UNIVERSITY OF WARWICK FACULTY OF SOCIAL SCIENCES EDUCATION & STUDENT EXPERIENCE COMMITTEE MINUTES OF THE MEETING HELD AT 14:00, WEDNESDAY 4 FEBRUARY 2026 SENATE HOUSE COUNCIL CHAMBER		
Present	Dr Karen Simecek	Chair, Faculty Deputy Chair (Education)
	Professor Jane Bryan	Department Senior Tutor, Law
	Ali Collins	Faculty Community Representative, Student Opportunity (Samantha Brown Representative)
	Dr Sarah Dahl	Head of Centre, Education Studies, SELCS
	Claire Edden	Widening Participation Faculty Engagement Manager
	Marie Greene	Faculty Representative (Arts)
	Dr Tim Highfield	Deputy Director of Postgraduate Teaching Studies, CIM
	Dr Charlotte Jones	Director of Academic Studies, Centre for Lifelong Learning, SELCS
	Professor Olympia Palikara	Faculty Deputy Chair (External Engagement)
	Dr Mahnaz Nazneen	Director of Student Experience and Progression, Economics
	Professor Trevor McCrisken	Director of Education, PAIS
	Dr Anna Michalska	Deputy Chair (PGT & PGR), WBS
	Dr Lynne Pettinger	Director of Undergraduate Studies, Sociology
	Dr Mark Pulsford	Faculty Senior Tutor
	Dr Claudia Rei	Deputy Head of Department (Teaching), Economics
	Dr Lorenzo Serini	Director of Student Experience and Progression, Philosophy
	Matteo Serafimovski	Student Rep (UG)
	Kelly Taylor	Faculty Community Representative, Student Services Manager, Law
	Dr Elke Thonnes	Faculty Representative (SEM)
	Professor Christian Twigg-Flesner	Director of Education, Law
	Dr Julia Welland	Director of Undergraduate Studies, PAIS
Attending	Professor Sascha Becker	Professor (Economics) (for item 025)
	Gabriella Bersanetti	Secretary, Senior Policy Advisor (Education), EPQ
	Professor Debbi Marais	Deputy Pro-Vice-Chancellor (International Education) (for item 028 only)
	Enaya Nihal	Project Support Lead, Warwick Wellbeing (for item 027 only)
	Alex Pilkington	Assistant Secretary, EPQ
	Andy Smith	Director of Wellbeing and Safeguarding, Wellbeing Support Service (for item 027 only)
	Lila Tennent	SS Connect Programme

Ref	Item
019	**Apologies for absence** Apologies were received from: Professor Ozlem Atikcan, Jackie Clarke, Dr Thomas Crowther, Dr Micheal Dieter, Katherine High, Dr Ajmal Hussain, Professor Mark Johnson, Dr Cath Lambert, Malcolm Low, Dr Ida Lübben, Dr Katharina Sarter, Professor Jacky Swan, Hrishi Tavar, Fiona Wallace
020	**Declarations of Interest** There were no declarations of interest.
021	**Minutes of Meeting held on 12 November 2025**

	The minutes of the meeting held on 12 November 2025 (021- SSESE040226 Public) were **approved**.
022	**Matters Arising from the Meeting held on 12 November 2025** **a) Working Groups** The AI and Academic Integrity working group had their first meeting in February to set aims and establish further communication channels. The Employability working group had begun planning a first-year employability module. A draft proposal would be prepared and shared in due course for comment. Members were asked to suggest any further colleagues who should be involved in the working groups. The intention was to ensure representation from across the Faculty. **b) EPQ Data Request – NSS/PTES Analysis** EPQ would provide differentiated NSS/PTES datasets, with and without WBS included, to support clearer Faculty-level analysis.
Chair's Update	
023	**Chair's Business and Actions** The Chair highlighted the Compassionate Communications Project and the Reform of Academic Regulations and Policy Project updates and encouraged members to offer direct feedback as set out in the papers below the line. **a) Academic Calendar Reform** The Chair reported that the plan for this area had matured. The Academic Registrar had met with individual departments to discuss the Academic Calendar and canvassed further opinion. An update on progress was expected in Term 3. The Chair encouraged members to engage with the process and share views. **b) Education Priority Dialogues (EPD)** • The Chair briefly highlighted the key themes arising from the Term 1 EPD meetings, including: the use of AI in education and the risks to academic integrity; issues around coordination in joint degree programmes; and the need for improved support for digital assessment tools, such as the use of computers in examination settings. • Increased undergraduate numbers had placed pressure on suitable teaching spaces. • Members were invited to send any feedback on the process via email to the resource account. • Departmental examples of good practice were highlighted: Economics – strong practice in employability; PAIS – amendments to marking criteria to strengthen academic integrity; Law – Warwick Law in the Community module demonstrated strong integration of education with regional engagement; SELCS – improvements in feedback practices; Sociology – development of an academic coaching programme; WBS – practice framework and course review workshops; WGA – blended learning pilots and work on inclusivity; Philosophy – staff development supported through teaching exchanges; CIM – research assistance scheme and a research-led PGT conference. **c) Academic Freedom Champion & SEC Role** The Chair reported that emails had been circulated inviting Expressions of Interest (EOI) but no EOI had been received for either the Academic Freedom Champion role or the Faculty Student Engagement Coordinator role. Members were encouraged to disseminate the opportunities and nominate themselves or colleagues to take up a role.
Main Section	
024	**Approaches to Assessment and Feedback**

	The Chair opened a discussion on assessment and feedback and referred to paper 035-SSESE040226 Warwick Assessment Strategy – Intent and Draft Strategy (General) (below the line). Members were asked to consider a series of questions in advance to support the discussion. The key points were as follows: • The Chair noted the need for Faculty-level assessment and feedback principles to inform curriculum review and help set consistent expectations for students. There remained a need to commit to timely feedback while recognising legitimate exceptions. • Members were asked to consider how to balance marker workload with the maintenance of feedback quality, particularly during recognised pinch points. • Consideration was raised regarding how feedback expectations and needs differed across stages, from Year 1 to final year. The following points were raised during a discussion amongst members: **Feedback Practices** • Law emphasised the importance of transferable feedback that supported students in understanding their marks and identifying areas for skill development. • Members highlighted the need to consider how feedback phrasing affected student understanding and expectations. **Timeliness and Self Certification** • Several departments noted the need for better alignment between the 20-day turnaround policy, the academic calendar, and the self-certification policy. • PAIS reported a formalised system of batch marking and moderation due to large student numbers and high volumes of self-certifications. Students who submitted later received feedback later, and early submissions were marked and returned earlier, which had been viewed positively. Moderation covered 10% of each batch, and outcomes were consistent across all batches. • Tabula did not display extended deadlines clearly for markers, causing some confusion, despite showing revised dates to students. • Members discussed the risk of students sharing feedback with peers who had not yet submitted. • The Chair noted that, where necessary, alternative assessments might be required to avoid unfair advantage. **Assessment Briefs and Marking Criteria** • Consideration had been given to how departmental-level marking criteria and assessment briefs could more clearly translate faculty-level principles for students. • PAIS noted they had rewritten descriptors in their marking scale and clarified expectations around use of recommended reading. • Supplementary briefs were sometimes needed alongside standard ones. **Student Communication and Virtual Learning Environment Consistency** • It was reported that students found it difficult to track information across multiple platforms (Moodle, handbooks, webpages). • The Chair encouraged departments to improve communication and make essential information more accessible.

	ACTION: Secretariat to circulate information inviting members to participate in drafting Faculty level principles to assessment and feedback which would be discussed and agreed at a future meeting.
025	**Good Practice on Delivering Oral Assessment** A Professor from Economics gave a verbal presentation regarding Good Practice on Delivering Oral Assessment. The key points were as follows: • The use of oral exams as an authentic, interview-style assessment enabled examiners to test real understanding. Oral assessments operated as a dialogue, which allowed for follow-up questions and clarification requests. • Oral components were weighted at 45–60%, substantial weighting was needed to justify the resource demands. • Oral assessments took place in May before the exam period, using 15-minute slots with short breaks. • Stress-reduction measures were discussed and marking was completed collaboratively by two examiners, with time allocated for notes and agreement on outcomes. The following points were raised during a discussion amongst members: • The format had been used in optional modules, which reduced the risk of disadvantaging students uncomfortable with oral assessment; assessment types were clearly advertised. • Concerns were raised about bias and the impact of student–staff relationships in oral exams, and members noted the need for careful design to mitigate this. • Oral exams were seen as beneficial for building student confidence and strengthening academic integrity. • Interest was expressed in scaling the approach to larger cohorts, though feasibility depended on numbers and staffing.
026	**Implementation of the Personal Tutor Review Recommendations** The Chair and Faculty Senior Tutor presented a proposed Faculty approach to implementing the recommendations of the Personal Tutor Review, as set out in paper 026-SSESE121125 (General). The key points were as follows: • A perceived gap was noted between the personal tutoring (PT) review recommendations and what was happening at Faculty level. Students, particularly those on joint degrees, often experienced very different approaches to PT and working towards greater consistency across the Faculty would be beneficial. • Faculty-level training and clearer processes for addressing cross-departmental issues was emphasised. • Recognition and reward (PT Excellence) needed to be strengthened at University level before the Faculty could embed this locally. • The growth in undergraduate student numbers meant any PT approach had to be sustainable and scalable. • A model combining group PT sessions at the start of term with individual meetings throughout the remainder of the year was proposed. • Group sessions would be a useful way to communicate key messages efficiently and help students socialise and develop peer support networks at the start of term. The following points were raised during a discussion amongst members: • Larger departments raised concern regarding the feasibility of small group caps (e.g. groups of five) and noted that larger group sizes would allow for social interaction and stronger cohort identity, although such groups required suitable rooms rather than office space. • Members agreed on the need for an open discussion about optimal group size, balancing meaningful interaction with practical constraints.

	ACTION: Members to reflect on the proposal at their Education Committees and share feedback to inform an agreed Faculty-level approach to implementing the recommendations of the review.
027	**Student Wellbeing Strategy** The Committee received the report 027-SSESE040226 (Confidential) and welcomed the Director of Wellbeing and Safeguarding and the Project Support Lead, Warwick Wellbeing, who provided an overview of the strategy development. The key points were as follows: • The new strategy aligned to national guidance and best available evidence, aimed to promote health, safety, and a supportive culture for students and staff. It centred on care and was being led by professional services staff in collaboration with departments and personal tutors. • Three priority areas were presented: start well, stay well and succeed well. • An implementation plan would be produced as an addendum to the strategy and some consultation, run by working groups, was underway. A Student Wellbeing Implementation Group (SWIG) was also planned. • The Students' Union (SU) had been involved in the development of the strategy over the last two years and there was now greater alignment between the new strategy and the SU strategy. • The strategy had been shared with Council, an update had recently gone to the University Executive Board, and it would be presented to the Senate in April for approval. The following points were raised during a discussion amongst members: • Departments reported an increase in diagnoses with wellbeing providing interim support while students remained on long referral pathways. • Peer groups were being run for students with similar experiences, including those relating to mental health. • Members commented that the number of students with reasonable adjustments had increased significantly, and that more inclusive curriculum and assessment practices would be necessary. • Members were encouraged to share any further views or feedback on the Student Wellbeing Strategy with the paper's authors.
028	**Flexible Futures** The Deputy Pro-Vice-Chancellor (International Education) gave a verbal presentation regarding Transnational Education. The key points were as follows: • Baseline KPIs used to measure progress against the University's International Strategy were highlighted. • An overview was given of the GEO100 project, aimed at ensuring every Warwick student could undertake an international experience, with work underway to map existing provision. • The Committee received a summary of the six sector-recognised models of Transnational Education (TNE). • Warwick's current TNE activity was confirmed to be delivered exclusively at PGT level. • The benefits of TNE provision were highlighted, including reputational gains, innovation and diversification of the educational portfolio, growth in new markets and income generation. • The Committee was informed that the TNE Task and Finish Group were consulting with faculties and departments to inform recommendations that would be presented to the Senate for approval in April.

	ACTION: Members to raise the topic at their Education Committees and share feedback with the Deputy Pro-Vice-Chancellor (International Education) to inform strategy development.
029	**Emerging issues** There were no emerging issues.
Items below this line were for receipt and/or approval, without discussion	
030	**Chair's Action since last meeting** The committee received and noted the report (030-SSESE040226, General).
031	**2025-26 Membership Update** The committee received and noted the report (031-SSESE040226, Public).
032	**Reform of Academic Regulations and Policy Project Update** The committee received and noted the report (032-SSESE040226, Public).
033	**Compassionate Communications Project Update** The committee received and noted the report (033-SSESE040226, General).
034	**Widening Participation Update** The committee received and noted the report (034-SSESE040226, Public).
035	**Warwick Assessment Strategy – Intent and Draft Strategy** The committee received and noted the report (035-SSESE040226, General).
Other	
036	**Any Other Business** There was no other business.
Next meeting: Wednesday 19 May, 10:00 – 12:00, IMC Board Room 2	

DECISIONS AND ACTIONS			
ITEM	**DECISION/ACTION**	**LEAD AND DUE DATE**	**STATUS**
2025-2026			
024 - Approaches to Assessment and Feedback	**ACTION:** Secretariat to circulate information inviting members to participate in drafting Faculty level principles to assessment and feedback which would be discussed and agreed at a future meeting.	Secretariat & Members 5/2026	Completed
026 - Implementation of the Personal Tutor Review Recommendations	**ACTION:** Members to reflect on the proposal at their Education Committees and share feedback to inform an agreed Faculty-level approach to implementing the recommendations of the review.	Members 5/2026	Completed
028 - Flexible Futures	**ACTION:** Members to raise the topic at their Education Committees and share feedback with the Deputy Pro-Vice-Chancellor (International Education) to inform strategy development.	Members 3/2026	Completed