

SENATE

Minutes of Meeting held on 20 June 2012

Present: The President & Rector, Sir Keith O'Nions (Chairman), Professors Alford, Belvisi, Buckingham, George, Gooderham, Haigh, Kramer, Leatherbarrow, Magee, Matar, Richardson, Wright; Drs Broda, Buckle, McPhail, Pike, Rogers, Smith; Mrs Cunningham; Mr Heath (Student Representative); with Mr Wheatley (Academic Registrar), Ms Richardson (Deputy Academic Registrar) and Ms Penny (Senior Assistant Registrar).

Apologies: Professors Riboli, Thompson; Drs Albrecht, McCoy, McGarvey.

Present by Invitation: Dr Bradley (for Minute 1654)

1642 Valediction

The Rector advised that this was Professor Julia Buckingham and Margaret Cunningham's last meeting.

Members were also informed that this would be the Student Union Representatives' (Scott Heath and Jason Parmar) last meeting.

The Senate thanked all for their valuable contributions and wished them well for the future.

1643 Minutes

The Minutes of the meeting of the Senate held on 2 May 2012 were confirmed.

1644 Matters Arising

Minute 1624: Inappropriate Relationships between Staff and Students

Reported: (1) That at the Senate's last meeting the Quality Assurance Advisory Committee (QAAC) had proposed to Senate that there should be a new regulation for students which should read:

It is inappropriate for there to be a romantic and/or sexual relationship between a student and a member of Imperial College staff, especially where that member of staff has, or is perceived to have, influence over the academic assessment, financial support and/or pastoral care of the student concerned. If a relationship should develop, or where there is a pre-existing relationship, the student and the member of staff must declare this promptly to the Head of the relevant Department[s].

(2) That Senate had referred this back to QAAC as members had felt that some of the wording proposed in the draft regulation was ambiguous.

(3) That the Committee had reconsidered this matter at its May meeting. It had agreed that the intention of the proposed regulation was not to suggest that a relationship between a staff member and a student was intrinsically bad but that the integrity of both

parties should be protected by their declaring [in confidence] to the Head of Department that such a relationship existed. This would enable measures to be taken to quarantine that member of staff from any involvement in the assessment of the particular student and in some cases (for example written examinations) in the assessment of the student's cohort. The Committee had agreed that it was important to ensure that the student was neither advantaged nor disadvantaged from such a relationship.

(4) That the Committee had also agreed that while the principal onus to make a declaration of such a relationship had to remain with the member of staff who was in the position of power, the point of the proposed regulation was to remind students that they too had a responsibility.

(5) That the Committee had therefore proposed an alternative wording for this new regulation for students:

Where a student has a pre-existing relationship, or develops a relationship during the course of study, with a member of staff such that there is a potential conflict of interest, especially with regard to the student's assessment, the student and member of staff must declare this in confidence to the Head of Department at the start of the course of study or at the point at which the relationship has started if this is during the course.

(6) That in reconsidering this matter the Committee had referred to relevant procedures of other universities.

Approved: On the recommendation of the Committee, the revised regulation.

Agreed: That the Senate would recommend to Council the addition of the revised regulation to the Regulations for Students, with immediate effect.

1645 **President & Rector's Business**

Received: A Report from the President & Rector (**Paper Senate/2011/94**).

(1) Awards and Fellowships

Reported: That a number of Awards and Fellowships had recently been awarded to College staff:

Queen's Birthday Honours 2012

Mr Thomas Hughes-Hallett, Executive Chair of the Institute of Global Health Innovation, had been honoured with a Knighthood for services to palliative care.

Professor Duncan Geddes, National Heart and Lung Institute, had been awarded a CBE for services to medical research, charity and education.

Professor Margaret Hodson, National Heart and Lung Institute, had been awarded an OBE for services to respiratory medicine.

Dr Rodney Eastwood, former College Secretary, had been awarded an MBE for services to higher education.

Fellows of the Academy of Medical Sciences

The following staff had been elected to the Fellowship of the Academy of Medical Sciences:

Professor Deborah Ashby, School of Public Health

Professor Denis Azzopardi, Institute of Clinical Sciences
Professor Jaspal Kooner, National Heart and Lung Institute
Professor Ajit Lalvani, National Heart and Lung Institute

Further Reported: That the Senate congratulated these staff on their achievements.

(3) Staff Elections to Court

Reported: The names of those staff who had been elected to the Court of Imperial College following the recent nominations and elections.

(4) Chief Operations Officer

Reported: (i) That Mr Simon Harding-Roots had accepted appointment as Chief Operations Officer with effect from 1 July 2012. As a member of the Management Board, and reporting to the Chief Financial Officer, Muir Sanderson, Mr Harding-Roots would have overall responsibility for the Capital Projects, Commercial Services, Facilities Management and ICT Divisions.

(ii) That Mr Harding-Roots would be joining the College from Treasury Holdings Group (THG) where he had worked since 2007, serving first as Chief Operating Officer in Shanghai, specialising in the building and operation of commercial real estate projects in China. He had returned to the UK in 2011 to work on THG's regeneration of Battersea Power Station as Head of Real Estate UK.

1646 Pro Rector's Business

Considered: A Report from the Pro Rector (Education and Academic Affairs) (**Paper Senate/2011/95**).

(1) Rector's Awards for Excellence 2012

Reported: The 2012 Rector's Awards for Excellence in Teaching, Rector's Awards for Excellence in Pastoral Care, Rector's Awards for Excellence in Research Supervision and Rector's Awards for Excellence in Supporting the Student Experience, as detailed in section 1 of **Paper Senate/2011/95**.

Further Reported: That the Senate congratulated the award winners.

(2) Annual Welfare Seminar

Reported: (i) That the College's fourth Annual Welfare Seminar had been held during the afternoon of 6 June 2012 and had been attended by approximately 75 staff and students.

(ii) That the seminar had included presentations on and discussions of the 2011-2012 Student Experience Survey; Personal Tutoring from the tutor's and student's perspectives; support for international students with specific learning difficulties; assistive technology at Imperial; and student welfare and the science curriculum. Professor Denis Wright and Linda Romain were thanked for their work in arranging the event.

Further Reported: That the headline results of the College's Student Experience Survey were now available. The Dean of Students, Learning and Teaching was currently developing an action plan in response to the issues raised by students in the survey.

(3) Graduate Employment Data

Reported: That at its May meeting the Senate had received the 2011 College-level graduate employment data collected by the Careers Advisory Service for submission to HESA.

Received: A further breakdown of undergraduate unemployment rates by Department.

Noted: That unemployment rates ranged from 0% (Medicine) to 19% (Department of Aeronautics).

(4) HEFCE Consultation: A risk-based approach to quality assurance

Reported: (i) That HEFCE had published a consultation on the establishment of a more risk-based approach to quality assurance in higher education in England, in response to the Government's White Paper, 'Students at the heart of the system'.

(ii) That the aim of the risk-based approach was to direct attention and effort to where it would have the most benefit in the development, enhancement and safeguarding of quality and standards. This would hopefully contribute to a reduction in the external regulation of those higher education institutions with a longer track record of assuring quality and standards. The interests of students were central to the approach.

(iii) That the deadline for responding to the consultation, available at <http://www.hefce.ac.uk/pubs/year/2012/201211/#d.en.72860>, was 31 July 2012. The College's response to this consultation would be included for Senate's information in the papers for the next meeting.

(5) UK Quality Code for Higher Education

Reported: (i) That the Quality Assurance Agency (QAA) was currently consulting on a draft chapter B3 of the UK Quality Code: *Learning and teaching*.

(ii) That the focus of the chapter was the design and delivery of learning and teaching activities in all their forms and the role of staff who taught or supported learning, either on a higher education institution's campus or elsewhere. The chapter was concerned with the provision of learning opportunities for all students irrespective of the level or discipline of study, the mode of study, the location of study and the means of delivery.

(iii) That the deadline for responding to the consultation, available at <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/learning-teaching-consultation.aspx>, was 25 July 2012. The College's response to the consultation would be included for Senate's information in the papers for the next meeting.

(6) House of Lords STEM Enquiry: Response to Science and Technology Subcommittee regarding Postgraduate Education

Reported: That the College had submitted a written response regarding postgraduate education to the House of Lords Science and Technology Subcommittee. The response, attached to the Senate's paper, had been submitted on 8 May 2012.

(7) Evidence to the Committee of Public Accounts on the National Audit Office Report 'Immigration: The Points Based System – Student Route'

Reported: That the College had provided written evidence to the Committee of Public Accounts on the National Audit Office's report *Immigration: The Points Based System – Student Route*. The College's evidence, attached to the Senate's paper, had been submitted on 11 May 2012.

(8) National Student Survey

Reported: (i) That the National Student Survey had closed on 30 April 2012. The College's participation rate in the survey had been 72%, an increase of 8% on the previous year. A breakdown of the 2012 participation rates was attached to the Senate's

paper.

(ii) That the results from the NSS would be published in the summer. Institutions would be able to preview their own results in August before the general release of all results in September.

(9) University Education in 2012: A Moment for Change? Lecture by Professor AC Grayling

Reported: (i) That the Senate had been informed at its May meeting that on 24 May 2012 Professor AC Grayling would be visiting the College to give a talk on the subject of *University Education in 2012: A Moment for Change?* This was the first in a new series of lectures on education issues designed to trigger debate and discussion in the College about educational strategy.

(ii) That Professor Grayling's lecture had focused on the education philosophy underpinning the New College of Humanities which would open under his leadership in London in October. The lecture had been well attended and had provoked a lively discussion.

(10) A-Level Reform

Reported: (1) That the Pro-Rector had attended a meeting with representatives of the Department of Education to discuss the potential role of Russell Group Universities in the planned overhaul of A-level curricula and examinations.

(2) That the College would be responding to the recently launched Ofqual consultation on A Level reform. A copy of the response to the consultation would be included for Senate's information in the papers for the next meeting.

1647 Undergraduate Co-Curricular Programme 2012-13

Received: A Report from the Pro Rector (Education and Academic Affairs) on the Co-Curricular Programme for 2012-13 (**Paper Senate/2011/96**).

Reported: (1) That following Management Board's agreement to introduce a co-curricular programme for first year undergraduates starting in October 2012, a new cross-Faculty Undergraduate Co-Curricular Committee (UCCC), chaired in the interim by the Pro-Rector (Education and Academic Affairs), had been meeting regularly in order to determine the design, content and structure of the new programme, to be called Imperial Horizons.

(2) That the co-curricular programme would support the development of the Imperial graduate attributes, reported to Senate in December 2011, by complementing what was covered in core subject disciplines. Course options would focus on broadening students' horizons and developing cross-disciplinary approaches to learning and thinking.

(3) That In 2012-13, the co-curricular programme would be a non-compulsory option available to all first year undergraduates. In future years, the goal was to provide every undergraduate with a co-curricular education throughout their time at Imperial, aside from the clinical years in Medicine. The key features of the 2012-13 roll-out would be:

- (i) All first year undergraduates would have the opportunity of taking one 8-week co-curricular option in either the autumn or the spring term.
- (ii) The timetabled slot for the first year co-curricular programme would be 4-6pm on Mondays. However, in order to accommodate logistical issues for the Faculty of Medicine, the programme would start at 4.30pm (a temporary measure for 2012-13).

- (iii) Co-curricular options would not count towards degree classification or progression. However, students would receive individual records on their degree transcripts (distinction, pass, fail) for each co-curricular option they took during their time at Imperial.
 - (iv) Departments and courses could not prescribe specific courses for individual students, although personal tutors might help to guide students in their choices.
 - (v) Students would be permitted to 'deregister' without penalty up to two weeks after the start of a course. However, the performance of students who simply did not turn up would be recorded on their transcript as fail.
- (4) That there would be no changes to the languages and humanities provision for students in their second year or above. Timetabling permitting, first year students could take language courses from the existing humanities programme (especially if required for a Year Abroad or combined degree with language). Guidance would be provided to Departments and other key areas providing information to students (e.g. Student Hub) on what options were available.
- (5) That the content of the co-curricular programme for Year 1 students in 2012-13 would be grouped around four main themes:
- (i) Global Challenges – the cross-disciplinary 'Horizons' course piloted in spring 2012, using Climate Change and possibly Global Health as topics.
 - (ii) Business Imperial – the business course piloted in spring 2012 and additional option(s) including Finance.
 - (iii) Science, Culture and Society – a new set of courses focused on humanities and history options (e.g. science and policy, ethics, science and philosophy, the relationships of science with literature and the visual and performing arts, music technology, etc.)
 - (iv) Languages and Global Citizenship – new courses introducing the language and culture of specific countries.
- (6) That the UCCC had reviewed the content and learning outcomes of a sufficient number of options to ensure that all first year students could be accommodated next year. For future years, a number of ideas were being developed for interdisciplinary programmes (which might be best suited to second and third year students), collaborative programmes with other institutions (e.g. Royal Colleges of Music and Art) and also for projects for senior students.
- (7) That Dr Eryl Price-Davies had been appointed to the new post of Head of Co-Curricular Studies and would join the College on 23 July 2012. Dr Price-Davies would be responsible for management of the delivery of the co-curricular programme and would also have line management responsibility for the language and science communication units within the School of Professional Development. The new organisation structure for the School of Professional Development was provided in the Senate's paper.

Further Reported: (1) That in response to a question regarding whether the co-curricular programme would become compulsory in future years, the Pro Rector (Education and Academic Affairs) noted that a decision could only be taken on this once the success of the 2012-13 programme had been evaluated.

(2) That the Senate thanked Professor Andrew George for his work in developing the co-curricular programme.

1648 Periodic Review of Undergraduate Teaching in the Department of Civil and Environmental Engineering

Considered and approved: A Report by the Engineering Studies Committee (**Paper Senate/2011/97**).

Reported: (1) That in its review of undergraduate teaching in the Department of Civil and Environmental Engineering, the Engineering Studies Committee was advised by four assessors who had visited the Department on the 13 January 2012.

(2) That in his summary report of the review, the internal Chairman had reported that the Department had been ranked previously as leading the research (RAE) and teaching agendas nationally and probably internationally and had confirmed that this reputation was fully deserved. A revised MEng programme had been introduced in October 2008. The course, now in its fourth year, was evolving, and the revised programme was open to innovation in teaching and assessment. The review panel had reported that the Department provided excellent facilities to its students with an impressive investment in the teaching and research infrastructure. The Department had satisfactorily addressed the recommendations made by the Joint Board of Moderators at the last accreditation visit, although the panel had advised the Department to re-consider the timing of health and safety training and review which providers were used to deliver off-site training courses.

(3) That the panel had cited the constructionarium course as an exemplar of research-led teaching which was now replicated at many other institutions. The review panel had also commended the way in which the Department translated learning outcomes into explicit employability benefits. The panel had recommended that this work be shared with other Departments as an example of good practice.

(4) That the panel had praised the Department for some truly inspirational activities in its curriculum including the third year design project, although it had cautioned against the grouping of students into large teams for this activity. The panel had welcomed the introduction of Undergraduate Teaching Assistants (UTAs) which had been found to be of significant benefit to the student body and an area of good practice because students were able to learn from others who had already taken their courses.

(5) That the review panel had expressed concern about student progression through the programme with close to a quarter of first year students failing to reach the second year. The consequences of this low rate of progression were felt not only by the students who failed but also by the remaining students who, as a result, had become demotivated. In order to address this issue, the panel had recommended that the Department should review its criteria for failure. The impact of these criteria was exacerbated by the Department's strict policy of allowing re-sits only where a single exam was failed. It was also suggested that the Department should review its admissions criteria, possibly introducing individual interviews for all applicants, not just Home students. The review panel had recommended that the first year induction programme should be strengthened to enhance the overall student experience. The panel had suggested that a review of the examination timetable might also help to reduce the level of failure.

(6) That students present at the review had reported that tutorials where a large group of students had access to only a few Graduate Teaching Assistants (GTAs) were ineffective and that the personal tutor system was of variable quality. The panel had recommended that the Department should review its tutorial system and increase the frequency of such meetings.

(7) That many students present at the review had spoken of being demotivated and not feeling part of a community. The review panel had therefore recommended that the Department should consider ways to foster a sense of community and had suggested that additional small group activities, such as visiting buildings, might help to engage students.

(8) That the Department was aware of its past lack of engagement in SOLE, TOLE and the NSS. The review panel had suggested that the Department should circulate a summary of actions taken as a result of the surveys to staff and students in order to increase engagement with surveys.

(9) That the review panel had finally reported that the students present at the review had been concerned with the Department's decision to bring mathematics teaching in-house. However, the panel had been assured by the Department that this was for good academic reasons. The review panel had recommended that the Department should ensure that any changes to courses were communicated to students effectively.

(10) That in response to the reviewers' reports, the Department had put in place a detailed action plan to address the high rate of failure, which was provided in the Senate's paper. The action plan had been considered and endorsed by the Engineering Studies Committee at its meeting on the 14 March 2012 and had subsequently been reported to the Senate on the 2 May 2012. The Department had reported that it had taken action to extend the examination period to address the issue of over-loading examinations. The Department had also reported that the admissions criteria were currently being reviewed.

(11) That regarding the tutoring system, the Department had reported that it now participated in TOLE to identify general problems and personal tutors who were not performing as well they should be. Once the results of TOLE had been reviewed, the Department would produce an action plan for improving the tutorial system. The Department was also implementing more small group tutorials although there had been some difficulty in finding suitable venues for these.

(12) That the Department had now consulted with staff and students on how to improve the student experience. A wide range of suggestions had been proposed, including both academic and social events which the Department was taking forward. The Department had also reported that it had recently trialled a final year project launch party which had been a successful event. The Department was now planning similar activities for the start of each year.

(13) That the Department had reported that it had made significant effort to encourage student participation in surveys by timetabling slots to complete surveys and sending email reminders to students. Participation in autumn 2011 SOLE had been 70% as was participation in the NSS. Additional action would be taken next year to improve these rates further. Finally, the Head of Department would make a summary report of actions taken as a direct result of student feedback to students at his welcoming address to year groups at the start of each academic year.

(14) That overall the Engineering Studies Committee had commended the Department for their response to the report and had been pleased with the action taken so far to address the recommendations of the review panel.

Agreed: That the Senate was satisfied with the outcome of the review and approved the recommendation of the Engineering Studies Committee that the Department should report to the Engineering Studies Committee on developments since the periodic review as part of the annual monitoring process in autumn 2013.

1649 Quality Assurance Advisory Committee

Considered: A Report by the Quality Assurance Advisory Committee (**Paper Senate/2011/98**).

(1) Student Charter

Reported: (i) That at its meeting on 22 February 2012 the Senate had been informed that the QAAC had established a Working Group to consider the development of a College

student 'charter' or similar document. The Working Group had considered the report of the Student Charter Group, a national working group chaired jointly by Professor Janet Beer (Vice Chancellor, Oxford Brookes) and Aaron Porter (then NUS President) and reporting to David Willetts MP, and had reviewed several charters produced by other institutions. QAAC had reported in February that it had endorsed the Working Group's recommendation that the College should adopt an *Our Principles* document, defining the guiding principles of the College community and covering all students, both undergraduate and postgraduate.

(ii) That the Committee had now approved the *Principles*, outlined in the Senate's paper. The *Principles* were not a legal contract but rather an easily accessible, concise source of information and a clear display of staff, student and ICU collaboration. *Our Principles* would display the signatures of the College's President & Rector and the ICU President and would be reviewed annually by QAAC.

(iii) That each Principle would be accompanied by a 'drop-down' text box on the College's website. The full drop-down text was provided in Appendix 1b of the Senate's paper. This text elaborated upon the overarching statements and gave links to further information.

(iv) That subject to Senate approval, the *Principles* would be launched during summer 2012.

(v) That it was important to review the effectiveness of the *Principles*, and the strategy for their communication, annually. The Committee intended to do this by seeking views from staff-student committees, Faculty Teaching Committees and the Graduate School on the *Principles* in the spring term each year. The Committee would then consider staff and student feedback over the summer, making changes in response to comments as appropriate.

Further Reported: That the Senate thanked Professor Nigel Gooderham for his work in chairing the College's Student Charter Working Group.

Approved: On the recommendation of the Committee, the *Principles* document, with immediate effect.

(2) Amendments to the Academic Regulations: Undergraduate Medicine

Considered and approved: On the recommendation of the Committee, changes to the Academic Regulations governing the 6-year MBBS/BSc, the 4-year MBBS (Graduate Entry) and the 3-year MBBS (Direct Entry), with effect from 2012-13.

Noted: That the amendments streamlined the content of the regulations, which had become increasingly complex and included unnecessary detail.

(3) Joint National University of Singapore (NUS) and Imperial College London (Imperial) Doctoral Programme

Reported: That the NUS-Imperial Doctoral Programme had commenced in August 2010 and the first cohort of students were due to be examined in 2013. However, it had become apparent that the Memorandum of Agreement governing the programme contained some ambiguities. The Deputy Director of the Graduate School had prepared a paper for the Committee, outlining the issues and proposing clarifications to the regulations for this degree, which was appended to the Senate's paper. The Committee had been generally content with the proposals, but had suggested further explanation in some areas. The Committee had agreed that full regulations for the programme would now be prepared for consideration by QAAC and Senate. The Graduate School would also be asked to consider whether similar regulations should be adopted for the University of Hong Kong/Imperial and Nanyang Technological University/Imperial joint PhD

programmes.

(4) Preparation of Model Answers to Examination Questions

Reported: (i) That at the request of Senate, the QAAC had re-considered its recommendation that there should be a minimum expectation that students would be provided with the previous three years' model answers to examination questions.

(ii) That given that some Departments used the previous year's examination papers to inform current year tutorials, the Committee had agreed that it would not be appropriate to provide these papers to students as examples of model answers. Members had also agreed that Departments might have difficulty in providing students with model answers to essay-type examination questions where there were several approaches to answering the question.

(iii) That the Committee had therefore suggested that as a minimum, Departments should provide their students with model outline answers and illustrative examples, where appropriate, of how they might address questions. The Studies Committees and the Graduate School's Master's Quality Committees would be asked to consider this proposal before a College policy was finalised.

(5) Allocation of ECTS Credits to Assessed Activities Taken Outside of Term-Time

Reported: (i) That in December 2010, the Senate had approved, on the recommendation of QAAC, *Guidelines for the allocation ECTS credits to assessed activities take outside of term-time in which students can accrue additional ECTSs*.

(ii) That the QAAC had noted that as at 17 May 2012 49 placements for additional ECTSs had been approved.

(iii) That some elements of the *Guidelines* had also been reviewed by the Committee. It had been unclear in the current procedure whether a student would be able to commence an extra-ECTS placement before the end of the summer term, if such a start date had been approved by their Department. The Committee had agreed that this would be acceptable but that the maximum ECTS allocation for all placements should remain 18 ECTS. The Committee had also confirmed that in exceptional circumstances it would be possible for students to undertake a placement for extra ECTS after their final academic year had finished because the placement would not affect degree classification, although the student's transcript might be delayed. All placements to be undertaken for credit after the final academic year required separate approval by the relevant Studies Committee.

(iv) That the QAAC had noted that minor amendments to the *Guidelines*, in order to clarify the current procedures, would be submitted to the Committee for consideration at a future meeting.

(6) Enhancement Advisory Group

Reported: (i) That the Senate had been informed in February 2012 that the QAAC had established an Enhancement Advisory Group (EAG), responsible for developing a strategy for the effective identification and dissemination of good practice and promotion of educational enhancement. The Group would also oversee the implementation of this strategy.

(ii) That the EAG had met twice and had found that while much good practice already existed within the College there were barriers to effectively sharing this. The EAG had made recommendations to QAAC for how the College might improve the flow of information concerning good practice and education enhancement. The EAG would now develop an enhancement strategy for consideration by the Committee.

(7) Staff-Student Committee Summary Report

Reported: That the Committee had considered the ICU's staff-student committee summary report for autumn 2011. The Committee had endorsed a list of 'hot topics' the ICU had recommended were discussed at staff-student committee meetings next session. The Committee had also agreed that it would revise the College's good practice guidelines for staff-student committees in light of the recommendations made within the summary report.

(8) Student Surveys

Reported: That the Committee had considered the results of autumn 2011 SOLE and had received the participation rates for TOLE 2012, spring SOLE 2012 and PG SOLE 2012. The Committee had also received the participation rates for NSS 2012. The Committee had been pleased with the overall participation rate of 72% for the NSS survey and had thanked the student representatives for their contribution in helping the College to achieve this.

(9) Distribution of Honours Data

Reported: That the Committee had considered the distribution of honours degree classification data for 2010-11 and had noted that across the College only the Department of Mathematics was below the minimum target of 70% as a combined percentage of first and upper second class honours degrees awarded. It was reported that the Department of Mathematics was taking steps to address this by introducing an entrance examination for 2013-14 and making minor changes to scaling of the 2:1 and 2:2 borderline.

(10) Roles and Responsibilities

Reported: That the Committee had approved amendments to the Personal Tutor roles and responsibilities document and had noted that all roles and responsibilities documents had now been updated. All were available at:

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

1650 Engineering Studies Committee

Considered: A Report by the Engineering Studies Committee (**Paper Senate/2011/99**).

(1) Reorganisation of Undergraduate Courses and Examinations

Aeronautics

Reported: That the Committee had approved a proposal to establish an exchange link with the Institut Polytechnique de Bordeaux.

Computing

Reported: That the Committee had approved a proposal to establish a new optional module, Software Reliability, to be offered to fourth year MEng students.

Earth Science and Engineering

Reported: (i) That the Committee had approved proposals to reconfigure the undergraduate programme in the Department of Earth Science and Engineering, including the introduction of a 50% pass mark for Year 4 of the MSci degree.

(ii) That the Committee had not approved a proposal to offer a 4-year MSci degree in Petroleum Geoscience and a 4-year MSci degree in Petroleum Geophysics in which the 4th year was identical to the corresponding MSc programme, and from which students would graduate in September. The Committee had requested that this be discussed in depth by the Faculty Teaching Committee, in particular the possible implications of such a change for other degree programmes within the Faculty.

Electrical and Electronic Engineering

Reported: That the Committee had approved a skeleton template for the allocation of ECTS credits to assessed academic activities taken outside of term time; a proposal to establish an industrial placement for the BEng/MEng Electrical and Electronic Engineering course and BEng/MEng Electronic and Information Engineering course; and a revised Scheme for Award of Honours for the degree programmes in Electrical and Electronic Engineering and Electronic and Information Engineering.

(2) Proposal to Introduce Joint Awards for Intergrated Master's Degrees

Reported: (i) That the Committee had considered a proposal from the Strategic Education Committee for the introduction of joint BSc/MSci and BEng/MEng awards at undergraduate level in place of the existing MSci and MEng awards. The proposal had been made following concerns that MSci degrees were not being consistently recognised and understood internationally. The Committee had considered a number of aspects of the proposal, but could not support it principally because of the recommendation to move the pass mark for the fourth year to 50%. A number of other concerns had also been raised by individual members of the Committee.

(ii) That as this would be a major change to the College's degree structure, the Committee had recommended that further analysis was undertaken before the proposal was reconsidered. This matter was being further discussed by QAAC.

(3) Undergraduate Examination Failures

Reported: (i) That the Committee had reported at the May Senate that the Department of Aeronautics was due to report to the Engineering Studies Committee on its failure rates (particularly the 11.6% failure rate in the 1st year). The other Departments in the Faculty had responded to the failure rate statistics at an earlier meeting.

(ii) That the representative from the Department of Aeronautics had stated that the failure rates in his Department did not appear to be too out of line with the other Departments in the Faculty and that he would rather see students fail in the first year than have a higher failure rate in later years. He also recognised that the reorganisation of some teaching might have had an impact on results.

(4) Distribution of Honours Degree Classifications 2010-11

Reported: That the Committee had considered the annual report on degree classifications and had noted that the data for all Departments within the Faculty were over the College's target of 70% as a combined percentage of first and upper second class honours degrees awarded.

(5) Representations Concerning Decisions of Boards of Examiners

Reported: That the Committee had considered the first annual report on the number of representations concerning decisions of Boards of Examiners. The Committee had noted that there were a number of stages to the appeal process and that appeals only proceeded to hearing panels where there was sufficient evidence to justify a referral.

(6) Survey Results

Reported: That the Committee had considered the results of the Spring SOLE survey.

(7) ICU Staff-Student Committee Autumn 2011 Summary Report

Reported: That the Committee had considered the ICU's staff-student committee summary report for autumn 2011. The Committee had particularly noted the 'Hot Topics' outlined in the report of personal tutoring, feedback, good practice and communication and transparency.

1651 Science Studies Committee

Considered: A Report by the Science Studies Committee (**Paper Senate/2011/100**).

(1) Second Stage Review of Language for Science Courses

Reported: (i) That the College's quality assurance procedures required that all newly established degrees be reviewed in the second or third year following their introduction by a sub-committee comprising members of the 'parent' Studies Committee responsible for the approval process. The second stage review was the final stage of the approval process which began when a new degree was proposed. A sub-committee of the Science Studies Committee had reviewed the Language for Science courses (MSci Chemistry with French/German/Spanish for Science and BSc Biology/Biochemistry/Biotechnology with French/German/Spanish for Science) on 1 December 2011, focusing specifically on the language elements of the programmes. The committee's report and the Department of Humanities' response to this was attached to the Senate's paper.

(ii) That the sub-committee had reported that the overall objectives of the courses had been fulfilled and had noted that the intellectual calibre of students on the courses was high. With regard to the language curriculum, the sub-committee had found that the teaching pattern was appropriate but had recommended that the Department of Humanities should consider opportunities to utilise e-Learning and investigate the use of Echo 360 as a learning support. The Department of Humanities had responded that it was taking steps to standardise the use of Blackboard throughout all courses. The Department had also reported that video conferencing sessions with partner institutions abroad had been introduced as extra support for students' language learning.

(iii) That students who had attended the review meeting had commented favourably on the manageable workload, and had welcomed the lunch-time scheduling of language courses and the flexibility of language lecturers. Students had reported that they received excellent tutorials and feedback from the Department of Humanities.

(iv) That the sub-committee had noted that recruitment and the visibility of the courses had been relatively low key with marketing focusing on the College prospectus and Humanities promotions in schools. The sub-committee had recommended that methods to improve the visibility of these courses should be considered. To address this point, the Department of Humanities had reported that it was currently in discussion with the College's Marketing and Communications Department with a view to improving publicity material, external visibility and overall marketing of the courses. The Department had reported that it had already attended Open Days in the Department of Life Sciences and had hoped to attend similar events in the Department of Chemistry.

Agreed: That the Senate was satisfied with the outcome of the review and approved the recommendation of the Science Studies Committee that progress made to address the points raised by the second stage sub-committee should be reported to the Science Studies Committee as part of the 2013 annual monitoring process.

(2) Periodic Review of Undergraduate Teaching in the Department of Mathematics Follow-up Report

Reported: (i) That the Committee had received a report from the Department of Mathematics detailing action taken following the periodic review of the Department's undergraduate teaching in 2010.

(ii) That at the time of the review, the review panel had recommended that the Department should improve its links with potential graduate employers. In response to this, the Department had originally reported that it was taking steps to enhance contact with employers and that it had recognised a need to coordinate this in a way which complemented the less subject-specific careers advice provided centrally by the College. A successful "speed-dating" evening involving a range of employers had already occurred and the Department had hoped to expand the range of mathematics career presentations available to students in the future. Since the review, the Department had expanded the "speed-dating" event and was considering implementing a Corporate Partnership Programme. The Department had also modified the format of first year projects to enhance the transferrable skills of students.

(iii) That the distribution of honours degrees awarded by the Department still remained outside the College target of 70% of combined first and upper second class degrees. In response to this, the Department had noted that it had decided to implement an entrance test, from 2013, in an attempt to identify those students who were not really suited to an Imperial Mathematics degree, despite attaining high A-Level grades.

(iv) That the Committee had been satisfied with the Department's Follow-up Report.

(3) Proposal to Introduce Joint Awards for Intergrated Master's Degrees

Reported: (i) That the Committee had considered a proposal from the Strategic Education Committee to introduce joint awards for integrated Master's Degrees in order to address concerns that the MSci degree was not being consistently recognised and understood as an integrated Bachelor's and Master's qualification in some parts of Europe and South East Asia.

(ii) That the Committee had supported the proposal in principle but had suggested that it might not be possible to implement this change for this year's graduates. The Committee had instead recommended that the new awards should be introduced for summer 2013. The Committee had also suggested that it would be better to have one classification overall for the entire award rather than to have separate Bachelor's and Master's classifications. This matter was being further discussed by QAAC.

(4) Report from the Royal College of Science Students' Union (Faculty of Natural Sciences)

Reported: (i) That the Committee had considered the annual report by student representatives detailing areas of concern and good practice for the 2011-12 session. Students had reported that the introduction of poster boards in each Department displaying photographs and the names of student representatives had worked well. Rep week had run this year with the purpose of increasing student awareness of academic representation and to publicise SOLE and the National Student Survey.

(ii) That students had reported that they remained unhappy with the quality of feedback on examinations and in particular that the feedback provided to them on examination performance by personal tutors was patchy. The Committee had responded by agreeing to recommend to the QAAC that the College should review its policy on providing students with their marked/annotated examination scripts.

(5) Undergraduate Annual Monitoring 2010-11

Reported: That the Committee had approved the Business School's procedures for dealing with borderline candidates.

(6) Distribution of Honours Degree Classifications 2010-11

Reported: That the Committee had considered the distribution of honours data for 2010-11 and had noted that the Department of Mathematics was taking steps to meet the College's target of 70% as a combined percentage of first and upper second class honours degrees awarded.

(7) Minor amendments to existing courses

Reported: That the Committee had approved a new exchange between the Department of Mathematics and ETH Zurich and other minor amendments to the undergraduate mathematics degrees. The Committee had also approved minor changes to courses in the Departments of Physics and Life Sciences.

(8) Student Surveys

Reported: That the Committee had considered the results of spring 2012 SOLE and had noted that participation in the survey had varied across Departments in the Faculty.

(9) Representations Concerning Decisions of Boards of Examiners

Reported: That the Committee had received a note from the Academic Registrar providing details of representations concerning decisions of Boards of Examiners in 2010-11 and had noted the large number of arithmetical mark checks carried out by the Examination Officer for the Department of Mathematics. This might be because the Department of Mathematics advertised to its students the possibility of having their marks checked.

(10) ICU Staff-Student Committee Autumn 2011 Summary Report

Reported: That the Committee had considered the ICU's staff-student committee summary report for autumn 2011.

1652 Medical Studies Committee

Considered: A Report by the Medical Studies Committee (**Paper Senate/2011/101**).

(1) Changes to the Terms of Reference and Membership of the Medical Studies Committee

Approved: On the recommendation of the Committee, minor amendments to the Terms of Reference of the Medical Studies Committee for 2012-13, along with revisions to the membership of the Committee.

Noted: That the membership of the Committee had been reduced and was now more in line with that of the other Studies Committees.

(2) Competence Standards

Reported: That the Committee had considered advice on the production of competence standards. It had been agreed that it would be valuable for medical schools to produce unified competence standards and that the Medical Schools Council would be approached about this.

(3) Faculty of Medicine Undergraduate Assessment Strategy

Reported: That the Committee had considered and approved a new assessment strategy, which had been produced in the light of an external review of the current assessment processes. The strategy set out the principles underpinning the assessment process and described the Faculty's expectations of assessment design and implementation.

(4) Amendments to the Academic Regulations: Undergraduate Medicine

Reported: That the Committee had agreed to recommend to QAAC revisions to the academic regulations for the MBBS/BSc, MBBS (Graduate Entry) and MBBS (Direct Entry) programmes. The amendments streamlined the content of the regulations, which had become increasingly complex and included unnecessary detail.

(5) Co-curricular Programme 2012-13

Reported: That the Committee had raised a number of concerns about the new undergraduate co-curricular programme relating to the logistics of implementing the programme at such rapid pace. Particular concern had also been raised about this becoming a compulsory programme in the future. It was felt that medical students, who had well defined career paths and a comparatively broad-based education programme, would have less to gain from the programme than students in other Faculties. Furthermore, adding to the students' teaching load without removing anything from the curriculum was incompatible with GMC recommendations to increase the amount of time for personal study, particularly in the early stages of the Medicine programme. Student representatives had voiced concern about the detrimental effect on extracurricular clubs and societies and the ability for students in different years of the MBBS course to socialise together. The Committee had felt that students should be incentivised to take part in the programme, rather than forced.

(6) External Examiners

Reported: That the Committee had ratified action taken by the chair to approve several External Examiner nominations for 2011-12.

(7) Lee Kong Chian School of Medicine (LKCSoM)

Reported: (i) That the Committee had received an update on activity on the Singapore project, focusing on continued curriculum development and the alignment of the governance policies of Nanyang Technological University (NTU) and Imperial. Policies and procedures would be presented to the Committee for consideration once finalised.

(ii) That the Committee had noted that the curriculum for the joint NTU/Imperial MBBS had now been endorsed by the majority of relevant committees in Singapore. Interest in admission to the new School had also been substantial.

(iii) That the Committee had been informed that NTU's Health and Safety policy was currently being compared and aligned with Imperial's, and that most areas were already synergistic. The Occupational Health service for LKCSoM would be outsourced, in line with NTU current procedure, but functionality would be equivalent to the Imperial process. The Committee had endorsed the School's health screening protocol, which had been aligned with Imperial processes and relevant Ministry of Health regulations in Singapore. It was also noted that the Singaporean Government had agreed to change its policy in order to permit the admission of Hepatitis B-positive students.

(8) Education Committee Reports

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

(9) SOLE

Reported: That the Committee had considered a summary report of SOLE results to date for 2011-12. Oncology SOLE results were currently a concern and the Head of Year 5 and the Quality Assurance and Enhancement Manager would be meeting with key staff from the GP/Oncology attachment in due course to discuss this issue.

(10) Undergraduate Examination Failures 2010-11

Reported: That the Committee had considered a report on undergraduate examination failures for 2010-11. The numbers of failures were relatively small in Medicine and were not a cause for concern.

(11) Representations Concerning Decisions of Boards of Examiners 2010-11

Reported: That the Committee had considered a report on representations concerning decisions of Boards of Examiners for 2010-11, noting that the numbers of representations had been relatively small in Medicine.

(12) Distribution of Honours Degree Classifications 2010-11

Reported: That the Committee had considered a report on the distribution of honours degree classifications in 2010-11. It had been noted that medical students performed well, with high numbers achieving First Class or Upper Second Class Honours in the BSc.

(13) Allocation of ECTS Credits to Assessed Activities Taken Outside of Term-Time

Reported: That the Committee had considered a report on placements for additional ECTS credits undertaken by BSc in Pharmacology and Translational Medical Science students. Six placements had been approved in the last year. The Committee had heard that it was unlikely that any further placements would be approved this year owing to the very small number of students involved.

(14) Staff-Student Committee Summary Report Autumn 2011-12

Reported: That the Committee had considered the Student Union's summary of Staff-Student Committee activity. The Faculty's Staff-Student Liaison Groups performed well and compared favourably with other areas of College.

(15) Early Years Review

Reported: That the Committee had been informed that a review of the curriculum, structure and assessment of Years 1 and 2 of the MBBS would shortly be launched, led by Dr Sue Smith and Professor John Laycock.

(16) Student Experience Steering Group

Reported: (i) That the Committee had been informed that a large number of activities were being undertaken to enhance the student experience in the Faculty at undergraduate and postgraduate level. A steering group had been meeting on a monthly basis to oversee and ensure cohesion of work in this area.

(ii) That student facilities on hospital campuses compared very badly to those at South Kensington and continued to be a major concern. The Committee had voiced disappointment that the College had so far been unwilling to inject the necessary investment into the sites to improve the standards for our students.

(17) Foundation School Changes

Reported: (i) That the Committee had been informed that three major changes would be taking place to the Foundation School application process this year which had the potential to be unsettling for students. First, given the size of the year, there was a small possibility that not all graduates would be placed. Second, it would be the first year of Situational Judgment Tests. Finally, a brand new computer system was being introduced.

(ii) That in more positive news, Standard and Academic F1 applications would happen in tandem for the first time this year. It was anticipated that this might increase the number of Academic applications. In addition, the Government was introducing a four-day induction/shadowing programme before F1 began this year. This was expected to be an improvement and help students settle into their new jobs.

1653 Graduate School Report

Considered: A Report by the Graduate School (**Paper Senate/2011/102**).

Noted: That this report encompassed the annual report from the Graduate School Management and Strategy Committee as well as the reports from the Master's Quality Committees and the Postgraduate Research Quality Committee.

(1) New and Amended Courses

(i) Pre-Sessional Careers Course

Reported: (a) That at its last meeting, Senate had agreed that the Business School could establish an optional two-week pre-sessional Careers course for their MSc in Management students with effect from September 2012.

(b) That the Business School now wished to extend the offer of the programme to students on their MSc in Innovation, Entrepreneurship & Management.

Agreed: On the recommendation of the Committee, the introduction of the optional two-week pre-sessional careers course to MSc in Innovation, Entrepreneurship & Management students with effect from September 2012.

(ii) MRes in Bioengineering

Reported: (a) That the Master's Quality Committee (Business, Engineering and Physical Sciences) had considered a proposal from the Department of Bioengineering to introduce a new MRes in Bioengineering with effect from October 2012.

(b) That the Committee had noted that the Department of Bioengineering had run a successful PhD programme based on the traditional three-year funding model for some years. The Department would now be participating in the BBSRC DTP four-year PhD programme that the College had been awarded and was also preparing a bid for a future DTC in Medical Engineering. The Department was therefore proposing an MRes in Bioengineering which would be suitable as the first year of a four-year PhD.

(c) That the Committee had noted that the MRes programme would involve one term of coursework, during which students would finalise their choice of a research project. The rest of the year would be dedicated to research, interleaved with research skills development activities.

(d) That it had been noted that the principal aim of the MRes would be the preparation of students for a career in research at the interface between engineering and biomedical sciences in the discipline of bioengineering.

(e) That the Department wished to introduce the programme for students on the BBSRC DTP from October 2012 and that it would then also be made available as a standalone programme from October 2013. The course would be offered on a full-time basis only.

(f) That the proposal had been through the normal approval process involving review by external assessors.

Approved: On the recommendation of the Committee, the establishment of an MRes in Bioengineering with effect from October 2012.

(iii) MSc in Environmental Technology (new specialism – Health and Global Environment)

Reported: (a) That the Master's Quality Committee (Business, Engineering and Physical Sciences) had considered a proposal from the Centre for Environmental Policy (CEP) to introduce a new pathway in Health and Global Environment on their MSc in Environmental Technology with effect from October 2012.

(b) That the Committee had noted that this would be a re-introduction of a pathway which had been withdrawn a few years ago following a re-structure in the Centre and the loss of the option convenor to another institution. It had been noted that the option would be run in the spring term and that there would be joint teaching with the School of Public Health (SPH) at St Mary's campus.

(c) That the Committee had satisfied itself that the CEP and SPH now had additional staff with expertise in this area who would be able to support the option and that it would not be reliant on only one member of staff.

(d) That the proposal had been through an approval process involving review by external assessors.

Approved: On the recommendation of the Committee, the introduction of a new pathway in Health and Global Environment on the MSc in Environmental Technology with effect from October 2012.

(iv) Postgraduate Certificate in Respiratory Nursing and Postgraduate Certificate in Cardiac Nursing

Reported: (a) That the Master's Quality Committee (Humanities, Life Sciences and Medicine) had received a proposal from the National Heart and Lung Institute (NHLI) to introduce two new Postgraduate Certificates to be added to the existing MSc course in Cardio-respiratory Nursing. The courses would be taught by the NHLI on the Royal Brompton Campus.

(b) That the MSc course attracted nurses working in cardiac or respiratory nursing within primary, secondary or tertiary care, and was offered as a part-time two-year course. The rationale for introducing postgraduate certificates in both cardiac and in respiratory nursing was to increase the appeal of such a postgraduate award to nurses who wished to develop their roles in either cardiac or respiratory specialist clinical practice. The courses would provide a firm foundation for clinical nursing practice in either cardiac or respiratory nursing and a basis to undertake further study at Master's level.

(c) That to complete the Postgraduate Certificate, students would undertake a taught course which consisted of four modules, two core and two specialist. The postgraduate certificates would be examined by a combination of assessment types including written and practical examinations, oral and poster presentations, practical examinations, essays and case presentations.

(d) That the postgraduate certificates would be available on a part-time only basis over

nine months and would run biennially. The Postgraduate Certificate in Respiratory Nursing would commence in October 2012 (subsequent course commencing in October 2014) and the Postgraduate Certificate in Cardiac Nursing would commence in October 2013 (subsequent course commencing in October 2015). Students who successfully completed and passed one of the postgraduate certificates could progress to the MSc Cardio-respiratory Nursing in line with College regulations.

(e) That the proposals had been supported by the current external examiner.

Approved: On the recommendation of the Committee, the establishment of a Postgraduate Certificate in Respiratory Nursing with effect from October 2012 and a Postgraduate Certificate in Cardiac Nursing with effect from October 2013.

(2) Withdrawals

MSc in History of Science, Medicine and Technology and MSc in Science, Technology, Medicine and Society

Reported: (i) That following the decision of the Management Board concerning the future of the Centre for the History of Science, Technology and Medicine (CHoSTM), the Master's Quality Committee (Humanities, Life Sciences and Medicine) had approved the following withdrawal of MSc programmes:

(a) MSc in History of Science, Medicine and Technology one year full-time mode of study – from October 2013

(b) MSc in Science, Technology, Medicine and Society one year full-time mode of study – from October 2013

(ii) That CHoSTM wished to withdraw the part-time entry to these courses with effect from October 2012, and the Department had been negotiating with applicants holding offers on the part-time courses to agree alternative options. This process was almost complete. On the condition that satisfactory arrangements were made for all applicants to the part-time courses, the Master's Quality Committee had approved the withdrawal of the two-year part-time programmes:

(a) MSc in History of Science, Medicine and Technology two year part-time mode of study – from October 2012

(b) MSc in Science, Technology, Medicine and Society two year part-time mode of study – from October 2012

(iii) That the Master's Quality Committee had also noted the intention of CHoSTM to withdraw from the partnership with UCL (the London Centre for the History of Science, Medicine and Technology).

Approved: On the recommendation of the Committee, the withdrawal of the full-time MSc in History of Science, Medicine and Technology and the full-time MSc in Science, Technology, Medicine and Society with effect from October 2013 and the withdrawal of the part-time versions of these courses from October 2012.

Endorsed: The Centre for the History of Science, Technology and Medicine's withdrawal from its partnership with UCL (the London Centre for the History of Science, Medicine and Technology).

(3) Suspension of Regulations

Reported: (i) That the Graduate School Director and Deputy Director had taken Chair's Action on behalf of the Master's Quality Committee (Business, Engineering and Physical

Sciences) to agree the suspension of regulations on the Distance Learning MBA, run in collaboration with the University of London International Programme, for one student.

(ii) That the Distance Learning MBA had a regulation that stated that the maximum number of module examinations a student could take in any one year was five. One final year student had been permitted by the Course Director to sit seven module examinations this year so that they could complete the programme. (Two examinations had been deferred from previous years).

Approved: On the recommendation of the Graduate School, the suspension of this regulation on the Distance Learning MBA for this one student for 2011-12.

(4) Cohort Building and Support for Research Students

Reported: (i) That the Graduate School had developed a proposal concerning cohort building and support for research students to enhance the student experience at Imperial.

(ii) That the proposal had been formulated to fulfil the need to provide students with the ability to form cohorts, to help students with their professional and personal development and to ensure that all students were pastorally supported. It was proposed that the College should be less prescriptive over how Departments performed their pastoral support functions. There would no longer be the requirement for all students to have an academic mentor (currently outlined in Precept 5 of the Research Degree Precepts) although Departments could continue with this arrangement if they wished. Instead, as part of the Graduate School's internal review of research training, Departments would be assessed against how well they enabled cohort building and support; helped in the development of their students' professional or transferable skills; and provided pastoral support.

(iii) That the premise of the proposal was that all postgraduate research students should be organised into CDT-style cohorts. Cohorts could be discipline specific or interdisciplinary. The proposal also included a suggested model for cohort building which Departments would be at liberty to adopt and amend according to their needs. It was recommended that cohorts of 10 – 20 students should be formed supported by a 'cohort leader'. The cohort leader would be an academic selected because of their skills and commitment to professional development. Cohort leaders would be responsible for helping to build their cohort, for helping develop a sense of community via shared activities such as subject specific or professional skills training as well as social activities, for providing pastoral support and for helping students develop their professional skills and think about their future careers.

(iv) That in order to enable the scheme to work, the Graduate School would provide training for cohort leaders on all aspects of the role and would also investigate a computer-based skills assessment programme that would help cohort leaders provide advice and feedback to their students. Departments would have to make funding available and would also have to recognise their cohort leaders' contributions in their calculations of teaching load and in the probation and promotion processes. It would be necessary for the scheme to be supported from the bottom up as it would not work if just imposed on Departments.

(v) That the Centre for Environmental Policy had agreed to pilot the cohort building scheme for 2012-13 and the Graduate School Postgraduate Professional Development team were currently developing training programmes and material for them.

(vi) That should Senate endorse this proposal the next steps for the Graduate School prior to rolling out fully for 2013-14 would be to:

- (a) Modify Precept 5 and the associated regular and periodic review documentation
- (b) Create a role and responsibilities document for the cohort leader post

- (c) Inform Departments of their responsibilities
- (d) Develop training and support packages for cohort leaders
- (e) Investigate possible computer-based skills assessment programmes

Further Reported: That it would be important to encourage interdisciplinary as well as discipline specific cohorts.

Endorsed: The proposal for cohort building and support for research students presented by the Graduate School.

Agreed: That the Graduate School should provide Departments with examples of cohort-building activities they could adopt, bearing in mind that funding for such activities would be limited.

(5) Postgraduate Admissions Statistics 2010-11 and 2011-12

Reported: (i) That the Graduate School Management and Strategy Committee had considered a report comparing total figures for postgraduate applications received for the academic year 2011-12 with applications received for the academic year 2010-11, which was appended to the Senate's paper. It had noted that Master's level admissions for the two periods had been broadly similar. The Committee had considered that the increase in applications to the Business School had been due to the introduction of additional new courses and that differences in the figures for the Faculty of Medicine and the Faculty of Natural Sciences had been due to the re-structuring of those Faculties' constituent Departments.

(ii) That applications for research programmes for 2011-12 had been down on 2010-11. However, the figures did not give an accurate representation of the numbers of applications received as many Departments, especially those in the Faculty of Medicine, had an initial internal selection process whereby only successful applicants then made a formal application via the College Registry.

(iii) That the Committee had agreed that Departments should be asked to comment on their pattern of applications over time as part of either the new annual monitoring process or periodic review of Master's programmes. It had also agreed that Departments should be asked to comment on their pattern of applications for research programmes as part of the periodic review of research degree provision.

(6) Distribution of Awards and Failures for Master's Level Programmes 2010-11

Reported: (i) That the Graduate School Management and Strategy Committee had considered the distribution of awards and failures data for Master's level programmes for 2010-11, which were appended to the Senate's paper. The Committee had considered there to be a relatively high number of merits awarded in the Business School and a relatively low number of passes awarded in the Centre for Environmental Policy. However, it had been satisfied with the responses made by the Business School and Centre for Environmental Policy and no action was required. The Committee had also felt that there was a relatively high number of failures in the Department of Mathematics but had been similarly satisfied by that Department's response.

(ii) That it had been agreed that, as part of either the periodic or annual monitoring process, Departments should be asked to comment on the pattern of awards and failures for their courses over time. In particular, they would be asked to comment on whether any changes to entrance requirements or assessment methods had contributed to a change in the distribution of awards.

(7) Research Degree Submission Rates

Reported: (i) That the Postgraduate Research Quality Committee had considered the research degree submission rates for 2010-11, which were appended to the Senate's paper.

(ii) That the Committee had been pleased to note that the College's overall rate of submission within four years was 90.4%, an increase on the 2009-10 overall submission rate of 88.7%. The Committee had noted that the reasons for failing to submit were diverse and that, in some cases, these reflected a positive outcome for the student, for instance, non-submitting students were receiving excellent job offers which drew them away from their studies. The Committee had agreed that, despite the diverse range of circumstances which might result in a student not submitting within four years, a submission rate of 75% in all Departments should be achievable. This had been achieved in 2010-11. It had been noted that the Department of Computing's rate had stayed static at 75% for the past two years. However, the Committee had heard that in this period a few students had been affected by illness. A significant number of the non-submitting students in the Department of Computing had also left the College following receipt of attractive job offers. The Committee had further noted that around 87% of Computing students had submitted within five years and that the Department was confident their submission rates would rise in the next year.

Further Reported: That the HEFCE report *Rates of qualification from postgraduate research degrees: Projected study outcomes of full-time students starting postgraduate research degrees in 2008-09 and 2009-10*, published in May 2012, had not accurately reflected the College's qualification rate position. Investigations were underway to determine why this was the case.

(8) Destinations of Postgraduates

Reported: (i) That the Graduate School Management and Strategy Committee had considered the postgraduate destination data collected between April and July 2011. The data were appended to the Senate's paper.

(ii) That this was the survey for those who had completed taught postgraduate courses between 1 August 2010 and 31 December 2010. The reports provided (a) appointments statistics showing subsequent occupations and availability for employment by subject and (b) appointment statistics by type of employer and subject.

(iii) That the data were issued by the Careers Advisory Service which provided the only overarching source of this information for the College.

(9) Transferable Skills Programme – Plans for 2012-13

Reported: That it was the responsibility of the Graduate School Professional Development Committee to implement with effect from October 2012 the recommendations made by the PhD and Master's Working Parties in the recent College-wide Transferable Skills Review.

Noted: The key priorities of the Graduate School in this area, which were outlined in the Senate's paper.

1654 **Undergraduate Admissions Committee**

Considered: The Annual Report of the Undergraduate Admissions Committee (**Paper Senate/2011/103**).

Reported: (1) That overall the College had received just over 14,321 applications to study an undergraduate programme for admission in 2012/13 and 604 applications for deferred entry. For next year's entry, this was slightly down on the previous cycle and represented

a 1% drop. Deferred entry applications were up 6.5% largely due to some applicants not taking deferral last year to avoid the higher tuition fees. With the upheaval to the fees structure for prospective Home and EU students, the College had seen a 7.5% reduction in both Home and EU applications. This compared nationally with a 10% reduction in applications from England where tuition fees were being introduced uniformly (and a 7.7% reduction in applications from the UK). However, the Home and EU reduction had been balanced by an increase in the number of overseas applications.

(2) That Departments had been working hard to maintain numbers as against their Faculty-set targets with a view to all Departments being able to reach their target numbers in August. The Departments had used a combination of offer numbers and increased offer targets to maintain this position. The aim was that, across the College, Departments should initially be under their target on first matching of applicants' results in admissions week. This would then allow all Departments to progress to their targets by taking near-miss but still very high quality *recons* in the few days that the Departments had to reconsider such cases.

(3) That the Committee had worked closely with other committees and the Strategic Planning Division to respond to the UCAS Admissions Process Review consultation, which had been reported to Senate in December 2011 and February 2012.

Further Reported: That changes to the Terms of Reference of the Undergraduate Admissions Committee were proposed, as outlined in Appendix B of the Senate's paper, in order to give the Committee responsibility for the approval of entrance requirements, departmental target numbers and the award of undergraduate scholarships and bursaries. It was also recommended that the Committee should report more regularly to Senate on undergraduate admissions and that the Chairman of the Committee should join Senate as an Ex Officio member.

Noted: That the Faculties were responsible for approving departmental target numbers. The Undergraduate Admissions Committee should be responsible for monitoring and reporting on these.

Approved: The changes to the Terms of Reference of the Undergraduate Admissions Committee outlined, subject to the amendment of:

To monitor and approve Departmental target numbers (home and overseas)

to:

To monitor and report on Departmental target numbers (home and overseas)

Agreed: (1) That the Chairman of the Committee should join Senate as an Ex Officio member.

(2) That Senate should receive a report on trends in undergraduate admissions by Department over the last three years as part its next report from the Committee.

1655 Distribution of Honours Degree Classifications

Considered: A Note by the Academic Registrar (**Paper Senate/2011/104**) giving statistics for the distribution of honours degree classifications by Department and Faculty for the academic year 2010-11.

Reported: (1) That the combined percentage of firsts and upper seconds for the College as a whole was 83.2%.

(2) That the combined percentage of firsts and upper seconds by Faculty was 83.5% for Engineering, 92.1% for Medicine (BSc) and 79.3% for Natural Sciences.

(3) That across the College only the Department of Mathematics had fallen below the 70% threshold in 2010-11. However, as reported by the Science Studies Committee, the Department was taking steps to meet the College's target.

1656 Student Complaints

Considered: A Report from the Academic Registrar detailing complaints brought to stage 3 of the College's Procedure for Dealing with Complaints by Students, complaints brought to stage 2 of the College's Procedure for Dealing with Complaints by Applicants, and cases taken up with the Office of the Independent Adjudicator (OIA) (**Paper Senate/2011/105**).

Noted: That it was becoming increasingly common for students dissatisfied with the outcome of an appeal to College to proceed directly and seamlessly to the OIA. This trend was replicated in the sector as a whole.

1657 Prizes and Medals Established/Amended

Considered: Recommendations concerning prizes, as detailed in **Paper Senate/2011/106**.

Agreed: That the Director's Prize in the Department of Physics be renamed the Adrian Sutton Prize.

Approved: The establishment of the Integrated Circuit Design Laboratory Prize in the Department of Electrical and Electronic Engineering.

1658 Membership of Student Appeals Panels

Considered and approved: Nominations for membership of the panels to deal with student withdrawal and representations appeal hearings and student disciplinary and examination offence hearings for 12 months from 20 June 2012, as detailed in **Paper Senate/2011/107**.

Noted: That nominations for a few Departments were still awaited and were being pursued. An updated list would be circulated with the Senate Minutes.

Post-meeting note: The final nominations have now been received and the updated list is attached.

1659 Staff Matters

Received: A Note by the Rector (**Paper Senate/2011/108**).

1660 Appointment of External Examiners 2011-12

Received: The names and affiliations of External Examiners for undergraduate and Master's level degrees in 2011-12 appointed since the last Senate meeting (**Paper Senate/2011/109**).

1661 Strategic Education Committee

Received: The Executive Summary of the meeting of the Strategic Education Committee held on 10 May 2012 (**Paper Senate/2011/110**).

1662 Dates of Senate Meetings in 2012-13

Reported: The following dates of meetings of the Senate in 2012-13:

Wednesday, 31 October 2012, 3pm
Wednesday, 12 December 2012, 3pm
Wednesday, 27 February 2013, 3pm
Wednesday, 8 May 2013, 3pm
Wednesday, 19 June 2013, 3pm

1663 Award of Degrees and Diplomas

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

1664 Any Other Business

Imperial Festival

Reported: That some students had been disappointed that they had been unable to present on their projects, due to the particular nature of the work they were undertaking, at the Imperial Festival.

Agreed: (1) That the Senate had not overseen the organisation of the Festival and so could not comment on this matter.

(2) That the issue should be raised with those staff responsible for organising the Festival.