UNIVERSITY OF LIVERPOOL   SENATE (1020)

MEETING OF THE SENATE

17 JUNE 2020

Present: Pro-Vice-Chancellors Professor Brown and Professor Hollander, Executive Pro-Vice-Chancellors Professor Beveridge (in the Chair), Professor Kenny and Professor van der Hoek, Associate Pro-Vice-Chancellors Professor Sheffield, Professor Spelman-Miller, Professor Yates, Professors Albadri, Atkinson, Barr, Berry, Buse and Caddick, Dr D Colquitt, Professors Comerford, Coomber and Cosstick, Professor Cunliffe, Dr E Drywood and Ferrero, Professors Forkert-Smith, Foxhall, Gibson, Guillaume, Hauskeller, Konev and Langfeld, Dr Madine, Professors Mair, Marshall, McGowan, Morris, Dr Parameswaran, Professors Plater, Saunders, Schewe, Scott, Semple, Sheard and Speed, Professors Tackley and Teubner, Dr Timme, Professors Vieira de Mello, Dr F Watkins and Professor Youngson.

The President, Deputy President and one of the Vice-Presidents of the Liverpool Guild of Students and the student representatives from the Faculty of Health and Life Sciences and the Faculty of Science and Engineering were present as representatives of the student body.

In attendance: The Director of People and Services, Dr C Costello; the Director of External Relations, Mr T Seamans; The Director of Libraries, Museums and Galleries, Mrs L King (Committee Secretary) and the Governance Manager, Mrs E Leonard.

Apologies for absence were received from 6 members of the Senate.

1. **Disclosures of Interest**

    i.   Members were asked to disclose any interest that could give rise to conflict in relation to any item on the agenda. No such interests were disclosed.

2. **Minutes of the Previous Meeting**

2.1 Unreserved Minutes of the Meeting Held 29 January 2020

    AGREED:

    i.   The minutes of the meeting held on 29 January 2020 should be approved as an accurate record.

3. **Chair's Report**

    RECEIVED:

    i.   An oral report from the Chair.

REPORTED:

ii.   The Vice Chancellor was in regular communication with Council providing updates on the University's response to covid-19. There had been ongoing engagement internationally and within the city region, with a longer-term view to ascertain how regional regeneration would take place, when possible. Conversations had been dominated by the anticipated effect of the global pandemic on student mobility, and this was being closely monitored by the University.

4. STRATEGIC MATTERS FOR DISCUSSION/DECISION

4.1 Brand Strategy Consultation

[Mr Tim Seamans, Director of External Relations attended for this item.]

   RECEIVED:

i.   A presentation from the Director of External Relations on the developing brand strategy.

   REPORTED:

ii.   With Strategy 2026 as a starting point, External Relations had commenced their Brand Development Project. This was split into two distinct phases; phase one responded to the immediate challenges of student recruitment and risk during the current academic year, whilst phase two looked towards 20/21 and beyond with the aim of refreshing the wider brand strategy.

iii.   *Minute redacted due to commercial interest.*

iv.   *Minute redacted due to commercial interest.*

4.2 Digital Everywhere

   RECEIVED:

i.   A presentation from The Director of People and Services, and the Senior Programme Manager for the 'Digital Everywhere' Programme. The presentation intended to raise awareness of the programme and give members of Senate details on how they could submit feedback and ideas in order to help define plans and priorities.

4.3 High Level Principles for Learning, Teaching and Assessment 2020-21

   RECEIVED:

i.   High Level Principles for Learning, Teaching and Assessment 2020-21, designed in response to the COVID-19 pandemic.

REPORTED:

ii.   Developed by the Education Scenario Planning and Implementation Group, the High-Level Principles for Learning, Teaching and Assessment 2020-21 had been designed in response to the COVID-19 pandemic, and were only intended to apply to the 2020-21 academic year.

iii.   All programmes normally delivered at the University of Liverpool would be planned in a hybrid delivery model throughout the 2020-21 academic year, with a mixture of on-campus and online delivery. The hybrid approach would be in place for as long as circumstances dictated.

iv.   The Education Scenario Planning and Implementation Group was established to consider the different education scenario plans for entry 2020 and the possible implementation of different delivery models. The principles had undergone consultation through APVCs and Faculties.

v.   The report detailed four key principles; Synchronous and asynchronous design; Focussed programme planning; Streamlined / alternative assessment and Support for student learning and engagement.

NOTED:

vi.   The principles outlined a framework, which Schools and Departments could use to plan programme delivery in greater detail. Whilst the next academic year presented significant challenges, the principles would allow the University to present applicants and students with an overview of programme delivery.

vii.   Colleagues from HR and the Safety Advisors Office had undertaken weekly meetings with the Trade Unions to discuss their queries or concerns. An Equality Impact Assessment (EQIA) was underway within HR, and was due for completion by the end of June. The assessment would focus on the potential impact of new working practices on those with protected characteristics. Initial concerns included online accessibility issues, such as the potential barriers to individuals with hearing or visual impairments when using Zoom or Teams software. The EQIA would also look into the impact on BAME staff and students who were concerned about the disproportionate effect of COVID-19, and those with caring responsibilities.

viii.   The Safety Advisors Office had developed a Hybrid Teaching Risk Assessment to address Health and Safety issues arising from new working practice. This would ensure key safety processes could remain in place with fewer staff on campus, such as first aiders and evacuation chair operators. Once this was

completed the risk assessment would be presented to faculties for their comments.

ix.   The principles were defined as a guide, and would not replace or duplicate any current Quality Assurance processes. This would ensure quality for programmes would be maintained in line with usual University standards, and work was underway with Deans and Heads of Department to ensure alignment between the two areas. To support the implementation of the Principles, further guidance from HR would need to be provided to departments on supporting staff who felt unable to deliver face to face teaching.

x.   A level of IT proficiency across the student body would be required in order for the hybrid model to work to its fullest potential. This year, an additional foundation week would be provided to incoming students to ensure technical support was available where needed.

xi.   The flexing of teaching hours beyond nine to five would not entail any increase in the working day. The potential impact on students with part time work was being considered as part of timetabling, and all changes would be communicated at the earliest opportunity.

AGREED:

xii.   The High-Level Principles for Learning, Teaching and Assessment 2020-21 should be approved.

5.   REPORTS OF THE SUB-COMMITTEES

5.1 Report of the Education Committee

RECEIVED and **NOTED**:

i.   A report of the meeting of the Education Committee held on 11 March 2020, and 10 June 2020 covering the following items:

- High Level Principles for Learning, Teaching and Assessment 2020/21 *(also see Senate agenda item 4.3)*
- Degree Outcomes Statement *(also see Senate agenda item 6.4)*
- Hybrid Active Learning *(also see Senate agenda item 6.3)*
- Recommendations for the Academic Year 2020/21 from the Education Scenario Planning and Implementation Group
- Welcome 2020
- Progress Towards the Student Success Strategy
- Graduate Outcomes: Institutional Headline Data - Please note this data is currently embargoed until July 2020 and is not for wider circulation beyond the Committee.

- Sir Alastair Pilkington Awards and the Learning & Teaching and Student Experience Awards
- Faculty Portfolio Plan – Science and Engineering

5.2 <u>Report of the Research and Impact Committee</u>

RECEIVED and **NOTED**:

i. A report of the meeting of the Research and Impact Committee held 12 March 2020, covering the following items:

- UKRI Open Access Consultation Review
- Researcher Staff Development Update
- Diversity and Equality Annual Report 18/19

5.3 <u>Report of the Postgraduate Research Committee</u>

RECEIVED and **NOTED**:

i. The Senate received a report on the meeting of the Postgraduate Research Committee held on 4 March and 3 June 2020, covering the following items:

- An Update on Laptop Provision for PGR Students
- Reports from the Faculties regarding PGR Activity and PRES Action Plans.
- Changes to the Examinations Policy
- PGR Number Planning 2021 and beyond
- LDC Action Plan
- Chair's Action Report
- Postgraduate Research Students' Employability Strategy Update

6. OTHER ITEMS FOR APPROVAL/ENDORSEMENT

6.1 <u>Annual Complaints Monitoring Report for the Academic Session 2018/19</u>

RECEIVED:

i. A report on the monitoring of written student complaints for Session 2018/19.

REPORTED:

ii. *Minute redacted due to commercial interest.*

iii. *Minute redacted due to commercial interest.*

iv. *Minute redacted due to commercial interest.*

NOTED:

v.   Overall, the level of complaints had remained low in relation to the University's student population.

vi.   Issues were dealt with locally prior to Stage 1 formal complaints. Administrative oversight of these issues resided with the Head of Operations for the School and the Dean.

vii.   Awareness of the Student Complaints Policy and Procedure was retained by sending an annual reminder to colleagues as part of the collation of data for this report.

6.2   Academic Compliance Report for the Academic Session 2018/19

RECEIVED and NOTED:

i.   An annual anonymised summary of the cases brought before the Assessment Appeals Committee, the Research Degree Appeals Board, the Board of Discipline and the Board of Appeal, the Fitness to Practise Panel and the Senate Committee on the Progress of Students.

6.3   Hybrid Active Learning Guidance

RECEIVED:

i.   A paper providing an overview of an approach to moving towards a hybrid active learning (HAL) model, setting out how CIE would support colleagues to move from remote teaching to a longer-term hybrid active learning model, underpinned by the ABC learning design approach.

ii.   A presentation summarising the highlights of the paper.

REPORTED:

iii.   The guidance provided an overview of an approach to moving towards a hybrid active learning (HAL) model. This included support for colleagues to move from remote teaching to a longer-term hybrid active learning model underpinned by the ABC learning design approach.

iv.   The presentation on HAL outlined the timeline and suggested approach for teaching to adapt from 'Crisis' to 'Planned Pedagogy'. The development of planned pedagogy would require a period of reflection, following the initial short term 'reactive phase' of remote teaching, where departments had to quickly adapt to unprecedented circumstances. The medium term entailed an

acceptance of plans for online delivery, and the longer-term view entailed a shift to 'Hybrid Active Learning'.

v.   In taking this guidance forward, CIE would support Faculties in creating example modules aligned to the HAL approach. CIE would produce resources and information to help colleagues undertake the process themselves.

NOTED:

vi. The pandemic had forced changes to teaching practice within a very short time frame. The benefits and challenges arising from these changes would be monitored on an ongoing basis, and colleagues and students would be consulted in advance of planning for the 21/22 academic year.

AGREED:

vii. The Hybrid Active Learning Guidance should be endorsed.

6.4 Degree Outcomes Statement

RECEIVED:

i.   A draft copy of the University's Degree Outcomes Statement.

NOTED:

ii. In May 2019, the UK Standing Committee for Quality Assessment (UKSCQA) published a Statement of Intent. It proposed that providers should publish a degree outcomes statement, analysing their institutional degree classification profile and articulating the results of an internal institutional review. This review should help assure providers that they met the Expectations of the Quality Code for Higher Education that related to protecting the value of qualifications and, for providers in England, the Office for Students' ongoing conditions of registration on academic standards (B4 and B5).

AGREED:

iii. The draft Degree Outcome Statement should be approved.

7. **ACTION TAKEN BY THE VICE-CHANCELLOR ON BEHALF OF THE SENATE***

RECEIVED:

i. Report on action taken by the Vice-Chancellor on behalf of the Senate

REPORTED:

ii. Acting on behalf of the Senate, the Vice-Chancellor had approved:

- Student Crisis Support Fund
- Confirmation of Plans for Semester One 20/21
- Automatic 3-month Extension for PhD Students
- Cancellation of Promotions and Progressions Round (Annual Review) and recruitment freeze.
- Participation in the Government's Coronavirus Job Retention Scheme (CJRS)
- Extensions to Contracts for Research Staff
- Gradual Phased Reopening of Research Labs and Facilities

AGREED:

iv. The action taken by the Vice-Chancellor on behalf of the Senate should be endorsed.

8. Other Items to Report

8.1 Phased Return to Campus

RECEIVED:

i. A verbal update on the ongoing plans for a phased return to campus.

NOTED:

ii. A number of activities were underway to plan the phased return to campus, which prioritised staff and student wellbeing. The Campus Planning Group had engaged with colleagues across the University, and were monitoring progress of building covid compliance through an online tracker system.

iii. The University BAME Network had been consulted as part of the planning process, and the potential for targeted communication on the return to campus for BAME staff was currently being reviewed. Whilst all staff were able to request individual risk assessments, consideration was being given to a specific risk assessment profile for BAME staff.

iv. A number of measures were being implemented to ensure campus was safe for staff and students, including the provision of PPE, additional wellbeing support and on site covid testing.

Graduation

RECEIVED:

i. A verbal update on the proposed plans following the postponement of the 2020 Graduation Ceremonies.

NOTED:

ii. Following the unavoidable postponement of the campus graduation ceremonies, on Friday 17th July 2020, degrees would be conferred in absentia for all graduating students. An online 'Class of 2020' celebration would be held to allow students to interact socially and share memories. Students affected had been informed that a formal ceremony would be held in July 2021.

Date of Next Meeting

   REPORTED:

i. The next meeting would be held at 2pm on Wednesday 4 November 2020.