

Senate

Wednesday, 5th November 2025 2:15 pm

Council Chamber | Senate

Attendees

Members Attended

Sarah Bailey

Manuel Barcia

Steve Brammer

Teslim Bukoye

Zoe Burke

Julian Chaudhuri

Duncan Craig

James Davenport

Adrian Evans

Huw Ford

Maria Garcia

Sabina Gheduzzi

Nathalia Gjersoe

Sarah Hainsworth

Marion Harney

Sophia Hatzisavvidou

Alan Hayes

Momna Hejmadi

Jo Hyde

Tim Ibell

Sanya Jethwani

Nigel Johnston

Peter Lambert

Frances Laughton

Michael Lewis

Sandhya Moise

Marcus Munafo

Benjamin Orford Thompson

Fei Qin

Ben Ralph

Helen Slater
Hannah South
Phil Taylor, *Chair*
John Troyer
Cassie Wilson
Deborah Wilson
Jun Zang

In Attendance

Sascha Athey, Head of Academic Quality & Standards
Cath Baldwin, Director of Student Recruitment & Admissions (*For Item 15667.0 New Student Enrolments Update 2025*)
Richard Brooks, Director of Human Resources (*For Item 15669.0 Academic Career Progression*)
Rob Eaton, Head of Curriculum & Academic Development
Sam Kilgour, Head of Student Voice & Academic Engagement
Marilyn Osgathorpe, International Partnerships Manager (*For Item 15675.0 Proposed Amendment to Admissions Regulation for 3+1 Articulation Pathway*)
Rachel Sheer, Director of Academic Registry
Filipa Vance, Director of Research Policy, Governance & Integrity

Observers

Maria Bond, *Lay Member of Council*

Clare Stevenson, *Director of Legal, Governance & Compliance and Deputy University Secretary*

Secretariat

Ian Blenkarn, University Secretary and Registrar – *Secretary to Senate*

Elisabeth Day, Interim Head of Governance

Apologies

Christopher Bonfield
Ian Crawford
Priyanka Mysore Krishna
Lucy Noble
Kate Robinson
Paul Shepherd

15662.0 Welcome and Quorum

Purpose - For Information

REPORTED

The Chair welcomed members and attendees to the meeting and confirmed that quorum was maintained. A formal note of attendance was taken.

The Chair also welcomed Maria Bond, Lay Member of Council and Clare Stevenson, Director of Legal, Governance & Compliance and Deputy University Secretary who were observing the meeting.

Hannah South was noted as attending in place of Kate Robinson (Ex-officio role).

Rob Eaton was noted as attending in place of Chris Bonfield (in attendance role).

Senate noted this was the last meeting of Michael Lewis, who was leaving the University.

15663.0 Declarations of Interest

Purpose - For Information

REPORTED

No conflicts of interest were declared.

15664.0 Minutes of the Previous Meeting - S25/26 - 22

Purpose - For Approval

Senate **approved** the minutes of the previous meeting of Senate held on 1 October 2025.

Senate members were encouraged to utilise the voting function within Decision Time to vote in advance of meetings.

15665.0 Actions and Matters Arising - S25/26 - 23

Purpose - For Noting

REPORTED

Senate noted the action log and the actions that had been closed since the last meeting.

15640.0 IMC Related Changes to Regulation 15 [1 October 2025] Action Taken: after consideration "evidence may be required" was changed to "depending on the nature of the claim, the University may require evidence". This action had been closed.

At the last meeting, Senate received a request concerning the academic year dates for 2025/26 and 2026/27 and the scheduling of the supplementary assessment period. It was noted that the University Secretary and Registrar had made the necessary changes, and the communications had been published.

15666.0 Institutional update - S25/26 - 24

Purpose - For Noting

REPORTED

The Vice-Chancellor presented an update on recent developments at the University and within the wider sector.

Recent developments relevant to the Post-16 Skills White Paper were noted, with the title considered slightly misleading as it encompasses more than just skills. A planned domestic undergraduate tuition fee increase is set to align with forecast inflation over the next two years, supported by legislation to automate the process. A shift in terminology from "tuition fee" to "tuition fee cap" was observed, with future increases contingent on meeting quality assurance thresholds such as Teaching Excellence Framework (TEF) Bronze or higher. Government direction on research funding is expected to become more aligned with the industrial strategy, indicating a more directive approach. Student maintenance loans will see an increase for those from low-income backgrounds, funded in part by an international student levy. The tuition fee increase is projected to generate £4 million, while the levy will reclaim £7 million. Proposed reforms to research funding include higher cost recovery rates, particularly in alignment with industrial research.

Positive developments were noted regarding academic rankings, with recognition of recent achievements. This was framed as encouraging news for the institution.

The Race Equality Bronze Award was celebrated, with commendation for the Race and Equality Charter Lead's leadership. The conversation focused on how to move from recognition into action and delivery.

The Global Voice & Reputation project was highlighted as a major input into strategy development. It was described as the largest listening exercise undertaken in recent memory.

The economic impact report was discussed, particularly the data on student spending within the city, which was included in the report.

Nine academic department-based Student Support Officers have been appointed across the university. Funding was reallocated from the academic body in some Faculties to professional services, with posts in Humanities and Social Sciences and Science on fixed-term contracts due to limited funding availability. These roles will be evaluated, with an expectation of continuation.

The SU Top Ten priorities were published. Thanks were extended to the SU for their process this year. Discussions between the SU and sponsoring staff members led to agreed objectives, which have gone to UEB and will be presented to Council on 20 November.

DISCUSSED

Senate discussed the TEF consultation, noting that Gold and Silver-rated institutions would likely have access to increased funding. While the link to enhanced student fees wasn't explicitly made, it was implied. The White Paper is still subject to legislation, and nothing is confirmed yet.

Previous TEF consultations have posed challenges for the university. The Pro-Vice-Chancellor (Education) is currently preparing a response to the consultation. Institutions with Gold ratings may not be included in the first cycle or reassessment, which could be advantageous in the short term, but there is a need to remain vigilant. The focus is expected to shift toward outcomes, and postgraduate provision may be included in the second cycle, despite the lack of a national compulsory survey. Preparation will be essential.

The SU expressed support for experience officers.

Items in the update that referenced Welcome Week, had not mentioned SU involvement. The SU would contribute to future iterations, given their extensive reach during Welcome Week.

Senate **noted** the Institutional Update.

15667.0 New Student Enrolments Update 2025 - S25/26 - 25

Purpose - For Noting

REPORTED

An update was provided by the Director of Student Recruitment and Admissions of new student enrolments for 2025, which showed small growth in some markets but continued declines in India, Taiwan, and China. Benchmarking against key UK competitors indicated that higher-ranking Russell Group universities had performed well, likely at the expense of mid- and lower-ranking institutions. Sector and mission group data would be available in 4-6 weeks.

Senate noted a comprehensive action plan to address international student recruitment challenges. Key initiatives included:

- Launch of a new scholarship offers: £8,000 for UG and £10,000 for PGT students.
- Removal of PG taught application fees.
- Benchmarking against competitors, especially in the China market.
- Enhanced visa and immigration support.
- Increased automation in recruitment processes.
- Expansion of overseas visits and digital campaigns.
- Strengthened agent management and engagement, including potential new contracts.
- Development of Recognition and Progression agreements with unaffiliated Foundation

programmes.

- Engagement with Foundation providers in the UK and overseas.
- Optimisation of social media channels.
- Adjustments to conversion activities and entry requirements to remain competitive.

DISCUSSED

Members shared insights from recent market visits, noting feedback from agents in China regarding entry requirements, scholarships, and social media. The University had acted quickly to address these concerns. The Pro-Vice-Chancellor (Global) shared insights from a recent China visit, where agents highlighted the need to revise entry requirements, scholarships, and social media strategy actions which have since been implemented.

Foundation partnerships were discussed, with recent agreements signed and further development dependent on internal provision. The strategic importance of China was reaffirmed, and the University had appointed a new Head of Office to expand its operations.

Senate noted positive progress on Widening Participation (WP), with milestones met for only the second time in recent years. Strategic decisions, such as the two-grade discount and headroom within confirmation and clearing, had helped attract and convert applicants while maintaining flexibility for near-miss candidates.

Senate welcomed the intelligence gathering efforts and encouraged continued strategic insight to inform future planning.

Senate **noted** the report.

15668.0 Verbal Update: Foundation Partner Update

Purpose - For Discussion

REPORTED

The University Secretary and Registrar provided a verbal update on efforts to secure a Foundation Partner to deliver pre-sessional and in-session English, Pre-Masters and Pre-undergraduate foundation programmes. A decision on the preferred bidder was expected shortly. The University had shifted toward a hosting model, where students would be under the licence of a third party, largely in response to UKVI compliance changes. This model would reduce institutional risk and allow earlier programme delivery.

DISCUSSED

Members queried whether progression to Bath would be guaranteed. It was clarified that students would need to meet agreed pass marks across the programmes, with most expected to progress in 2027. Concerns were raised about access to resources and student inclusion. While students would not be formally Bath students, efforts would be made to ensure they felt part of the community.

The SU's role in representing Foundation Year students was discussed. Although formal

representation was not planned, inclusion would be prioritised. Operational details were still under discussion, and quality assurance would be a key focus, particularly around curriculum mapping.

The importance of quality assurance was highlighted, particularly around matriculation and curriculum mapping to ensure alignment with Bath's academic standards.

Senate **noted** the update.

15669.0 Discussion: Academic Career Progression - S25/26 - 26

Purpose - For Discussion

REPORTED

An update was provided by the Director of Human Resources and the Deputy Vice-Chancellor on the revised Academic Career Progression framework, designed to recognise a broader range of contributions and support personalised career trajectories. The framework prioritised quality over quantity and reflected extensive consultation. A formal review would take place after two years. There would be a period of overlap between the old and new frameworks. Part of the framework provided illustrative examples, intended to remain dynamic.

DISCUSSED

Senate **discussed** the framework.

Senate noted concerns about the proposed implementation timeline. Probation would be devolved to faculties and departments, with decision-making held to consistent standards. The Academic Staff Committee (ASC) would shift from a decision-making body to one focused on assurance and consistency.

Application forms and evidence requirements were queried. Form redesign was under consideration. The appeals process would be retained, with ASC involvement. Members welcomed the consultation process and the framework's inclusivity, particularly for education-focused roles.

Senate noted broadly positive feedback from the consultation process and welcomed the opportunity to engage ahead of formal meetings. The revised framework was appreciated for its inclusivity, particularly in recognising education-focused roles and enabling career progression for colleagues in less traditional academic pathways.

The framework would go to Council in November and then to Trade Unions. Wider sharing would follow formal approval.

15670.0 Taught Student Survey Results - S25/26 - 27

Purpose - For Discussion

REPORTED

The Pro-Vice-Chancellor (Education) introduced the reports on the National Student Survey (NSS) Results 2025 and the Postgraduate Taught Experience Survey (PTES) Results 2025, both previously considered by UEB. This year, NSS and PTES were being reviewed.

NSS data was available via PowerBI; PTES via SharePoint. Platform convergence was a long-term goal.

NSS results showed strong performance, with 6 of 7 scores above the OfS benchmark. Assessment & Feedback was below benchmark, prompting UEB to consider a more directive approach. Internal audit findings supported this focus. PTES action plans were expected by week 4. Timing of the PTES launch was noted as problematic, although this is not in the University's control.

Several initiatives are underway, including:

- Enhanced Year 1 support to improve Year 2 outcomes.
- Expansion of course-level and stage-level surveys.
- Improved communication with students about actions taken in response to feedback.

DISCUSSED

Concerns were raised about assessment feedback and a drop in learning resources scores, possibly linked to cohort growth and IT infrastructure. Members emphasised the importance of constructive, timely feedback and contextual engagement.

Inclusivity and student voice were discussed, with analysis by racially minoritised groups part of the APP lifecycle. A slight drop in library satisfaction was noted. Faculties and schools highlighted consistency and the need to show students how feedback was being acted upon.

Senate **noted** the reports on the National Student Survey (NSS) Results 2025 and the Postgraduate Taught Experience Survey (PTES) Results 2025.

15671.0 Verbal Update - Faculty View: NSS/PTES Response

Purpose - For Discussion

REPORTED

Senate received a verbal update from the Faculties and the School on their responses to the National Student Survey (NSS) and Postgraduate Taught Experience Survey (PTES) results. The discussion focused on departmental actions, consistency in feedback practices, and initiatives to enhance the student experience.

The Faculty of Science experimented with releasing Semester 1 results earlier, marked as provisional but aligned with standard release dates. This appeared to positively influence NSS scores related to feedback timeliness and clarity. Other departments are exploring similar approaches, with support from Registry. Internal dashboards have been developed to monitor

feedback delivery, helping departments identify and address delays.

Consistency emerged as a key theme, particularly for joint honours students. Shared generic assessment criteria have been rolled out for post-graduate taught (PGT) provision in 2025 and UG this year to ensure uniformity. Training for GTAs, who often have significant teaching contact, is being enhanced to improve engagement and support for undergraduate students.

Initiatives include improved welcome sessions, tailored Moodle content, mock exams, and mid-term surveys. These efforts aim to foster an inclusive learning environment and improve overall student satisfaction. There is a shift toward stronger governance in academic practice, with generic feedback and criteria templates now in place. Faculties are reviewing how students interpret feedback availability, especially where no in-unit opportunity exists. Additional assessment items are being added to help students better engage with feedback as well as more prominent positioning of links to resources.

In one department, deeper cultural issues were identified, prompting a focused action plan led by senior academic staff. This included increased student support presence and foundational improvements. Other departments are implementing education action plans, reviewing group protocols, and refining feedback processes.

A consistent message across faculties was the importance of telling students what is being done in response to their feedback, as this correlates strongly with improved outcomes. Institutional templates for feedback, based on successful faculty models, have been taken forward to EQSC.

15672.0 Regulations Framework - S25/25 - 28

Purpose - For Discussion

REPORTED

The Director of Academic Registry presented the commencement of a multi-phase review of the Regulations for Students, led jointly by Academic Registry and Governance. Phase 1 would begin in AY 2025/26 and would focus on defining the regulatory structure and identifying key regulations underpinning the student academic lifecycle. Outputs were expected ahead of AY 2026/27. Senate agreed to receive regular updates in January, April, and June. The review would follow an incremental, digital-first approach to minimise in-meeting time and improve accessibility.

DISCUSSED

Members queried whether the timing was appropriate given recent institutional efforts. It was clarified that while some areas had been reviewed previously, the student regulations had not undergone a comprehensive review in many years. The initial focus would be on structure and clarity rather than content.

The review was also intended to prepare the institution for future developments such as the Lifelong Learning Entitlement (LLE), where regulatory clarity would support decision-making.

Senate noted comments about the relevance of certain regulations, and the committee

supported a more modernised framework. The proposed consultation would be conducted electronically, with opportunities for feedback both online and in person. Members emphasised the importance of consistent interpretation and application across faculties and departments.

Senate **noted** the review and proposed activities and timescales for Phase 1.

15673.0 Exceptional Academic Decision Making - S25/26 - 29

Purpose - For Discussion

REPORTED

The Director of Academic Registry introduced the paper outlining the need for clear and consistently applied processes for considering and approving exceptional individual adjustments. It was noted that Faculty Academic Registrars had made significant contributions to the development of this work. It was highlighted that further clarification and consultation would be undertaken by Academic Registry and the Inclusive Education Steering Group before final proposals were brought back for consideration in winter/spring 2026.

DISCUSSED

Members clarified that the adjustments under discussion related to the most exceptional cases within the inclusive education framework. It was noted that while individual schemes of study guidance were currently in use, these required significant updating. EQSC had been used to support individual decision-making, and this approach would continue for the time being. However, members expressed a desire to introduce updated guidance and establish a Senate sub-committee for implementation in Academic Year 2026/27, once its remit had been agreed.

The prescriptive nature of individual schemes of study were discussed. Members suggested that relaxing certain requirements could reduce the need for exemptions. It was noted that not all decisions lay within the remit of Boards of Studies, and that institutional consistency would be essential. Members agreed that the proposed sub-committee could help address these issues holistically, acknowledging that the number of cases affected remained small.

Further comments highlighted the risk of last-minute decisions made in good faith but potentially misaligned with academic standards. Members agreed that greater consistency would benefit both students and institutional integrity.

DECISION

Senate **agreed** the direction of travel for exceptional individual adjustments within the University's inclusive education framework, taking into account the feedback provided during the discussion.

Senate agreed that, until a new policy was implemented, existing arrangements should continue.

15674.0 Proposed update to Undergraduate Assessment Regulations - S25/26 - 30

Purpose - For Approval

REPORTED

The Director of Academic Registry introduced the proposal for an in-year update to the Undergraduate Assessment Regulations (UGAR) and set out the emerging intentions to continue discussions and scope broader changes to UGAR. It was acknowledged that the Lifelong Learning Entitlement (LLE) would require a mindset shift, from progression through a programme to performance within a module, and that this would have wide-ranging implications. These could include increased deferred assessments, greater academic workload, and the need for more flexible engagement with students. Senate was informed that this work had begun and that further updates would be brought forward.

DISCUSSED

Members agreed that the proposed changes would introduce greater choice for students and that the University would need to adapt its practices accordingly. It was noted that care would be needed to ensure that changes did not disadvantage students.

Senate noted comments about the final year credit count, with a suggestion that if the University were to adopt a true credit accumulation model, the final year might need to be reviewed to ensure consistency.

Members acknowledged that UGAR was due for a comprehensive overhaul. The current framework had evolved from older regulations, and while Curriculum Transformation had progressed, UGAR had not yet been fully modernised. Members agreed that this would be a significant piece of work requiring careful planning and execution.

DECISION

Following discussion, Senate **approved** the in-year update to UGAR in principle, and delegated final approval of the final wording to the Director of Academic Registry; final wording to be reported back to Senate. Intention to continue broader change discussed and agreed and Senate acknowledged the extensive reach of the work that would be required.

ACTION

Assigned to – Rachel Sheer | Due by – 28 Jan 2026

Final wording of UGAR to be reported back to Senate

The final wording is delegated to the Director of Academic Registry but once finalised, this should be reported back to Senate for noting.

15675.0 Proposed Amendment to Admissions Regulation

for 3+1 Articulation Pathway - S25/26 - 31

Purpose - For Discussion

REPORTED

Senate received the proposed amendment to Admissions Regulation 13 to enable the introduction of a 3+1 articulation pathway with approved international partner institutions.

Senate noted that consultations had already taken place with Associate Deans International, Registry, and Immigration teams, and that the proposal would now progress through the appropriate governance channels.

DISCUSSED

Senate considered the implications of the proposed pathway. It was clarified that the model would allow students to complete three years at their home institution and then join Bath for the final year of their undergraduate degree, whilst progressing to a master's programme. Members noted the need to manage expectations around workload and support, given that students would remain registered with their home institution during the final year.

Concerns were raised about timelines and the risk if students failed to complete their home institution degree, as this would affect eligibility for the Bath master's award. Members agreed that clarity would be essential to avoid untenable positions.

Suggestions included exploring scholarship opportunities and considering the carbon footprint of the pathway. Members also noted that the proposal targeted a specific demographic and that flexibility would be important.

Senate agreed the direction of travel and confirmed that the proposal should return for further consideration after review by the necessary committees.

15676.0 Rules of Procedure for Congregations - S25/26 - 32

Purpose - For Approval

REPORTED

The University Secretary & Registrar introduced the paper which set out that following feedback from the Summer 2025 degree ceremonies, existing procedures had been reviewed and Senate was asked to approve the 'Rules of Procedure for Congregation', reflecting both necessary changes and alignment with current practices. The University Secretary & Registrar acknowledged concerns raised prior to the meeting of Senate, that the consultation process had caused concern and acknowledged that the approach taken had not fully reflected the breadth of feedback received. Members recognised that the proposals may have gone further than originally intended and agreed that further consultation would be necessary, particularly with doctoral students.

DISCUSSED

Senate noted the balance between recognising doctoral students appropriately and maintaining the flow of the ceremony. It was noted that many doctoral students had responded to the proposals and that a message should be sent to acknowledge that consultation had not yet been completed and would be undertaken.

Suggestions were made to include thesis titles in the graduation booklet rather than reading them aloud, due to practical challenges. Members also emphasised the importance of student and SU input in shaping future ceremony improvements.

Senate agreed that feedback should be gathered, listened to, and used to inform decisions about what would work best for the University community.

DECISION

Following discussion, Senate:

Approved to rename the document from "Rules of Procedure for Congregation" to "Rules of Procedure for Degree Ceremonies" to reflect current terminology and Statute 15.

Approved to reinstate the role of the University Secretary & Registrar in the ceremonial procession.

Approved the handshake protocol and cap wearing on stage

Approved the removal of announcement of department prizes to consider where these can be placed

Did not approve the proposed changes to procedures for research degree recipients. Senate agreed that further consultation would be required and that a revised paper should be brought back once feedback from doctoral students had been fully considered.

ACTION

Assigned to – Ian Blenkharn | Due by – 28 January 2026

Further paper on graduation procedures for research degree recipients to be brought back to Senate

Procedures for research degree recipients to be further explored. Further consultation required and a revised paper should be brought back once feedback from doctoral students had been fully considered.

15677.0 Course and Partnerships Approval Committee Terms of Reference - S25/26 - 33

Purpose - For Approval

REPORTED

Senate was asked to confirm whether the Terms of Reference for the Courses and Partnerships Approval Committee (CPAC), as set out in Appendix 2, should include Option A "*CPAC final approval of all new collaborative courses provided the partner has prior Senate approval (or the*

course approval is conditional on Senate partner approval)", B "CPAC final approval only where the partner is already approved by Senate", or C "Senate retains final approval of all new collaborative courses" regarding the scope of delegation specifically in relation to new courses involving collaborative provision.

Senate was also asked to approve the updated Terms of Reference for CPAC, following its previous decision to delegate final new course approvals to the committee. Senate noted that CPAC's business included collaborative provision, but that approval of partner institutions would not be delegated.

DECISION

Senate **agreed** Option A and **approved** the updated Terms of Reference.

15678.0 Academic Ethics and Integrity Committee Terms of Reference - S25/26 - 34

Purpose - For Approval

Senate **noted** [without discussion] the summary report of the meeting of Academic Ethics and Integrity Committee held on 2 October 2025.

DECISION

Senate **approved** [without discussion] the Terms of Reference of the Academic Ethics and Integrity Committee.

15679.0 Academic Programmes Committee - S25/26 - 35

Purpose - For Approval

Senate **noted** [without discussion] the summary report of the meeting of the Academic Programmes Committee held on 15 October 2025.

Senate **noted** [without discussion] the snapshot of the University's Collaborative Provision Register.

DECISION

Senate **approved** [without discussion] the Terms of Reference of the Academic Programmes Committee.

15680.0 Education Quality and Standards Committee - S25/26 - 36

Purpose - For Noting

REPORTED

Senate **noted** [without discussion] the summary report of the meeting of the Education Quality and Standards Committee held on 14 October 2025.

DECISION

Senate **approved** [without discussion] the Terms of Reference for the Education Quality and Standards Committee.

15681.0 Senate Appointments Committee - S2526 - 37

Purpose - For Approval

REPORTED

Senate **noted** [without discussion] the summary of the meeting of the Senate Appointments Committee held on 16 October 2025.

DECISION

Senate **approved** [without discussion] the Terms of Reference for the Senate Appointments Committee.

Senate **approved** [without discussion] the appointment of elected Senate members to the Academic Staff Committee (ASC) and the Honorary Degrees Committee, as recommended by the Senate Appointments Committee.

Senate **approved** [without discussion] the appointment of academic staff to the Chancellor's Prize Committee, the Godfrey and Sue Hall Postgraduate Research Student Prize Committee, and the Research and Knowledge Exchange Committee (RKEC), as recommended by the Senate Appointments Committee.

15682.0 Academic Year Chart: January 2026 intake - S25/26 - 38

Purpose - For Noting

REPORTED

Senate **noted** [without discussion] the University's academic year chart for the School of Management's January 2026 intake on two postgraduate taught courses, ahead of publication. This followed Senate's approval of the University-wide academic year chart for 2026/27 and its provisional approval of the School of Management's January 2026 intake chart (Academic Year Chart 2026/27 - S24/25 - 94).

15683.0 Boards of Studies

Purpose - For Noting

REPORTED

Senate **noted** [without discussion] the minutes of the Boards of Studies.

15684.0 Graduate Outcome Survey Data - S25/26 - 39

Purpose - For Noting

REPORTED

Senate **noted** [without discussion] the Graduate Outcome Survey Data results.

15685.0 Report on Exemptions to Assessment Frameworks 23/24 to date - S25/26 - 40

Purpose - For Noting

REPORTED

Senate **noted** [without discussion] the procedures followed by the Education Quality and Standards Committee (EQSC) in reviewing and approving requests for exemptions to the University's assessment regulations/frameworks since academic year 23/24. The report included a summary of the exemptions requested and the rationale behind them.

15686.0 Report from Council - S25/26 - 41

Purpose - For Noting

REPORTED

Senate **noted** [without discussion] the report from the Council meeting held on 9 October 2025.

15687.0 Senate Forward Plan of Business 202/26 - S25/26 -

REPORTED

Senate **noted** [without discussion] the forward plan of business for Senate 2025/26.

Publication note: *Senate also considered two reserved items which have not been published in accordance with the Senate publication framework because they contained information relating to identifiable individuals and individual student matters.*