

SENATE

Minutes: Wednesday 24 March 2021 via Zoom

- Present: Principal,
Dr Z Rattray, Professor V Phoenix, M Gorrie, Professor J MacKenzie, K Burns, R Cairns, V Welsh, R Wallace, A Corrigan, C Hillan, Dr A Hewitt, Professor A Fletcher, Professor A Incecik, Dr B Keating, B Rapson, B Green, Professor C Booth, Professor C McDiarmid, Dr D Harle, Dr C Gonzalez-Longo, Professor D Hillier, Professor D Willison, Dr E Compton-Daw, Dr G West, Dr H Grierson, Professor I Stewart, Professor J Sefcik, Dr K Kavanagh, Dr L Bonnar, Professor P McKenna, Professor D Brodie, R McHugh, R Smith, Professor S MacGregor, Dr S Yang, Dr T Tezdogan, Professor T Bedford, Professor T Sharpe, Dr Y Demirel, Dr F Scott, Professor D Murphy, E Sneddon, E McIlhatton, Professor S Howick, Dr L Pritchard, Professor A Galloway, A McFarlane, Professor A McGann, Professor F Brennan, Professor J Delafield-Butt, Dr K Savage, Dr O Romice, Professor E Shaw, Dr P Mulheran, Professor R Maguire, Professor S Reid, Dr S Brough, Dr M Cunningham, Dr B McNeil, Dr D Rotondo, A Merchant, Professor G Acheson, Professor W Kerr, Professor C Lindsay, Dr S McCool, H Gould, C Whitley, Professor B Wagner, Dr S Murdy, Dr D Robertson, Dr L Gibson, Professor R Plevin, M Schachtsiek, Dr K Mitchell, L Brownlow, Professor T Hafford-Letchfield, A Murray, Dr S Strachan, Professor I Wooton
- Attending: Dr V O'Halloran, A Gillespie, J Kyle, C Milligan, G Watt, S Wallace, A McCleave, Professor J Race, G Gratton
- Apologies: Dr V Stoyanova, Professor I Rivers, Dr M Neal, Professor A Morton, Professor Y Taylor, Professor P Cardwell, P Chambers, Professor N Ghani, Dr J Pestana, Dr A McLaren, A Paddison, Professor I Cunningham, Dr N Rattray, Professor D Graham

OPEN BUSINESS

12499. Welcome

The Principal warmly welcomed Senators; in particular, Professor Ian Wooton who had recently been appointed as Acting Head of the Department of Economics.

The agenda incorporated three presentations on topical and strategically-focussed items to enable Senators to explore these topics in more detail, namely SoTAY: e-FIRST; Shaping the Future Survey: 2020-21 Semester 1; and Strathclyde Inspire.

The Senate meeting would be operating under a protocol which had been circulated in advance of the meeting to replicate as much as possible a face-to-face meeting and capture, record and promote engagement with the business of Senate while it was conducted on-line. Senators were reminded that, in addition to using the 'raise hand' function during the meeting, questions and comments could be posted within the Zoom Chat for consideration or response post-Senate.

12500. Minutes of the meeting of 27 January 2021 (Paper S20-21-58)

Following a single titular amendment to the list of attendees, the Minutes of the meeting of 27 January 2021 were approved as an accurate record of the meeting.

12501. Matters Arising

Further to Minute 12475, the Director of Student Experience updated Senate on plans led by friends of Campbell Hunter to install a tree and memorial plaque in the sculpture garden. This is currently being taken forward with colleagues in Estates Services and details would be communicated to the Hunter family in due course at the same time as conveying Senate's condolences.

12502. Report from Senate Business Committee (Paper S20-21-59)

The Vice Principal invited Senate to **note** the report of the Senate Business Committee which had met on 11 March 2021.

The Committee had reviewed the following:

1. The report of the Collaborative Provision Agreement (CPA) subgroup outlined in Appendix A, noting that the CPA subgroup had processed six agreements (4 new collaborative articulation agreements, a renewal of an existing collaborative agreement and a letter to formalise a parallel route on an existing agreement) which are detailed in the respective Faculty reports to Senate.
2. The Committee agreed the business agenda of Senate's meeting of 24 March 2021 and welcomed support for e-FIRST (education - Further Innovation and Reflection on Strathclyde's Teaching) - which had evolved from earlier discussions around Start of the next Academic Year (SoTAY) - for students transitioning to Strathclyde in AY 2021-22.
3. The Committee noted that the revised approach to No Detriment for AY 2020/21 was currently being finalised and would be approved out of cycle post-Senate and published along with a series of FAQs.
4. Reports submitted for the Senate meeting had been reviewed and, subject to minor refinements, approved.
5. Minor amendments to Undergraduate and Postgraduate Taught Regulations 2021-22 had been approved by the Principal by Convener's Action on behalf of Senate following scrutiny by Senate Business Committee, as outlined in Paper S20-21-75. This decision was recommended to Senate **for homologation**.
6. Requests for Senate's attention and approval were highlighted; with a recommendation that Senate give its formal approval to reports as noted below (Minutes **12511 - 12522**).

12503. Principal's Report and Update

Staff Engagement Sessions

The Principal and Executive Team had completed the final staff Engagement Session of this series and, with more than 1500 colleagues in attendance, the participation, feedback, questions and constructive dialogue had been very much appreciated. It is important that the University Leadership takes the time to commit to the Engagement Sessions and the Principal thanked members of the Executive Team for their on-going support in this important work

Covid-19 Latest

In the 12 months since lockdown began, Strathclyde had delivered more than 3,000 online teaching modules; continued our essential research activities; collaborated with our public and private sector partners to support the national effort; established a testing centre in the Barony; and transformed

the way in which we live and work. Despite the challenges, fantastic progress has been made that has impacted positively on our students, business and industry and our community. The Principal thanked colleagues for their ongoing support and commitment.

With the UK and Scottish Governments outlining their coronavirus route maps out of lockdown, there was a real sense of hope for the months ahead. On Tuesday 16 March, the First Minister had confirmed that lockdown would begin to be lifted from the beginning of April, with the aim of having the lowest level of restrictions across Scotland by the end of June 2021. Excellent progress was also being made in the roll-out of the vaccine(s), prompting cautious optimism. Indeed, this month heralded positive news from our own researchers around the efficacy of the vaccinations. Congratulations were extended to Professor Chris Robertson (Department of Mathematics & Statistics) and contributors who were involved in this important piece of research.

There was also positive news this month in relation to **regular Covid-19 testing** for the small numbers of university staff and students who were on campus. Following extensive discussion with the sector, the Cabinet Secretary for Health and Sport had made an in-principle decision to allow universities to use their existing **lateral flow testing facilities** for this purpose. The University is looking at the detail of how this will work in practice to best support our staff and students, will continue to monitor and review the Covid-19 situation and keep staff and students abreast of any easing of restrictions and the impact on the University's activities. Our transition back to campus will continue to be informed by government guidance.

Senators were reminded that students who were struggling financially could access the University's **Covid-19 Hardship Fund**. Additional assistance had recently been made by SAAS, and students could apply for help with essential UK living costs by completing the application form on our website before 31 March.

Wellbeing

The Principal was pleased to report excellent engagement with the University's first **Wellbeing Survey**, which asked colleagues for their views on a range of areas including Rest and Recuperation Fridays and work/life balance. The data and comments were currently being collated and information about the results would be shared shortly - underlining Strathclyde's commitment as a listening organisation.

A new series of Agile Working courses would begin in April, to further enhance the University's **Agile Working Toolkit**. Courses include: Wellbeing Conversations; Leading Teams in an Agile Environment; and Working Remotely - Managing Yourself.

March was the University's **Wellbeing Month** (named Hello March) and Senators were encouraged to remind staff in their areas about the wide range of activities available and promoted in Inside Strathclyde.

Rest & Recuperation Fridays had been extended until all Scotland's children and young people were back to school on a full-time basis, after Easter. That meant that the final R&R Friday would fall on Friday 16 April and, from the following Friday onwards, the University would **revert to Meeting-Free Fridays** in recognition of the positive feedback this initiative had received from colleagues across the institution.

Inquiry Recommendations Implementation Group (IRIG) Update

- Senate was reminded that Executive Team members would be one of the first participants in First Responder Training. Members of the Equally Safe in Higher Education (ESHE) group would also receive training, with a view to identifying a network of First Responders across institutions.
- The Principal and Executive Team had recently attended a useful presentation on language causing indirect, subtle, or unintentional discrimination led by the StrathUnion President.

- Rachel Cairns, StrathUnion Vice President (Inclusion), was currently working on a Pledge not to use Non-Disclosure Agreements (NDAs) in cases where sexual misconduct had taken place.
- The Director of Student Experience was liaising with Fiona Druet of the [#EmilyTest](#) Charity and who supports our ESHE work for Strathclyde to become a pilot site for their Gender-Based Violence (GBV) Charter campaign.

Strathclyde Medals

Nominations were being sought for [The Strathclyde Medals 2021](#). Strathclyde's Values were playing a critical role in its response to the Covid-19 pandemic as well as driving continued progress towards Vision 2025. As a reminder, the University was seeking nominations for individuals and teams who exemplify the Values in their interactions, relationships and commitment to Strathclyde. The closing date for nominations is Friday 30 April.

Global Talent

Strathclyde had concluded the latest academic recruitment drive to appoint up to 40 academic staff across all four Faculties as part of our **Global Attraction Programme**. Almost 1,400 applications were received - 55% of which were from the EU and EEA - which underlines the growing international reputation we have built together over recent years.

Financial Reporting

In February, Court approved the financial reporting of our 2019/20 performance. While the pandemic undoubtedly created real challenges for the HE sector, Strathclyde remained in a good financial position thanks to its strategy, careful planning and significant work by colleagues. Strathclyde's finances had recently been externally scrutinised by both the **Scottish Funding Council (SFC) and the European Investment Bank** as part of other exercises and the Principal was pleased to report that both saw Strathclyde as an 'investment-grade institution'. Indeed, the SFC had shown significant confidence in the institution by awarding Strathclyde £18.45m from its most recent Financial Transactions scheme. At 30% of the available total, this was the largest portion of all universities in Scotland. With the Bank of England's positive outlook for the economy once lockdown is lifted, combined with the UK Government's commitment to significant investment in Research and Development, Strathclyde was well placed to take advantage of the external environment, thanks to the careful and prudent management of our finances.

Campus Update

Excellent progress on the £1 billion campus redevelopment was continuing. The latest milestone was the transformation of the Wolfson building, home to our UK-leading Department of Biomedical Engineering. The £15.5m development had created leading-edge research and teaching labs, flexible learning spaces, and new social spaces for students. Many thanks were extended to everyone who had been involved.

Another milestone would be reached on 25 March 2021 when the **Learning & Teaching building** would be handed back over by the contractors – this building and its utilisation will be transformative for the entire university community. With the completion of the North and South wings of the Learning and Teaching Building imminent, the Principal had recently taken the opportunity to meet with students and colleagues to consider introducing more diverse and inclusive naming for the building. Currently, there were no buildings on campus named for women; steps could now be taken in the right direction to remedy that. Discussions were underway to celebrate notable women in the naming of University buildings and other campus spaces with further details to follow.

Student Elections

The Principal reported that more than 1500 students had voted in the Student Elections earlier this month, with Benn Rapson being elected as StrathUnion Student President. Senators joined the Principal in congratulating all of the new student officers for 2021-22:

- Benn Rapson (President)

- Ruaridh Wallace (Vice-President Community)
- Savvina Kritharidou (Vice-President Education)
- Nesha Malone (Vice-President Inclusion)
- Kirsty Bannatyne (Vice-President Sport)
- Lewis McDermott (Vice-President Welfare)

Sustainability

With support and coordination from Associate Principal Professor Tim Bedford, Strathclyde's plans to support the global COP26 conference in Glasgow are moving forward at pace. There was an enormous amount of activity happening across the University, from sustainability teaching and operations, to sustainable procurement, community engagement, our major campus projects and collaboration with partners in Glasgow city centre. The level of our engagement reflects our ambitious plans to reduce carbon emissions by 70% by 2025 on our journey to net zero by 2040 or earlier. In the last month alone, the University had joined the **International Sustainable Campus Network (ISCN)** as part of our drive on climate change action, as well as the **University of the Arctic – Uarctic** – a network of higher education and research institutions across northern regions.

Strathclyde People

Congratulations were extended to the following individuals and teams in recognition of their achievements:

- Dr Churnjeet Mahn, Reader in the School of Humanities, who received a fellowship from the AHRC to further the impact of equality, diversity and inclusion research in Scottish heritage.
- Samir Khan-Young, one of our Graduate Apprentices, who had been named Apprentice of the Year at Scotland's Apprenticeship Awards. It was a double win for Samir, who also won Scotland's Graduate Apprentice of the Year category. It marked the third year in a row that a Strathclyde apprentice had won the top honour.
- The University Challenge team, who became the first Strathclyde team to reach the quarter finals this week before being knocked out by Magdalene Cambridge. They played terrifically well and had set the bar high for next year's team.
- Fantastic news from our students who won the inter-varsity Glasgow Taxis Cup competition from the city's three universities. Owing to lockdown, the students took a break from the usual sports disciplines and instead recorded their individual times and distances on walks, runs and cycles over the course of a week.

Research Wins

The Principal highlighted research wins and highlighted that our Research Income is approaching £100m.

12504. Student Voice

Kayla Burns, StrathUnion President, provided a Student Voice update, highlighting the following areas of interest:

- It was welcome news that the review of the University's No Detriment Policy had concluded and that the approval route had been confirmed. Kayla appreciated her involvement in its development, working closely with colleagues in Education Enhancement and the Faculties. Publication of the approved policy was anticipated at the earliest opportunity as this was urgently awaited by students.
- StrathUnion was keen to understand the implications for students of the UK Government's [Turing Scheme](#) which aimed to provide funding for international opportunities in education and training across the world as a replacement for ERASMUS+. It was confirmed that ERASMUS+ funding had been secured until 2023 and that regular reporting on future developments would be communicated via the Executive Team and Senate.
- Housing Rights for students were changing and StrathUnion was involved in a national campaign to minimise the impact for students.

- The work of Rachel Cairns, StrathUnion Vice President (Inclusion), to progress a Pledge not to use Non-Disclosure Agreements (NDAs) in cases where sexual misconduct had taken place was re-iterated.
- Congratulations were extended to Elilidh Sneddon, StrathUnion Vice President (Sport), and the 507 athletes who were involved in winning the inter-varsity Glasgow Taxis Cup, for the second year running.

12505. Supplementary Questions

Professor Campbell Booth sought clarification on whether the new Learning and Teaching Building would offer facilities for classes taking place on campus to be broadcast live via Zoom (or a similar platform). Deputy Associate Principal Brian Green responded that technology had been integrated to provide flexibility for on and off-campus learning. A prototype learning space has been set up and feedback gathered early in the design process and, since then, products had evolved and become even more responsive to evolving requirements.

12506. SoTAY: e-FIRST

Senate noted with interest a presentation on SoTAY (**S**tart of **T**he **A**cademic **Y**ear) initiatives and e-FIRST (**e**ducation - **F**uture **I**nnovation and **R**election on **S**trathclyde **T**eaching) which reflected on achievements and successes in AY2020-21, focussed on preparations and considerations for the AY2021-22 delivered by Professor Scott MacGregor, Vice Principal, and featuring contributions from Vice Deans (Academic) from each of the Faculties on local plans.

The Vice Principal outlined the timeline from 16 March 2020 when the University first pivoted to fully on-line learning and assessment in response to the Covid-19 pandemic, through to on-line induction for students at the start of AY 2020-21 and the delivery of the consolidation and development week online in January 2021, to the present date. The immersive experience gained and lessons learned through SoTAY during AY2020-21 provided an opportunity for colleagues to enhance and refine their skills in the design, development and delivery of innovative on-line learning teaching, learning and assessment, creating a solid backdrop ahead of AY2021-22. The growth in on-line modules was massively significant and the University had achieved the design and delivery of the entire academic year within 12 months (~3091 on-line modules).

Planning for AY2021-22 was underway with extensive input from Vice-Deans (Academic). It was not anticipated that there would be large numbers of students attending on campus classes in the short term; however, this would be dependent upon government guidance on social distancing. Priorities included:

- Transition support for school pupils and 1st year students who have not been on campus;
- Induction and Summer School programmes, identifying and addressing learning and skills gaps;
- Campus orientation and familiarisation;
- Co-ordination and balancing a variety of learning modes: *On-campus In-Person*, *On-campus On-line* and *Off-campus Online*;
- Co-ordination of consistency, student expectations and the range of In-Person versus Distributed learning and teaching that can be accommodated;
- Implications for staff and their teaching practice, with staff training available via the Organisational Staff Development Unit (OSDU);
- Underpinning logistics, planning and profiling of our academic programmes on campus;
- Utilisation of our Estate, with dynamic timetabling; and
- Recognition that we need to remain flexible, continue the excellent communications that have been established and retain a team approach.

The e-FIRST Framework encompassed three interconnected elements (Academic Delivery, Campus Environment and Student Experience) - mindful of external environmental factors such as guidance, behaviours and trends - with approval / reporting routes to Senate and the Executive Team co-ordinated through the Education Strategy Committee.

The Vice-Deans (Academic) in HaSS, SBS and Science and the Vice-Dean (Academic) Designate in Engineering reflected on achievements to date and outlined a number of challenges for AY 2021-22 within their respective Faculties. The Principal thanked all colleagues for their collective input.

12507. Shaping the Future Survey: 2020-21 Semester 1

Brian Green, Deputy Associate Principal (Learning and Teaching) outlined the findings of the *Shaping the Future Survey 2020-21* that had been conducted in January 2021 capturing reflections on Semester 1 of the current academic year. The survey had been instigated by the Education Strategy Committee via the SoTAY Continuity Group and was developed and run by the Student Surveys Team in Education Enhancement. The survey had targeted the UG, PGT and PGR student populations. The proportion of responses was evenly split across Faculties (5606 responses were received in total representing 27.4% of the cohort). A summary of the responses concluded that:

| Students appreciative of | Students supportive of provision for | Areas for development |
|--|--|-------------------------------------|
| Staff support and commitment | Blended approaches to Learning and Teaching | Support for student well-being |
| Opportunity to feedback | Alternative Assessments | Mental health support and provision |
| Quality of learning and teaching materials | Arrangements for PGR supervision | Communications |
| Resilient IT, software, systems and infrastructure | On campus safety, provision and arrangements | Community building |
| Library and learning resources | | |

The results and analysis had already been shared across the Faculties and the above table listed headline messages only. A breakdown of reports on the *Shaping the Future Survey* were available on the Student Surveys [Sharepoint](#) site (including figures by Faculty and Department/School for UG/PGT/PGR) and free text comments had been circulated to Heads of Department/Schools. A number of initiatives were already underway to address areas identified for development, for example the work that SBS was undertaking on community building. Initiatives featured Faculty Annual Reports which were reviewed by the Quality Assurance and Learning Enhancement Committees. The opening of the new Learning and Teaching Building would help to facilitate social interactions between students. A Thematic Review of Student Mental Health was earmarked for the end of the current academic year. It was critical to continue to capture Student Voice feedback.

On a related matter, Senators were reminded of the Staff Survey promoted via Inside Strathclyde and to encourage participation of colleagues in their areas.

12508. Strathclyde Inspire

Professor Eleanor Shaw, Associate Principal (Entrepreneurship and Education) welcomed the opportunity to present to Senate on Strathclyde Inspire - a new institution-wide Entrepreneurship Strategy - and began by sharing a reminder of Strathclyde’s rich entrepreneurial history since 1986 – providing reassurance on Strathclyde’s strong position in Entrepreneurship and Innovation. She outlined the Strategy’s bold Vision and Mission and highlighted four key goals all of which were underpinned by Strathclyde’s Values:

- Developing Entrepreneurial Mindsets
- Identifying and Supporting Entrepreneurial Talent
- Empowering Entrepreneurs
- Scaling Innovation-Driven Enterprises

Strathclyde Inspire would create a successful entrepreneurial ecosystem and a vibrant and engaged community of entrepreneurs harnessing the benefits of a ‘Market Square’ in the heart of Glasgow

City Innovation District (GCID) through the development of an Entrepreneurship Hub, a Blended Events Programme and a Global Supporter Network.

The four pillars of Strathclyde Inspire were explored in detail, namely:

- **Entrepreneurship for All**
Entrepreneurship is about having a passion for problem-solving, being inspired to instigate change and create impact, identifying and acting on opportunities. Strathclyde would develop entrepreneurial mindsets, offering a suite of educational modules plus personal and professional development opportunities to help unlock the entrepreneurial potential & mindset of all Strathclyders - students & staff. Strathclyde Inspire would enhance the learning experience for all students; contributing to their employability and to industry recognition of benefits of the 'Strathclyde Graduate'. By 2025, there would be opportunities for all students to engage with an entrepreneurial learning opportunity (credit and non-credit bearing), working collaboratively across all Faculties and with the Careers Service, StrathUnion and other stakeholders to embed entrepreneurship learning opportunities.
- **Identifying Entrepreneurial Talent**
Emerging entrepreneurs and innovators would have a high awareness of the practical entrepreneurship support available and a clear understanding of the easily accessible entry points into Strathclyde Inspire. This would be achieved via a departmental Entrepreneurship Ambassadors Programme, ensuring that those with business ideas or research with commercial potential received the best available support to develop their ideas via a new Start-Up Programme and Stage-Gated Commercialisation Programme.
- **Empowering Venture Creators**
All of our innovation-led opportunities will have access to an unrivalled package of support through our enhanced investor-ready Accelerator including one to one advice, funding, bespoke training opportunities, regular cohort meetings, online presence to facilitate global interactions, access to alumni, industry and partner networks, support from a Virtual Board to accelerate investor-ready status, commercial champions, co-working space at the heart of GCID and pitching competition.
- **Enabling Innovation-driven Enterprises**
By addressing the early-stage funding gap through significant expansion of our investment capabilities and ensuring access to University innovation services, the environment needed for fast-growing businesses to thrive will be created. Our investment capabilities will be increased (£7.5m University Investment Fund and Entrepreneurship Fund will double from £50k to £100k). An upscale-up proposal is currently being developed, building on our expertise.

Senators were invited to join the Strathclyde Inspire community by registering at:
<https://www.strath.ac.uk/workwithus/strathclydeinspire/registerwithus/>

Items for Information

12509. Timetable for Senate Elections (Paper S20-21-60)

Senate **noted** the timetable for elections to Senate for Session 2021-22 with a membership list appended for reference. This paper had been endorsed by the Senate Business Committee.

12510. Review of Senate Effectiveness (Paper S20-21-39)

Senate **noted** the proposed scope and process of the Senate Effectiveness Review to enable members to reflect on and to review the effectiveness and the operation of Senate over the academic year 2020-21 in ongoing compliance with section 82 of the [Scottish Code of Good HE Governance \(2017\)](#). This paper had been endorsed by the Senate Business Committee.

Committee and Faculty Reports to Senate

12511. Executive Team Report (Paper S20-21-61)

Senate **noted** the report.

12512. Court Report (Paper S20-21-62)

Senate **noted** the report.

12513. Education Strategy Committee Report (Paper S20-21-63)

Senate

- **noted** the report; and
- **approved** the introduction of the following:
 - Proposal to Publish Academic Year Dates for a Rolling 5-year Period (Paper S20-21-72); and
 - Student Module Evaluation Policy for introduction in 2021-22 (Paper S20-21-73).

12514. Student Experience Committee Report (Paper S20-21-64)

Senate **noted** the report.

12515. Quality Assurance Committee Report (Paper S20-21-65)

Senate

- **noted** the report; and
- **approved** the following request for an extension to a moratorium from the Faculty of Science for a one-year extension to an existing one-year moratorium on a thesis.

12516. Learning Enhancement Committee Report (Paper S20-21-66)

Senate **noted** the report.

12517. Research and Knowledge Exchange Committee Update (Paper S20-21-67)

Senate **noted** the update.

12518. Strathclyde Business School Report (Paper S20-21-68)

Senate

- **noted** the report from the Strathclyde Business School;
- **noted** a new joint HaSS/SBS Collaborative Articulation Agreement with:
 - Guanzhou College of Commerce, China;
- **approved** the introduction of the following new programme, from 2021-22:
 - MSc in Strategic Financial Technology;
- **approved** the withdrawal of the following programme:
 - MSc in Entrepreneurial Management and Leadership; and
- **approved** the following joint SBS/HaSS Collaborative Articulation Agreements with:
 - renewal of an articulation agreement with Shanghai Academy of Social Sciences (SASS), and
 - introduction of a new articulation agreement with Chandrabhan Sharma College, India (CSC).

12519. Faculty of Humanities and Social Sciences Report (Paper S20-21-69)

Senate

- **noted** the report from the Faculty of Humanities and Social Sciences;
- **noted** new joint SBS/HaSS Collaborative Articulation Agreements with:
 - Shanghai Academy of Social Sciences (SASS), China and
 - Chandrabhan Sharma College of International Studies (CSC), India; and
- **approved** the following joint HaSS/SBS Collaborative Articulation Agreement with
 - Guanzhou College of Commerce, China

RESERVED BUSINESS

Senate

- **approved** the following request for regulation waivers:
 - Waiver of Regulations 15300.UG.401 (BA Hons Education and Sport) and 15300.UG.355 (BA Hons Psychology and Sport)

12520. Faculty of Engineering Report to Senate (Paper S20-21-70)

Senate

- **noted** the report from the Faculty of Engineering;
- **noted** the appointment of a new Vice Dean (Academic) from 1 August 2021;
- **approved** the introduction of the following programme:
 - MSc, PGDip, PGCert in Advanced Materials Engineering from 2021-22; and
- **approved** the following Collaborative Agreements:
 - Vilnius Gediminas Technical University (Vilnius Tech), Lithuania,
 - Silesian University of Technology (SUT), Poland
 - Harbin Institute of Technology, Weihai Campus, China (letter to formalise a parallel route on an existing International Joint Education Programme agreement).

12521. Faculty of Science Report to Senate (Paper S20-21-71)

Senate **noted** the report from the Faculty of Science.

RESERVED BUSINESS

Senate **approved** the requests from the Faculty of Science for the following Regulation Waivers:

- a Waiver of Regulation 12212.UG.48
- a retrospective Waiver of Regulation 12212.UG.57

RESERVED BUSINESS

12522. Student Business Report (Paper S20-21-74)

Senate **noted** the combined report from Student Business detailing the various actions approved by Vice-Deans (Academic) as at 1 March 2021.

JFK

26/04/2021