

**UNIVERSITY OF WARWICK**  
**FACULTY OF SCIENCE, ENGINEERING AND MEDICINE COMMITTEE**  
**OPEN MINUTES OF THE MEETING HELD 11.00, THURSDAY 16 JANUARY 2020**  
**COUNCIL CHAMBER, SENATE HOUSE**

<b>Present</b>	Dr David Davies	<i>DD</i>	Chair
	Dr Stuart Allen	<i>SA</i>	Life Sciences
	Alex Baker	<i>AB</i>	Postgraduate Research Student
	Dr Nikola Chmel	<i>NC</i>	Chemistry
	Professor Robin Clark	<i>RC</i>	WMG
	Professor Gill Cooke	<i>GC</i>	Engineering
	Dr Nick d'Ambrumenil	<i>NA</i>	Physics
	Dr Miriam Gifford	<i>MG</i>	Life Sciences
	Dr Lucy Hammond	<i>LEH</i>	Warwick Medical School
	Dr Paul Jenkins	<i>PJ</i>	Statistics
	Adam Jones	<i>AJ</i>	Undergraduate Student
	Dr Matt Jones	<i>MJ</i>	Warwick Manufacturing Group
	Dr Bo Kelestyn	<i>BK</i>	Chemistry
	Professor Georgia Kremmyda	<i>GK</i>	Engineering
	Dr Gioia Panzarella	<i>GP</i>	Faculty of Arts
	Professor Lesley Roberts	<i>LR</i>	Warwick Medical School
	Dr Jane Sinclair	<i>JS</i>	Computer Science (Deputy Chair)
	Professor Mark Steel	<i>MS</i>	Statistics
	Dr Helen Toner	<i>HT</i>	Faculty Senior Tutor
	Dr Adrian von Muhlenen	<i>AVM</i>	Psychology
Professor Martin Wills	<i>MW</i>	Deputy Chair	
Dr Dave Wood	<i>DW</i>	Mathematics	
<b>Attending</b>	Professor Jo Angouri	<i>JA</i>	Academic Director (Education and Internationalisation); <b>item 031</b>
	Chloe Batten	<i>CB</i>	Education Sabbatical Officer; <b>item 034</b>
	Amanda Bishop	<i>AB</i>	Faculty WP Coordinator
	Amy Collins	<i>AC</i>	Assistant Secretary
	Geraldine Connelly	<i>GC</i>	Assistant Registrar (Assessment); <b>item 033</b>
	Dan Derricott	<i>DDt</i>	Assistant Registrar; <b>item 032</b>
	Lisa Field	<i>LF</i>	Induction Manager (Student Opportunity); <b>item 038</b>
	Sophie Hannah	<i>SH</i>	Stakeholder Engagement Officer (SPI); <b>item 030</b>
	Louise Hasler	<i>LH</i>	Secretary
	Dr Elke Thonnes	<i>ET</i>	Faculty Student Engagement Coordinator
	Dr Ian Tuersley	<i>IT</i>	Faculty Student Engagement Coordinator
Lisa Whiston	<i>LW</i>	Process Owner (SPI); <b>item 030</b>	
<b>Ref</b>	<b>Item</b>		
024	<p><b>Apologies for absence</b></p> <p>Apologies for absence were received from Maya Alestwani (PGT student), Professor Gavin Brown (Maths), Dr Russ Kitson (Chemistry), Naveen Kumar (Taught Postgraduate Student), Professor Jason Madan (WMS), Valentin Mancas (UG student), Dr Michael Pounds (Physics), Professor Jose Rodrigo (Maths), Professor James Tresilian (Psychology), and Dr Philip Young (Life Sciences).</p>		
025	<p><b>Declarations of Interest</b></p> <p>No new declarations were made.</p>		

026	<p><b>Equality, Diversity and Inclusion</b></p> <p>Members were reminded that they are asked to engage with agenda items in light of the University's policies that support equality, diversity and inclusion.</p>
027	<p><b>Minutes of last meeting on 24 October 2019</b></p> <p>The minutes of the meeting held on 24 October 2019 (027.SEMEC.19-20) were received and approved subject to correction of a typo in 019 (should read "WMS report MBChB and PGT separately"), and an incorrect implication of non-attendance (Dr Gioia Panzarella was present).</p>
028	<p><b>Matters arising from last meeting on 24 October 2019</b></p> <p>The Chair briefly reported on some outstanding actions as follows:</p> <ul style="list-style-type: none"> <li>• The update to Terms of Reference was in progress in liaison with other Faculties.</li> <li>• The committee's support of the WRAP report had been expressed to the PVC (Education).</li> <li>• DD and LH had considered ways to share good practice and introduced strategic items accordingly.</li> <li>• It was confirmed that students could access all committee minutes as these were fully public.</li> <li>• Some queries over reporting of plagiarism and timeliness had been resolved.</li> </ul> <p><b>(a) Update on Course and Module Approval Systems</b></p> <ul style="list-style-type: none"> <li>• The Chair of SEMEC and the Chairs of the other Faculty Education Committees had held a meeting with the PVC (Education) to discuss the issues raised at all autumn term FEC meetings.</li> <li>• The PVC (Education) had encouraged direct SPI engagement with FECs in order to address these issues going forward.</li> <li>• The Chair acknowledged that there was a challenge in the number of colleagues in each FEC (in the region of 40) compared with the implication that the whole faculty may be considered to be represented by one person in some projects.</li> <li>• The representative from WMS brought forward an insight from a member of WMS that in some cases there was poor situation and context relevant testing.</li> <li>• The Deputy Chair (Computer Science) raised an example of issues around communication of changes, specifically that new fields would be introduced with assurances they would not be compulsory fields, but then had transpired to be compulsory and resulted in extra work for administrative staff to backdate previously validated records.</li> <li>• The Chair affirmed that the Secretary and the Faculty Administrator had shared feedback with the newly appointed Director of Education Policy and Quality to the effect that departments often encountered overlapping or conflicting requests for data from the centre; in response to this EPQ would be striving to ensure more joined-up activity in this area in future.</li> </ul> <p><b>(b) Update on Graduate Outcomes Data: Dr Nikola Chmel</b></p> <p>The Committee received a verbal report in addition to the paper, with key details and discussions, as below:</p> <ul style="list-style-type: none"> <li>• The group recommended a minimum standard set of data to be provided to departments which would include both raw data and graphical representation (noting this might require further discussion to clarify what the Strategic Planning and Analytics office would be able to provide in graphical terms); departments could provide supplementary data or graphics and would be required to provide some commentary in response.</li> <li>• Going forward this would enable the sharing of good practice around addressing gaps in attainment data within the Faculty.</li> <li>• It was clarified that in some sample data the level of WP quintiles was not represented due to the numbers being too small to be statistically meaningful; this was not intended to deter departments with those small numbers from considering these WP factors (and indeed it was noted that low numbers of WP students was an issue in itself that ought to be addressed in any commentary).</li> </ul>

	<ul style="list-style-type: none"> <li>It was recommended that it would be beneficial, in addition to department-level review and commentary on the data, to form a small group to review the data and responses across the faculty at the next iteration of this process; as data was minimal in the previous iteration this would allow for further useful recommendations to be made at faculty level.</li> </ul>
<b>Chair's Business</b>	
029	<p><b>Chair's Business and Actions</b></p> <p>The Committee received a verbal report as follows:</p> <ul style="list-style-type: none"> <li>The Education Conference (which was well supported by presentations from SEM faculty the preceding year) would be held on 12 May with a deadline 10 February for expressions of interest for proposals; members were encouraged to consider possible contributions.</li> </ul>
<b>Strategic Item</b>	
030	<p><b>Student Personalised Information (SPI) programme: Lisa Whiston (Process Owner) and Sophie Hannah (Stakeholder Engagement Officer)</b></p> <p>The Committee received a presentation (slides shared alongside minutes) with key details as below:</p> <ul style="list-style-type: none"> <li>SPI was a 5 year programme now half way through its term, with a focus on improving consistency across departments in order to ensure consistent information sharing with students.</li> <li>The main projects currently in focus were Universal Admissions, Module Catalogue, Module Selection, Marks Management, and Mitigating Circumstances.</li> <li>SPI had launched a new website (feedback valued); notably user group membership for each project was now published under each project's page (see <a href="https://warwick.ac.uk/services/sg/spd/spi/projects/">https://warwick.ac.uk/services/sg/spd/spi/projects/</a>), to enable members of departments to check who their representative(s) were.</li> <li>There was work ongoing to implement an overarching communications plan (to avoid siloed communications) and to improve the implementation process by mapping departmental workload and gaining a better understanding of the impact of change at different points in the year.</li> </ul> <p>The Committee held further discussion with the representatives from SPI as below:</p> <ul style="list-style-type: none"> <li>WMG fed back concerns around the limit to the allowable number of representatives at SPI fora (which was felt to be a challenge to dissemination) as well as an experience of difficulty in getting involved with projects.</li> <li>WMG raised a query as to whether existing required Degree Apprenticeship systems were being considered within the bigger picture of SPI projects (for example DAs require use of OneFile, but it was unknown how much integration with SITS was required or possible); LW confirmed that SPI would be working on the subject of integration with external systems where use of external systems was unavoidable (such as in this scenario).</li> <li>The Chair fed back that the new website was a great improvement and strongly encouraged members to use it (<a href="http://warwick.ac.uk/spi">http://warwick.ac.uk/spi</a>).</li> <li>A minor item of feedback was received regarding the Mitigating Circumstances messaging interface, where even a basic acknowledgement message such as "thank you" would show as an unread message requiring a response.</li> <li>WMS queried what the level of consultation was once a project was classed as "live" since there are always issues post deployment; LW confirmed the project team had taken this on board and were reviewing this, perhaps with the development of user groups to mimic the existing Tabula user group (where Tabula was not already the locus of a new system).</li> </ul>
031	<p><b>Teaching Innovation – EUTOPIA: Professor Jo Angouri (Academic Director (Education and Internationalisation))</b></p>

	<p>The Committee received a verbal report as follows:</p> <ul style="list-style-type: none"> <li>• EUTOPIA was a partnership of Vrije Universiteit Brussel, the University of Gothenburg, l'Université Paris Seine, the Pompeu Fabra University (Barcelona), the University of Warwick, and the University of Ljubljana.</li> <li>• Its core mission was to create a University of the 21st century over a three year pilot programme, with the intention that the partnership itself and principles behind this may extend beyond those three years.</li> <li>• This was a young project which had started in December 2019, and was intended to be an exciting development for innovation and exploration, as well as a safe space to pilot new ideas without the pressure of expectations that all schemes would necessarily succeed.</li> <li>• One of the ideas was to develop learning communities in areas that were existing priorities of the institutions involved (noting that this was more focussed on innovation in existing areas rather than innovation in the sense of totally new projects).</li> <li>• JA would be disseminating further information (including details of six "units" developed so far) through the FECs with the hope that FECs could engage with this in a creative way going forward.</li> <li>• It was clarified that the intention of this project was not to harmonise any conventions across the universities within the context of a three year pilot but that each University would work within its own credit framework and assessment strategy, making creative spaces for innovation within that context in partnership with each other.</li> <li>• JA was planning a EUTOPIA lunch event for the spring term, for which the committee expressed its support.</li> <li>• JA would welcome approaches from any departments or individuals who might feel they had something to contribute to this project but were not already involved.</li> </ul>
032	<p><b>Teaching Excellence Group (TEG) 2019/20 Summary: Dan Derricott (Assistant Registrar)</b></p> <p>The Assistant Registrar drew out the following two key themes from the report:</p> <ul style="list-style-type: none"> <li>• Student engagement: most departments had bought into this idea but the challenge faced by most was that of moving from meaningful pockets of engagement (e.g. smaller projects) towards fuller engagement across the whole department; faculty-level facilitation or coordination was suggested as a possible way forward.</li> <li>• Student outcomes: discussion of this topic at TEG was starting a University-wide conversation about gaps in progression and attainment between different quintiles, BAME / non-BAME, disability and non-disability, etc. Although data was minimal in some places this at least introduced a discussion of the key principles.</li> </ul> <p>The committee discussed the report with key points as follows:</p> <ul style="list-style-type: none"> <li>• It was agreed that it would be beneficial to share good practice on the above two themes in particular across the faculty, as they were felt to be challenging topics to address.</li> <li>• The Faculty WP Coordinator noted that departments should not be discouraged regarding progress in addressing attainment gaps with respect to WP, as it was a new area of investigation in institutions across the UK, where previously the focus had been only on access.</li> <li>• The PGR student representative raised a suggestion that Senate committees' composition be reviewed to encourage greater partnership as opposed to consultation; DDt agreed to feed this suggestion back into Governance.</li> </ul>
033	<p><b>Review of Assessment Update: Geraldine Connolly (Assistant Registrar – Assessment)</b></p> <p>The Committee received a presentation (slides shared alongside minutes) with key details as below:</p>

	<ul style="list-style-type: none"> <li>• Assessment guidance, 12 noon deadline, and harmonisation of penalties had been implemented for 19/20, noting some issues with implementation of the 12 noon deadline to certain assessments it should not apply to in Tabula, which were being addressed.</li> <li>• Work towards phase II of Mitigating Circumstances was ongoing, with SPI progressing work to address queries around the consideration of mitigating circumstances within joint degree contexts.</li> <li>• Several policy changes around Remediating Failure were incoming for 20/21.</li> <li>• A new student-facing Academic Integrity web page had been launched, alongside improvement to reporting of academic conduct investigations across the institution.</li> <li>• Policy development for Exam Board Procedures and user groups for Marks Management and Exam Board systems were ongoing in 19/20 with the expectation of a system and policy launch in 21/22.</li> <li>• An implementation plan and communication plan were to be considered for approval in January 2020.</li> </ul> <p>The Committee raised some queries as below:</p> <ul style="list-style-type: none"> <li>• WMS queried whether representation of departments with very specific PSRB requirements was sufficient within the Review of Assessment (e.g. some bodies would require the first sit and resit assessments <b>not</b> to be approved at the same time, in opposition to the incoming policy change).</li> <li>• Computer Science raised a query about whether they might get more input into the Academic Conduct group in order to ensure their context was accounted for (for example questions of whether terms like plagiarism can be applied to source code in the same way as to other kinds of content).</li> <li>• It was confirmed that the colleagues sitting in different Review of Assessment groups were expected to represent their faculty not just their department.</li> </ul> <p><b>ACTIONS</b></p> <ol style="list-style-type: none"> <li>1) Members to feed back to LH if they felt any specific departmental requirements needed more effective representation in RAG sub-groups (whether by requesting specific membership or acting through liaison with existing faculty members)</li> </ol>
034	<p><b>Decolonisation of the Curriculum: Chloe Batten (Education Sabbatical Officer)</b></p> <p>The Committee received a verbal report with key points and discussion as below:</p> <ul style="list-style-type: none"> <li>• The project had been launched in 18/19 and involved student advocates working together with departments and the Students' Union to review curricula, pedagogy and student experience, with the aim of identifying where colonial ideas were being perpetuated and enabling students to take an active role in changing this across the institution.</li> <li>• WMS, Psychology, History, English, Politics, and Modern Languages were the departments currently working with students on this project (noting time and resource were the main limitations to engaging with more departments).</li> <li>• One member reported that some students involved in the project had encountered negative responses from staff and suggested that some top-level communications encouraging staff to engage might be beneficial.</li> <li>• The representative from WMS suggested that it would be important to consider what the University might be able to influence in the wider Higher Education context: for example one issue discovered in WMS was the prevalent use of textbooks containing no images of non-white people; it would be difficult to eliminate all such texts due to their prevalence and necessity to the curriculum, so it was felt that work was needed within the wider context to help eliminate such issues.</li> <li>• The PGR student representative suggested that a specific group within the Faculty of SEM might be beneficial within this context, in order to examine how to decolonise our methods of teaching (which this member felt might be a more relevant factor for SEM as opposed to what subjects were taught).</li> <li>• The representative from Engineering was supportive of the PGR student's suggestion, but also expressed a view that this needed to be part of a wider Equality Diversity and Inclusion piece incorporating conversations around other minority groups (such as the gender gap in Engineering).</li> </ul>

	<ul style="list-style-type: none"> <li>DW offered to feed any further points from members into the ongoing discussions of this topic in SLEEC.</li> <li>The Committee were in support of the paper's recommendations to the University, in particular to provide more funding to the project, and the Chair agreed to feed this back to the PVC for Education.</li> </ul> <p><b>ACTION</b></p> <ol style="list-style-type: none"> <li>DD to feed back to the Deputy PVC (Education) that SEMEC support the recommendations of the Decolonisation of the Curriculum Project, in particular that the University's funding be extended to further this work.</li> </ol>
035	<p><b>Postgraduate Scholarships</b></p> <p>The Committee received a verbal report with key points as follows:</p> <ul style="list-style-type: none"> <li>3 Feb would be the closing date for WCPRS, but applications after this date were welcome as there was likely to be an opportunity to glean some scholarships from faculties with lower application rates.</li> <li>16 January had been the closing date for various other scholarships.</li> </ul>
036	<p><b>Taught Postgraduate Working Group Update</b></p> <p>The Committee received and noted the paper; one member advised that only 11 departments (counting from all University departments not just this faculty) had responded to a consultation email sent by Andrea Humber on 12 December 2019, so further responses were encouraged.</p>
037	<p><b>PhD and EngD Submission Rates</b></p> <p>The Committee received and noted the report, including that several departments of the Faculty of SEM had relatively good submission rates.</p>
038	<p><b>Postgraduate Welcome Experience: Lisa Field (Induction Manager – Student Opportunity); taken after 034 before 035</b></p> <p>The Committee received a verbal report in addition to the paper with discussion as below:</p> <ul style="list-style-type: none"> <li>It was confirmed that moving the start date earlier for PGT courses would also result in moving the end date forwards.</li> <li>It was confirmed that moving start dates to the start of welcome week need not necessarily result in all teaching moving back into that week; for example the UG framework involved a certain number of hours departmental contact but no teaching at all, although it was recognised that 0 hours teaching may not be practical for all PGT courses.</li> <li>WMG were happy to move their FTMSc programme start date earlier in this way regardless of any universal decision.</li> <li>Some departments (Engineering and Computer Science in particular) were hesitant about the impact on staff workload and room availability, noting that research-active staff were generally encouraged to attend conferences in September, but if assessment periods moved backwards this would be harder.</li> <li>In particular departments which held PGT examinations (i.e. most excepting WMG) were concerned about the potential impact of this proposal.</li> <li>A concern was raised about the impact of perceived reduced teaching time if the first week involved less teaching, though it was clarified the expectation would be that teaching time was not reduced overall but moved elsewhere.</li> </ul>

	<ul style="list-style-type: none"> <li>• It was suggested that the impact on support staff should also be considered, given their workload for welcome week, examinations and Boards of Examiners during this period.</li> <li>• LF welcomed any further feedback via email to <a href="mailto:Lisa.Field@warwick.ac.uk">Lisa.Field@warwick.ac.uk</a>.</li> </ul> <p><b>ACTION</b></p> <p>1) LH to seek clarification on how faculties were being represented in the Postgraduate Welcome Experience process.</p>
039	<p><b>Widening Participation</b></p> <p>The Committee received a brief verbal report and AB agreed to share more detailed notes by correspondence:</p> <ul style="list-style-type: none"> <li>• The Widening Participation Committee was investigating examples of good practice to share across departments.</li> <li>• AB had been working on safeguarding training for outreach work and a new policy had been submitted to the Registrar.</li> </ul>
040	<p><b>Student Learning Experience and Engagement Committee</b></p> <p>The Committee received a brief verbal report:</p> <ul style="list-style-type: none"> <li>• SLEEC had appointed a new student representative member from the Faculty of SEM.</li> <li>• Warwick Core Skills was under discussion, with further work to be done.</li> <li>• There were ongoing discussions about learning disabilities.</li> <li>• The Decolonisation of the Curriculum Project was also under discussion, as covered earlier within this meeting.</li> <li>• NSS results across nearly all departments had scored low on the question about the Students Union; the SU had reported to SLEEC in response to this and there would be discussions of how to address the issue going forward.</li> </ul>
041	<p><b>Termly Timeliness of Feedback Report</b></p> <p>The Committee received and noted the report.</p>
042	<p><b>Any other business</b></p> <p>The Deputy Chair (Chemistry) noted that the (postgraduate) transferrable Skills for Science, Engineering and Medicine programme had been successful in its application for accreditation from three professional bodies</p>
<b><i>Items below this line were for receipt and/or approval, without discussion</i></b>	
043	<p><b>Consultation on Exam Timetable Communication</b></p> <p>The Committee received and noted the report.</p>
044	<p><b>Report on New Courses and Course Amendments Approved</b> in term 1 2019/20</p> <p>The Committee received and noted the report.</p>
<p><b>Next meeting: 11.00, THURSDAY 30 APRIL 2020</b>  <b>COUNCIL CHAMBER, SENATE HOUSE</b></p>	

**DECISIONS AND ACTIONS**

<b>ITEM</b>	<b>DECISION/ACTION</b>	<b>LEAD AND DUE DATE</b>	<b>STATUS</b>
033	Members to feed back to LH if they felt any specific departmental requirements needed more effective representation in RAG sub-groups (whether by requesting specific membership or acting through liaison with existing faculty members)	All, asap	In progress
034	DD to feed back to Deputy PVC (Education) that SEMEC support the recommendations of the Decolonisation of the Curriculum Project, in particular that the University's funding be extended to further this work.	DD, asap	In progress
038	LH to seek clarification on how faculties were being represented in the Postgraduate Welcome Experience process.	LH, asap	Completed