DEPUTY VICE-CHANCELLOR AND PROVOST

To consider the attached paper.

7. REPORTS OF THE PRO-VICE-CHANCELLORS AND VICE-PRESIDENT (STUDENT EXPERIENCE)

To consider the attached papers:
Pro-Vice-Chancellor (Learning and Teaching)
Pro-Vice-Chancellor (Research)
Pro-Vice-Chancellor (International and Doctoral)
Vice-President (Student Experience)

8. REPORT FROM THE STUDENTS' UNION

To consider the attached paper.

9. REPORT FROM COUNCIL

To consider the attached paper.

10. APPROVAL OF ACADEMIC COURSES AND NEW STRATEGIC PARTNERS

To consider the attached paper.

11. REPORT FROM THE ACADEMIC ETHICS & INTEGRITY COMMITTEE

To consider the attached paper.

12. OTHER ITEMS OF BUSINESS

To consider the attached papers.

Part II

(Items in this part of the agenda are to be confirmed, rejected or referred back without debate. The person introducing a paper may make a statement and questions may be asked).

x. ITEMS OF BUSINESS

To consider the attached paper.

Part III

(Items in this part of the agenda are for noting only. The minutes of meetings will normally be unconfirmed minutes. Notice must be given in writing to the

Appendix 12: Senate Agenda Template

Secretary, marked for the attention of Angela Pater, twenty-four hours before the meeting, of:

- (i) any matter which a member wishes to be discussed or debated; such items will be raised under 'other business' in Part IV of the agenda; and*
- (ii) any questions on matters of fact; such questions will if possible be answered at the meeting).*

x. URGENT BUSINESS

To note the attached paper reporting business approved using urgent business powers since the previous meeting.

. COUNCIL

To receive the minutes of the meeting of Council on (date):

. EXECUTIVE BOARD

To receive a summary report from Executive Board in (month).

. MINUTES OF BOARDS OF STUDIES

To receive the minutes of the following meetings of Boards of Studies:

- Faculty of Engineering & Design
- Faculty of Humanities & Social Sciences
- Faculty of Science
- School of Management
- Board of Studies (Doctoral)

. MINUTES OF SENATE AND JOINT SENATE/COUNCIL COMMITTEES

To receive the minutes of the following meetings of Senate and Joint Senate/Council Committees:

- Academic Programmes Committee
- Courses and Partnerships Approval Committee
- CSSU
- Curriculum Transformation Committee
- Ethics Committee
- Equality & Diversity Committee
- Learning, Teaching and Quality Committee
- Research Committee
- University Doctoral Studies Committee *
- *To be updated when Committee names agreed

PART IV

. CALENDAR OF MEETINGS 2019/20

To note the Calendar of Meetings of Senate for the academic year: xxx
Note: All meetings start at 2.15pm in the Council Chamber.

Appendix 12: Senate Agenda Template



Meeting: SENATE

Date and Time:

Venue: Council Chamber

Reserved Business Parts I and II

(Items in this part of the agenda are for discussion.)

ITEMS OF RESERVED BUSINESS

To consider the attached papers.

Part III

(Items in this part of the agenda are for noting only. The minutes of meetings will normally be unconfirmed minutes. Notice must be given in writing to the Secretary, marked for the attention of Angela Pater, twenty-four hours before the meeting, of:

- (i) any matter which a member wishes to be discussed or debated; such items will be raised under 'other business' in Part IV of the agenda; and*
- (ii) any questions on matters of fact; such questions will if possible be answered at the meeting).*

MINUTES OF BOARDS OF STUDIES

To receive the minutes of reserved business at the following meetings of Boards of Studies:

- Faculty of Engineering & Design
- Faculty of Humanities & Social Sciences
- Faculty of Science
- School of Management
- Board of Studies (Doctoral)

MINUTES OF SENATE AND JOINT SENATE/COUNCIL COMMITTEES

To receive the minutes of reserved business at the following meetings of Senate and Joint Senate/Council Committees:

- Academic Staff Committee
- Honorary Degrees Committee
- Senior Academic Appointments Committee
- Appeal Committees etc. *

*To be updated when Committee names agreed

* To Follow
** Tabled

If you require any further assistance regarding this meeting or access to this information in an alternative format, please contact: Angela Pater, Deputy Director (Academic Governance & Compliance), tel: (01225) 38-3075, email: amp55@bath.ac.uk.

[∞] This paper is available on BSS Boards. Members of Senate wishing to raise an issue in relation to these papers must give notice of this to Angela Pater at least 24 hours in advance of the meeting.

Appendix 13: Senate and Committee Report Template

[Maximum of four sides of A4]

SENATE – DATE 2020 *[This template is presented as if for the Senate but should be adopted for its Committees as well.]*

[TITLE OF REPORT]

1. PURPOSE AND RECOMMENDATIONS

The purpose of this report is to update the Senate on ...

The Senate is required to (APPROVE/DISCUSS/NOTE) the following recommendations ...

2. THE PAPER IS RESERVED: Yes/No

3. CONTENTS

Page X: Executive Summary

Pages X to X: Report

Appendix 1: Insert Title of Appendix

Appendix 2: Insert Title of Appendix

[Provide electronic link to Appendix if available on BSS Boards]

4. EXECUTIVE SUMMARY

Provide an Executive Summary of your report if the main report is more than about a page.

5. PAPER HISTORY AND ISSUES/OPTIONS CONSIDERED

Explain where the paper originated and through which committees/boards it has been considered [include paper numbers].

Describe who has been consulted, e.g. any teams or services that are likely to be impacted.

Describe the issues and/or options considered by other bodies

Provide summary of recommendations made by previous bodies

6. LINKAGE TO UNIVERSITY STRATEGIC PLAN

Describe the strategic context.

7. FINANCIAL IMPLICATIONS

Briefly describe whether there are resource implications to be considered by an appropriate body.

8. RISK ASSESSMENT/MANAGEMENT

Explain the risks associated with the proposed business (broader than just those associated with the OfS conditions).

Appendix 13: Senate and Committee Report Template

9. OfS IMPACT ASSESSMENT

For example, this paper presents information relating to:
OfS Condition B4: qualifications awarded hold their value over time
OfS Condition B5: meet academic standards as described over time

The OfS requirements/concerns are:
The OfS Baselines are [what does bad look like?]:
Issues identified:
Assurance Level:
Mitigation:

10. EQUALITY IMPACT ASSESSMENT

Indicate the significance of proposals on equality, diversity and inclusion strategies and policies.

11. ENVIRONMENTAL IMPACT ASSESSMENT

Indicate the significance of proposals on environmental sustainability strategies and policies.

12. NEXT STEPS

To identify next steps, who needs to be informed of any outcomes of this paper and who is responsible for doing so, actions required, and by whom for each decision.

13. REPORT

1. BACKGROUND

[Set out the background to your report using consecutively numbered paragraphs starting at 1.1.]

2. KEY ISSUES

[Identify the key issues for committee members using consecutively numbered paragraphs starting at 2.1.]

3. CONCLUSION

[Make closing remarks and refer to the recommendations above using consecutively numbered paragraphs starting at 3.1.]

Name [Insert Name of Report Author]

Role [State job title]

Date [Insert Date of Report]

[Include contact details for queries below]

CONTACT	Name	Telephone: (01225) 38xxx
	Role	Email:

Appendix 14: Office for Students – Conditions of Registration

The below overview table is based upon the Conditions of Registration as described in the Office for Students publication: *Securing student success: Regulatory framework for higher education in England*, available at <https://www.officeforstudents.org.uk/publications/securing-student-success-regulatory-framework-for-higher-education-in-england/> pages 82-144.

Overview: Conditions

Conditions	
A1-A2	Access and participation for students from all backgrounds
B1-B6	Quality, reliable standards and positive outcomes for all students
C1-C3	Protecting the interests of all students
D	Financial sustainability
E1-E5	Good governance
F1-F4	Information for students
G1-G3	Accountability for fees and funding
Specific	Bespoke to the provider to address risks identified in the risk assessment

Appendix 14: Office for Students – Conditions of Registration

Conditions and definitions

Condition	Definition ⁴⁴
<i>Condition reference</i>	<i>OfS summary definition of condition</i>
A	Access and participation for students from all backgrounds
A1	An Approved (fee cap) provider intending to charge fees above the basic amount to qualifying persons on qualifying courses must:
A1.i	Have in force an access and participation plan approved by the OfS in accordance with the Higher Education and Research Act 2017 (HERA).
A1.ii	Take all reasonable steps to comply with the provisions of the plan.
A2	An Approved provider or an Approved (fee cap) provider charging fees up to the basic amount to qualifying persons on qualifying courses must:
A2.i	Publish an access and participation statement.
A2.ii	Update and re-publish this statement on an annual basis.
B	Quality, reliable standards and positive outcomes for all students
B1	The provider must deliver well designed courses that provide a high quality academic experience for all students and enable a student's achievement to be reliably assessed.
B2	The provider must support all students, from admission through to completion, with the support that they need to succeed in and benefit from higher education.

⁴⁴ Definitions and guidance taken from *Securing student success: Regulatory framework for higher education in England*, Office for Students, February 2018

Appendix 14: Office for Students – Conditions of Registration

B3	The provider must deliver successful outcomes for all of its students, which are recognised and valued by employers, and/or enable further study.
B4	The provider must ensure that qualifications awarded to students hold their value at the point of qualification and over time, in line with sector recognised standards.
B5	The provider must deliver courses that meet the academic standards as they are described in the Framework for Higher Education Qualifications at Level 4 or higher.
B6	The provider must participate in the Teaching Excellence and Student Outcomes Framework.

C	Protecting the interests of all students
C1	<p>Guidance on consumer protection law</p> <p>The provider must demonstrate that in developing and implementing its policies, procedures and terms and conditions it has given due regard to relevant guidance about how to comply with consumer protection law.</p>
C2.i	The provider must: i. Cooperate with the requirements of the student complaints scheme run by the Office of the Independent Adjudicator for Higher Education, including the subscription requirements.
C2.ii	The provider must: ii. Make students aware of their ability to use the scheme.
C3	Student protection plan
C3.i	The provider must: Have in force and publish a student protection plan which has been approved by the OfS as appropriate for its assessment of the regulatory risk presented by the provider and for the risk to continuation of study of all of its students.
C3.ii	The provider must: Take all reasonable steps to implement the provisions of the plan if the events set out in the plan take place.
C3.iii	The provider must: Inform the OfS of events, except for the closure of an individual course, that require the implementation of the provisions of the plan.

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D	Financial sustainability
D.i	The provider must: Be financially viable.
D.ii	The provider must: Be financially sustainable.
D.iii	The provider must: Have the necessary financial resources to provide and fully deliver the higher education courses as it has advertised and as it has contracted to deliver them.
D.iv	The provider must: Have the necessary financial resources to continue to comply with all conditions of its registration.

E	Good governance
E1	Public interest governance The provider's governing documents must uphold the public interest governance principles that are applicable to the provider.
E2	Management and governance
E2.i	The provider must have in place adequate and effective management and governance arrangements to: Operate in accordance with its governing documents.
E2.ii	The provider must have in place adequate and effective management and governance arrangements to: Deliver, in practice, the public interest governance principles that are applicable to it.
E2.iii	The provider must have in place adequate and effective management and governance arrangements to: Provide and fully deliver the higher education courses advertised.
E2.iv	The provider must have in place adequate and effective management and governance arrangements to: Continue to comply with all conditions of its registration.
E3	Accountability

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E3.i	The governing body of a provider must: Accept responsibility for the interactions between the provider and the OfS and its designated bodies.
E3.ii	The governing body of a provider must: Ensure the provider's compliance with all of its conditions of registration and with the OfS's accounts direction.
E3.iii	The governing body of a provider must: Nominate to the OfS a senior officer as the 'accountable officer' who has the responsibilities set out by the OfS for an accountable officer from time to time.
E4	Notification of changes to the Register The governing body of the provider must notify the OfS of any change of which it becomes aware which affects the accuracy of the information contained in the provider's entry in the Register.
E5	Facilitation of electoral registration The provider must comply with guidance published by the OfS to facilitate, in cooperation with electoral registration officers, the electoral registration of students.

F	Information for students
F1	Transparency information The provider must provide to the OfS, and publish, in the manner and form specified by the OfS, the transparency information set out in section 9 of HERA.
F2	Student transfer arrangements The provider must provide to the OfS, and publish, information about its arrangements for a student to transfer.
F3	Provision of information to the OfS The requirements in paragraphs (ii) and (iii) do not affect the generality of the requirement in paragraph (i).

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F3.i	Provide the OfS, or a person nominated by the OfS, with such information as the OfS specifies at the time and in the manner and form specified.
F3.ii	Permit the OfS to verify, or arrange for the independent verification by a person nominated by the OfS of such information as the OfS specifies at the time and in the manner specified, and must notify the OfS of the outcome of any independent verification at the time and in the manner and form specified.
F3.iii	Take such steps as the OfS reasonably requests to co-operate with any monitoring or investigation by the OfS, in particular, but not limited to, providing explanations or making available documents to the OfS or a person nominated by it or making available members of staff to meet with the OfS or a person nominated by it.
F4	<p>Provision of information to the DDB</p> <p>For the purposes of the designated data body (DDB)'s duties under sections 64(1) and 65(1) of HERA, the provider must provide the DDB with such information as the DDB specifies at the time and in the manner and form specified by the DDB.</p>

G	Accountability for fees and funding
G1	<p>Mandatory fee limit</p> <p>A provider in the Approved (fee cap) category must charge qualifying persons on qualifying courses fees that do not exceed the relevant fee limit determined by the provider's quality rating and its access and participation plan.</p>
G2	<p>Compliance with terms and conditions of financial support</p> <p>The provider must comply with any terms and conditions attached to financial support received from the OfS and UKRI under sections 41(1) and/or 94(2) of HERA. A breach of such terms and conditions will be a breach of this condition of registration.</p>
G3	Payment of OfS and designated body fees
G3.i	The provider must pay: Its annual registration fee and other OfS fees in accordance with regulations made by the Secretary of State.
G3.ii	The provider must pay: The fees charged by the designated bodies.

Appendix 15: Extract from Indicative OfS Conditions of Registration Governance Matrix

Condition	Definition/Expectation	OfS evidence of non-compliance	How Council assures itself	Who	Committee prior to Council	Date	Notes for internal reference
A	Access and participation for students from all backgrounds						
A1	An Approved (fee cap) provider intending to charge fees above the basic amount to qualifying persons on qualifying courses must:						
A1.i	Have in force an access and participation plan approved by the OfS in accordance with the Higher Education and Research Act 2017 (HERA).	The provider does not have an approved plan in force for any period in which the provider intends to charge fees above the basic amount.	Receive update on OfS decision	PVC...	Senate	xx	
A1.ii	Take all reasonable steps to comply with the provisions of the plan.	The provider has not put in place appropriate arrangements to monitor its performance against the provisions of its plan and/or has not taken appropriate action where the intentions of the plan may not be delivered.	Receive annual monitoring and impact report for approval Receive confirmation of submission of Access Agreement and Student Premium Funding Monitoring Return	PVC... PVC...	Senate UEB	xx xx	Assurance provided to Council
B	Quality, reliable standards and positive outcomes for all students						
B1	The provider must deliver well designed courses that provide a high quality academic experience for all students and enable a student's achievement to be reliably assessed.	The OIA or the OfS receive a pattern of complaints about the quality of the academic experience. NSS shows weak and/or declining performance in relevant banks of questions.	Receive annual report of complaints Receive annual report from OIA Receive any correspondence with the OfS with reference to a pattern of complaints about the quality of the academic experience Receive NSS reports	Registrar Registrar Chair of Council PVC...	Senate Senate NA Senate	xx xx xx xx	Appeals then Senate