

St George's, University of London

Senate

Minutes (unreserved) of the meeting held on 17th November 2015

Professor Jenny Higham (Chair)

Dr Iain Beith

Professor Nigel Brown

Professor Judith

Cartwright

Rob Churm

Dr Val Collington

Professor Mark Fisher

Steven Gilbert

Dr Vanessa Ho

Dr Carwyn Hooper

Professor Juan Carlos Kaski

Nick Lock

Dr David Lovell

Dr Nadia Mantovani

Dr Francesc Miralles

Dr Linda Perkins-Porras

Dr Suman Rice

Professor David Strachan

Dr Matt Szarko

Kat Telford

Professor Michael Usher

Peter Woodford

In attendance:

Derek Baldwinson (minutes)

Sophie Bowen

Dr Aileen O'Brien

Dean Surtees

Tim White

1. Apologies

Apologies for absence were received from Dr Anthony Albert, Dr Rachel Allen, Professor Deborah Bowman, Dr Jo Brown, Dr Julia Gale, Dr John Hammond, Dr Marcus Jackson, Professor Andy Kent, Dr Iain MacPhee, Dr Axel Nohturfft, Dr Anne-Marie Reid and Dr Chris Tye

2. Powers and responsibilities of Senate and its membership

Received and noted:

The Powers and responsibilities of Senate and its membership for 2015-16.

Paper Senate/15-16/1/A

3. Minutes of the previous Senate meeting

Received and approved:

The unreserved minutes of the Senate meeting held on 10th June 2015.

4. Minutes of the joint SPARC-Senate meeting

Received and noted:

The unreserved minutes of the joint-SPARC-Senate meeting held on 14th July 2015.

Paper Senate/15-16/1/C

5. Matters arising from the joint SPARC-Senate meeting

5.1. Student Employment Policy (arising from minute 9)

Reported:

Chair's action had been taken to approve the revised Student Employment Policy and the Policy had been published on the Portal.

5.2. Student Request for the provision of disposable sleeves (arising from minute 11)

Reported:

That the Student Support and Welfare Committee was continuing its efforts to seek clarity from the Department of Health over the interpretation of its bare below the elbows guidance. While clarity is sought, a standard letter had been prepared by the Committee to support students who wish to use disposable sleeves in their negotiations with mentors, supervisors or practice educators.

6. Government Green Paper: fulfilling our potential teaching social mobility and student choice

Received:

A briefing paper on the Green Paper from the Director of Academic Administration & Quality.

Paper Senate/15-16/1/D

Reported:

- a) That the Green Paper put forward proposals to fulfil the Government's manifesto commitment to develop a Teaching Excellence Framework (TEF) to identify and incentivise the highest quality teaching to drive up standards, deliver better quality for students and employers and better value for taxpayers.
- b) That in addition to the TEF, the Green paper included proposals to promote social mobility by increasing participation from underrepresented groups, to simplify the regulatory system (within which HEFCE, QAA, OFFA and the OIA currently have a role) and to make it easier for new providers to enter the HE sector.
- c) That, when fully developed, the TEF would identify up to four levels of excellence. In year

1, it was proposed that a streamlined TEF would operate within which HEIs who had had a successful quality assessment would be awarded TEF level 1. A fee cap would be set and HEIs with TEF level 1 would be permitted to raise fees in line with inflation up to the cap. This would apply to new students only from 2017-18.

- d) That for year two and beyond of TEF a set of common metrics would be developed in order to measure aspects of teaching excellence. The metrics would be combined with a qualitative element within which providers would submit additional evidence to support their case for excellence.
- e) That metrics would be reported at the institutional and the subject levels. The metrics would also be broken down and reported so that the progression and achievement of students from disadvantaged backgrounds and under-represented groups would be identifiable.
- f) That fee caps would correspond to each TEF award level so that HEIs demonstrating excellence in the TEF will benefit financially and in reputational terms.
- g) That the sector would be expected to bear the cost of the TEF. The Green Paper accepted that some institutions who were unable to demonstrate quality through the TEF might fail and exit from the sector. An Institution would be expected to put contingency arrangements in place to protect the interests of students in the event of its exit from the sector.
- h) That the Office for Students (OfA) would be established to take on the responsibilities of HEFCE and OFFA. Some of HEFCE's current responsibilities, for example in the area of the disbursement of research funding, would not fall to OfA and at this stage it was unclear how these responsibilities would be absorbed.
- i) That the consultation on the Green Paper would close on 15th January 2016.

Discussed:

- j) That the Green Paper did not make reference to programmes commissioned by the NHS. Funding arrangements for these programmes was different to the funding arrangements for programmes funded by BIS. For example - the contract price was set by the Department for Health and students receive bursary support. These programmes were already the subject of stringent Quality and Contract Performance Management processes.
- k) That the Green Paper placed an emphasis on the importance of HEI processes for recognising and rewarding excellent teaching, having explicit career paths for teachers and on the proportions of staff with teaching qualifications and HEA fellowships. It was not clear if clinical educators would be included in the TEF metrics. It was also unclear if SGUL would be disadvantaged if staff with a split research and teaching portfolio opted to seek promotion based on their research rather their teaching.
- l) That SGUL met the criteria for TEF1 and would be able to increase fees up to the cap set by the Secretary of State. However the costs of participating in the TEF were likely to be greater than the income that SGUL would receive from the permission to raise fees in

line with inflation.

- m) That SGUL's current widening participation strategies focussed on outreach work. Under the TEF, the emphasis would shift towards monitoring the progression and attainments of students from underrepresented groups at the subject level.

Agreed:

- n) Colleagues were invited to provide comments the St George's response to Sophie Bowen by 16 December 2015.

7. Strategic Plan 2015-2020

Received:

The approved version of the Strategic Plan (2015-2020).

Paper Senate/15-16/1/E

Reported:

- a) That following extensive consultation with SPARC and Senate, the Strategic Plan had been received and approved by Council in July 2015.
- b) That the Plan articulated three principal themes: the translational nature of SGUL's work; the international dimension of that work and SGUL's commitment to collaborative working. These themes provided the context for the articulation of SGUL's strategic objectives in education and training, student engagement and research.
- c) That the Plan was accompanied by a draft Implementation Plan and KPIs. These documents were not part of the published plan. Their purpose was to provide a framework for monitoring whether the Plan was being implemented and having its intended impact. The KPIs were expected to evolve within the lifespan of the Plan.
Paper Senate/15-16/1/F
- d) That the KPI for financial health indicated that SGUL aimed to generate a net operating surplus of 3%. Council had challenged this KPI and pressed for a surplus of 5% to generate funds for reinvestment and to militate against unplanned costs and shortfalls in income. SGUL was considering its response to the challenge from Council.

Discussed:

- e) That the KPI for student satisfaction was 90% satisfaction for all programmes in the NSS for question 22. This KPI had been set because 90% satisfaction in the NSS would have a major impact on SGUL's league table performance. Council had also concluded that SGUL should set itself a challenging student experience KPI. However, it was noted that a relative rather than absolute KPI for student satisfaction would have the same impact.

- f) That the Plan had been developed in advance of the publication of the Green Paper and the Comprehensive Spending Review. The Implementation Plan and KPIs might be reframed when there was greater clarity about government policy for the period to 2020.
- g) That achievement of the KPIs for research depended on a number of contextual factors including the research environment, inputs from external collaborators and staff morale. The Research Institutes and PIs were not in control of all of these factors.

8. Internationalisation Strategy (2015 to 2020)

Received:

For discussion Internationalisation Strategy (2015/16 to 2020/21).

Paper Senate/15-16/1/G

Reported:

- a) That the specific aims of the Strategy are:
 - to consolidate recent successes and secure SGUL's position within an increasingly competitive marketplace;
 - to achieve co-ordination in international activities across education, research and enterprise; and
 - to capitalise on areas of strengths.
- b) That the Strategy will offer an integrated, internationalised experience to all students and provide staff with internationally focussed development opportunities to parallel those offered to students.
- c) That plans to achieve the goals within the Strategy will be developed and monitored by the International Committee in partnership with other groups and fora. Initial plans will be published in January 2016.

Discussed:

- d) That the overall vision of the Strategy referred to equipping all students with the knowledge and skills required to work around the world. However, it was noted that many programmes were commissioned to meet the workforce needs of the NHS and that, although some applicants to health care programmes might be attracted by the opportunity to study and work internationally, most students aspired to a career in the NHS.
- e) That recent disputes about the junior doctors' contract had encouraged some medical students and junior doctors to explore the opportunities to work abroad. Despite this uncertainty, it was likely that the majority of medical graduates would wish to work in the NHS.

- f) That the Internationalisation Strategy included challenging targets for the growth in student numbers in the period to 2020 and it was noted that previous recruitment targets had not always been achieved.

9. International Education

Received:

A general report on international education.

Paper Senate/15-16/1/H

Reported:

- a) That a workshop on international education had been included in the programme for the Education Day on 11th November 2015. The workshop had been well-attended and productive.
- b) That the Quality Assurance Agency had visited the University of Nicosia on 3 November 2015 to review SGUL's franchise arrangement with UNic. The visit formed part of QAA's review of Transnational Education in Greece, Cyprus and Malta. The report of the visit would be available in early 2016. UNic had planned thoroughly for the visit and a successful outcome was hoped for.

Discussed:

- c) The student members of Senate reported widespread concern amongst international MBBS students about some aspects of the programme. Student concerns focussed on the USMLE and on the availability of clinical placements in the US.
- d) Regarding USMLE, progression to P year in the US was dependent on passing USMLE step 1 and it was therefore a high stakes examination for students. Supplementary teaching was provided by SGUL to help international MBBS students prepare for USMLE. However students felt that SGUL had exaggerated the amount of USMLE teaching that students would receive and felt that they had been misled. The student members of Senate also reported that the international MBBS students felt underprepared for USMLE and were anxious about the implications of failure for their progression and future careers.
- e) Regarding clinical placement sites in the US, the student members of Senate reported that students were unsure about the way in which the matching scheme would work. The students were also concerned because the number of current students was greater than the number of secured clinical placements in the US.

Agreed:

- f) That student concerns would be followed up with the Dean for International Education.

10. Space Strategy

Received:

An oral report from the Chair of the Space Strategy Committee (SSC) on the development of the SGUL's Space Utilisation Programme.

Reported:

- a) That the elements of the Space Utilisation Programme were:
 - The co-location of the Research Institutes in levels 1 and 2 of Jenner Wing.
 - The co-location of IMBE and the Faculty of Health, Social Care and Education on level 6 of Hunter Wing to create an "education hub".
 - Vacating Grosvenor Wing. The corporate teaching space currently available in Grosvenor Wing would be re-provided in Jenner Wing.
- b) That since Senate had received an update on the Space Utilisation Programme in June 2015, it had been decided that an accelerated programme would be implemented. Under the accelerated programme, all moves would be completed by June 2016.
- c) That the Outline Business Case for the programme had been signed off by Finance Committee in October 2015 and the budget for the accelerated programme was £3.8m. The programme would result in a reduction of 15% in the amount of space SGUL occupied and this would in turn result in an improvement of £530k on SGUL's baseline budget for 2016-17.
- d) That secure governance arrangements for the delivery of the programme are in place. A Programme Board had been constituted and the Board met for the first time on 2nd November 2015. The Programme Board, which reports to SSC and SPARC, is developing a comprehensive communications strategy.
- e) That an agreement with SGHT will be reached allowing a contingency for continued use of the Grosvenor Level 2 teaching rooms for up to three months in the event of a project overrun.
- f) That a separate group was reviewing the specification for the teaching rooms that would be provided in Jenner Wing.

Discussed:

- g) That although the programme would deliver an overall reduction of 15% in the amount of space occupied by SGUL, there would be no reduction in the amount of corporate teaching space.
- h) That, if tissue laboratories were decommissioned as part of the Space Utilisation Programme, the Institution would limit its capacity to grow its research base in the future because new laboratories are expensive to set up.

- i) That laboratory downtime might have an impact on doctoral and MD(Res) completion rates. The Programme Board, in formulating its communications strategy, was asked to make sure supervisors of research students were fully aware if their laboratories were included in the programme.
- j) That planning for the School of Radiography relocation to the Tooting campus is underway and a supporting business case was being developed to a January 2016 deadline. In view of its relevance to potential students, recruitment materials for radiography programmes will need to refer to the change in the location of study and implications in terms of access to places in halls of residence.

11. Teaching capacity review project

Received:

The TCaRP: Teaching capacity review project action plan.

Paper Senate/15-16/1/1

Reported:

- a) That the TCaRP project had been initiated in October 2014 by SPARC. TCarP had originally included five themes and following a review by SPARC in May 2015, it had been agreed that further work should focus on themes 2 and 3:

2	Room booking and timetabling	System and resources, protocols and procedures, consider move to centralised timetabling, links to commercial opportunities, consider charging
3	Teaching spaces	Quality and configuration of teaching spaces (of all types including specialist areas), location, maintenance, IT/AV configuration for physical spaces and virtually, future needs both physical and virtual

- b) That as a consequence of its review, the TCaRP project team had made a number of recommendations which had subsequently been endorsed by the Space Strategy Committee and accepted by SPARC in October 2015. The action plan had been developed to provide the framework for implementing those recommendations.

Discussed:

- c) Dr Katherine Joekes had agreed to chair the steering group to consider a centralised timetabling process and responsibilities for room booking and timetabling management. The group, which would report to SSC and SPARC, will meet for the first time in December 2015.
- d) An audit of room occupancy had been carried and the findings from the audit would be reported to SSC in the near future. This was the first of a programme on biannual room audits.

Agreed:

- e) That the membership of the steering group considering centralised timetabling should be inclusive and include sufficient representation from the Faculty of Health, Social Care and Education.

12. Athena Swan

Received:

An oral report from Dr Aileen O'Brien on SGUL's application for an Athena SWAN Silver Award.

Reported:

- a) That the Silver Award application would be submitted by 30th November 2015. The draft application is at an advanced stage and was being fine-tuned by colleagues with expertise in the application process.
- b) That a great deal of progress had been made since the Bronze Award application and the Self-Assessment Team was confident that the Silver Award application would succeed.
- c) That the application would be signed off by Professor Kopelman. The Equality Challenge Unit had agreed that Professor Higham could submit an additional endorsement of the application.

Agreed:

- d) To commend Dr O'Brien and the Self-Assessment Team for the work in preparing the application.

13. Research Grants and Contracts (2014-15)

Received:

A report on research grants and contracts for 2014-15 and a comparison with activity in the previous year.

Paper Senate/15-16/1/J

Reported:

- a) That the report was a measure of the impact that the establishment of research institutes had had on the volume and value of SGUL's research activity.

- b) That the data and accompanying narrative had been prepared by Steff Hazlehurst in the JREO. Management information provided by the JREO was an invaluable aid to planning at the institute level.
- c) That in 2014-15 research income had reduced slightly in comparison with 2013-14 from £11.7m to £11.3m. Within this period, research income for the Institute of Infection and Immunity had increased by 30% from £4.5m to £6m.
- d) That the number of new projects starting in 2014-15 was 61 compared with 65 in the previous year. The value of the new projects was £14,049,922, a significant increase on the previous year's figure of £10,206,071.
- e) That Income from overheads increased to £1.5m as compared to £1.1m in 2013-14.

Discussed:

- f) Up to 2015, mainstream QR income from HEFCE had been determined by the outcome of RAE2008. From 2016, QR income would be driven by the outcomes of REF2014. The selective nature of SGUL's REF submission meant that the Institution was planning for a £1m reduction in its QR income for 2016 to £1.6m. This reduction would be reflected in SGUL's baseline budget for 2016-17.

14. Faculty of Health, Social Care and Education (FHSCE)

Received:

A report from the Dean on current issues and priorities in FHSCE.

Paper Senate/15-16/1/K

Reported:

- a) That the Launch event for the School of Paramedic Science would take place on 24 November 2015. The Right Honourable Sadiq Khan MP would attend the launch.
- b) That Professor Mike Hurley's *Escape – Into the Community* programme had received the Royal Society for Public Health's Health and Wellbeing Award

15. National Student Survey

Received:

The National Student Survey results and the Student Experience Survey results for 2015.

Paper Senate/15-16/1/L

Reported:

- a) That NSS is a survey of the experiences of undergraduate students who are expected to be in their final year. The SES is an internal survey open to students who have not been asked to complete the NSS.

- b) That the response rate for the NSS was 74% and the SES response rate was 39%. That the results had been widely disseminated within SGUL. The NSS/SES steering group had reviewed the results and was developing follow up action plans. These plans were being formulated through a series of thematic sub-groups which included a broad range of academic and student participants. This work was led by Dr Jo Brown as Academic Director of the Student Experience.
- c) That the overall satisfaction metric for SGUL in the NSS had risen for the third consecutive year to 86%. Diagnostic radiography (100%) Therapeutic Radiography (95%), FdSc Healthcare Practice (92%) and GEP (91%) had all achieved exceptional overall satisfaction scores.
- d) That in NSS 2015, SGUL had improved in all six survey areas with the exception of Personal Development in which SGUL's 2015 outcome was the same as it had been in 2014 (83%).
- e) That SGUL's NSS results were below the sector average in three areas. In two of these areas (Organisation and Management and Assessment and Feedback) SGUL's NSS results were 8% below the sector average.

Discussed:

- f) That at the programme level, there were occasionally low satisfaction scores for individual questions. These areas of dissatisfaction were not apparent from the report because results for each question set had been grouped. The physiotherapy programmes, where low scores in two of the Organisation and Management questions, was an example. In the view of the Head of School, problems with timetabling and room booking were a cause of student dissatisfaction and it was important for the School to be fully involved in the work of the NSS steering group and the TCaRP group reviewing timetabling processes.
- g) International MBBS students were eligible to complete the NSS when they reached the final year of their studies.
- h) The student members of the Committee confirmed that they were fully involved in the NSS steering group and its subgroups and students were gratified by the sustained improvement in NSS outcomes.

16. University League Tables

Received and noted:

A report on SGUL's current league table performance.

Paper Senate/15-16/1/M

17. Academic Forum

Noted:

That the meeting of the Academic Forum scheduled for 28th October 2015 did not go ahead and would be rescheduled.

18. Recruitment to SGUL Programmes of Study (2015-16)

Received:

A report on recruitment to SGUL Programmes of Study.

Paper Senate/15-16/1/N

Reported:

A Recruitment and Admissions Strategic Change Programme had been initiated to review all aspects of recruitment and admissions activity at SGUL. The Programme Board would be chaired by Professor Nigel Brown and report to SPARC.

19. Prevent Duty

Received and noted:

A briefing paper on steps being taken to ensure that SGUL is meeting its statutory duty to prevent people from being drawn into terrorism.

Paper Senate/15-16/1/O

20. MSc Family Medicine

Agreed:

To receive the report of the validation panel for the MSc Family Medicine and to ratify the recommendation of the validation panel to extend the approval period of the course.

Paper Senate/15-16/1/P

21. MSc Genomic Medicine

Agreed:

To receive the report of the validation panel for the MSc Genomic Medicine and to ratify the recommendation of the validation panel to extend the approval period of the course.

Paper Senate/15-16/1/Q

22. FdSc Healthcare Practice

Agreed:

To receive the report of the periodic review panel for the FdSc Healthcare Practice and to ratify the recommendation of the review panel to extend the approval period of the course.

Paper Senate/15-16/1/R

23. Clinical Site Visits

Received and noted:

The reports of the clinical site visits to Swedish Covenant Hospital and Joan C Edwards School of Medicine

Paper Senate/15-16/1/S and T

24. Chair's action

Received and noted:

A report on actions taken by the Chair since the June 2015 meeting of Senate.

Paper Senate/15-16/1/U

25. Student Cases

Received and noted:

A report on the decision to terminate the registration of an MBBS student under the Fitness to Study or Practice procedure; and the decision to terminate the registration of a BSc Biomedical Science student under the Student Disciplinary Procedure.

Paper Senate/15-16/1/V

26. Honorary appointments

Agreed:

To recommend to Council that Professor Peter Kopelman is awarded the title of emeritus Professor of Medicine in the Institute of Medical and Biomedical Education.

To recommend to Council that Professor Peter McCrorie is awarded the title of emeritus Professor of Medical Education in the Institute of Medical and Biomedical Education.

27. External Examiner appointments

Approved:

The following external examiner appointments for academic year 2015-16:

Nominee	Programme and Section of Course
Dr Alfred Thumser (University of Surrey)	BSc Biomedical Science Year 1 & 2
Prof Barry Campbell (University of Liverpool)	MBBS5 Years 1 and 2
Dr Karen Grant (Lancaster University)	MBBS5 Years 1 and 2

Dr William Coppola (University College London)	MBBS Doctor as a Professional Domain
Dr Deirdre Daly (Trinity College Dublin)	MSc Healthcare Practice
Professor Michael Taggart (University of Newcastle)	MRes Biomedical Science (Cardiovascular Science)
Dr Claire Turner (Royal Devon and Exeter NHS Foundation Trust)	PGCert in the Interpretation & Clinical Application of Genomic Data

Approved:

A one-year extension to the appointment of Dr Sandra Evans (East London NHS Foundation Trust) as an external examiner on MBBS5 Years 1 and 2.

28. Memberships of Boards of Examiners

Approved:

The memberships of the following Boards of Examiners:

- FdSc Biomedical Science
- FdSc Breast Imaging
- FdSc Healthcare Practice (with Dr Jayne Marshall as Deputy Chair)
- FdSc Paramedic Science
- BSc Biomedical Science
- BSc Health Care Science
- BSc Diagnostic Radiography
- BSc and MSc Physiotherapy
- BSc Therapeutic Radiography
- Intercalated BSc/BSc Biomedical Science (final year)
- MBBS

29. Programme Regulations

Approved:

An additional clause 7.8 in the International MBBS (6 year pathway) Programme Regulations requiring students to intercalate at SGUL.

Amendments to the Programme Regulations for the BSc Human Life Sciences (the exit qualification for students who are unable to or ineligible to complete MBBS)

Paper Senate/15-16/1/Y

30. Dates of meetings in 2015-2016

Senate dates are as follows (2.00 – 4.00 pm):

Tuesday 1 March 2016
Tuesday 14 June 2016
Tuesday 12 July 2016 (joint meeting with SPARC)

All meetings will take place at 2pm in H2.5 and H2.6

Q:\Committees\Senate\2015-16\1 March 2016\Paper A Draft Senate mins 17 November 2015.doc

CONFIRMED