

Unconfirmed minutes

The University of Manchester

SENATE

Wednesday, 6 February 2008

Present:

Professor Gilbert (in the Chair)

Professor Addison, Dr Birse, Professors Börjars, Brown, Dr Browning, Professors Case, Coombs, Clegg, Drs Davies, Eccles, Professors Esmail, Farrell, Gaskell, Georgiou, Dr Kothari, Professor Leudar, Drs Lane-Serff, McBride, McGovern, Miss Medforth, Dr Nkwenti-Azeh, Professors North, O'Brien, Perkins, Dr Qualtrough, Professor Reece, Rothwell, Rubery, Stirling, Ulph, Dr Wakefield, Ms Wilkinson, Professor Williamson (33).

For unreserved business: Mr Jenkinson and Mr Meddemmen, Students' Union

Invited: Professor Agnew (School of Environment and Development), Professor Durrell (School of Physics and Astronomy), Professor Glendinning (School of Mathematics), Professor Luker (School of Nursing, Midwifery and Social Work) and Professor Withers (School of Materials)

In attendance: The Registrar and Secretary and the Head of the Student Services Centre.

At the start of the meeting, the President and Vice-Chancellor welcomed those members for whom this was their first meeting.

1. Minutes

Confirmed: the minutes of the meeting held on 17 October 2007.

2. Matters arising from the minutes

There were no matters arising not dealt with elsewhere on the agenda.

3. Statement by the President and Vice-Chancellor

The President and Vice-Chancellor provided an oral supplement to his written statement as follows:

(a) Vice-President (Teaching and Learning)

Interviews for the post of Vice-President (Teaching and Learning) would be held during the week beginning 25 February 2008. The emphasis of the role would be on strategically focused quality improvement and the enhancement of the student experience. The appointee would also lead the implementation of the recommendations of the Review of Undergraduate Education.

(b) Statement on Academic Freedom

The Statement specified that the University would comply with the provisions of the Race Relations (Amendment) Act 2000 and the Employment Equality Regulations Act

2003 but would undertake these responsibilities in accordance with its fundamental commitment to academic freedom. Universities had special responsibilities for safeguarding this freedom. While the Statement had been endorsed by the Board of Governors members of Senate were invited to direct any queries or proposals for future amendment to the Associate Vice-President (Equality and Diversity) in the first instance.

4. Blackboard Implementation

Received: a report from the Associate Vice-President (e-Learning).

Noted:

- (a) That Phase 2 of the implementation of *Blackboard Vista* had gone live at the beginning of February. At the same time the project had moved into its third development phase with *Blackboard Vista* being made available to all members of staff with a University username and password. A short, on-line course had been developed in the VLE itself to ensure that all staff have the opportunity to learn about the system and its capabilities for enhancing teaching, learning and assessment. This would be supplemented by a series of face-to-face workshops to be delivered during February and March.
- (b) That colleagues had been asked to ensure that from February onwards all new teaching and learning materials were developed in *Blackboard Vista*. The process of migrating material, which had been delivered previously in WebCT, would also commence shortly.
- (c) That the integration of *Blackboard Vista* with *Campus Solutions* had progressed well although some manual intervention was required to ensure that students were registered in both systems but, whilst a re-working of *Campus Solutions* was being developed to remove this need, guidance had been circulated to all trained *Campus Solutions* users.

During the ensuing discussion it was acknowledged that the operation of *Blackboard Vista* in a hosted environment meant that it was not possible currently to provide open access to all materials. The Associate Vice-President (e-Learning) nevertheless undertook to investigate possible options to remedy this situation.

(Action: Associate Vice-President (Teaching and Learning))

5. International College

Received: a report from the Vice-President (Innovation and Economic Development).

Noted:

- (a) That the University had long-standing arrangements for admitting international students who had completed successfully a Foundation Year programme at City College Manchester (CCM). These programmes had been originally designed and validated by the University but in recent years they had been validated through the Northern Consortium (NCUK) of which the University was a member. CCM had now formed a joint venture with INTO Ltd to create an International College in Manchester (INTO-Manchester) and the University had transferred its existing contract with CCM to this new joint venture. This enabled the current Foundation Year programmes to be marketed more effectively internationally.
- (b) That for September 2009 entry, these Foundation year programmes would be reviewed and updated and would channel increased numbers of international students into the

University, provided they have achieved the required level of performance in those programmes. Quality assurance arrangements had been developed and agreed with INTO/CCM and, subject to approval by Senate, would be set out in a new contract.

- (c) The standards and quality of the programmes would be managed by a University Steering Group with sub-committees to cover quality assurance, admissions and progression to the University. Academic advisers would also work with International College staff to help support the academic process.

Agreed:

To approve the arrangements to assure the standard and quality of the International College Foundation year programmes.

6 Review of Undergraduate Education

Received: the Interim Report of the Undergraduate Education Review Committee and a tabled proposal from the President and Vice-Chancellor for dealing with the recommendations contained in the Report.

Reported:

That the Interim Report had been produced and agreed by the Review Committee and was based on the headline recommendations of each Task Force. The recommendations were radical and their implementation, in close liaison with the Students' Union and the student community, could transform the student experience at the University. Close liaison with staff unions would also be required in due course as the recommendations would affect the University's workforce. This was potentially a key moment in the work of Senate and of the University.

The ensuing discussion was structured around the eight Task Forces.

- (a) Professor Clive Agnew, Head of School of Environment and Development, Chair of *Task Force 1: Admissions and Standards*

Reported:

That the Task Force's recommendations had been developed within the context of the University's popularity as a destination for undergraduates in the UK. However, while the University continued to recruit highly qualified students, it was notable that it was moving further away from its HESA institutional benchmarks for widening participation. The University's graduates were more likely to gain a first class degree (14%) than at most other UK universities but that since this equated to over 1,000 students more sophisticated measures of academic performance were required, including those to identify the most outstanding students.

Members discussed the timescale for implementing the recommendations of Task Force 1, noting that there was much detail to be worked out and that the University's compact with students had to be advertised well in advance of admission.

- (b) Professor Kersti Börjars, School of Languages, Linguistics and Cultures, Chair of *Task Force 2: Appointment, Promotion and Support of Academic Teachers*.

Reported:

That the Task Force had arranged three ‘townhall’ meetings with a total of 90 staff attending. Feedback from those staff had indicated that there was a major discrepancy between the perceived parity of esteem of teaching and research.

The Task Force’s recommendations would be implemented *via* the Human Resources sub-committee of PRC, with periodic report back to Senate, and would involve consultation with staff and Trade Unions as appropriate.

A concern with respect to the wording of the recommendation regarding job descriptions was expressed by one member. Members were, therefore, invited to submit suggestions for a re-drafting of this recommendation to the Task Force Chair.

The recommendation regarding promotion tracks was discussed at length with the Task Force Chair suggesting that the core issue was one of nomenclature and not promotion tracks. It was also noted that the implementation of this recommendation should link with the implementation of HERA role profiles.

- (c) Professor Philip Withers, School of Materials and Chair of *Task Force 3: Institutional Priorities, Structures and Commitments*

Reported:

That the Task Force had considered budgetary structures, education management structures and education administration structures. It had noted that different work allocation models had been developed across the University to reflect different pressures in different discipline areas. The Task Force was, therefore, not seeking to enforce the use of one model but was recommending that all Schools should use a workload allocation model based on generic institutional guidance designed to optimise student learning. The Task Force had also recommended the dissemination of clear information on the revenue flows and full economic costs arising from teaching and learning and changing patterns and priorities of investment in academic staffing. The driver here was not solely efficiency gain but also the opportunity to strengthen undergraduate education.

- (d) President and Vice-Chancellor, Chair of *Task Force 4: Curriculum Design and Development*

Reported:

That the Task Force had recommended that higher education should have a number of desirable outcomes which could be tracked from the conceptualisation of a unit or programme through to the assessment of all units and programmes. The matrix developed by the Task Force for this purpose would act as a tool for elevating the quality and diversity of student learning. The Task Force had noted that the general driver of curriculum development in Russell Group universities tended to be *via* a process of unit and programme proliferation over time and without fundamental reappraisal. This approach could increase workload and have a negative impact on the quality of student learning. The Task Force had, therefore, recommended a move to a more carefully planned, managed and regularly reviewed approach which was likely to reduce academic workloads and thus release time for more personal, less formal

interactions between students and teachers, mentors and advisers. The introduction and oversight of this approach would be led by Faculty Undergraduate Education Committees and an Undergraduate Education Sub-Committee of Senate.

Recommendation 15 had been withdrawn on the advice of the Senior Executive as it had felt it to be too prescriptive. In discussion, members noted that Faculties already had Teaching and Learning Committees or equivalent and that the terms of reference of these committees could be revisited in accordance with the guidance from Senate which would be preferable to the introduction of new committees. It was agreed that Resolution 3 would be re-worded accordingly. Members noted that the proposed reconstituted Faculty committees might provide the opportunity to explore opportunities for links across programmes, Schools or Faculties, e.g. shared teaching or joint programmes. The President and Vice-Chancellor emphasised that the committees would be directed by Senate to ask serious questions about the proliferation of teaching activity. A Senate sub-committee would be required to retain institutional oversight and would reserve the right to ask for further detail on the work of the Faculty committees. This would be a key area for the new Vice-President (Teaching and Learning) to take forward.

- (e) Professor Alistair Ulph, Vice-President and Dean of the Faculty of Humanities, Chair of *Task Force 5: Personalised Learning*

Reported:

That the two principal characteristics of personalised learning as identified by the Task Force were: allowing students to interact with tutors on an individual or small group basis, and choice by students on what to study and how and when to learn. There was a potential tension between these two dimensions and, therefore, the Task Force had considered how to find resource to enable personalised learning. For example, a targeted reduction in the number of units offered could free up staff time for more small group work. The Task Force had, therefore, recommended that Schools review and consider the appropriate mix of teaching staff employed and the balance between the number of units offered and the size of small groups that teaching staff could support. This would take time and no one model would work for all Schools. In discussion, members noted that the review of teaching staff and the number of units offered may require focus at programme level, for example programmes that were offered jointly by two Schools. Members also noted that the recommendation linked back to the work of Task Force 3 and the need to have in place clear information on the costs associated with teaching

The allocation of academic advisers to students, and the role of a senior colleague in overseeing the work of these advisers, was currently patchy across the University and should be available to all students. In discussion, members noted the value of Peer Assisted Study Schemes, the often interrelationship between academic and personal problems, and the work already undertaken by the Student Support Working Group in 2007.

The Task Force had also recommended the establishment of a Personalised Learning Centre, linked to the Library, to support students to develop their personal and academic skills, provide diagnostic testing, and to support staff in personalised learning. Students would either self-refer or be referred by staff. The relationship between such a centre and the current Academic Advisory Centre would need to be considered. Detailed further work would be required in considering the implementation of this recommendation.

- (f) Professor Colin Stirling, Associate Vice-President (e-Learning), *Task Force 6: Online Learning*

Reported:

The Task Force's recommendations were designed to embed e-Learning as part of the University's teaching and learning culture, promoting on-campus blended learning and not replacing face-to-face contact between staff and students. Various aspects of teaching and learning, including communication and peer assisted study, could be enhanced by the use of e-Learning.

In response to a concern that the creation of financial incentives for the adoption of e-Learning might lead, indirectly, to a loss of face-to-face contact the Task Force Chair explained that the volume of e-Learning within a blended learning approach would vary across disciplines and programmes and should ultimately be driven by student demand. He also noted that the University was somewhat behind other universities in its adoption of e-Learning and, therefore, had to incentivise step change in this area.

Responding to a query regarding the availability of all programme and unit materials in *Blackboard Vista* given its apparent inability to display mathematical formulae the Task Force Chair explained that these problems were solvable and that it was imperative that all students should be able to access their programme and units *via* the VLE whenever and wherever they wanted.

- (g) Professor Kevin O'Brien, Associate Dean (Teaching and Learning) in the Faculty of Medical and Human Sciences, *Task Force 7: Library and Information Services*

Reported:

That the Task Force had recommended the integration of traditional library services with on-line learning environments through the high level integration of planning and management in these areas. It had also recommended that serious consideration should be given to the establishment of an 'information commons'. Such a facility would provide students with social and informal working space on a 'hub and spoke' model.

In discussion, the serious and urgent issues regarding the quality of the University's teaching spaces were acknowledged. It was, therefore, agreed that Recommendation 27 should be divided into two parts: the first part concerning the quality of the physical environments and facilities, including laboratory space, available for undergraduate education and the second part concerning the development of an 'information commons'. Issues with the effective utilisation of teaching space were also discussed and the Vice-President and Dean of the Faculty of Humanities reported that he was chairing a working group on this matter.

- (h) Albert McMenemy, Registrar and Secretary, *Task Force 8: Student Support and Services*

Reported:

That the Task Force had acknowledged that future provision and prioritisation of student support services would be influenced by the recommendations of the other Task Forces. The Task Force had undertaken research in the course of its work and as a consequence had identified matters which would now be implemented in day to day operations. It had concluded that the first year experience was of key importance with regard to the quality of the student experience and learning outcomes. It had also identified a need to

further develop the University's policy framework and the funding and organisational arrangements which underpin the student experience.

Resolved:

- (a) to endorse in principle and refer to the HR Sub-Committee of PRC for further development and recommendation to PRC:

R4: That a small group be established to build on the recommendations of Task Force 2 to develop clear promotion criteria (with associated evidence requirements) for the different career tracks which involve teaching and which reflect the range of activities which enhance the student experience. This group should report by 1 April 2008.

R5: Job descriptions and person specifications for posts involving teaching should contain specific enough reference to teaching and learning to ensure that a detailed discussion of this area forms a part of the interview. As part of the selection process for positions involving teaching responsibilities, applicants should be asked (i) to provide explicit evidence of teaching skills and abilities, and (ii) to identify a referee or referees able to evaluate the capability and commitment they bring to teaching responsibilities.

R6: The University should ensure that there continues to be two separate promotion titles for staff involved in teaching; (Senior) Lecturer and (Senior) Teaching Fellow and that teaching and learning play an important role in both types of promotion.

- (b) to endorse in principle the following recommendations of the Undergraduate Review, and ask the Undergraduate Review Committee to develop more detailed proposals for consideration at a future meeting of Senate:

R8: All Schools should use a properly structured work allocation model based on generic institutional guidance and designed to promote programme structures, curriculum design and development, and approaches to pedagogy and student learning that optimise student learning outcomes.

R10: The University should adopt a clear statement setting out the purposes it seeks to achieve in all its undergraduate courses as a means of ensuring that all Manchester students have systematically developed and monitored opportunities for broad educational, vocational, intellectual and personal development.

R11: The University should adopt a matrix setting out the Purposes of Higher Education similar to that presented in the appendix to the Interim Report submitted to Senate, and should use this matrix as a basis for (i) evaluating the appropriateness of course proposals and (ii) assessing the outcomes of student learning.

R12: Those responsible for developing and maintaining undergraduate curricula in all Schools and Faculties should undertake regular, systematic reviews of curriculum development and delivery to ensure that educational standards are not being compromised by the academic staff workload implications of course proliferation.

R13: Curricula should be designed around pedagogical principles providing for highly interactive learning, significant elements of formative assessment and timely, high quality personal feed-back on learning processes and outcomes.

R17: All students must have access to an academic advisor with whom they can develop a meaningful discussion to include academic progress, skill acquisition, approaches to learning and academic choices.

R19: The University should commit itself to being a leader in the development and application of e-learning, not as an end in itself, but as a means of providing the richest possible learning environments for students and recognising the increasing familiarity with and reliance on on-line and other digital services and solutions by contemporary students for accessing, evaluating, analysing and presenting information.

R20: Blackboard should be confirmed as the University's preferred virtual learning environment system, and every individual student should have a presence in Blackboard from September 2008.

R21: Priority should be given to exploiting on-line services and solutions as a means of providing, as a matter of course, all students with opportunities for rich, personal learning interactions both with teaching staff and with other students.

R23: Every student should be able to access all relevant programme/unit information by virtue of their automatic enrolment in Blackboard.

R26: Priority should be given to the integration of traditional library services with increasingly sophisticated on-line environments through the high-level integration of planning and management in these areas.

R27a: Serious consideration should be given within the capital planning processes of the University to the quality of the physical environments and facilities available for undergraduate education, including laboratory space.

R27b: Serious consideration should be given to the development of a world class "information commons" based on a hub and spoke model providing students with amenable social and informal working space designed around access to Library and other on-line information services.

R28: The University should develop a more informed set of priorities for investing in the quality of the environments that shape the Manchester student experience and that influence the quality of learning outcomes.

In undertaking this work, particular consideration should be given to:

- (i) optimising the first year student experience, academically, socially and residentially and:
 - (ii) further developing the policy framework and the funding and organisational arrangements which underpin the student experience and learning outcomes.
- (c) That the following recommendations be noted and that the Undergraduate Education Review Committee be requested to develop more detailed proposals for consideration at a future meeting of Senate:

R1: The University should explore options for assessing the educational potential of applicants from educationally disadvantaged backgrounds, and use its best endeavours to develop meritocratic admissions procedures based on sound, defensible principles designed to facilitate widening participation. Such procedures will necessitate moving towards a transparent system involving a *range* of entry grades facilitating the use of *differential* offers to our applicant pool.

R2: The University should consider introducing a range of University of Manchester Medals, or some alternative scheme, for identifying and rewarding virtuoso graduates

deserving recognition as the equal of the best graduates of the best undergraduate teaching universities in the world.

R3: The University should give consideration to providing all students with a formal Higher Education Achievement Report (HEAR) at the end of their undergraduate education, in addition to providing certification based on more traditional degree classifications.

R7: The University should ensure that clear, usable information on the revenue flows and full economic costs arising from undergraduate education are available to all teaching staff, together with a clear understanding of the financial implications of various methods, structures and approaches to teaching and learning, including course proliferation and class size.

R9: Consideration should be given to changing patterns and priorities of investment in academic staffing to facilitate the provision of academic mentoring and advising for all students across their entire academic programme.

R16: To enable all students to have the opportunity to work in small groups, Schools must consider both the appropriate mix of teaching staff (e.g. lecturers, teaching fellows, properly trained GTAs) employed and the balance between the number of units offered and the size of small groups that teaching staff can support

R18: A Personalised Learning Centre should be established to support students to develop their personal and academic skills, provide diagnostic testing in key skill areas, and support staff in their implementation of personalised learning.

R22: To facilitate the adoption of e-learning, templates and on-line tutorials should be prepared and support/training staff identified to assist academic staff wishing to transfer teaching and learning materials into Blackboard.

R24: All course units should have a dedicated on-line teaching space providing for high levels of interaction, formal and informal, between students and teachers (on both a one-to-one and a group basis) as well as between individual students and within groups of students.

R25: Consideration should be given by the Planning and Resources Committee to adjusting the University's basic funding model to create financial incentives for the adoption of on-line learning.

- (d) That for the June meeting of Senate each Faculty should review the terms of reference of their Faculty Undergraduate Education Committees or equivalent to ensure that they can fulfil the following roles:
- (i) Evaluate all curriculum changes and programme proposals recommended by Schools to determine whether they are academically appropriate and financially sustainable, and to make recommendations accordingly to the Senate Undergraduate Education Committee;
 - (ii) To review the Faculty's academic programmes regularly and systematically to ensure that the design, development, delivery and assessment of curricula are shaped by the learning outcomes agreed by Senate;
 - (iii) To ensure, in the interests of student learning, that a proper balance is maintained between the breadth of curricula offered by the Faculty and its capacity to provide high quality, highly interactive, personal learning environments, both face-to-face and on-line;

- (iv) To respond to requests from the Senate Undergraduate Education Sub-Committee for information, advice or action about steps that might be taken to improve the quality of undergraduate education in the Faculty; and
 - (v) To report annually to Senate through the Senate Undergraduate Education Sub-Committee on the success of the Faculty in adhering to the University's norms governing small group teaching and access for all students to effective mentoring and advising.
- (e) That **R14**, detailed below, be deferred pending reports from the Faculty Undergraduate Committees on the work referred to in (d) above and that **R15**, which concerned the proposed membership of a Undergraduate Curriculum Sub-Committee of Senate, be withdrawn.

Note: **R14:** The University should give priority to establishing an Undergraduate Education Sub-Committee of Senate to assume responsibility to Senate for:

- (i) Evaluating all curriculum changes and programme proposals recommended by Schools and Faculties to determine whether they are academically appropriate and financially sustainable, and making recommendations to Senate accordingly;
- (ii) Reviewing the University's academic programmes regularly and systematically to ensure that the design, development, delivery and assessment of curricula are shaped by the learning outcomes [identified in the introduction to the work of this Task Force] agreed by Senate;
- (iii) Ensuring, in the interests of student learning, that a proper balance is maintained between the breadth of curricula and the capacity of the University to provide high quality, highly interactive, personal learning environments, both face-to-face and on-line;
- (iv) Initiating suggestions to the Schools and Faculties about steps that might be taken to improve their curricula and programmes; and
- (v) Reporting annually to Senate on the success of the University in adhering to the University's norms governing small group teaching and access for all students to effective mentoring and advising.

7. Associate Vice-President (Research)

Reported:

That the University's RAE submission had been submitted to HEFCE by the deadline in November 2007 and that the University had subsequently dealt with a number of audit requirements during January 2008. The University was now in the process of responding to the consultation on the proposed replacement for the RAE and would be making a robust response to HEFCE and to other bodies as appropriate.

8. Regulations for postgraduate research degrees

Received: a paper setting out a proposed revision to the regulations for the Master of Philosophy (MPhil) regulations.

Noted:

That the proposed revision had been approved by the Graduate Education Group following consultation with the Associate Deans for Graduate Education and School and Faculty

Graduate Administrators and was for the addition of the following to the section regarding thesis submission:

Students who are granted permission to submit early, will still be required to pay full fees for the degree period for which they originally registered.

Agreed:

To approve the revision to the regulations for the Master of Philosophy (MPhil) regulations as detailed above.

9. Guardian League Tables

Agreed: that the final report of the final report of the Guardian League Tables Working Group should be considered at the next meeting of Senate.

10. 2007-08 Student number performance

Received: a report of 2007-08 student number performance prepared by the Planning Support Office.

11. Matters for report to Senate

- (a) Report on exercise of delegations on behalf of Senate and the Board of Governors.

Professorial appointments

The following appointment has been approved on behalf of Senate and the Board of Governors:

Chair (Title to be confirmed), Faculty of Life Sciences

Professor John Sulston, PhD (Cambridge), FRS, previously Director of the Sanger Centre, as Chair of the Institute of Science, Ethics and Innovation in the Faculty of Life Sciences from 15 October 2007.

(This appointment was previously reported to the Board on 10 December 2007, but not included in the report to Senate on 17 October 2007)

Chair of Health Economics, Faculty of Medical and Human Sciences

Professor Matthew Sutton, PhD (York), currently Chair in Health Economics at Aberdeen University, as Chair of Health Economics in the School of Community Based Medicine in the Faculty of Medical and Human Sciences, from 1 April 2008.

Ellis Llwyd Jones Chair of Audiology, Faculty of Medical and Human Sciences

Professor Christopher Plack, currently Chair of Neuropsychology at Lancaster University, as Ellis Llwyd Jones Chair of Audiology in the School of Psychological Sciences in the Faculty of Medical and Human Sciences, from 1 July 2008.

Change of Professorial title/Award of additional title.

Professor Stephen Parker, of the School of Languages, Linguistics and Cultures, has been granted a change of Chair title such that it should be “Simon Chair for German Studies” (in lieu of Professor of German), with effect from 1 February 2008.

Professor Andre Geim, FRS, of the School of Physics and Astronomy, has been granted the additional title of ‘Langworthy Professor of Physics’ (in conjunction with his current appointment as Professor of Condensed Matter Physics), with effect from 16 January 2008.

Grant of the title of Professor Emeritus

Acting on behalf of Senate and the Board of Governors, the President and Vice-Chancellor has approved the conferment of the title of Professor Emeritus on the following:

Professor Andy Blinkhorn, Professor of Oral Health (in the School of Dentistry) (*from 1 November 2007*).

Professor Richard Dewhurst, Professor of Instrumentation (in the School of Chemical Engineering and Analytical Science) (*from 1 August 2008*).

Professor Timothy E Hardingham, Professor of Biochemistry (in the Faculty of Life Sciences) (*from 1 October 2008*).

Appointment of Associate Deans and Deputy Deans

Acting on behalf of Senate and the Board of Governors, and on the recommendation of the Deans of the following Faculties, the following have been appointed:

Faculty of Engineering and Physical Sciences

Professor Richard Patrick (Associate Dean, Graduate Education), (*from 1 September 2007*)

Professor Anthony Brown (Associate Dean, Teaching and Learning) (*from 1 January 2008*)

Professor Richard Clegg (Associate Dean, Research) (*from 1 January 2008*)

Faculty of Humanities

Dr Chris Davies (Associate Dean, Teaching and Learning) (*from 1 February 2008*)

Faculty of Life Sciences

Professor Richard Reece (Associate Dean, Teaching and Learning) (*from 1 October 2007*)

Dr Cathy McCrohan (Associate Dean, Postgraduate Research) (*from 1 December 2007*)

Professor Andrew Doig (Associate Dean, Postgraduate Taught) (*from 1 October 2007*)

Professor Alan Dickson (Associate Dean, Communications) (*from 1 December 2007*)

Faculty of Medical and Human Sciences

Dr Gillian Wallis (Associate Dean, Postgraduate Taught) (*from 1 January 2007*)

Professor Philip Baker (Associate Dean, Research) (*from 1 April 2007*)

Ordinance XXVIII, Part III, Stage II Grievance Appeal Hearing

Acting on behalf of Senate and the Board of Governors the President has approved the membership of a panel to hear a grievance from a member of staff in the School of Earth, Atmospheric and Environmental Sciences. The hearing took place in January 2008.

The panel comprises:

Ms Kathleen Tattersall, OBE – Lay Member of the Board of Governors (Chair)
 Professor David Farrell, Head of School of Social Sciences (academic representative)
 Mr Peter Gibbs, Employee Relations Manager, Manchester Metropolitan University (external representative).

- (b) Report on exercise of delegations on behalf of Senate.

The John Bourne Scholarships

The John Bourne Scholarships are supported by an endowment fund, established with a bequest by Dr John A. Bourne, the income from which can be used to award PhD scholarships according to the regulations below. Dr Bourne graduated from the University of Manchester in Medicine in 1969.

Dr Bourne, originally from Barbados, was the beneficiary of the Aubrey Collymore Scholarship for Barbadian students pursuing scientific study. After receiving such financial help that made his medical studies possible, he wishes to help others to further their education whilst contributing to society's understanding of sustainability, energy and climate change.

All recipients of the John Bourne Scholarships will be provided with details of why Dr Bourne decided to establish such scholarships at the University of Manchester and will be expected to demonstrate knowledge and understanding of the spirit and ethos behind Dr Bourne's generous benefaction.

REGULATIONS

- i An award or awards of a value to be determined by the Associate Vice-President for Graduate Education (or equivalent), will be offered to students pursuing a PhD programme at the University of Manchester.
- ii The scholarships will be available to students with an outstanding academic record whose proposed research programme seeks to further understanding and knowledge in one of the following areas:
 - Sustainable and/or renewable energy sources;
 - Reducing, or mitigating the effects of, climate change.

- iii The scholarship(s) will normally be tenable for the duration of the students' programme subject to satisfactory academic progress and the receipt of an annual written update from the student.
- iv The Scholarship(s) will be awarded by the Associate Vice-President for Graduate Education (or equivalent), after consultation with colleagues working in postgraduate recruitment and admissions.
- v Any accumulation of funds resulting from non-award or otherwise may be used to increase the value of the scholarship(s), to award additional scholarships, or to make additions to the capital sum.
- vi Should circumstances change to the extent that the University is unable to make an award according to the above regulations, the University will review the scholarship regulations to ensure that awards can be made and that the spirit of Dr Bourne's original benefaction is maintained.

(c) New undergraduate and taught programmes

The following new and amended undergraduate and taught postgraduate programmes have been approved by Faculties, and ratified by the Associate Vice-President (e-Learning), during the 2007-08 session. Unless otherwise shown, the programmes have started in the 2007-08 session.

Faculty of Engineering and Physical Science

Postgraduate

Postgraduate Certificate Engineering Management, full-time (closed programme for employees of British Petroleum).

Faculty of Humanities

Undergraduate

*BA Honours Professional Stage Practice, full-time, with two pathways: BA Honours Acting Professional Stage Practice; BA Honours Musical Theatre Professional Stage Practice (validated programme with Arden School of Theatre, City College, Manchester).

Postgraduate

MRes/PG Diploma Criminology and Socio-Legal Studies, full-time or part-time, title change from MRes Crime and Criminal Justice

MA/MSc International Development; research training pathways introduced into the following, full-time or part-time: MA International Development: Poverty, Conflict and Reconstruction; MA International Development: Social Policy and Social Development; MA International Development: Development Management; MA International Development: Environment and Development; MA International Development: Economics and Management of Rural Development; retrospective approval for commencement in September 2006

Postgraduate Certificate Managing Projects, full-time (closed programme for employees of British Petroleum).

* indicates validated or joint programme

12. Any other business

There was no other business.