



Senate minutes 14 March 2024

Outcome requested:	Council is asked to consider the minutes of the Senate meeting held on 14 March 2024.
Executive Summary:	<p>The minutes of the meeting are provided in full for members. The following key items of business were considered:</p> <ul style="list-style-type: none"> • An update on the work of the Queen Mary Academy [m 2023.119-127] • Freedom of Speech Compliance [m 2023.128-131] • The Internal Governance Review [m 2023.132-135] • The Annual Report on Student Casework [m 2023.136-141] • The Pay Gap Report [m 2023.144-154] • The EDI Annual Report [m 2023.155-163]
QMUL Strategy: strategic aim reference and sub-strategies [e.g., SA1.1]	N/A
Internal/External regulatory/statutory reference points:	QMUL Charter and Ordinances Office for Students conditions of registration
Strategic Risks:	N/A
Equality Impact Assessment:	N/A
Subject to prior and onward consideration by:	N/A
Confidential paper under FOIA/DPA:	No
Timing:	Minutes of Senate meetings are provided to the following Council meeting.
Author:	Jane Pallant, Director of Governance and Legal Services
Date:	20/03/2024
Senior Management/External Sponsor:	Jonathan Morgan, Chief Governance Officer and University Secretary

Senate

Minutes of 14 March 2024

Present:

Prof Colin Bailey (Chair)	Amaan Abbas	Serena-Amani Al Jabbar
Dr Georgia Black	Prof Frances Bowen	Prof Christopher Bray
Prof Liam Campling	Dr Livia A Carvalho	Prof Sir Mark Caulfield
Dr Giorgio Chianello	Prof Martin Coward	Prof Kavita Datta
Dr Giulia De Falco	Prof Panos Deloukas	Dr Jayne Dennis
Dr Pedro Elston	Elizabeth Gillow	Prof Emma Griffin
Prof Richard Grose	Prof Michael Harker	Prof Steffi Krause
Dr Philippa Lloyd	Prof Scott McCracken	Prof Wayne Morrison
Dr Ali Nankali	Prof Mike Noon	Dr Anthony Phillips
Prof Richard Pickersgill	Dr Sharri Plonski	Aisha Qadi
Dr Simon Rawlinson	Prof Elizabeth Tanner	Prof Galin Tihanov
Dr Yannick Wurm		

In attendance:

Prof Janet De Wilde	Haylee Fuller	Liz Grand
Prof Yang Hao	Danny Hassell	Michael Jannetta
Prof Stefan Krummaker	Jonathan Morgan	Jane Pallant
Prof Nick Vriend	Prof Tim Warner	Kaya Wiles (Secretary)

Apologies:

Prof Amrita Ahluwalia	Dr Oscar Bandtlow	Prof Adrian Bevan
Dr Erik Blair	Prof Rob Briner	Prof Mary Collins
Dr Dianne Cooper	Dr Joseph Cronin	Dr Lei Fang
Dr Paula Fonseca	Dr Abimbola Giwa	Prof Neve Gordon
Prof Boris Khoruzhenko	Prof Martin Knight	Prof Ioannis Kokkoris
Prof Nicholas Lemoine	Prof Andrew Livingston	Dr Michaela MacDonald
Prof Arunthathi Mahendran	Prof Stephanie Marshall	Prof John Marshall
Prof Rachael Mulheron KC (Hon)	Dr Émilie Oléron Evans	Dr Michael Page
Jovani Palnoni	Prof Thomas Prellberg	Prof Kathryn Richardson
Prof Hazel Screen	Dr James Strong	Prof Jason Sturgess
Prof Christopher Tredwin	Prof Steve Uhlig	Prof Fiona Walter
Prof Wen Wang	Prof Anthony Warrens	

Part 1: Preliminary items

Welcome and apologies

2023.106 The Chair welcomed members to the meeting and **noted** the apologies received.

Minutes of the last meeting on 14 December 2023

(SE2023.37)

2023.107 Senate **confirmed** the minutes of the meeting held on 14 December 2023.

Matters arising

(SE2023.38)

- 2023.108 Senate **noted** that Professor Stefan Krummaker, Deputy Vice-Principal (Education), had provided further information on Studiosity at the Directors of Education Forum and Programme Director Forum, as requested at the last Senate meeting (minute 2023.073). All Schools/Institutes had been offered the opportunity to hold deeper discussions at their level on the provision offered by Studiosity.
- 2023.109 Senate **noted** that Simon Hayter, Head of Academic Quality and Standards, had provided Heads of Schools and Directors of Institutes with a breakdown of the Suspension of Regulations Annual Summary Report with details of the number of requests from their School/Institute, as requested at the last Senate meeting (minute 2023.082).
- 2023.110 Senate **noted** that the Masters in Education (MEd) award had been endorsed by Senate, for addition to the Ordinances by Council. The MEd Academic Practice programme was under development and further details would be circulated to Senate when available, as discussed at the last Senate meeting (minute 2023.087).

President and Principal's report

(SE2023.39)

- 2023.111 Senate **received** the President and Principal's report. The following points were **noted**:
- (i) The Migration Advisory Committee (MAC) had been commissioned to review the Graduate visa route within a two-month timeframe. The Graduate route was an unsponsored route for international students who wished to remain in the UK for two years (three years for those graduating with a PhD) after graduation.
 - (ii) Applications for September 2025 were below target for this point in the admissions cycle, with postgraduate taught overseas applications a particular concern. Converting applications into acceptances was of particular importance.
 - (iii) The Transparent Approach to Costing (TRAC) data indicated that the University's cost recovery for teaching home undergraduate students had fallen to 86.3% in 2022–23, down from 95.7% in 2021–22. The strategic importance of teaching and assessing in an efficient manner was highlighted to members; it was noted that the implementation of the Principles of Programme Design would need to reflect these aims in order to ensure that the University remained financially stable while delivering world-class education.

Vice-Principals' reports

(SE2023.40a-f)

- 2023.112 Senate **received** a report from the Vice-Principal (Health) (SE2023.40a). The following points were **noted**:
- (i) The Faculty's full-year cash generation was forecast to be £3.3m higher than budget. This was predominantly due to higher tuition

fee income, research overhead income and the reduction in pension contribution rates.

- (ii) The Faculty had achieved a number of KPIs within the indicative Gold and Silver Teaching Excellence Framework (TEF) range.
- (iii) The Garrod Building had been officially opened in February 2024. The launch events to mark the opening had been a great success.

2023.113

Senate **received** a report from the Vice-Principal (Humanities and Social Sciences) (SE2023.40b). The following points were **noted**:

- (i) The Faculty had received several notable research grants. These included:
 - a. Professor Eric Heinz, Professor of Law and Humanities, for the Horizon Europe Marie Skłodowska-Curie Actions (MSCA) Fellowship valued at £186,500;
 - b. Professor Aoife Monks, Reader in Drama, Theatre, and Performance Studies, for an Arts and Humanities Research Council (AHRC) grant of £270,000 titled 'CREETIF' (a collaboration with the Digital Environment Research Institute (DERI), led by Professor David Leslie, Professor of Ethics, Technology and Society); and
 - c. Dr Rob Waters, Senior Lecturer in Modern British History, who was also awarded an Arts and Humanities Research Council (AHRC) grant valued at £165,753 for a project 'The Rise of the Border: A New History of Immigration, Race and Citizenship in Britain'.
- (ii) The Faculty had held an open meeting to discuss the Faculty of Humanities and Social Sciences Change Programme. The programme would aim to enhance coherence and consistency in delivery, regroup and regenerate the humanities, and deliver premium Postgraduate Taught (PGT) programmes at scale.

2023.114

Senate **received** a report from Deputy Vice-Principal (Science and Engineering) (SE2023.40c) on behalf of the Faculty Vice-Principal. The following points were **noted**:

- (i) The Faculty had held the Night of Science and Engineering event in February 2024. The event had been successful and well attended. Thanks were expressed to those who contributed to the event.
- (ii) The Faculty's submission to the Engineering and Physical Sciences Research Council (EPSRC)'s large grant scheme on 'Accelerating the Medicines Revolutions' had been successful. The £1.74m grant on Organ-Chip technologies led by Professor Martin Knight, Faculty Dean for Research, and Professor Hazel Screen, Head of the School of Engineering and Materials Science, would further advance the Faculty's global leading research in bioengineering and help to shape the next generation of medicines.

2023.115 Senate **received** a report from the Vice-Principal (Education) (SE2023.40d). The following points were **noted**:

- (i) The Festival of Education had taken place between 6–7 March 2024. The event explored the Active Curriculum for Excellence. Thanks were expressed to those who had contributed to the event.
- (ii) Work to embed Mixed-Mode Education (MME) was underway, with pedagogic benefits at the centre of all discussions.

2023.116 Senate **received** a report from the Vice-Principal (Policy and Strategic Partnerships) (SE2023.40e). The following points were **noted**:

- (i) The shortlist for the 2024 London Higher awards had been announced and Queen Mary was pleased to have been shortlisted in five of the categories. Congratulations were expressed to those who had submitted the shortlisted proposals.

2023.117 Senate **received** a report from the Dean for Postgraduate Research and Director of the Doctoral College on behalf of the Vice-Principal (Research and Innovation) (SE2023.40f). The following points were **noted**:

- (i) The Research Culture team had met with 13 Heads of Schools/Directors of Institutes to discuss research culture.
- (ii) The first Enhancing Research and Innovation Cultures funding call was concluded in January 2024 and awarded approximately £210k to nineteen successful projects from across the faculties and several professional service departments.
- (iii) The Research and Innovation Awards would be held on 02 May 2024.

Students' Union President's report

(SE2023.41)

2023.118 Senate **received** the Students' Union President's report. The following points were **noted**:

- (i) QMSU had concluded their Spring Elections. There had been a higher voting turnout, which aligned with QMSU strategy around engaging with students and the student voice. Results were available on the [QMSU website](#).
- (ii) Jovani Palnoni, QMSU Vice-President (Humanities and Social Sciences) had been progressing projects around accessibility. Jovani Palnoni had worked with colleagues within QMSU and Estates and Facilities (EAF) to replace doors in the Geography Building, which had been highlighted as an accessibility concern due to their weight and the difficulty that some people had experienced when opening them.
- (iii) Aisha Qadi, QMSU Vice-President (Science and Engineering), was working on employability initiatives through the Employability Curriculum Group.

- (iv) Amaan Abbas, QMSU Vice-President (Barts and The London), had been working with colleagues across Queen Mary and within QMSU on the Garrod Building renovations. The completed building, including The Griff and the Old Library, was positively impacting the student experience.
- (v) QMSU acknowledged the impact of the current political climate on student wellbeing and explained that they were working hard to support students.

Part 2: Matters for Discussion

Queen Mary Academy overview

Presentation

2023.119	Senate received a presentation on the work of the Queen Mary Academy (QMA) and noted that their work aligned with Strategy 2030. QMA provided career-wide development for staff, including supporting staff with gaining qualifications, recognition, and fellowships.
2023.120	Senate noted that QMA was enhancing education practice through taught programmes, a teaching programme for Postgraduate Research students who teach and inclusive practice workshops. 170 members of staff had undertaken either the Certificate in Learning and Teaching or the Postgraduate Certificate in Academic Practice.
2023.121	Senate noted that curriculum design was being supported through Queen Mary-specific resources around programme design and by delivering general and bespoke workshops. There was further work to embed the Principles of Programme Design, Queen Mary Graduate Attributes, and sustainability in the curriculum.
2023.122	Senate noted that QMA had delivered bespoke workshops around assessment and feedback, including on mapping and reviewing assessment and feedback, effective summative feedback and inclusive assessment and feedback.
2023.123	Senate noted the work around student engagement, including on active learning, Learner Engagement Analytics (LEA) support and supporting peer-led team learning. Each initiative had its own evidence base. It was hoped that the impact of the initiatives would begin to be reflected in markers of student satisfaction, such as module evaluation responses and the National Student Survey (NSS). Well-placed engagement markers would also allow staff members to quickly identify students at risk of not progressing.
2023.124	Senate noted that QMA had introduced role-based leadership programmes for Heads of Schools/Directors of Institutes, Directors of Education, Programme Directors and Module Organisers. Programmes for Deans and Deputy Deans, Directors of Research and Principal Investigators were under consultation.
2023.125	Senate noted the initiatives on educational scholarships. Scholarship workshops and online resources were available to continue building a shared understanding of the opportunities and how to successfully apply for a fellowship.

- 2023.126 Senate **noted** that QMA had introduced Associate/Fellowship Accelerator workshops to help Queen Mary keep pace with other institutions and their number of Advance HE Associate Fellows and Fellows. QMA was now accredited to award Principal Fellowships, with one colleague in each Faculty having achieved the recognition. QMA would continue to support National Teaching Fellowships, in the hope of increasing the number of Queen Mary recipients.
- 2023.127 Senate **noted** the support offered to Postdoctoral staff. The Doctoral College led on the development opportunities available to PhD students, with these often being tailored to the student's specific career aspirations.

Freedom of Speech compliance

Presentation

- 2023.128 Senate **received** a presentation on Freedom of Speech compliance.
- 2023.129 Senate **noted** that the Queen Mary Code of Practice on Free Speech had been approved by Council and published. Internal discussions were being held on the implementation of the Code and the implications of the proposed Office for Students Complaints Scheme. A group had also been established to review events procedures for external speakers.
- 2023.130 Senate **noted** that the University had responded to the Office for Students' (OfS) consultation on the complaints scheme. Further consideration would be given once the finalised proposals were published. Under the current proposals from the OfS, complainants would be able to refer their complaint to the OfS within 30 days, regardless of whether the internal process had concluded.
- 2023.131 Senate **noted** that key principles relating to freedom of speech and academic freedom would be included in the training around free speech. Members requested that some practical examples of implementing the Code would be included, however it was likely that there may be more of these available once the OfS complaints scheme had launched.

Update on the internal governance review

Presentation

- 2023.132 Senate **received** a presentation on the internal governance review.
- 2023.133 Senate **noted** that internal governance was one of the projects being progressed under the Professional Services Enabling Plan. The review aimed to ensure that governance was aligned with the delivery of Strategy 2030, the external regulatory environment, and changes to the University's ways of working.
- 2023.134 Senate **noted** that the review would consider governance effectiveness, governance infrastructure, and talent and culture.
- 2023.135 Senate **noted** the timeline for the review. The review was currently in the first phase where the focus was on data gathering, stakeholder engagement and analysis. Members had been invited to complete an effectiveness survey in relation to Senate and to attend workshops to share their perspectives and

inform recommendations. Proposals would be shared with Senate in June 2024.

Annual Report on Student Casework (2022-23)

(SE2023.42)

- 2023.136 Senate **received** the Annual Report on Student Casework for 2022–23.
- 2023.137 Senate **noted** that the report included academic misconduct allegations that had been referred to the Appeals, Complaints and Conduct Office (ACCO) and those considered locally at School/Institute level. This comprehensive data allowed the team to continue tracking trends and monitor the impact of the changes in order to inform the revised Academic Misconduct Policy for 2024-25.
- 2023.138 Senate **noted** that the average number of days taken between the assessment submission date and referral to ACCO had been 99 days and that ACCO would continue to support Schools and Institutes with timely referrals. Once all documentation had been submitted to ACCO, cases had been concluded in an average of 43 days. This timeframe was a significant improvement on previous years. ACCO was hoping to further improve timeframes by addressing the length of time taken to schedule full panels, as these significantly increased the duration of the case handling time.
- 2023.139 Senate **noted** that the number of academic appeals continued to rise, as did the number of requests for a final review that students submitted following an unsuccessful appeal. ACCO would continue to consider ways to streamline the processes for handling appeals.
- 2023.140 Senate **noted** that the number of complaints and disciplinary misconduct allegations were relatively small, but that cases tended to be complex. The newly recruited Conduct and Complaint Officers had successfully delivered improvements in the response time for Report and Support referrals, complaints, and disciplinary matters. These staff would also be providing training and support to Schools/institutes effective responses to different types of complaint.
- 2023.141 Senate **noted** that there may be correlation between student engagement and some areas of casework. It was hoped that schools and institutes would consider the data from the report.

Approval of Academic Misconduct Chairs

(SE2023.43)

- 2023.142 Senate **considered** the request to appoint nine Academic Misconduct Deputy Chairs. The nominations had been recommended by the Deans for Education in the respective Faculties.
- 2023.143 Senate **approved** the appointment of the following Academic Misconduct Deputy Chairs:
- Professor Nelarine Cornelius, Professor of Organisation Studies; Associate Dean, People, Culture and Inclusion (SBM),
 - Professor Martin Laffin, Professor of Public Management (SBM),
 - Dr Antigoni Lykotrafiti, Senior Lecturer in Transport, Energy and the Law (CCLS),

- Professor Tessa Wright, Professor of Employment Relations (SBM) – from 2024/25
- Professor Mark Williams, Professor of Human Resource Management (SBM) - from 2024/25
- Dr Dunja Aksentijvic, Reader in Cardiovascular Physiology and Metabolism and Director of Education (WHRI),
- Dr Sadani Cooray, FMD Deputy Dean (Undergraduate Studies), Reader in Pharmacology Education, and Director of Education (Undergraduate) (WHRI)
- Dr Jo Elliot, Reader in Learning Design (Digital Education Studio),
- Dr Lesley Robson, Reader / Head of Year 1 and 2 (IHSE).

Pay Gap Report

Presentation

- 2023.144 Senate **received** a presentation on the Pay Gap Report 2024 and **noted** the statutory requirement to publish gender pay gap data. Queen Mary additionally reported on ethnicity and intersectionality (gender and ethnicity). The 2024 report would also be the first time that QM had published data on disability pay gaps.
- 2023.145 Senate **noted** that the People, Culture and Inclusion Plan had been created with the purpose of closing Queen Mary’s pay gaps. The enabling plan aligned with KPI 3 which set the target of having 50% representation of women and 40% representation of Black, Asian and Minority Ethnic (BAME) staff at junior, middle and senior grades.
- 2023.146 Senate **noted** the change in methodology for this year’s report. The combined hourly rate had been calculated for staff who held multiple contracts.
- 2023.147 Senate **noted** that both the median and mean gender pay gap had continued to fall since 2020. Queen Mary had a lower median and mean gender pay gap than the national average for Russell Group institutions.
- 2023.148 Senate **noted** that the ethnicity pay gap had reduced since 2022; from a mean of 20.2% in 2022 to 19.5% in 2023. A significant difference was seen when considering the data which did not include student staff. With student staff removed, there was an increase in the median ethnicity pay gap. It was understood that this was due to there being more multiple-post holders from White backgrounds. Queen Mary’s ethnicity pay gaps were higher than Russell Group benchmarks. It was noted that providing ethnicity pay gap data was voluntary and approximately 60% of UCEA member universities provided theirs. Additionally, the benchmarking did not provide a mechanism for measuring against institutions that similarly in-sourced cleaning, security and residential services. Despite the higher pay gap, Queen Mary had a higher representation of BAME staff in all the quartiles. For example, 24% of Queen Mary’s upper quartile were staff from BAME backgrounds, compared to the London and South-East Russell Group benchmark of 14%.
- 2023.149 Senate **noted** that the full report would provide a breakdown of ethnicity, including for the intersectional pay gap data. The data presented indicated higher pay gaps for BAME women than for BAME men. The mean pay gaps had slightly reduced, but median gaps had increased.

- 2023.150 Senate **noted** that disability pay gaps were noticeably smaller than the gender and ethnicity pay gaps. It was noted that Queen Mary had a disclosure rate of approximately 5%, whereas national data indicated that 23% of working age adults were disabled. The low disclosure rate, which was seen across the sector, could therefore be impacting the data. The EDI team would be undertaking a disclosure campaign to encourage staff to share this information with the University.
- 2023.151 Senate **noted** that national Clinical Impact Awards significantly impacted the bonus pay gaps. The mean gender bonus gap, when including Clinical Impact Awards, was 52.4% compared with 9.6% when excluding the awards. Similarly, the ethnicity bonus gap was 22.5% when including the Clinical Impact Awards compared with 4.4%. Bonuses were offered to a small number of staff and so the figures tend to fluctuate. The median bonus gap remained 0.0% since 2020 as all recipients received the same bonus amount.
- 2023.152 Senate **noted** the importance of representation, particularly for Queen Mary's diverse student population. The full report would outline the actions and measurable initiatives that were being taken to improve diversity.
- 2023.153 Senate **noted** that it would be beneficial to see data on job applications and how this might correlate with employee data. This information was already captured and analysed for academic promotions. Colleagues across the institution were working hard to proactively encourage staff to apply, particularly those who were underrepresented at more senior levels.
- 2023.154 Senate **noted** that in some areas of the University, a low hiring rate would make it difficult to meet EDI targets, however it was pleasing to see that the University was moving in the right direction.

EDI Annual Report

Presentation

- 2023.155 Senate **received** a presentation on the Equality, Diversity and Inclusion (EDI) annual report. Members **noted** that the final report would highlight key areas of work across the five portfolios. Each of the portfolios had an associated action group; the Disability Inclusion Action Group, Gender Equality Action Group, LGBTQIA+ Inclusion, Race Equality Action Group, and the Preventing and Addressing Harassment and Sexual Misconduct Working Group.
- 2023.156 Senate **noted** that the Disability Inclusion Action Group had formed in 2023 and was working to develop a Disability Strategy Statement.
- 2023.157 Senate **noted** that during 2022-23, the School of Economics and Finance and the School of Business and Management had achieved Bronze Athena Swan awards. The Gender Equality Action Group was now working towards submitting Athena Swan applications for two Professional Services directorates.
- 2023.158 Senate **noted** that the LGBTQIA+ Inclusion Group had developed an interim LGBTQIA+ Inclusion strategy that had been endorsed by the Equality, Diversity and Inclusion Steering Group for 2022-23. Key areas of focus included raising awareness and supporting the LGBTQIA+ Staff Network (QMOut).

- 2023.159 Senate **noted** that the Preventing and Addressing Harassment and Sexual Misconduct Working Group had worked to implement a comprehensive suite of training on preventing bullying, harassment, and misconduct.
- 2023.160 Senate **noted** that the Race Equality Action Group was working towards the University's first Race Equality Charter (REC) application. Key projects included launching the first REC Student Survey and surveying staff with a REC Pulse Survey.
- 2023.161 Senate **noted** the work that had been done to recognise citizenship and develop staff networks. This included developing Terms of Reference for networks and creating Network Co-Chair role descriptions. Promotion of the networks had resulted in an increase in membership across all five networks.
- 2023.162 Senate **noted** the work being done to build a comprehensive, evidence-based development programme for staff. Training on responding to disclosures and bystander training had been added to the programme. Modules on implementing reasonable adjustments and leading equality analysis were underway.
- 2023.163 Senate **noted** that the full report would be published in April 2024.

Approval of membership and terms of reference for sub-boards of Senate for 2023-2024 – Ethics of Research Committee (SE2023.44)

- 2023.164 Senate **noted** comments raised around representation on the Research Ethics Review Panels.
- 2023.165 Senate **approved** the Ethics of Research Committee Terms of Reference and Membership, subject to further review of representation at the next Senate meeting.

Part 3: Matters for Report

Taught Programmes Board (SE2023.45)

- 2023.166 Senate **noted** proposals relating to programme and module developments considered between 29 November 2023 and 26 February 2024.

Education Quality and Standards Board (SE2023.46)

- 2023.167 Senate **noted** the executive summary of business considered by the Education Quality and Standards Board at the meetings on 22 November 2023 and 31 January 2024.

Research Degrees Programmes and Examinations Board (SE2023.47)

- 2023.168 Senate **noted** the executive summary of business considered by the Research Degrees Programmes and Examinations Board (RDPEB) from October 2023 to February 2024.

Ethics of Research Committee (SE2023.48)

2023.169 Senate **noted** the executive summary of business considered by the Research Degrees Programmes and Examinations Board (RDPEB) from October 2023 to February 2024.

2023.170 Senate **noted** the executive summary of business considered by the Ethics of Research Committee at the meeting on 29 November 2023.

Partnerships Board (SE2023.49)

2023.171 Senate **noted** the executive summary of business considered by the Partnerships Board between 14 November 2023 to 29 January 2024.

Indicative Annual Business Plan (SE2023.50)

2023.172 Senate **noted** the indicative annual business plan for 2023-24 and the items provisionally on the agenda for the next meeting.

Part 4: Other matters

Dates of future meetings

2023.173 Senate **noted** the upcoming Senate meetings for 2023–24:

- Thursday 13th June 2024

Update to Ordinance A16 (Awards)

Outcome requested:	Council is being asked to approve an update to Ordinance A16 (Awards), section 1.6 – Research Degrees (FHEQ level 8) to include two new awards.
Executive Summary:	Council is being asked to approve an update to Ordinance A16 (Awards) to include two new awards – a Clinical Doctorate (DClin) and Masters in Education (MEd). The awards were approved by Senate in October and December 2023 respectively. The relevant minutes are appended to the coversheet. The current Ordinance A16 has been appended for information.
QMUL Strategy: strategic aim reference and sub-strategies [e.g., SA1.1]	This proposal supports the following components of the 2030 strategy: <ul style="list-style-type: none"> • Education • Research and Innovation • Global Engagement
Internal/External regulatory/statutory reference points:	Charter and Ordinances
Strategic Risks:	6. Student recruitment 8. Improved career outcomes for graduates
Equality Impact Assessment:	N/A
Subject to prior and onward consideration by:	Education Quality and Standards Board Senate
Confidential paper under FOIA/DPA	No
Timing:	N/A
Author:	Nadine Lewycky, Head of Secretariat
Date:	12/03/2024
Senior Management/External Sponsor	Jonathan Morgan, Chief Governance Officer and University Secretary

19 October 2023

Professional Doctorate award title of Clinical Doctorate (DClin) (SE2023.16)

- 2023.001 Senate **received** a proposal to introduce a new award of Clinical Doctorate (DClin).
- 2023.002 Senate **noted** that the programmes were designed for practicing clinicians and would be delivered through the Queen Mary International Clinical Academy (QMICA). The vision for the Academy was to establish a first-in-UK world-class International Clinical Academy specialising in clinical postgraduate education for international students. International clinicians would see value in the opportunity to gain experience within the NHS. The proposal had been discussed with NHS Partner Trusts to affirm the mutual benefits of the proposal.
- 2023.003 Senate **noted** that the programme would incorporate taught modules, clinical experience and research.
- 2023.004 Senate **endorsed** the proposal to introduce the award of Clinical Doctorate (DClin) for addition to the Ordinances by Council.

14 December 2023

Masters in Education (MEd) (SE2023.31)

- 2023.65 Senate **received** a proposal to introduce Master of Education (MEd) awards, for addition to the Ordinances by Council.
- 2023.66 Senate **noted** that the proposed MEd programme would complement the existing provision available to Queen Mary educators, including the Certificate in Learning and Teaching (CILT) and postgraduate Certificate in Academic Practice (PGCAP). The MEd would be delivered by the Queen Mary Academy (QMA) and include more practical elements than a MA.
- 2023.67 Senate **noted** that members would like to see presentation and other practical skills, including voice projection, included in the programme. The area was covered in the PGCAP and the QMA would give consideration to including it in the MEd.
- 2023.68 Senate **noted** that members would benefit from more information on the detail of the programme and how it had been shaped.
- 2023.69 Senate **approved** the proposal to introduce MEd awards, subject to receiving more detail on the programme and its academic governance.

ACTION: Dr Emily Salines, Head of Education Programmes, to provide more information on the MEd programme and its academic governance, for circulation to Senate.

14 March 2024

Matters arising

(SE2023.38)

2023.001 Senate **noted** that the Masters in Education (MEd) award had been endorsed by Senate, for addition to the Ordinances by Council. The MEd Academic Practice programme was under development and further details would be circulated to Senate when available, as discussed at the last Senate meeting (minute 2023.087).

Ordinance A16: Awards

1. QMUL may confer the following awards:

1.1 Queen Mary University of London Awards – Undergraduate (FHEQ levels 4-6)

Certificate of Higher Education*
Diploma of Higher Education*
Graduate Certificate (Grad Cert)*
Graduate Diploma (Grad Dip)*
Foundation Degree in Arts (FdA)*
Foundation Degree in Science (FdSc)*
Bachelor of Arts (BA)*
Bachelor of Dental Surgery (BDS)*
Bachelor of Engineering (BEng)*
Bachelor of Laws (LLB)*
Bachelor of Medical Science (BMedSci)*
Bachelor of Medicine and Bachelor of surgery (MB,BS)*
Bachelor of Science (BSc)*
Bachelor of Science (Economics) (BSc (Econ))*
Bachelor of Science (Engineering) (BSc (Eng))*
Master of Engineering (MEng)*
Master in Science (MSci)*

1.2 QMUL Awards – Undergraduate (FHEQ levels 3-6)

Certificate of Higher Education
Diploma of Higher Education
Foundation Certificate
Graduate Certificate (Grad Cert)
Graduate Diploma (Grad Dip)
Pre-Masters Diploma

1.3 QMUL Awards – Postgraduate (FHEQ level 7)

Postgraduate Certificate (PG Cert)*
Postgraduate Diploma (PG Dip)*
Master of Arts (MA)*
Master of Business Administration (MBA)*
Master of Clinical Dentistry (MCLinDent)*
Master of Laws (LLM)*
Master of Public Administration (MPA)*
Master of Research (MRes)*
Master of Science (MSc)*

1.4 QMUL Awards – Postgraduate (FHEQ level 7)

Certificate in Learning and Teaching (CILT)
Postgraduate Certificate (PG Cert)
Postgraduate Diploma (PG Dip)

1.5 QMUL – Research Degrees (FHEQ level 7)

Master of Philosophy (MPhil)*

1.6 QMUL – Research Degrees (FHEQ level 8)

Doctor of Clinical Dentistry (DClinDent)*
Doctor of Engineering (DEng)
Doctor of Medicine (MD)*

Doctor of Medicine (Research) (MD (Res))*
Doctor of Philosophy (PhD)*
Doctor of Psychotherapy (DPsych)
Master of Dental Surgery (MDS)*
Master of Surgery (MS)*

1.7 QMUL Higher Doctorates

Doctor of Letters (DLitt)
Doctor of Sciences (DSc)
Doctor of Laws (LL.D)

*denotes the historic awarding of University of London degrees.

2. From the 2014-15 academic year, all students joining degree programmes will be registered to receive an award of QMUL.
3. The Senate shall be responsible for the approval, monitoring and review of programmes leading to awards.
4. The Senate shall be responsible for the approval of regulations for awards and programmes.