



THE SENATE

Minutes

This paper presents the confirmed Minutes of the last meeting of the Senate held on Wednesday 26 June 2019 at The Open University, Walton Hall, Milton Keynes.

The Senate **approved** these Minutes as a correct record of the meeting on 16 October 2019 subject to an amendment to Minute 9.6.

Jake Yeo
Deputy University Secretary

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THE SENATE

Minutes of the meeting of the Senate held on Wednesday 26 June 2019
in the Hub Theatre, The Open University, Walton Hall

PRESENT:

1) Ex officio

Professor Mary Kellett	Vice-Chancellor
Professor Josie Fraser	Deputy Vice-Chancellor (Acting)
Dr Liz Marr	Pro-Vice-Chancellor (Students)
Professor Kevin Hetherington	Pro-Vice-Chancellor (Research and Academic Strategy)
Professor Ian Fribbance	Executive Dean, Faculty of Arts and Social Sciences
Professor Devendra Kodwani	Executive Dean, Faculty of Business and Law
Professor Nicholas Braithwaite	Executive Dean, Faculty of Science, Technology, Engineering and Mathematics (Acting)
Professor Fary Cachelin	Executive Dean, Faculty of Wellbeing, Education and Language Studies
Professor Patrick McAndrew	Learning and Teaching Innovation, Director of Research
Ms Ann Davies	Director of Library Services (Interim)

Appointed

2) Central Academic Units

Faculty of Arts and Social Sciences (FASS)

Dr William Brown	Dr Elaine Moohan
Dr Jovan Byford	Professor John Wolffe
Dr Karen Hagan	Professor Nicola Watson
Dr Alison Penn	Dr Richard Heffernan
Dr Sarah Crafter	Dr Deborah Drake

Faculty of Business & Law (FBL)

Miss Carol Howells	Dr Kristen Reid (remote)
Dr Caroline Clarke	

Faculty of Science, Technology, Engineering and Mathematics (STEM)

Dr John Baxter	Dr James Hague
Dr Janet Haresnape	Professor David Rothery
Dr Helen Fraser	Mrs Diane Butler
Professor Simon Green	Dr Rachael Luck
Dr Magnus Ramage	Dr Leonor Barroca
Dr Karen Olsson-Francis	Dr Hayley Ryder
Dr Ann Walshe (remote)	Dr Mark Slaymaker (remote)

Faculty of Wellbeing, Education and Language Studies (WELS)

Dr Kristina Hultgren (remote)	Professor Jan Draper
Mrs Anna Comas-Quinn	Dr Aravinda Guntupalli
Dr Jackie Watts	Dr Verina Waights
Ms Tyrrell Golding	Mr Jeremy Wilcock
Dr Elodie Vialleton	Ms Susan Kotschi (remote)

Learning and Teaching Innovation (LTI) (Academic)

Mr Chris Edwards	Professor Eileen Scanlon (remote)
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3) Associate Lecturers

Dr Walter Pisarski	Mr David Knowles
Dr Hilary Partridge	Mr Rob Parker
Mr Tim Parry	Mrs Frances Chetwynd
Dr Linda Walker	

4) Students Appointed by Open University Students Association

Ms Cath Brown	Mr Rory Powell
Ms Danielle Smith	Mr Peter Cowan
Ms Alison Kingan	Dr Barbara Tarling

5) Academic-related Staff

Dr Caitlin Adams	Mr Toby Scott-Hughes
Mr Derek Sheills	Ms Elaine Walker
Mrs Rukhsana Malik	Mrs Maria Crisu
Mr Billy Khokhar (remote)	Mrs Selena Killick
Mrs Gemma Maldar	Mrs Kate Signorini
Mrs Clare Ikin	

6) Co-opted members

Mr Phil Berry	Mr John D'Arcy
Ms Susan Stewart	Dr David Knight
Mrs Louise Casella	Mr Christopher Turner

In attendance

Mr Jonathan Nicholls, University Secretary
Mr Jake Yeo, Director, University Secretary's Office
Dr Laura Lauer, Head of Governance
Ms Sue Thomas, Senior Manager, Governance
Ms Anna Barber, Director of Strategy

Observing

Mrs Lisa Harris, Head of Academic Strategy
Dr Catherine Halliwell, Chair, AL Assembly
Mrs Wendy Fowle, Senior Manager, PVC Students Office (for Minute 10)
Mr Mick McCormick, Academic Lead, EECF, WELS (for Minute 11)
Ms Leanne Daniels, Programme Manager, WELS (for Minute 11)

APOLOGIES:

1) Ex officio

Appointed

2) Central Academic Units

Faculty of Arts and Social Sciences (FASS)

Professor Ole Grell	Professor David Johnson
Mr Matt Staples	

Faculty of Business & Law (FBL)

Mr Mike Phillips

Dr Sharon Slade

Faculty of Science, Technology, Engineering and Mathematics (STEM)

Professor Claire Turner

Dr Robert Brignall

Dr Stephen Burnley

Dr Toby O'Neil

Dr Jon Hall

Faculty of Wellbeing, Education and Language Studies (WELS)

Mr Andy Rixon

5) Academic-related Staff

Ms Julia Barkans

Mrs Tracy Lawson

6) Co-opted members

Mrs Claire Baines

1 WELCOME AND INTRODUCTIONS

- 1.1 The Vice-Chancellor welcomed members to the meeting. She thanked those members who were completing their terms of office for their contributions and service to the Senate and wished them well in their future endeavours.
- 1.2 The Vice-Chancellor informed the Senate that item D1 Appointment Procedures for Deputy Vice-Chancellor had been withdrawn from the agenda following a point of process raised by several Senate members. Professor Kellett assured the Senate that the paper had been included on the agenda with the best of intentions as a means of supporting the incoming Vice-Chancellor.
- 1.3 The Senate was also informed that agenda item C5 would be taken before item C4 to enable the University Secretary to be present for item C5.

2 REPORT FROM AND QUESTIONS TO THE CHAIR

Appointments and senior leadership

- 2.1 The Vice-Chancellor informed the Senate that Paul Traynor had been appointed as Chief Financial Officer. He would be joining the University in November 2019 and would benefit from an extensive handover from Laurence Holden. The Vice-Chancellor thanked Mr Holden for the dedication and commitment he had shown during his 31 years of service to the University. Professor Hazel Rymer (Pro-Vice-Chancellor Learning, Teaching and Innovation) would be returning to her substantive role as Professor of Environmental Volcanology in the School of Environment, Earth and Ecosystem Sciences in the Faculty of Science, Technology, Engineering and Mathematics (STEM). Dr Liz Marr, Acting Pro-Vice-Chancellor (Students), had agreed to continue in her role for a further six months and the recruitment process for a permanent PVC Students would commence shortly. Professor Kellett recorded her thanks on behalf of the Senate to Professor Rymer for all her work in her PVC role.
- 2.2 As this was her last meeting of the Senate, Professor Kellett thanked members of the Senate for their support during her tenure as chair. She considered it had been a privilege to take on the role and was heartened by the progress made over the period.

External environment

- 2.3 The Report from the Independent Review of Post-18 Education and Funding chaired by Dr Philip Augar, was published on 30 May 2019. The University had emphasised that the flexibility envisaged in the recommendations must include distance learning. The Strategy Office and Government and External Affairs Team would be working hard to ensure the University's message was publicised when the Government begins to consider policy in this area.
- 2.4 The Vice-Chancellor reported that the Higher Education Funding Council for Wales (HEFCW) had increased its recurrent allocation to the University by £2.9 million, an increase of over 30% from 2018/19. The OU in Scotland had also seen an increase in its allocation for teaching, research and innovation for 2019/20; one of only eight institutions in Scotland to receive an increase. In Ireland the Open for Growth pilot programme - a collaboration between the University, Enterprise Ireland, Invest Northern Ireland and some key OU donors – had been hailed as very successful in developing distance learning resources for growing companies across Ireland. The programme would now be formally evaluated with a view to further development. The Vice-Chancellor congratulated the Nation Directors on these achievements.

50th Celebrations

- 2.5 A flagship event to mark the 50th anniversary of the University had been held in the House of Lords with over 250 guests attending to celebrate the University's successes. A documentary on the University on BBC4 had reached over 1.25m viewers. The Tree of Learning fundraising campaign had raised over £300k and the Open Up the Future fundraising campaign had achieved £33m of its £50m target.

Research news

- 2.6 The University had received £6.7m from Research England's "Expanding Excellence in England" fund to expand the Astrobiology Research Group, led by Dr Karen Olsson-Francis, a member of the Senate. Researchers led by Professor Neil Edwards, STEM had received a grant of £226,000 from the Natural Environment Research Council, to assess the cost of climate change via the Financial Risk and Impact of Climate Change project. In the Faculty of Arts and Social Sciences (FASS), Dr Helen Coffey, Lecturer in Music, had received a grant of £59,000 from The Leverhulme Trust to explore the effects of music on the soundscapes of courts and cities across Europe at the turn of the 16th century.

Internal news

- 2.7 Registration for October 2019 continued to perform well with Undergraduate New and Continuing and Postgraduate numbers all currently ahead of the same point last year. Work continued on the Middle States Commission on Higher Education (MSCHE) Reaccreditation process. The Middle States Team Chair, David Hollowell, completed a positive preliminary visit to the University last month, in advance of the full team visit in November. The Self-Study Report was due to be submitted in September prior to this team visit. Cyber Security had been raised to the top of the University's Risk Register and the training module for staff was now live. Staff were required to complete it by 15 July 2019 and the Vice-Chancellor urged members to complete it as soon as possible to ensure all possible efforts were made to protect the University and the data entrusted to it.

Vote of thanks

- 2.7 On behalf of the Senate a vote of thanks was recorded to Professor Kellett for her chairing of the Senate over the past year.

Questions

- 2.8 Further to the Vice-Chancellor's announcement in minute 1.2, further information was sought on the withdrawal of paper S-2019-03-13 (item D1). Concern was expressed that the Senate had not been consulted on the nature of the role of the Deputy Vice-Chancellor (DVC) and it was suggested that the incoming Vice-Chancellor should explain the rationale for the substantive role before establishing the post on a long-term basis. The Vice-Chancellor reiterated that the presentation of the proposed appointment procedures for the DVC to this meeting of the Senate had been an attempt to support and assist the incoming Vice-Chancellor. Professor Kellett regretted that the process might have appeared rushed, but she had been anxious to avoid delays in the appointment process. As the paper had now been withdrawn it would be necessary to extend the term of office of the current DVC, but it was hoped that the matter would be resolved by the spring 2020.
- 2.9 A member sought further information on the recent announcement that staff from Learning and Teaching Innovation (Academic) (LTIA) who had been transferred to the Faculty of Wellbeing, Education and Language Studies (WELS) were being transferred again. Concern was expressed that a consultation exercise had been initiated but then halted and assurances were sought that the findings from the consultation had not been ignored. The Vice-Chancellor explained that academic staff in LTIA had been temporarily located in WELS to enable careful consideration of the most appropriate location. The Deputy Vice-Chancellor assured the Senate that the consultation had been very informative and enabled the newly appointed Executive Dean of the Faculty to examine various options. Following this, VCE Academic (VCE-A) had approved a proposal to locate the oversight of pan-

University activities currently delivered by LTIA in the appropriate PVC portfolio areas. Academic staff from LTIA would be based in WELS for their teaching, research time, and promotions; with funding for, and direction of, their pan-University work co-ordinated by the PVC portfolios. This adheres to the guiding principles of the Critical Review Implementation Plan, which stated that 'Academic matters should be owned and managed within Faculties.'

3 MINUTES **S-2019-02-M**

The Senate **approved** the minutes of the meeting of the Senate held on 3 April 2019 subject to the following amendment:

Minute 7.2: correction of the second sentence in as shown in *italics* and ~~striketrough~~ text:
All ~~23~~ *21* Units of Assessment would receive baseline level funding to support their development and Executive Deans would have discretion to allocate further funds following the outcomes of the Mock REF Exercise, with guidance from the Institutional Review Team (IRT).

4 MATTERS ARISING **S-2019-03-01**

The Senate **noted** the responses to the matters arising from the minutes of the meeting of the Senate held on 3 April 2019.

5 ACADEMIC QUALITY AND GOVERNANCE COMMITTEE **S-2019-03-02**

Minute 2: Matters Arising

5.1 A representative of associate lecturers (ALs) requested a progress report on the policy for recording online room tutorials and an estimation of when the matter would be resolved. The Pro-Vice-Chancellor, Students (PVC Students) informed the Senate that a Group comprising representatives of ALs, students, faculties and the Universities and Colleges Union (UCU) had been established to draft a new policy and guidelines. The Group had met and had devised a work plan and the necessary governance approvals, which might include the Senate, would be sought at appropriate times. The University had also facilitated an extensive consultation with students. Existing policies and guidance would continue to be in operation whilst this work was underway.

5.2 The Senate **noted** the minutes from the meeting of the Academic Quality and Governance Committee held by correspondence on 8 – 20 March 2019 and the unconfirmed minutes of the meeting held on 7 May 2019.

6 RESEARCH COMMITTEE **S-2019-03-03**

The Senate **noted** the unconfirmed Minutes of the meeting of the Research Committee held on 21 May 2019.

7 EDUCATION COMMITTEE **S-2019-03-04**

Minute 17.5: Referencing Policy Statement

7.1 A representative of ALs emphasised the importance of clarity in communications to ALs and students on the referencing policy statement. The President, OU Students Association supported this request and expressed concern that students were being harshly penalised for referencing errors because of inconsistent communications to ALs. Another AL representative requested the University carefully consider the full costs and benefits of changing the policy for referencing.

7.2 Minute 6: Policy for Students with Conferred Non-Honours Degrees in the Old Framework
The policy was supported but it was suggested that further reflection be given to extending the completion period from three years to five years.

7.3 Minute 15: Apprenticeships Practice Tutor Model
In response to a question, the PVC Students acknowledged that although some minor variations might exist, the intention was for a consistent approach to be maintained across practice tutoring.

7.4 The Senate **noted** the confirmed Minutes of the Education Committee held on 20 March 2019 and the unconfirmed Minutes of the meeting held by correspondence between 20 –29 May 2019.

8 HONORARY DEGREES 2019 **S-2019-03-05**

The Senate:

- a) **noted** the arrangements for conferment of Honorary Degrees at ceremonies being held during 2019
- b) **approved en bloc** the list of nominations recommended by the Honorary Degrees Committee for the award of Honorary Degrees in 2020 and at future degree ceremonies

9 INSTITUTIONAL PERFORMANCE REPORT TO SENATE **S-2019-03-06**

9.1 The Deputy Vice-Chancellor introduced the report and explained that the Senate now received the same Institutional Performance Update as the Council, with supplementary commentary on the Student Success and Excellent Teaching and Research aspects of performance to enable the Senate to focus its discussion on academic performance. The Director of Strategy commented that the University was performing well over a wide range of indicators. Student success remained a significant challenge and although many initiatives were in place to support students, their impact would take some time to become apparent and measurable. Total FTE student numbers had increased by 5.1% between 2017/18 and 2018/19 which was a significant milestone for the University as it was the first time overall that student numbers had increased year-on-year since 2011/12, prior to the introduction of funding changes in England.

9.2 Members of the Senate commended the clear presentation of the data but questioned whether the changes shown were statistically significant. It was also suggested that whilst the report focussed on the broad picture, it was essential not to miss smaller but significant changes, for example, the increase in new students studying at full-time intensity. The Director of Strategy explained that some changes were not statistically significant and further attention would be given to this in future reports. VCE (Academic) was also due to consider a report detailing the nature of the University's student base and this would be shared with the Senate in the autumn.

Action: Director of Strategy

9.3 It was suggested that the University should consider devising a strategic objective relating to environmental sustainability across its entire operations. This was an important issue particularly as the University had played a significant role through its research and BBC programmes in raising awareness of climate change.

9.4 A representative of the OU Students Association considered the target for satisfaction with academic support to be very modest. The Director of Strategy acknowledged that further work was required around this measurement of performance.

- 9.5 The Director, OU in Wales informed the Senate that the proportionate growth in Wales in 2018/19 referred to in slide 3 would not have been as a result of the new funding arrangements introduced following the Diamond Review of higher education funding as these students would not have been eligible for such funding at that point.
- 9.6 Attention was drawn to the decrease in the gender pay gap from 14.9% in 2017 to 3.3% in 2018. This was due to differences in data collection and analysis.
- 9.7 The Vice-Chancellor thanked the Senate for its comments and reflected that although some changes were only small they could be indicative of significant trends so it was essential to consider them carefully as they could provide valuable insight as to where the University should focus its efforts to support students most.

10 ACCESS, PARTICIPATION AND SUCCESS (APS) STRATEGY S-2019-03-07

- 10.1 The PVC Students introduced the strategy and explained that it replaced the previous Widening Access and Success (WAS) Strategy 2012-15. The University had been operating without a WAS Strategy since 2015 but the imperative to develop a new Strategy had been enhanced as a result of increasing demands being placed on the University from funding bodies across the four nations of the UK. This was particularly relevant as the University responded to registration requirements from the Office for Students (OfS). The Strategy was aimed at undergraduate students, excluding international students, aligned to funding body requirements. The possibility of a future APS Strategy for postgraduate students was to be explored.
- 10.2 Reference to pedagogic support to students was noted. However, the importance of consistent, personal student support was emphasised in supporting students to succeed and consideration should be given to provision of a personal tutor for students.
- 10.3 The Chair, Associate Lecturers Executive (ALE) commented that Access modules might be more likely to be taken up, and thus contribute to student success, if they were linked directly to an academic faculty creating a more direct link to level 1 credit-bearing study. The PVC Students acknowledged this point and reminded the Senate that Access modules offered 30 credits at level 0 credit. It was also pointed out that some areas such as languages did not offer Access modules. The PVC Students noted this point and explained that further work would be carried out around Access modules and level 0 credit modules. It was also confirmed that details of the seminars being organised by the APS Team would be available on the University internet home page.
- 10.4 Attention was drawn to the frequent references in the strategy to the needs of students who were “unrepresented and disadvantaged”. Further clarification was sought on this definition. The PVC Students acknowledged that this was a complicated area but emphasised that the University recognised all students who needed support and that this definition could be derived from the University’s own data or from the Office for Students’ definitions.
- 10.5 A representative of the OU Students Association welcomed the Strategy but noted that international students were excluded. The PVC Students explained that the strategy had initially been written to concentrate on requirements from funding and regulatory bodies, but it was intended to extend it to post graduate students. The University would also look at ways of helping international students.
- 10.6 The Senate **approved** the Access, Participation and Success (APS) Strategy.

Tea Interval

11 STUDENT EMPLOYABILITY STRATEGY

S-2019-03-08

- 11.1 The PVC Students introduced the strategy and explained that it set out the University's aims and ambitions in relation to employability over the next five years. It also and described the steps the University would take to achieve those ambitions to deliver the best education and services to empower students to realise their ambitions. The Academic Lead for the Strategy, Mr Mick McCormick explained that the strategy was the culmination of 18 months work which had included extensive consultation and engagement across the University community. It focused on three themes, Enhancing Student Support and Engagement, Embedding Employability in Curriculum Design, and Deepening our Employer Engagement.
- 11.2 The President, OU Students Association welcomed support for students to achieve their aims if these related to personal or career development. However, she was aware that many modules included completion of a personal development plan (PDP) as a compulsory element. She hoped that the proposals within the strategy would not become compulsory for students and that they should be available for students to access as appropriate. The Academic Lead for the project explained that the University's students were at different career points and may look to OU study to develop or change their careers, or neither. PDPs would be available in a more consistent way during their student experience and it would be a student's choice as to whether they were completed.
- 11.3 Members of the Senate also welcomed the four nation and international approach within the strategy but queried how the support programme being piloted in Scotland would be extended in other nations. The Programme Manager, Enhanced Employability and Career Progression (EECP) explained that new opportunities and capabilities would emerge from the Core Systems Replacement (CSR) and other digital experience platforms. Members also queried how the proactive engagement with employers in curriculum design and teaching referred to in section 3.2 would be achieved. The Programme Manager explained that extensive employer engagement had been carried out which had resulted in valuable insight from employers which would be conveyed via the production of models and guides and sharing of best practice.
- 11.4 A representative of the OU Students Association identified synergy between the strategy and the Access, Participation and Success (APS) Strategy. The importance of students being advised correctly at the start of their studies was emphasised, for example, in relation to professional body recognition of qualifications to ensure students were studying modules appropriate to their intended employment. The Programme Manager confirmed that the University Careers and Employability Service (CES) located within Academic Services would provide such support. In response to a question, funding for involving employers in curriculum design would be considered further in the implementation stages. Funding might not necessarily be required as such engagement had previously been developed through partnerships and development of best practice.
- 11.5 The Senate **approved** the Student Employability Strategy.

12 FUTURELEARN: UPDATE

S-2019-03-10

- 12.1 The University Secretary explained that it had not been possible to bring an item in relation to FutureLearn to the Senate at its last meeting in April 2019. The University had entered an exclusivity period with a potential partner and was legally obliged to keep commercial information confidential at this time. The investment by SEEK into FutureLearn was completed on 29 April 2019 and the paper explains the investment and future plans for the relationship. Meetings with SEEK on future curriculum design had been very positive and it

was intended that a workshop event would be organised for Senate members in the autumn to discuss further the relationship and future intentions. Members welcomed this initiative and considered it to be very beneficial to enable greater transparency in the relationship and explore a variety of areas including information technology, research and alignment of start dates.

- 12.2 In response to a question, the University Secretary explained that the funding from SEEK into FutureLearn would be identified in the University's Financial Statements as an investment. The Finance Committee was currently considering a paper on the management of the commercial relationship between the University and SEEK.

Post meeting note: The University's intention was to treat the SEEK investment in this way, but the University's external auditors would give definitive advice on the correct accounting treatment for presentation in the Financial Statements

- 12.3 Members considered the strategic plans for FutureLearn to present many opportunities for the University. The University Secretary commented that further consideration was being given to supporting Faculties financially to develop materials and courses for the FutureLearn market, in particular, micro credentials, and in the longer term to ensure that Faculties benefitted directly from the commercial success of the company.
- 12.4 A member pointed out that SEEK had also invested in Coursera, the US based degrees and courses platform, which could be viewed as a competitor to FutureLearn. He asked whether this was a cause for concern. The University Secretary explained that the investment in Coursera was very different to that which SEEK had made into FutureLearn with SEEK presenting its investment in FutureLearn as a partnership and in Coursera as an investment and difficulties were not foreseen. SEEK's investment in Coursera might enable the University to have access to the US market in future, if the University wished. It was noted that the contractual arrangements with SEEK protected the University's academic freedom and control over and delivery of its curriculum. Assurance was sought that safeguards were in place to protect this position. The University Secretary reassured the Senate that SEEK viewed the University as a partner and was respectful of that relationship. Safeguards had however been built into the contract to protect the University's authority and provide the University with a protective veto under the matters reserved to the Shareholders while it held at least 31% of the issued shares. The Vice-Chancellor reiterated the importance that had been placed upon protecting the University's interests and confirmed the extensive work that had been undertaken during the contractual negotiations around these particular issues.
- 12.5 A member commented that the paper did not make reference to postgraduate curriculum and requested that this be given further consideration. The University Secretary commended the work undertaken with FutureLearn in offering the postgraduate module *H880 Technology-enhanced learning: foundations and futures*. He hoped this would be an exemplar for other developments. A member queried whether modules being presented in collaboration with FutureLearn would be project-based modules as organising examinations overseas could present logistical difficulties. The University Secretary explained that there was significant work to consider in the business model and approach and stakeholders would be closely involved.
- 12.6 The Senate **noted** the report.

13 ASSOCIATE LECTURER CONTRACT: UPDATE

S-2019-02-09

- 13.1 The Deputy Vice-Chancellor introduced the report and explained that it updated the Senate on the Associate Lecturer (AL) Contract Implementation Programme. A University

programme team had been established with negotiation working teams for each of the Programme's work streams.

- 13.2 Clarity was sought on the timescales for the negotiations as it was noted that the Core Systems Replacement Project (CSR) was also running to similar deadlines. The Deputy Vice-Chancellor acknowledged the complexity of the issues and explained that the CSR Team was in the process of establishing whether the functionality required for the skills audits could be delivered as part of the core system, or whether further customisation was needed. There would be continued collaboration to align the major milestones and deliverables for the two programmes, where appropriate. In the interim, the Programme team was developing an interim solution to support the skills audit pilots.
- 13.3 In examining the risk register for the project, concern was expressed that although the risk of staff tutors and student experience managers leaving the University was identified, it had not made any reference to possible effects on their wellbeing due to additional workload. The Deputy Vice-Chancellor explained that the project was aware of this as an issue and additional resource had been provided. Members emphasised that staff tutors' workloads had increased significantly with the implementation of Group Tuition. The Deputy Vice-Chancellor assured the Senate that several issues in relation to staff tutors' roles had been discussed in depth and as part of the Model Office stage of the CSR work would be carried out to find efficient ways of working. In response to an online question, it was also confirmed that if terminology was found to be out of date in staff terms and conditions of service following the implementation of the new contract, then these would be amended.
- 13.4 Members expressed concern that risks related to students and the student experience also existed and that these required careful consideration. The Deputy Vice-Chancellor explained that the Programme teams were realistic in their approach and were working productively with stakeholders to ensure excellent outcomes for both staff and students.
- 13.5 A representative of the OU Students Association enquired as to what action would be taken if there was limited availability of ALs to provide services. The Deputy Vice-Chancellor assured the Senate that Executive Deans would consider situations if a shortage of ALs had arisen and consider different ways to alleviate the issue.
- 13.6 The Senate **noted** the report.

14 ACADEMIC GOVERNANCE REVIEW: UPDATE

S-2019-03-11

- 14.1 A member requested that, as the report of the Review was likely to contain numerous areas for detailed consideration, members of the Senate should see it as early as possible before the meeting to allow enough time to consider it. The Pro-Vice-Chancellor, Research, Enterprise and Scholarship explained that the expectation was that the report would be presented to Senate on 16 October 2019 for consideration and discussion with further consideration and approvals scheduled for the meeting of the Senate in January 2020.
- 14.2 The Senate **noted** the report

15 ANNUAL EFFECTIVENESS REVIEW

S-2019-03-12

- 15.1 The Vice-Chancellor explained that at its last meeting the Senate had received a short presentation on responses from the member survey on effectiveness. The paper now presented a detailed statistical breakdown of the responses and a summary of the qualitative feedback also received. It was noted that the response rate to the survey was disappointing at 60% although 97% of respondents were satisfied with the appropriateness of the business considered.

- 15.2 A member reflected that although the Senate would be considering the University's relationship with FutureLearn it did not discuss the academic elements of the relationship with the BBC. He considered that to add to the Senate's effectiveness it should have academic oversight of this relationship. Another member suggested that meetings of the Senate could be held in locations in the four nations.
- 16 APPOINTMENT PROCEDURES: DEPUTY VICE-CHANCELLOR S-2019-02-13**
- This paper was withdrawn.
- 17 STUDENT CHARTER: REVIEW S-2019-03-14**
- The Senate **approved**:
- a) the revisions to the 'further information' published as part of the Student Charter
 - b) the proposal for a more substantial review of the Student Charter during 2020.
- 18 ACADEMIC PROMOTIONS REVIEW: UPDATE S-2019-03-15**
- The Senate **noted** the report.
- 19 EMERITUS PROFESSORS S-2019-03-16**
- The Senate **approved** the recommendation from the Chairs Subcommittee that the title of Emeritus Professor is awarded to Professor Peter Taylor, Faculty of Science, Technology, Engineering and Mathematics.
- 20 THE COUNCIL S-2019-03-17**
- The Senate **noted** the unconfirmed Minutes of the Council meetings held on 3 and 14 May 2019.
- 21 CHAIRS ACTION S-2019-03-18**
- The Senate **noted** action taken by the Chair since the last meeting of the Senate.
- 22 AUGAR REVIEW S-2019-03-19**
- The Senate **noted** the information provided on the independent panel report, chaired by Philip Augar, to the UK Government's review on Post-18 education and funding in England
- 23 FUTURE ITEMS OF BUSINESS S-2019-03-20**
- The Senate **noted** the provisional items for the agenda for the meeting of the Senate on 16 October 2019.
- 24 DATE OF NEXT MEETINGS**
- Wednesday 16 October 2019
Wednesday 22 January 2020
Wednesday 1 April 2020 (Council members in attendance)
Wednesday 17 June 2020

Jake Yeo
Deputy University Secretary

Sue Thomas
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