

SENATE

Minutes of Meeting held on 1 May 2024

Present: Professor Ian Walmsley (Chair); Professors Allen, Ashby, Brady, Buluwela, Ces, Evans, Green, Hanna, Haynes, Lindstedt, Matar, Mestel, Peydro, Spivey, Wieseemann, Xu; Drs Bluck, Craig, Malhotra, Tennant; Mr Lupton, Mr Milward, Mr Tebbutt, Ms Boutrolle, Ms Yang, Mr Ashton (Secretary), Ms Webster (Minute Secretary).

Apologies: Professors Allen, Brandon, Craster, Kingsbury, Lupton, Riley; Drs Costa-Pereira, Jenkins, Rutschmann; Ms Bannister

2826 Minutes

The Minutes of the meeting of the Senate held on 28 February 2024 were confirmed as an accurate record.

2827 Apologies for Absence

Apologies were noted as above.

2828 Matters Arising

2829 Chair's Action

There was no Chair's Action to report.

2830 Provost's Business

Received: a verbal report from the Provost.

Reported: That the Planning Round would be considering the growth in student numbers which had been planned for and are now being realised. Plans for a new academic building at White City would be considered to accommodate substantial teaching spaces. Senate was reminded that the planned growth centred on computing, maths and business with some smaller levels of growth in the digital data science, informatics, AI and machine learning subject areas.

2831 Update from the Student Lifecycle Administration Board

Received: A presentation from the Academic Registrar and Chair of the Student Lifecycle Administration Board

Reported: (1) That the vision for the Student Lifecycle Administration board was to deliver a world leading digital student journey throughout their time at the University and support the university's academic strategy and the Learning and Teaching Strategy. The work of the Board was also considered the procedures and processes that support the student

experience and how these can be enhanced. The impact of external requirements, for example, the Office for Students and HESA Data Futures, the UKVI's move to digital visas for students was also a key driver for the Board.

(2) That the Board was working across the whole student lifecycle and the membership of the Board is drawn from all areas of the university which support that lifecycle and includes representatives from the Faculties and Imperial College Union to ensure academic and student input. The Board works alongside the Teaching and Learning Board particularly in terms of data.

(3) That the Board was thinking about Student Services and student support and so taking account of the Mental Health and Wellbeing Strategy as it applies to students. The Board was also supporting the Enabling Roadmap, in terms of the Great Support for Colleagues, to give tools and automation to staff to support students. Great Support for Students with the Imperial 360 pre-enrolment, development of future marketing insights and support for disabled students. Work on systems to support marks processing and exam board management and student casework was in the pipeline. The Board was also involved in the timetable review to make sure that timetable support and processes can support the expansion of student numbers.

(4) That ICT have developed a digital plan to support these developments from the technical perspective. The development of the Unified Data Platform as a data lake to allow reporting from various systems from one place, My Imperial Campus and support for the CRM capability. In addition, it was reported that over the past two years the focus had been on building foundations in terms of data and data structures which would support further and more visible developments. However, a new scholarships search engine had been launched, a widening participation identifier tool and the attendance monitoring pilot had been rolled out.

(5) That current work was focused on the development of the MyImperial portal and finalising the PGR milestones work, extension of attendance monitoring utilising upgraded wi-fi, increasing the output of reporting, There are also two pieces of discovery work underway looking at the processes for programme and module approval and related curriculum data being on the system and, secondly, on processes for supporting disabled students both of which considered processes and then the technical delivery of those processes.

(6) That the I360 work focused on pre-enrolment, students and then alumni. There had been some difficulties in the work around pre-enrolment which was currently concentrating on the ability to issue a CAS to ensure international students can get a visa. In terms of students, there was parallel work being undertaken through a QAEC review of mitigating circumstances and then identification of how staff can access relevant data to ensure they are able to support students appropriately. The data flow to the Unified Data Platform was crucial to supporting these activities. This would then support staff and student portals so that progress through the individual student lifecycle would be visible.

Considered in discussion: (7) That there was a lack of some ICT technical resources to cover the whole range of work that has been identified for development and manage business as usual activities at the same time. There was some behind the scenes work being undertaken to consider these resources issues. It was noted that some of the challenges faced by the Board had been as a result of internal decision making but also came from the increasing regulatory requirements and that some short notice regulatory requests were affecting the delivery of longer-term strategic goals. The resource requirements should be kept under constant review.

(8) That the considerable work undertaken by on and behalf of the Board and the progress that had already been made was noted but that the ability of the university to manage student data was a risk to recruitment and ongoing progression and that Senate wished to ensure that the programme was supported to deliver these outcomes.

2832 Retention of Assessed Work

Received: A Report from the Academic Registrar (**Paper Senate/2023/17**)

Reported: (1) That following the publication by the Office for Students of Conditions B4 and B5, which set out a requirement to retain all students assessed work for a period of five years after the end of their course, significant concerns were raised about the financial and administrative burden this would place on institutions. As a result of the OfS have published supplementary guidance to provide more information to institutions on what is expected.

(2) That this guidance provides some reassurance for providers but there are still some areas that individual institutions will need to set out their position on. These include:

1. What we consider to be 'appropriate' records of our assessment?
2. How we would define 'contextual documentation'?
3. How to manage the requirement to keep an individual student's assessment across their whole programme in the context of what we agree are appropriate records?
4. Legacy records – when should the retention period start?

(3) That additionally, the university will need to think about how to record practical assessments or those assessed through observation. The document from the OfS has an annex which sets out types of assessment and what they consider should be kept as a record for a period of five years from the end of the course.

(4) That The Academic Registrars Council has established a Task and Finish Group to provide additional guidance on how institutions might address these expectations. The university is represented on the group by the Director of Academic Quality and Standards and so will be able to feed in any concerns or ideas we have about how Imperial may comply with this.

Considered in discussion: (5) That the OfS was looking for actual assessments to be kept rather than the processes around the assessment but that for practical work, including laboratories and field tips, it would be any written work that would be expected to be kept rather than the actual experiment itself. The practicalities of selection of students for the proposed sampling to demonstrate a range of achievement were noted.

(6) That the additional burden this would place on the sector was noted and that this should not be seen to influence the types of assessment that we deliver. It was noted that there had already been significant push back from across the sector on this requirement and suggested that we should continue to make representations through the Russell Group to ensure that there a proportionate approach is taken.

2833 Quality Assurance and Enhancement Committee

Received: A Report from the Quality Assurance and Enhancement Committee (QAEC) (**Paper Senate 2023/18 and Paper Senate 2023/19**)

Reported: (1) That at its March meeting, QAEC had considered the postgraduate taught external examiners summary report which had noted overwhelming confidence in the College's academic standards, the rigour and fairness of the assessment and the comparability with other institutions. A number of recommendations were discussed, which

have been referred to the Assessment and Feedback Working group. These focussed on resources, organisation and management, assessment workloads for staff and students, improvements to marking, moderation and feedback, and the impact of generative AI.

(2) That at its April meeting, QAEC considered and recommended to Senate that the Regulations for Students are rescinded with effect from the 2024-25 academic year, which will see the introduction of revised Student Contract/Terms and Conditions, which overlap with the Regulations for Students. A mapping of the two documents was undertaken and considered by QAEC to demonstrate the overlaps and it is recommended that this is published on the regulation pages to show where clauses from the old regulations are now covered.

(3) That QAEC considered the UG annual monitoring reports and noted a number of themes from across the College, many of which overlap with comments made by the external examiners and through survey outcomes too. Issues raised through the reports were summarised in an action plan and this has been distributed to committees and services providers to take forward. It was noted that the first meeting of the group, chaired by Jason Riley, to review the annual monitoring process had been held and would report in due course.

(4) QAEC also considered and made recommendations for amendments to the Student Contract, approved the Procedural guidance for Student led changes to Registration (transfers, withdrawals, changes in mode of study and interruptions of study). QAEC also considered proposed changes to the academic transcript.

Senate **approved** the recommendation to rescind the Regulations for Students with effect from the 2024-25 academic year.

2734 Dates of Next Meeting

26 June 2024

All meetings start at 15.00hrs