

UNIVERSITY OF WARWICK			
FACULTY OF SCIENCE, ENGINEERING AND MEDICINE EDUCATION COMMITTEE			
OPEN MINUTES OF THE MEETING HELD 2.00PM, THURSDAY 5 MAY 2022, MS TEAMS			
<b>Present</b>	Dr Anastasia Papavasileiou	AP	Statistics (Deputy Chair, in the Chair for this meeting)
	Dr Adam Chester	AC (CompSci)	Computer Science
	Dr Nikola Chmel	NC	Chemistry
	Dr Nick d'Ambrumenil	NdA	Physics
	Alex Fletcher	AF	PGR Student
	Dr Claudie Fox	CF (Psych)	Psychology
	Dr Daniel Franklin	DF	Life Sciences
	Dr Lucy Hammond	LEH	Warwick Medical School
	Dr Paul Jenkins	PJ	Statistics
	Prince Binu Joseph	PBJ	PGT Student
	Dr Russ Kitson	RK	Chemistry
	Professor Georgia Kremmyda	GK	Engineering
	Professor Ken Mao	KM	Engineering
	Professor Jason Madan	JM	Warwick Medical School
	Professor Dan Nunan	DN	WMG
	Dr Michael Pounds	MP	Physics
	Dr Kevin Purdy	KP	Life Sciences
	Professor Lesley Roberts	LR	Warwick Medical School
	Professor Jose Rodrigo	JR	Mathematics
	Dr Jessica Savage	JS	Faculty of Arts representative
	Professor Mark Steel	MS	Statistics
	Dr Helen Toner	HT	Faculty Senior Tutor
	Dr Cagatay Turkay	CT	Faculty of Social Sciences representative
	Professor Martin Wills	MW	Chemistry (Deputy Chair)
Dr Dave Wood	DW	Mathematics	
<b>Attending</b>	Professor Jo Angouri	JA	Academic Director (Education & Internationalisation) (item 049)
	Amanda Bishop	AB	Faculty Widening Participation Coordinator
	Lauren Botham	LB	Assistant Registrar (Education Policy and Quality) (item 048)
	Ali Collins	AC (Skills)	Head of Skills (item 050)
	Amy Collins	AHC	Assistant Secretary
	Ruth Cooper	RC	Director of Administration (Faculty of SEM) (item 045)
	Craig Franklin	CF (Sec)	Secretary
	Roberta Wooldridge Smith	RWS	Director of Student Opportunity (item 049)
	Dr Jianhua Yang	JY	Faculty Student Engagement Coordinator
<b>Ref</b>	<b>Item</b>		
039	<p><b>Apologies for absence</b></p> <p>Apologies were received from Till Bretschneider (Computer Science), David Davies (Chair), Gemma Gray (Faculty Student Engagement Coordinator), Alex Jones (Life Sciences), James Lloyd-Hughes (Physics), Adrian von Muhlenen (Psychology), and Dmitriy Rumynin (Maths).</p> <p>Matt Jones (WMG) had stepped down from the committee.</p>		

	<p>Amy Collins (Assistant Secretary) was thanked for her service.</p> <p>The Deputy Chair (AP) was standing in for David Davies.</p>
040	<p><b>Declarations of Interest</b></p> <p>No new declarations were made.</p>
041	<p><b>Equality diversity and inclusion</b></p> <p>Members were reminded that they were asked to engage with agenda items in light of the University's policies that support equality, diversity and inclusion.</p>
042	<p><b>Minutes of last meeting on 3 February 2022</b></p> <p>The minutes of the meeting held on 3 February 2022 were received and approved.</p>
043	<p><b>Matters arising from last meeting on 3 February 2022</b></p> <p>There were no matters arising from the meeting that were not covered on the agenda.</p>
<b>Chair's Update</b>	
044	<p><b>Chair's Business</b></p> <p>The Committee received and noted an update from the Chair that a Chair's Action had been taken to approve a variation in assessment for one student for MA933-15 Stochastic Modelling and Random Processes.</p>
<b>Strategic Item</b>	
045	<p><b>Matters arising from departments</b></p> <p>The Committee received the report (045.SEMEC21-22) with key details and discussions, as below:</p> <ul style="list-style-type: none"> <li>• AP summarised that this item and the associated reports were brought forward in order to facilitate communication and discussion between departments and the decision-makers of the University.</li> <li>• Some common issues raised included communication, resourcing, workload, and systems.</li> <li>• It was noted that some of the challenges raised were already known and being addressed (AP mentioned systems, LR mentioned workload reviews, and RC mentioned a professional services review); therefore one useful approach could be to feed up the committee structure and receive assurances back of what challenges were being addressed; members agreed such a feedback mechanism would be helpful.</li> <li>• It was agreed that this item could be continued as an annual term 1 or 2 report, with a feedback mechanism up the committee structure; it was also agreed this should be a two-way process and would ideally facilitate communication from the faculty and departments into ongoing projects to address these challenges.</li> <li>• It was also agreed that where challenges arose not otherwise being addressed, and thus possibly genuinely faculty-level challenges, SEMEC could then take ownership to address them.</li> <li>• JY suggested that a tool such as Jira could be a good solution for tracking these challenges and issues.</li> <li>• DW raised a concern that there should also be a mechanism for raising more urgent challenges outside the annual report; although this was generally prompted in regular calls for papers it may not be on the radar of all members that issues could be brought forward ad hoc by referral to the secretariat.</li> <li>• The usefulness of APTE was briefly discussed in particular; NC commented that the course might be too broad, and giving staff the choice to do what was relevant when they needed it would be better (rather</li> </ul>

	<p>than putting PGT teaching staff through UG teaching courses years before they might engage in any UG teaching for example).</p> <p><b>DECISION:</b> To retain an annual item for matters arising from departments in term 1 or 2 (for regular feed into Faculty Board and other committees as appropriate)</p> <p><b>ACTIONS:</b></p> <ol style="list-style-type: none"> <li>1) AHC to circulate the individual reports along with the minutes</li> <li>2) Chair/Secretariat to route the summary paper for to Faculty Board</li> </ol>
<b>Main Section</b>	
046	<p><b>Widening Participation</b></p> <p>The Committee received and noted an update from the Faculty Widening Participation Coordinator with key points as follows:</p> <ul style="list-style-type: none"> <li>• Held a joint event between the Widening Participation Staff and Student Networks around the theme of 'Sense of Belonging' in April; feedback was very positive with the number one success being the combination of attendees being Staff and Students.</li> <li>• Slice of Science Family Day took place on Sunday 13 March with very positive feedback.</li> <li>• Slice of Science Schools Day on Wednesday 16 March was attended by 45 young women from three schools from the region to celebrate <i>Amazing Women</i> week for the City of Culture.</li> <li>• Easter Residential took place from the 20<sup>th</sup> to 22<sup>nd</sup> April for Year 12 autistic students and most of these wanted to apply for courses at Warwick by the end.</li> <li>• The academic support mentoring programme was drawing to its conclusion in its first pilot year. Mentors from a range of departments worked with students from Year 10 to Year 13 in raising attainment of local school students.</li> <li>• The Widening Participation Team had received funding of over £26,000 from Research England's 'Enhancing Research Culture Fund 2022' to offer paid researcher roles to Widening Participation students. Each student researcher would receive a stipend of over £1,000 to help support them financially as they conduct their research over the next six months.</li> <li>• Noting items relating to Widening Participation from 045, AB welcomed any departmental colleagues to come forward for support; JM (WMS) requested some support in particular relating to PGR Widening Participation.</li> </ul>
047	<p><b>Postgraduate Business</b></p> <p>The Committee received and noted an update from the Deputy Chair (Chemistry) with key points as follows:</p> <ul style="list-style-type: none"> <li>• The Doctoral College would be circulating a mini survey for PGR students in late June, noting that the Postgraduate Research Experience Survey was becoming bi-annual, hence this mini-survey was a mechanism to continue engagement.</li> <li>• NextSteps careers Series from Researcher Development (RDO): <a href="https://warwick.ac.uk/services/dc/pgr/">https://warwick.ac.uk/services/dc/pgr/</a> would start on 31 May 2022 for 9 weeks with both online and in-person days to support PGRs with their career decisions at all stages of their PhD. Open for bookings middle of May.</li> <li>• In response to the war in Ukraine, the Doctoral College had re-opened the Sanctuary Scholarship programme: (<a href="https://warwick.ac.uk/services/dc/schols_fund/scholarships_and_funding/sanctuary/">https://warwick.ac.uk/services/dc/schols_fund/scholarships_and_funding/sanctuary/</a>).</li> <li>• The Doctoral College had set a final deadline for the centralised programme of funded extensions for the end of January 2022 (part of Covid mitigation); although formally closed a very limited provision would remain where needed.</li> </ul>

	<ul style="list-style-type: none"> <li>• The Doctoral College would hold a catch-up meeting for Directors of Graduate Studies on 7 June from 12-2pm.</li> <li>• If there were matters relating to PGR needing discussion, members were invited to contact Dan Branch (Academic Director of the Doctoral College) directly via email at <a href="mailto:d.p.branch@warwick.ac.uk">d.p.branch@warwick.ac.uk</a></li> <li>• Scholarship applications for October 2022 had mostly closed (with the exception of the Sanctuary Scheme above), with 13 Warwick International Fellowship awards made, and any more applications being kept in reserve in case there were any remaining after 30 April.</li> </ul>
048	<p><b>TEG Outcomes</b></p> <p>The Committee received the report (048.SEMEC21-22) with key details and discussions, as below:</p> <ul style="list-style-type: none"> <li>• Departments had been asked to reflect on blended learning in particular, and it was found that most departments were keen to return to face-to-face.</li> <li>• This had been the final run of Teaching Excellence Groups (TEG) before the Institutional Teaching and Learning Review (ITLR) 22/23 (as TEG would be suspended during this strategic review process).</li> <li>• DF (Life Sciences) felt that TEG had been very light-touch and the review group being so positive about the department meant that anything the department really wanted to raise or focus on was devalued inadvertently; LB agreed to take this back and noted that ITLR would likely bring more challenge.</li> <li>• AP (Statistics) noted that it would be beneficial if TEG recommendations could focus on how a department can be supported with a particular goal rather than simply setting that goal; LB agreed to take this back and noted this was also on the radar to be addressed.</li> </ul>
049	<p><b>Internationalisation Strategy</b></p> <p>The Committee received the report (049.SEMEC21-22 {protected}) with key details as below:</p> <ul style="list-style-type: none"> <li>• The strategy had been developed over the past two years in consultation with many colleagues including some on the committee.</li> <li>• There was a framework and implementation plan for: redesigning the curriculum/co-curriculum interface; embedding opportunity into the student life cycle; and identifying barriers and enablers.</li> <li>• Work was ongoing with academic departments to facilitate engagement with existing initiatives, to embed mobility, and to drive up participation from disadvantaged groups, as well as contributing to pedagogic innovation.</li> <li>• JA made some prompts for consideration and discussion, and also recommended departments further share the strategy within departmental Education Committees.</li> </ul> <p>Discussion was as below:</p> <ul style="list-style-type: none"> <li>• NC (Chemistry) raised that a particular barrier to visiting students was the timing of exams (given that visits were usually a single term, but modules ran over multiple terms with exams ending the year); it was noted that semesterisation would be an ideal long-term solution but had its own challenges in the immediate term; JA added that shorter term solutions to the same problem would be investigated as well, rather than waiting for the longer-term considerations over academic year patterns.</li> <li>• AB suggested that a piece of work around how to promote opportunities around internationalisation to students would be helpful; JA agreed and confirmed in response to a query that students had been consulted in the development of the strategy as well.</li> <li>• JA noted that a long-term goal would be to implement a searchable database of opportunities; AB supported this, noting in particular an ability to filter by cost would benefit students.</li> <li>• JR noted in particular the Widening Participation issues for PGRs that formed a barrier to internationalisation, noting that Dan Branch was looking into these issues; this included a suggestion of arranging to waive fees for certain countries for PGT/PGR as was done for UG. RWS confirmed these discussions were in train.</li> </ul>

	<ul style="list-style-type: none"> <li>• AP noted that one issue in the faculty was apparent reduction in English language skills and that the Strategy was trying to address this; however, an issue Statistics had in the past was the inability to cross the line between Language Centre competence in teaching language generally versus the need for discipline-specific language training which the department could not provide. JA and RWS agreed with this as a priority, and AP confirmed this experience had been related to UG students for clarity.</li> <li>• AP noted that diversifying the staff base would help in this effort and RWS confirmed this was always a desire of the University.</li> <li>• AP queried whether there were any hidden workload implications; JA affirmed that the strategy work would need to lead to a resource bid rather than pushing work back to existing resources; also noted that a particular aim was to build on existing work rather than creating new and disparate efforts without accounting for what was already working.</li> </ul>
050	<p><b>Warwick Core Skills</b></p> <p>The Committee received the report (050.SEMEC21-22) with key details as below:</p> <ul style="list-style-type: none"> <li>• The main function of the Skills team was to help students develop, recognise and attribute their skills, through various courses and mechanisms.</li> <li>• The Warwick Core Skills framework had been developed to identify and map skills that students could gain at the University (not limited to academic work but also extra-curricular).</li> <li>• The design of the Warwick Award particularly focussed on adaptability such that students could obtain a flexible award that reflected what they had personally achieved rather than being too generic.</li> <li>• The skills had been adapted since the last iteration in 2019 to include sub-skills and subject-specific lenses on particular skills.</li> <li>• The Warwick Award was being piloted in the summer of 2022 to launch in full for 22/23; this was free and optional to UG and PG students.</li> <li>• There were different levels of award for different types of student and amount of time spent on the award; reflection was a key mechanism to assess achievement of the award.</li> </ul> <p>Discussion was as below:</p> <ul style="list-style-type: none"> <li>• PJ (Statistics) asked about the older skills development website and whether it was superseded by the Warwick Award; AC (Skills) confirmed the new skills award pages were the best to direct students to.</li> <li>• NC (Chemistry) queried the status of the qualification as one was termed “Warwick Award (Postgraduate)” and this might create confusion with University of Warwick Postgraduate Awards which were formal L7 qualifications, and in some departments specifically included credits related to skills training; AC (Skills) affirmed that the aim was to enable such departmental credit-bearing awards to be counted against the Warwick Award as well (and conversations were ongoing to this effect).</li> </ul>
051	<p><b>Administration of Examinations and Assessment</b></p> <p>The Committee received the report (051.SEMEC21-22) with key details and discussions, as below:</p> <ul style="list-style-type: none"> <li>• Complications around examination administration had arisen at a recent HODs forum; in particular where departments had pedagogical needs for in-person exams they also required support as before the pandemic, but this was no longer being offered.</li> <li>• SEMEC had been asked to discuss and present a case to Faculty Board about support requirements and resourcing needs in this area.</li> <li>• DW (Maths) advised the biggest issue was reasonable adjustments; a specific example being that a high number of students were reported to need to be in an exam room of no more than 5 total students (as this was logistically significantly challenging with large numbers of such students); dialogue with Disability services would be helpful as no rationale had been given for the number of 5 and it was not clear why or whether a slightly higher but still low limit would still be suitable (e.g. 10).</li> </ul>

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	<ul style="list-style-type: none"> <li>NC (Chemistry) noted that the department had wished to hold UG year 3-4 exams in person for pedagogical reasons but was unable to do so logistically, which they considered to be worse for the students. They had managed to arrange in-person PGT exams due to lower numbers. Chemistry also had an ongoing issue of needing to hold winter exams which they had always had to timetable locally because Exams had never been able to support them.</li> <li>MP (Physics) noted the number of reasonable adjustments within Physics had doubled since 2016/17 and some unusual recommendations had been received without consultation (including a request to send a graduate invigilator to a student's bedroom as part of a reasonable adjustment).</li> <li>MP also reported that when invigilating an in-person exam recently, the support had been in some ways better than previous years, being in a junction room close to the Exams Office.</li> </ul> <p><b>ACTION:</b> Chair/Secretariat to include the discussion within the SEMEC report to the Faculty Board.</p>
<b>Items below this line were for receipt and/or approval, without discussion</b>	
052	<p><b>Curriculum Review</b></p> <p>The Committee received and noted the report (052.SEMEC.21-22 {protected}).</p>
053	<p><b>Postgraduate Research Annual Course Reviews</b></p> <p>The Committee received and noted the report (053.SEMEC.21-22).</p>
054	<p><b>Guidance on Advanced Content Statements</b></p> <p>The Committee received and noted the report (054.SEMEC.21-22).</p>
055	<p><b>Business from Student Learning Experience and Engagement Committee (SLEEC)</b></p> <p>The Committee received and noted the report (055.SEMEC.21-22).</p>
<b>Other</b>	
056	<p><b>Any other business</b></p> <p>None was raised.</p>
<b>Next meeting: TBC October 2022</b>	

<b>DECISIONS AND ACTIONS</b>			
<b>ITEM</b>	<b>DECISION/ACTION</b>	<b>LEAD AND DUE DATE</b>	<b>STATUS</b>
2021-22			
045	<p><b>DECISION:</b> To retain an annual item for matters arising from departments in term 1 or 2 (for regular feed into Faculty Board and other committees as appropriate)</p>	Chair/Secretariat, Oct 2022	New
	<p><b>ACTIONS:</b></p> <p>1) AHC to circulate the individual reports along with the minutes</p>	AHC, May 2022	Complete
	<p>2) Chair/Secretariat to route the summary paper to Faculty Board</p>	Chair/Secretariat, May 2022	Complete

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051	<b>ACTION:</b> Chair/Secretariat to include the discussion within the SEMEC report to the Faculty Board.	Chair/Secretariat, May 2022	Complete
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