

EXTRAORDINARY SENATE

Minutes of the Meeting held via Microsoft Teams on 3 March 2021 at 2pm

Members:	Abdulraouf Abdussalam	Professor Udy Archibong	Esther Aroyehun
	Dr Pam Bagley	Dr Keren Bielby-Clarke (joined at 2.35pm)	Professor Marina Bloj
	Dermot Bolton	Professor John Bridgeman	Dr Elaine Brown
	Professor Felician Campean	Professor Shirley Congdon (Chair)	Omar Ehtsham (present for part of the meeting)
	Professor Engobo Emeseh	Vincent Gaffney (part)	Professor Anne Graham
	Professor MaryAnn Hardy	Alison Hartley	Professor Zahir Irani
	Zafar Iqbal	Chris Kaushall-Bolland	Dr Jing Li
	Dr William Martin	Amreen Mehnaz	Ashok Mistry
	Professor Iqbal Mujtaba	Dariya Mykhayliv	Clare Peyton
	Nikki Pierce	Professor Martin Priest	Professor Rami Qahwaji
	Dr Nejat Rahmanian	Jona Schmidt	Samera Shabir
	Rachel Simpson	Maria Tufail	Professor Vishanth Weerakkody

In attendance: Stuart McKinnon Evans, Chief Finance Officer
Riley Power, University Secretary
Rachel Trawally, Governance and Projects Officer
Paul Watson, Director of Learning Teaching and Student Experience

Apologies:	Damilola Agbabiaka	Clare Beckett-Wrighton	Dr Peter Branney
	Dr Karina Croucher	Sarah George	Professor Alastair Goldman
	Janice High	Dr Hatice Kizgin	Joanne Marshall
	Nilam Prinjha		

71.20-21 **Declarations of Interest (Document SEN069/20-21)**

71.1 No declarations of interest were received in relation to the business of the meeting.

72.20-21 **Fair and Reliable Assessment (No Detriment Policy) (Document SEN070/20-21)**

72.1 The Director of Learning, Teaching and Quality Enhancement presented the University's proposed approach to supporting students to engage in fair and reliable assessment practice for the current academic year 2020-21 given the impact of COVID-19 on their

studies. The continued disruption to students studies during 2020-21 was noted, and the importance of protecting academic standards, student prospects and the value of their degrees.

72.2 Three points of intervention had been proposed:

- Advanced measures had been put in place, with the entire portfolio having been reviewed and adjustments made to its learning, teaching and assessment strategies;
- Specific measures had been put in place in response to the January lockdown, such as an en masse extension to coursework deadlines and the modification to extenuating circumstances to allow students the opportunity to undertake a further attempt at any assessment regardless of performance at the first attempt; and
- Post-assessment measures were proposed to Senate with respect to the approval of a temporary set of academic regulations, including modified Terms of Reference for the Operation of the University Assessment Committees and Board of Examiners.

72.3 The Committee discussed the following:

- In relation to the progression rule and the lowering threshold mark from 35% to 30%, it was confirmed that the 20 credits could be one 20 credit module or two 10 credit modules totalling a maximum of 20 credits.
- An amendment was noted in relation to the wording of the list of force majeure events that was presented in the paper. At the Senate meeting held on 29 April 2020 members raised concerns over the inclusion of references to trade disputes and it was agreed that the references to “strikes, labour disputes, and such other forms of industrial action.” be removed. It was agreed this would be checked to ensure the correct statement was included.
- The impact of the number of credits being trailed was discussed in terms of the ability of students to manage the extra workload whilst continuing their studies at a higher level. It was noted that this had been adopted during the last academic year and it was agreed this was the best option to support students to complete within their intended timeframe of studies and was in line with the OfS and QAA guidance to support students.
- A further related discussion ensued in relation to concerns raised over the number of credits a student could re-sit at one time and the timescales they would have to undertake this reassessment.
- It was noted that this applied to a small number of students and those falling into this category would be monitored to identify any issues.
- The importance of clearly informing students of the options available in terms of reassessment was highlighted. For example, explaining the option to retake the failed modules separately before progressing to the next academic year and the implication on fees and expected completion of studies should they take this route.

- A student representative confirmed agreement with the proposed reassessment option to allow the student the opportunity to catch up on their studies rather than having to repeat a year or drop out.
- It was confirmed that Senate were being asked for approval of the 'in principle' changes with the technical changes to the Regulations to give effect to the policy position to be submitted to the next meeting of Senate for approval.

72.4 **Action: To send the wording for the force majeure statement agreed at the 29 April 2020 Senate to the Director of LTQE to ensure the correct version was used (Secretary).**

72.5 Members of Senate approved the proposed 'post-assessment measures' to implement a set of temporary academic regulations under 'Force Majeure' provisions in order to reduce pressure on students, enabling them to complete their studies, while protecting academic standards and the integrity of the University's qualifications.

72.6 Members of Senate approved the proposed 'Revised Terms of Reference Governing the Operation of University Assessment Committees and Boards of Examiners' to assist the University effectively and efficiently discharge the Temporary Academic Regulations.

73.20-21 **University of Bradford International College Project: Academic Workstream Update (Document SEN071/20-21)**

73.1 The Director of Learning, Teaching and Quality Enhancement provided an update on the progress made on the University of Bradford International College Project.

73.2 There will be three levels of academic programme:

- International Foundation Year/International Year Zero, to replace the current UoB International Foundation Year offer (stand alone and integrated);
- International Year One, a series of level 4 programmes, designed to enable progression to Level 5 of specific University degree programmes; and
- Integrated International Masters, a pre-masters programme at level 6 designed to prepare students for entry onto taught post-graduate programmes.

73.3 The Chief Finance Officer noted the other workstreams being undertaken in terms of marketing and estates preparations for students to commence in September 2021, and these details would be finalised following completion of the contract agreements.

73.4 With respect to the International Year One provision, it was questioned whether the students would have a different experience during their first year on the programme in comparison with University enrolled students and whether this would have an impact on their ability to progress to the second year of their studies or beyond. It was explained that the students were entering from a range of different contexts and the curriculum was designed specifically to meet the needs of these students and noted that language was key to this learning to improve competencies in other areas. Oxford International Education Group were an experienced provider and the design process

had included detailed mapping of skills, competencies, and subject knowledge to ensure a high degree of alignment with the respective UoB curriculum and to ensure the content would adequately support students to progress to level 5.

73.5 It was confirmed that there would be a network of link tutors who would ensure effective communication between the University and College, and would arrange link activities and coordination of induction, transition and familiarisation processes to make sure students would develop identities as a college students and students of the university and to ensure their experience as smooth as possible. Students would be based on University Campus, taught by college staff, and be supported by the University's student services.

73.6 Clarification was requested in relation to the impact on admissions capacity for students wishing to progress from year zero on to UoB's programmes e.g., Health courses. It was confirmed that this issue was being discussed as part of the project group with Faculties, noting that some programmes particularly in health studies and life sciences may be capped. A model was being produced on progression onto our programmes and consideration was being given to resource and placement implications and specific entry requirements onto individual programmes.

73.7 It was noted that a Steering Board and a Joint Academic Board were being set up to manage the relationship between OEIG and the University with responsibility for governance and operation of its programmes.

73.8 The Chair noted thanks to all for the work undertaken and progress made on this significant development for the University, noting the importance of this project as part of the University's plans for a sustainable and strong pipeline for our international student recruitment.

73.9 The Committee noted the progress made to date.

74.20-21 **Any other business**

74.1 None.

Secretary: Rachel Trawally, Governance Team

Date: 15 March 2021