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Department of Earth and Environmental Sciences

Department Leadership Team Meeting

**Minutes**

Date: Wednesday 14th July 2021

**Part 1 Attendees**;

Mike Burton (Head of Department)

Ann Webb (Deputy Head of Department)

Katie Joy (Chair of Widening Participation committee)

Bart Van Dongen (Discipline Head of Education)

Gordon McFiggans (Discipline Head of Research)

David Polya (Line Manager)

Mads Huuse (Line Manager)

Sarah Heath (Line Manager)

David Topping (Line Manager)

David Schultz (Line Manager)

Jon Pittman (PGR director)

Rhian Jones (Admissions)

Sonya Kewley (PS Safety)

Lisa Jameson (PS Technical)

Rob Gardham (PS PA)

Rob Sansom (Forum Chair)

Russell Garwood (IT Director)

**Apologies;** Gemma McCabe (PS Teaching and Learning Manager), Helena Gittins (Deputy School Operations Manager), Cathy Walton (Chair of EDIA committee), Luis Garcia-Carreras (Employability)

**Summary Actions**

**ACTION (rolling item):** Report on progress with Departmental Forum discussion on sustainability **(MB/SK)**

**Matters Arising**

The minutes from the previous meeting were confirmed.

**HoD Introduction and report**

**Mike Burton (MB)**

**Report submitted**

A fantastic job done over the last academic year delivering teaching and maintaining research activity. Income slightly down but within natural variability.

Targets include to grow tuition fee and research income, due to fixed UK Home fees and increasing costs and to provide a buffer for emergency costs.

*Tuition Fee income growth*

MB went through the objectives for tuition fee income growth for the next academic year.

RS raised the point about students’ part-time employment during term-time and the complexities of planning fieldwork around this.

The objectives for growth were balanced against several mitigations for workload.

*Research income*

MB went through the objectives for research income for the next academic year. Feedback was sought on the proposal of one PI/substantial co-I of a NERC standard grant per year per academic.

Comments included: balancing against workload and not making too prescriptive; some consolidated grant cycles only allow submissions less than once a year; technical support and infrastructure should be considered to allow for growth; guard against applications that aren’t submission-ready.

*NCAS*

Approval was sought for staff recruitment proposals in relation to NCAS and a new research area in Data Science. After discussion the proposal was greenlit to take forward.

*Estates and space planning*

MB explained the problems arising around the rock crusher room, the new jet mill and the RADER installation.

**Fee reimbursements for UG field trips**

The Dept. policy is not to reimburse as substitutions for field trips have been worked on by staff. Whilst sympathetic to the UG perspective there isn’t a financial gain from this.

**Forward planning for the next 5 years**

Discussed above.

**Reports – please refer to grouped report handout**

**Recruitment & Admissions Update**

**Rhian Jones (RJ)**

**Report submitted**

Please see report for details.

**Employability Update**

**Luis Garcia-Carreras (LGC)**

**Report submitted**

There are plans to include some careers-related introduction in Welcome Week for all year groups, probably including some information on the year in industry programme.

**Teaching and Learning**

**Bart Van Dongen (BVD)**

**Report submitted**

BVD requested all staff to respond to Vicky Coker’s email re: Sustainable Development Goals in Teaching.

RJ raised a concern about contradictory messaging regarding lectures, and if these could be delivered synchronously/asynchronously. Clarification will be sent out.

BVD advised not to rely solely on synchronous activities especially during the first semester, as may have to switch between plans.

University guidelines state that project supervision should stay as it is for the remainder of this year.

**PGR Report**

**Jon Pittman (JP)**

**Report submitted**

New UKVI requirements for overseas students include 2 face-to-face meetings with supervisors over a four week period.

Planning for Welcome Week in September is underway.

**Director of Research**

**Gordon McFiggins (GM)**

**Report submitted**

Please see report for details.

**EDIA**

**Catherine Walton (CW)**

**Report submitted**

SK presented her update on sustainable travel. The CO2 emissions will be included on risk assessments but won’t be a factor in whether risk assessment is approved.

**IT Report**

**Russell Garwood (RG)**

**Report submitted**

RG advised that provision of desktops has not stopped, but is no longer being advertised due to lack of requests.

**PS Update**

**Sonya Kewley (SK)**

Please see report for details.

**AOB**

None.

**Date of next meeting**

Wed 8th September 2021, 2pm.

**DLT Grouped Reports July 2021**

**1. HoD Summary Report**

Overall picture of the department at the end of S2 AY2020/21 is very positive. Our recruitment is strong and growing, we have kept up our research project applications and awards are solid but not quite at the maximum seen in previous years. We have delivered fantastic quality teaching with excellent outcomes for the students, notwithstanding COVID. Looking ahead we aim to grow both tuition fee income and research income. This is needed because we have fixed UG home fees but steadily increasing costs, increasing income also provides a buffer to possible headwinds in the future (eg pensions or a drop in student numbers) and to provide headroom in the budget to justify strategic hires and investment.

The following objectives will support tuition fee income growth and will be the priority areas for teaching and admissions teams for the coming AY.

* maintain growth in student numbers for UG by focussing on marketing and all staff supporting recruitment activities, to the point we are recruiting 140 UGs without clearing, then develop strategies for selecting students, reflecting our WP goals. This feeds also into looking at how we can deliver field trips during the semester, not before or after.
* continuous refinement of marketing of the Geoscience PGT, develop and grow the new Sustainable Geoscience pathway
* Develop and grow the Data Science PGT and support FSE in their Data Science teaching strategy (tbd)
* develop MPEC DL, maintain MPEC student numbers and refresh MESPOM

It is critical that we maintain balanced workloads for staff otherwise we risk offsetting any gains in tuition fee income by reduced research activity and research income. Growing student numbers and developing new programmes produces more workload for academics if nothing else changes, so we must deploy a variety of solutions to mitigate this.

These mitigations include:

* Hiring two new staff members to the Data Science PGT (see below)
* Hiring a new Global Ecology academic (see below)
* Developing a totally new approach to project supervision for MPEC PGT to allow 4 staff and 5 ‘Super’-GTAs to deliver 100 project supervisions, and a similar approach for Data Science, potentially also Geoscience
* Organise teaching and planning of sabbaticals in a manner which allows 7-8 staff per year to take sabbatical
* All research fellows, including NCAS fellows, contributing up to 6 hours departmental duties per week

These latter two activities will require a significant effort from the teaching and LM teams to produce many more shared units to remove single points of failure in planning sabbatical leave, and in the specific forward planning of sabbaticals where members of staff are invited to apply for a sabbatical when we can see that we can cover their time. The staff member will then make a case for sabbatical which will be assessed and approved if it will produce a positive net outcome.

The annual planning cycle for teaching allocation in AY21/22 will be held in January, and teaching leaders will feed into the definition of staffing, small equipment and capital equipment priorities, as well as identifying where teaching spaces need to be refreshed. This latter point may be very important as we transition to blended learning.

Growth in research income is achieved with the following actions:

* Research groups providing support and a positive environment for staff to develop new research proposals and high quality papers
* Line managers to define an expectation of one PI/substantial co-I of a NERC standard grant or equivalent per year per academic
* Developing capacity in data science research, leveraging Digital Solutions, Data Science PGT and NCAS partnership
* Developing net zero research across the department
* Developing our DTP3 bid
* Using sabbaticals to produce more ambitious larger scale projects than permitted normally, and to allow staff to develop new skills and larger networks
* Bespoke training and development programmes for staff. At P&DR training should be discussed, and requested to SoNS. Focus on Python programming courses for all staff who are not already proficient
* Deployment of discretionary funds to assist staff with temporarily low research income to network and attend meetings, in order to develop new research funding ideas
* Deployment of ‘Super-GTAs’ to support teaching will also uplift our PGR numbers and can be deployed strategically to support key research areas

Research groups will continue the annual research planning cycle, with each group defining awards targets, replacement equipment, new capital and small equipment, and feeding into staff recruitment priorities.

Staff recruitment

We are in discussions with NCAS to develop a new research area in Data Science in Manchester. The proposal is that Hugh Coe will become the local lead for NCAS, which may necessitate HC stepping down as RGL, and that two positions would be deployed, one research fellow wholly owned by NCAS and one 50/50 academic position, with 50% underwritten by the department. There are 40 students joining the Data Science PGT in AY22/23 and FSE uses a ratio of 20 new students to one new academic position, but we share this pathway with SEED so we justify one position. However, we may be able to leverage a leaving staff member to justify the 50% of a new position. This would then be as follows:

Research fellow in Air Quality and health or impacts of net zero on air quality

50/50 NCAS Lecturer in Air Quality and health or impacts of net zero on air quality

Lecturer in applying data science to geospatial data, remote sensing, Sentinel, surface processes, land use

This aligns very well with priority hires document, DLT approval is sought for this plan.

In addition we continue to push for an Ecology position, discussions with NERC and Bardgett indicate strong funding in research to modify land use to increase CO2 uptake, and this could be a strong case to push on, which I will do.

Estates and space planning

There has been considerable discussion and planning development around thin sections, the rock crusher and a new Jet Mill which has been acquired by Merren Jones but is yet to be installed. The original plan was for the jet mill to be installed in the rock crusher room, which is ~below G03 in Williamson. However the rock crusher room is really not very suitable for anything other than storage, and estates have put in a gas meter in the room which sits next to a key heating facility for the building. The original estimate of £30k for the refurb of the rock crusher room to install the jet mill is now more than £60k due to these complications. As of now we have spent £5k of the £30k for a feasibility study but no commitment has been made yet on what to do, and it would require further unplanned support from FSE.

The RADER installation in Williamson requires that the thin section facility be transferred elsewhere. This has been transferred to the Simon workshop and a new thin sections technician has been hired, but the equipment needs to be properly installed and some partitioning and plumbing is needed. I am asking if any costs for this transfer were included in the RADER budget or committed to by faculty.

The Simon Workshop comprises an entry hall with large loading bay, a small room used for welding and a large room with multiple lathes and machine tools used by several technical staff in EES for ad-hoc but critical and timely work, eg to adapt equipment for use on airborne missions. With the restructuring of the workshops in FSE the Simon workshop has become a source of some mixed messaging, as Rachel Brealy was working under the impression that it should be closed down altogether as the central workshop in Shuster would handle all workshop work. Further, Sam Ryder had informed us that the entirety of this space would be removed from the FSE, which would be most unfortunate as we have plenty of uses for this space. This threat has receded, but formally only on a temporary basis.

We are meeting with Kevin Jackson and all stakeholders of the Simon workshop space and jet mill tomorrow, 15th July, in order to both provide a very strong message via Kevin to Sam and Rachel that this space is mission critical for the department, and to assess whether it might be possible to solve multiple challenges by locating the crusher and jet mill in the welding room, removing unnecessary machine tools from the workshop but leaving those that really matter to our technical staff, and finalising the plans for installation of the thin section lab. This would ideally provide a great service to all with lower overall installation costs. I will share the outcome of that meeting with DLT.

There is a room B61 in Williamson that is used occasionally by the alumni office as a call centre, we are trying to obtain this for EES for use as offices, as our planned growth will put ever more pressure on space.

**5. Recruitment and Admissions**

**Staffing**

Within Recruitment and Marketing, Jemma Stewart will be moving to work with other departments, starting from August. Jemma has been highly effective working for EES, and we thank her very much for her hard work and dedication to the department. We will continue to work with Bee Mistry-Bhudia, and a new member of the team, Joe Phelan.

**Recruitment, 2021 Entry**

Undergraduate

The deadline for accepting offers in UCAS was 10th June so we now have a good picture of where we stand. Our total Accepts is up 35% over last year, 40% for Home (120 students) and 19% for Overseas (32 students). The increase is largely because we made more offers: the conversion rate (Offers / Accepts) remains similar to last year, 30% (40% for Home). Of all Accepts, the split between Earth & Planetary and Environmental Science is similar to last year, 36% E&P and 64% Environmental.

Our target intake for this year is 123 Undergraduate (90 Home, 33 Overseas) and it looks as if we should be able to recruit close to that number, although Overseas students will likely be lower. (Our maximum cohort size, on the basis of capacity for first-year practicals, is 140.) The estimate is that we should have around 100 students at Confirmation, including 8 from Foundation Studies. There are some significant uncertainties in this because the A-level results will be solely teacher assessed grades and the extent of grade inflation is an unknown. Also, the effect of the pandemic on overseas students is still uncertain, given that there will not be a remote learning option for EES students. The university will pay the mandatory quarantine costs for students entering from red-list countries. There is currently no plan to charter flights, and no plan to cover costs of Covid testing for arrivals from amber list countries.

Confirmation and Clearing: The University will receive A-level results on Thursday 5th August. Confirmation on 5-6th August will include consideration of Cascades from Physics, Chemistry, Biology and Geography, and our own Cascade to Foundation Studies. A-level results will be released to students on Tuesday 10th August, and we will be recruiting in Clearing on 10-11th August.

2+2 programmes: Recruitment to the NUIST 2+2 programme is very low again this year. We have also made an offer to a 2+2 student from China University of Petroleum, Beijing (CUPB), for entry to Year 2 on the Energy and Resources Pathway. We are considering how to increase interest in these programmes (as well as a third 2+2 programme with Fudan University). Visits to the Chinese institutions would be ideal, but this is currently problematic because of Covid restrictions.

Postgraduate

Numbers of applications and offers have not changed substantially since last month’s report. There are currently 4 offers and 3 accepts for the new MSc in Geoscience for Sustainable Energy. An online Q&A session for all PGT courses on 23rd June had no attendees. An online Q&A session for offer holders is planned for late July. Approaches to improving marketing for all PGT courses are currently being discussed with the marketing team. This includes MSc Data Science (Environmental Analytics), which is administered through the School of Social Sciences.

**2022 Admissions**

A University Virtual Open Week for the next admissions cycle was held 14-19th June. The EES subject talk was on Saturday 19th June: there were around 30 attendees. The presentation was recorded and will be made available for general access. The Powerpoint slides from the presentation are now available to EES Staff in Staff Resources on Blackboard: these summarise course information, entry requirements, careers information, scholarships, etc which should be of use to staff who make presentations elsewhere.

There is still no word on the University plans for Open Days in September / October.

Rhian Jones, Admissions Tutor

**6. Employability Update**

(Message from Luis): nothing to report from Employability, other than that there are plans to include some careers-related introduction in welcome week for all year groups, probably including some information on the year in industry programme as well (as students can sometimes miss the bespoke session that occurs later in semester 1).

**7. T&L Update**

**Discipline head of education report for DLT July 2021**

**Moderation, mitigation and exam boards.** Moderation board has been held and went well with only a few units for which the marks have been moderated in line with the University’s assessment pledge. Report has been submitted to faculty. Mitigation panel met last week and looked at all mitigation cases. The number of (undergrad) cases was very large (a few hundred decisions needed to be made) but Steve CC and Thomas S did an excellent job to prepare the meeting. All went relatively smoothly but it took almost 9 hours to get through all the cases. At the moment that I am writing this report we are still looking at 3 very complicated cases. Award and progression boards will be this Thursday and Friday. We will be having the exam boards this are in the final week of exams. Meetings with external examiners will start on Wednesday.

**Remaining dates and timelines for information**

* Departmental Progression Board will be held on the 15th July 2021.
* Departmental Exam and Awards Board will be held on the 16th July 2021.
* Faculty Exam Board (FEB) will be held on 23rd July 2021.
* Provisional mark release for students will occur from the afternoon of 23rd July 2021 (staggered by Department).
* University Exam Board will be held on 27th July 2021.
* All marks will be released to students by 28th July 2021.
* Virtual Graduation will take place in the week commencing 3rd August 2021.
* Resits will be held between 23rd August – 3rd September 2021.
* Resit Exam Boards will take place between 6th September – 13th September 2021.
* Resit decision outcomes will be communicated to students from the 16 September 2021.
* Welcome and the start of academic year 2021/2022 from Monday 27th September 2021

**Assessment pledge.** An update of how we have delivered the Assessment Pledge has been emailed to all students last week (and copied to all staff). The most important section is how the deal with the individual cases (second part of part 3). In the pledge it mentions that: *We’ll also identify cases where your individual marks may be out of line with your achievements in this and previous years of your programme, and discuss this further with you to explore whether there may be mitigating circumstances.*

The guidance from faculty now mentions that: *In addition to the cohort-level moderation processes, disciplines will identify and contact individual students whose overall performance in the 2020/2021 academic year is 10 percentage points or greater below their overall performance in the prior year of their programme. These students will be invited to a meeting with an academic advisor or member of the Teaching and Learning support staff to explore whether there have been individual circumstances that have adversely affected their performance.*

Considering that there is only an overall performance in the prior year for the current second, third and fourth year undergraduate students, we will have a look at the individual performance of these students after the exam boards. The students whose overall performance has dropped will be contacted for a meeting after the exam results are released. If there are any mitigating circumstances that could have caused this drop it will be dealt with through the appeal procedure.

As you will have seen, final-year students will be given their grades on the 26th July and progressing students on the 27th and 28th July.  As this is later than usual there is a concern that some academic advisors will be on holiday and will not be contactable by students.  We are also still working on a plan to make sure that there is an academic to talk to if needed.

**Fieldtrip compensation.** The School of Environment, Education and Development (SEED), has started offered their students a financial compensation for cancelled field trips. This includes their students on geography fieldtrips (GEOG units) that are also taken by our Geography/Geology students. However, they have not offered a compensation to our students on these modules but, as these are students that are registered as a student in our department, informed these students that any discussions regarding such matters would need to be made through us. These students have now contacted us in these matters and we have discussed it with faculty. While our policy remains to not provide any reimbursement, we have reached an agreement with Peter Green/Wayne Keating/faculty that since the reimbursement payment by SEED is directly linked to a unit for which they are responsible, it does not appear unreasonable that our students registered on this unit also should receive a reimbursement payment. The treatment of all students on the unit involved should be the same. However, we also agreed that the money should come from SEED as this is their unit. Wayne Keating is currently discussing with SEED how to approach this matter. We will let the students know as soon as we have reached an agreement about this.

**Release of marks 3+2 students to Chinese partner.** We have been contacted by NUIST, the Chinese partner on the Environmental Sciences (with Atmospheric Sciences) BSc programme that they need to the data (marks) from the students on this programme by the 19th of July to make sure that these students will get their diploma from the NUIST on time. Failing to make this date means that these students will likely not get their diploma until mid 2022, which seems and unintended/unfair consequence of the delay caused by the assessment pledge etc. We have discusses this with Faculty (Peter Green) and have obtained special permission, subject to some specific conditions, and may release marks for the students this programme to NUIST in advance of the Faculty Examination Board (FEB) on 23rd July. These conditions are:

* The communication of marks to the partner University includes a statement that the marks are provisional and subject to ratification by the Faculty Examination Board.
* The communication of marks to the partner University includes a statement that the marks may not be released to students until the partner University receives clearance from you to do so. I anticipate that you will provide this clearance as soon as you receive approval from the FEB via Sarah/Susan.
* Copies of the communications releasing the marks to the partner University are sent to Sarah/Susan for the FEB records.

NUIST has agreed and we will email them the marks after our exam board meeting this Friday.

**Virtual Celebration and Welcome week.** The graduation celebration will again be virtual this year and is currently planned for Wednesday the 4th of August. We will use the same format as last year but considering that Tim Greggory is not available this year we are still looking for an alumni to say a few words. All suggestions are welcome. Welcome week is divided in 2 weeks. In welcome week 1 (w/c) 13th September, everything will be online and mostly run by the University. Welcome week 2 (w/c) 20th September is when departments are arranging their WW activities. We are currently working on a schedule/list of activities but we aim to organise at least 1 activity for all year groups on campus, even if social distancing rules still apply. We need to keep in mind that besides the first year students also the second year students have not been in the Williamson building yet and will need, at least, a tour through the building.

**Refurbishment of teaching facilities in the Williamson building.** We have now received an estimate quote for additional building work on some of the teaching facilities in the Williamson Building. The work requested focuses on rooms G20/G20A and G33, to create new undergraduate student common areas on the ground floor (including the creation of an undergraduate student microscope facility), room 2.22, to create a multi-purpose room that could be used for large class room teaching and open plan meetings/sessions, room G12/14/16, to create a single practical room required for the practical delivery of first year practicals, and room 1.12, to allow instalment of stainless steel sinks and sediment traps in the drainage systems for flume experiments. We have forwarded this quote and a requested justification for the work to be done to the school/faculty (see attachment) for approval.

**Programme directors.** After consultation a new job description for the programme director’s role has been proposed and this is currently being considered by the faculty leadership’s team (draft attached). As highlighted in yellow, duration has been extended to 5 years to make sure that the duration at least overlaps with one complete cycle. In addition, time allocation for the workload allocation is more flexible (is currently fixed at 100 hours). It is proposed for both undergraduate programme directors roles in our discipline (Brian and Tucker) that this should be set at 300 hours and for both postgraduate programme directors (Steve B and Jonathan) at 200 hours.

**Semester 1 timetable**. We should have a Semester 1 2021-22 timetable Plan A (assuming 2m social distancing) and Plan B (no social distancing) soon but we are still waiting for some timetabling data from Geography. We also noticed that it was not completely clear to everybody what Plan B exactly means. To be clear, in this plan it is anticipated that all synchronous activities originally planned online will now occur on campus with asynchronous sessions (videos etc) still being delivered online. We are now going through the data to make sure that all is clear and will contact unit coordinators if needed.

To help to explain to prospective students and returning students a bit more about flexible and blended learning (following the fallout from the Tab article and subsequent media attention; see for instance <https://www.theguardian.com/education/universityofmanchester>) the university has put some additional information on line, including a short YouTube explainer by Steve Pettifer in which he explains the way synchronous and asynchronous study can be delivered (see [here](https://www.youtube.com/watch?v=SsLBimW-zEI)). However, we are still receiving a substantial number of emails about this. To explain what is going to happen a bit better we are asked by faculty to show a typical study plan for a week for the discipline. We have decided to show a typical first semester week for the second year on the Pollution and Environmental Processes pathway for both plans as an example and are currently working on this.

**Sustainable Development Goals (SDGs) in our teaching.** The university recently came world number 1 in a Times HE impact ranking for action on sustainable development (https://www.manchester.ac.uk/discover/news/manchester-named-worlds-best-university-for-action-on-sustainable-development/) and as a department we think we can continue to grow our efforts in this area. As a first step we are looking to gather data on the current status of the SDGs within our teaching. We do not expect all 17 goals to be covered by every course, and some not at all, however this is the first stage in increasing awareness of the SDGs and understanding how embedded they are in our curriculum (on each programme/pathway). To gather this information we (Bart and Vicky) have set up an online questionnaire (see link [here](https://docs.google.com/forms/d/e/1FAIpQLSdc9ffZTlSw9Z6FnBPlSzRruFBetvmtrup3nZ4lzwX7EI7PAA/viewform?usp=sf_link)). We will update all as soon as we have analysed the data obtained.

**Attendance monitoring.** A new Attendance Monitoring system will be rolled out after the successful pilot after Easter which included our Foundation Studies. The faculty is hoping to implement this for the start of the new academic year. You can find out more information about the system [here](https://www.staffnet.manchester.ac.uk/news/display/?id=26031). A task and finish group has been set up and Vicky is part of this group as the representative of our discipline. We should receive more information soon, with rollout from the middle of August and drop in sessions for staff in September.

**Equality, Diversity, Inclusion and Accessibility (EDIA) Training for UG Students.** The Faculty has committed to deploying EDIA training for all undergraduates by the start of the 21/22 academic year. We recently received the first information of how this should be implemented (see attached document). We are currently working on phase 1.

**FACULTY OF SCIENCE AND ENGINEERING**

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**PROGRAMME DIRECTOR (UG-PDir)**

# Overall Purpose:

Working closely with academic and Professional Services (PS) colleagues within the discipline, the Programme Director will oversee the operation and management of all aspects of their programme and will provide strategic input to discipline planning and curriculum design.

They will:

* work with the various cohort tutors and programme administrators (course unit coordinators, academic advisors, year tutors, industrial placement coordinators, laboratory leads etc.) to manage and organise all elements of the taught programme (lectures, tutorials, labs, workshops, fieldwork, assessment etc.).
* work with other programme directors, discipline and departmental leads, course and year tutors and PS colleagues to deliver school and faculty priorities and ensure that all university policies are adhered to.
* support colleagues acting as the main academic and PS points of contact for students and student representatives on their programme.
* work with the Discipline Head(s) of Education (DHoE) and other programme directors to shape curriculum development within the programme.

**Direct Report:** For the duties discharged as Programme Director, you will report to the appropriate DHoE within the school teaching, learning and student experience organisational structure as well as your line manager (if different).

**Time Allocation:** This will depend on the size of the programme cohort and agreed by consultation between the Head of Department (HoD) and DHoE. Time allocation for the FCM for this are 100, 200, 300, 400 hours.

**Duration: 5** years, extendable for a further 3 years.

# Key Duties/Responsibilities

The Programme Director has overall responsibility for oversight of the day-to-day management of all aspects of the programme, reporting to the DHoE. They will work closely with department and School-based PS administrative and technical staff in administering the programme to ensure smooth running and rapid response to any operational problems.

The Programme Director will maintain an overview of the operation of all elements of the programme. This will include the following aspects:

* working with the relevant DHoE to ensure the structural integrity of the programme in terms of the core and optional course units, placements, and fieldwork and to provide strategic curriculum oversight of their programmes.
* mapping out programme level intended learning outcomes, programme pathways and options.
* ensuring and overseeing the maintenance of an accurate portfolio of core and optional course units that contribute to the programme on university data systems.
* taking a lead on coordinating the collection of documentation and data for professional statutory and regulatory bodies accreditation.
* Ensuring and overseeing the supply of data required for timetabling (teaching activities, assigned academic staff, room requirements, estimated student numbers etc.) for students on their programmes.
* Ensuring that technical requirements and software needed for labs, workshops and fieldwork are fully specified and available for the programme.
* working with cohort/year tutors and PS colleagues to ensure that tutorials, workshops, coursework and examination, and practical work are scheduled appropriately.
* acting as the lead academic point of contact for their programme, addressing any teaching and learning issues promptly.
* attending staff/student liaison meetings and workshops and driving programme improvements in response to feedback.
* representing the programme in activities throughout the student lifecycle such as Welcome Week, visit days, degree ceremonies and celebration events.
* working closely with the HoD and DHoE to identify and build relationships with new external examiners whilst maintaining positive relationships with current examiners.
* participating in discipline moderation, scaling, mitigating circumstances and examination boards, as appropriate.

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* Meeting with students to deliver outcomes from disciplinary processes and exam board decisions.
* Ensuring that an accurate overview of year-on-year statistics and metrics for the programme (assessment data, National student Survey, student survey questionnaires etc.) is maintained in the disciple.
* overseeing the release of marks to students and monitoring and reporting on student progression and retention to the DHoE and HoD.
* working closely with the DHoE, other programme directors and Teaching and Learning Enhancement Leads on curriculum review and learning enhancement, particularly in terms of the coherence between units and across related programmes, embedding employability (in conjunction with the Employability Lead) and social responsibility, and ensuring that programmes are contemporary and informed by good/best practice in Teaching and Learning.

**Period of Appointment:**

The normal expectation will be for a Programme Director to undertake the duties for five years, with the possibility of one extension of up to a further three years. The Line Manager will appraise the academic annually with input from the DHoE and HoD; the latter will confirm continuation in the Programme Director role on an annual basis.

**Equality, Diversity, Inclusion and Accessibility (EDIA)**

**Training for UG Students**

The Faculty is committed to improving the EDIA training of both students and staff. This

briefing reports on the plans for UG students.

**The Faculty has committed to deploying EDIA training for all undergraduates by the start of the 21/22 academic year.**

A good (although generic) university online training module already exists, and is provided by the central EDI team. A few Schools in the university have already made this module compulsory for their students. This training resource is a good foundation, and one that we can relatively easily deploy for the new academic year. Dan Jagger from eLearning will be providing support to departments with this deployment.

**Phase 1:** (completed in September): all departments to have the existing student EDI training module ready to be used by their UGs for the new academic year. In the first year of deployment all current undergraduates will be asked to complete the training, with this moving to just new students in subsequent years. This will require departments to decide where the training will best sit on Blackboard, who will download the reports and how non completion will be followed up.

**Action (DHoEs/DSOMs):** Departments to decide where the training will best sit on Blackboard and be deployed (e.g. CEAS are already using this training alongside their academic malpractice training). Dan Jagger will be in touch to discuss this.

**Phase 2:** (to be delivered during the 21/22 academic year): additional, more bespoke online training, (probably based around case studies, but presented in an anonymous way) and tailored to the disciplines will be produced to supplement the existing training. Departments will be asked for ideas/feedback to make the additional resource as relevant as possible to their disciplines. eLearning will be helping to develop this new resource, and they will have capacity to begin work from September. This could be provided as an additional, optional resource for students in 21/22 and then made part of the compulsory element in future years.

Dr. Mark Hughes, Associate Dean (EDIA)

9th July 2021

**Justification Williamson Building Additional works to Ground, 1st and 2nd Floors Teaching facilities**

**Room G.20/G.20A/G.33** (Priority High; has been in Earth and Environmental Sciences (EES) students experience action plan for the last 3 years; construction costs £18953 excluding VAT). To increase student’s sense of community, improve communal study space and reduce overcrowding an upgrade to the undergraduate student common areas on the ground floor are required. This will help to bring the benefits of the new undergraduate degrees to the students. Work requested included refurbishment of the main undergraduate room (G20), including the instalment of new data and twin power sockets, the creation of an undergraduate student microscope facility in G.20A and better facilities for students completing their final year projects in G.33 (the 3rd/4th year common room). G.33 will be equipped for small group (computer practical) teaching during day time.

**Room 2.22** (Priority High; has been in EES students experience action plan; construction costs £7521 excluding VAT). To increase student’s sense of community, improve communal study space and reduce overcrowding, provide better facilities for students on the EES postgraduate teaching programs an upgrade to this room is required. This is currently the biggest flat room in the Williamson building (EES domain) but has a terrible acoustics. Refurbishment of this room, including new carpet to improve acoustics, would create a multi-purpose room that could be used for large class room teaching (up to 80-100 students) using different set ups (including classical frond facing teaching as well as group work style teaching), open plan meetings/sessions such as poster sessions and (large) group meetings.

**Room G12/14/16** (Priority Medium; construction costs £26253 excluding VAT). These practical rooms on the ground floor are fundamental to the practical teaching on our undergraduate programmes, particularly for the first and second year classes. Besides a general refurbishment (painting of doors, frames, skirting boards etc.) an instalment of a moveable acoustic wall is requested between in G14 and G16. This would allow the creation of a single practical room (up to 100 students; no social distancing), required for the practical delivery of large (first year) practicals while maintaining the flexibility to divide the area in separate spaces for delivery of teaching to smaller cohorts (up to 35 students). Note: due to the need for specialised equipment (microscopes etc) as well as access to the extensive rock collection stored in the Williamson building delivery of this type of practical teaching cannot be done elsewhere on campus.

**Room 1.12** (Priority Medium; construction costs £11542 excluding VAT). This practical room on the first floor is currently used for a number of specialised earth and environmental science practicals including flume experiment, allowing the study of the impact of water movement on sand beds etc. Besides a general refurbishment (painting of doors, frames, skirting boards, sanding and refinishing of existing Iroko worktops etc.) the instalment of 5 stainless steel sinks, including sediment traps in the drainage systems, are requested as well as a review of the drainage and water connections to this second floor lab.

**Costing**: All costs are detailed in the attached Williamson Additional work stage 1 estimate document. Please note that all costs included per room are the construction costs only (excluding VAT) and does not include ‘other items’ (£32615) and main contractor’s preliminaries/overheads/profits (£47719), which brings the total estimated construction costs to £170063 (excluding VAT). Additional project/design team fees (£25509), building control fees, asbestos survey, surveys allowance and allowance for loose FF&E (£18000) and VAT brings the total estimated development costs to £256286.

**8. PGR Update**

**Admissions and recruitment:**

There are no major updates with admissions numbers to report. Application, offer and acceptance numbers continue to be higher compared to this time last year. All of the funded positions for Sept 2021 starts are now in place (22 funded studentships) and the only additions before September will be self-funded PGRs. We have had 4 PGR starters in July (1 split-site PhD joint with University of Bristol, 1 part-time PhD, 1 PhD transferring from USA direct into Year 2, and 1 MPhil).

**Extensions:**

Self-funded PGRs (where funding is not managed by the University) who have been unable to mitigate delays due to COVID-19 or adjust their research project are now eligible to apply for funded extensions due to additional funding being made available. This includes PGRs whose external sponsors are unable to provide living cost support for any granted extension. Extensions are available for up to 3 months. Priority will be given to PGRs with the greatest need and there are eligibility criteria (detailed on the PGR FAQs page). Requests can be submitted 6 months before the programme end date, or 12 months prior for PGRs whose research is dependent on a period of essential fieldwork that was postponed or interrupted.

**NERC DTP scoping discussion:**

Following a discussion at last month’s DLT and this month’s Research Committee we have established a scoping panel to discuss options for a future NERC DTP bid from the department’s perspective. The panel will include representatives from each Research Group, and will aim to discuss and recommend broad options for a preferred research and training vision and potential partnerships, and the process going forward. These recommendations will then presented to DLT.

**PGR Committee membership changes:**

We have made two changes to the academic membership of the Department PGR Committee – Brendan McCormick Kilbride replaces Margherita Polacci as academic representative for the Geosciences group and Mike Buckley will represent the Ancient Life group. They will also act as PGR champions for their research groups. We thank Margherita for her excellent work on the committee.

Jon Pittman

**9. Research Update**

**DHoR Report July 2021; 14/7/21 Gordon McFiggans**

**Research Expectations**: Based on the University research expectations document that has passed through Senate (based on the earlier 2015 and 2018 documents), a Faculty expectations document has been finalised, passed through FLT and presented to FRSG. This has been included as a separate paper and includes targets on income and outputs; the former to be set at discipline level. Some consternation across Departments and from RGLs in DEES.

**Faculty Research Centres**: A new “Governance” document for internally funded research centres has been drafted and presented to FRSG attempting to achieve some coherence across those in Faculty. This has implications for DEES through WRC, CAS, ICAL and Crisis Studies and has been circulated to the Centre leads. Awaiting further information, since the Appendix A referred to has not been circulated.

**Technical Review**: further discussion with Chris Muryn / Kevin Jackson for status update following concern over aspects of cohort 2. Verbal reassurance given about further rounds of consultation and little immediate threat to current levels of support, though clearer picture that facilities inventory and cost recovery would shape technical service provision across the teaching and research.

**Cost recovery discussion ongoing**: NERC have confirmed that most, if not all, equipment service & maintenance costs are recoverable. Need to get STFC / EPSRC line, but generally need better recovery. Internally, initiative led through Perdi Barran to fully roll out Labcup and PPMS as a comprehensive system for equipment & facility inventory, to start usage / support / maintenance / funding etc… across all teaching and research labs. Encourage DEES staff to attend SoNS open day early July - to be completed by year end. Had been expecting notification, but has not appeared and have chased.

**Open Access charges**: In response to last year’s exhaustion of the UKRI block grant and continued increases in publication charges, 3 proposals and a recommended one put forward by Open Research Strategy Group for short-notice consultation on 23rd June for ratification yesterday. Potential significant impact on profile of publications across DEES, particularly wrt American Meteorological Society. “First come, first served” continues until roll-out, awaiting date notification, but imminent. NB Even more important to pre-apply to Library for payment agreement for ***ALL*** Gold OA submissions.

**Sustainable Futures platform** - launch 8th June. Would be good to increase DEES representation, NB Director advert out now. If it’s not someone from DEES, then Environmental research and activity across the University will be directed from elsewhere. Could be an opportunity but if not, a threat?

**RLP**: Lots of discussion about the impenetrability of the language and concept from FSE SDoRs and DHoRs. The scale and scope of the potential change is vast. A request has been made for clear presentation to SoNS Research Committee.

**Dropouts from NERC Demand Management process** raised as a potential problem and discussed barriers to grant preparation: a) workload and available time (DM process overlaps with exam period etc..) and b) the administrative hoops (and shortages / limitations - see next item) to be navigated in preparation. Lobby for lighter-touch DM process? Assemble repository of e.g. resources to help grant proposals - but need to think about proliferation of data repositories (problem to navigate). Only 5 going to full proposal this round – see the item on Research Expectations, above.

**Awards and Applications**:





Note that 2 recent Fellowships (RS University and UKRI; £1.5M) to be added, along with NCAS contract (£1.05M), plus 2 awards under the NERC Clean Air SPF (£1.24M; one led from Manchester @ £4M FEC across 6 institutions). So now at ~£9.6M if UKRI comes in next FY, slightly below previous years.

Some confusion about presentation of rolling awards (e.g. NCAS, SLOPE, NARG), so unclear about accuracy.

**2 further papers – please see other attachments (contact robert.gardham@manchester.ac.uk):**

FSE Statement of Research Expectations Final

FSE Centre Policy

**10. EDIA**

**EDIA Report for DLT July 2021**

1. EDIA Team together with Rhodri Jerrett and Sonya Kewley met on 8th June 2021 to discuss how we could improve fieldwork inclusivity for student field courses within DEES. Although some discussions were held about whether we should draft a document on our overarching principles on running field courses and what these were e.g. limits to locations where field courses can be conducted, this was not the main focus of the meeting. The focus of the meeting was rather to put in place specific actions that could improve fieldwork inclusivity. A key recommendation of all those present included pre-field course sessions with students, to raise awareness on issues surrounding the field course including toilet access/handling menstruation; cultural differences in field trip locations (including for LGBTQ+), physical exertion expectations, required clothing, etc. Such sessions could take the form of both early formal sessions at the start of the degree programme as well as specific (perhaps more informal) sessions before each field course, where tutors and perhaps ex-students could share their experience. (We note this is done already for some courses, e.g. Katie Joy’s, so this is about ensuring best practice across the department.) Note that ensuring students are well informed about potential field course issues and having the chance to discuss in private their particular issues (e.g. homosexuality, mental health) **in advance** of field courses was found in a survey by the British Ecological survey to be the most important factor in ensuring students get the most out of field courses and mitigating issues around inclusivity (see attached document on discussion on fieldwork inclusivity with British Ecological Society). Other recommendations included adding information e.g. on toilet access/handling menstruation to handbooks, ensuring we demonstrate in our recruitment that field courses are well supported and aim to be inclusive, and considering providing essential equipment to WP students. A detailed report will be prepared and shared with Bart for further discussion.
2. Athena Swan update: Our main input for this Action Plan is around Student Recruitment and Marketing. Rhian has provided multiple suggestions to CW that will be shared with the school committee on how we can potentially improve our WP in recruitment (some of these relate to fieldwork inclusivity e.g. provision of basic field clothing, see above). This is relevant to Athena Swan on the basis that there is a lot of intersectionality between gender and WP in Earth and Environmental Sciences.

 **Report on meeting with Karen Devine of the British Ecological Society on Fieldwork Inclusivity**

Amongst other things Karen Devine works to improve inclusivity in Ecological work within the UK which includes attracting school students from WP/more ethnically diverse backgrounds into BES field courses in the UK. BES also works to support PhD students engaged in fieldwork (often overseas).

BES is ess involved with undergraduate field courses but some of their work is relevant. Of particular interest is that they have recently held recently held discussions (focus group type survey) with people concerning the difficulties they experienced in fieldwork/fieldcurses as undergraduates. This information is particularly relevant for us and our fieldcourses.

They are writing a guide intended for PhD students going into field for the first time. This has morphed a bit in that it would also be very useful for a lecturer embarking on their first field course and things to consider. I have requested if we can have a copy of this once complete – and also hoped that we might share any best practice that we also develop.

**Some feedback from talking with prior undergraduates, particularly around the issue of LGBTQ+**

The major issue was about lack of information and communication with university staff prior to travel. In some cases the students were willing to go to countries where their sexual orientation might be illegal as they did not want to miss out on the opportunity but that they were not well forewarned about the risks and what would be required of their behaviour to mitigate these risks. If e.g. sexual orientiation is illegal in a country it is very clear that these discussions need to go ahead. BUT it is important to realise there are many countries where there may be no law e.g. against homosexuality, but where someone being overtly homosexual might be at high risk e.g. India. Conversely there are other countries where homosexuality is officially illegal but is culturally acceptable (e.g. Singapore). So simply using a website with laws against LGBTQ+ people is insufficient. **Need to be aware of the distinction between technical and cultural acceptance of LGBTQ+.**

Participants said that they often did not have these conversations before they travelled and that this was a mistake. **Need to build in honest conversations that puts safety of individuals at their core even if that is a difficult conversation prior to making decision to travel.**

They said often support was not there from the institutions/lecturers running the fieldcourses. One UG student was accidentally outed by a supportive lecturer who had conversations in open spaces. Some students (maybe all in the survey?) were willing to modify their behaviour on the fieldcourse to fit in with local customs surrounding e.g. sexual identity/sexual orientation.

They advocated getting individuals to write their own risk assessments and getting them to think about areas/environments they are going to and their mitigating mechanisms. e.g. an individual might decide that on that field course might be ‘less camp’ , dress within cultural norms and whether the individual is happy to do this (or not). Overall the way forward seems to be providing students with as much information as possible and allowing them to make decisions. But all must be done well in advance. Of course, this is an issue if a fieldcourse is compulsory and is an argument for choice in fieldcourses. **Get UGs to do their own risk assessments - found it helped them think about personal risks. That helped them start a conversation about individual risks.** A part of the risk assessment can include a question such as “Do you see yourself of being at a higher risk of threat /harm due to gender identity (or race).

The biggest single barrier was having no opportunity to have that conversation with fieldcourse organisers. There were lecturers who didn’t know how to approach this. At the heart of everything was to have open (yet private) conversations BEFORE fieldcourses.

It was also noted that Race/LGBTQ can be an issue even in the UK/Europe, especially in remoter regions so this does not only apply to overseas fieldcourses.

Amongst ecologists generally there is a debate with alternative view points:

1. It should be the individual choice to decide to go to a place. Therefore we should not remove options for fieldcourses in particular countries where LGBTQ+ rights might not be as well protected as in the UK because it is about providing access to a particular experience. This is often the case for tropical ecology where an African country is often an ideal ecological choice. Of course, there should always be options for students to have alternative fieldcourses that are equally attractive and with no penalisation.
2. The alternative viewpoint is that we are colluding/endorsing such countries and their discriminatory laws and that students should not feel the need to hide their true natures.

No one ever said they found themselves forcibly placed or unsafe.

A buddying system was mentioned where this year’s cohort have access to last year’s cohort. This can also be useful for physical and mental health. Peer-to peer support allows more nuanced conversation with reflections on experience, hints, tips, guidance.

Other advice – Stonewall – signpost people to exact pages on foreign office page – stonewall also up to date on country summaries.

Also need to consider safety of women from sexual harassment. Mainly this comes from other students. Also need to provide advice to PGR students helping on fieldcourses to ensure they are aware of e.g. becoming overly familiar with UG students – even if completely innocent this could unintentially backfire. Do we provide any advice to our demonstrators on this? Consider having:

Duty of care policy – safeguarding policy

Code of conduct policy -

Expectations of behaviours – using challenging language – don’t put your hands on another person. Really clear guidelines.

Consider having a confidential email address students can raise issues.

* safe communication channel that didn’t require them to physically speak.

<https://www.britishecologicalsociety.org/about/safeguarding/>

**What do students want from the UG fieldcourses?**

Should also have the discussion with students too – what do they want?

Fieldcourses is a big recruitment driver and what is on offer can be a major factor in students choosing a particular course/University.

Students said they prefer to have choice of fieldcourses – not complulsory fieldcourses.

**Other insight on racial inclusivity**

At their 16-18 summer schools – primarily involving people of colour they found that thinking about ‘global challenges” and went down really well. For these students, being able to transfer their learning to their cultural heritage and how they can use their learning to have a global impact interested them in ecology. This can be an argument in favour of field courses e.g. in African countries, despite some other issues.

Focus on Global challenges can help a lot for recruitment of more diverse students.

Workshop BES – how make global research more equitable? How do we teach ecology to make it more reflective of diversity of individuals - December annual meeting Liverpool. Teaching and learning special interest group. 12-15th.

**SK DLT updates 14/7/2021**

**Sustainable Travel**

To move things along on the sustainability front, I propose that we start to include CO2 emissions from travel on risk assessments. This will form part of the calculation towards grant applications and will allow us to collect data as travel starts again.

The method for doing this has been discussed with the Tyndall Centre researchers and is the achieved by the following steps;

1. Input flight destination/route into the following calculator to find the distance travelled **in km** <http://www.webflyer.com/travel/mileage_calculator/>
2. Multiply the km by the relevant correction factor in yellow.

Background DEFRA <https://www.gov.uk/government/publications/greenhouse-gas-reporting-conversion-factors-2021>

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Activity | Haul | Class | Unit | kg CO2e |
| Flights | Domestic, to/from UK | Average passenger | passenger.km |   0.24587  |
| Short-haul, to/from UK | Average passenger | passenger.km |   0.15353  |
| Economy class | passenger.km |   0.15102  |
| Business class | passenger.km |   0.22652  |
| Long-haul, to/from UK | Average passenger | passenger.km |   0.19309  |
| Economy class | passenger.km |   0.14787  |
| Premium economy class | passenger.km |   0.23659  |
| Business class | passenger.km |   0.42882  |
| First class | passenger.km |   0.59147  |
| International, to/from non-UK | Average passenger | passenger.km |   0.18362  |
| Economy class | passenger.km |   0.140625 |
| Premium economy class | passenger.km |   0.225    |
| Business class | passenger.km |   0.40781  |
| First class | passenger.km |   0.56251  |

I’ll create a new area on the Department intranet dedicated to this and all associated guidance and forms.

**(Sonya Kewley)**

**11. IT Report**

Past:

● Williamson Building network upgrade seems to have gone relatively smoothly, thanks to the efforts of Emma and Kofi, liaising with the networking team (and we’ve also been able to sort out some long-standing networking issues not directly related to the upgrade). Upload speed to RDM spaces from within Williamson have gone from ~500k-1mb/s → 20mb/s.

● Newsletters have highlighted changes to eduroam access, given advice on computer purchasing, and a range of research life cycle things. Hopefully they’re useful.

Ongoing/Future:

● Wifi is being updated throughout Williamson at the end of this month. Given the team do one access point at a time hopefully any disruption will be minimal (this does take place throughout the day).

● Staff members with the most complex software teaching needs have put packaging requests into IT, and we are keeping track of progress on this front (i.e. they have used the official route: Emma and Kofi installing software for teaching last minute both takes a lot of their time, and is against the University rules, so is problematic). So far, progress is slow, but I’ll start chasing up later this month in IT role: this is something that needs to work for effective teaching.

● EES will be providing incoming students with information on how to take advantage of discounts and loans available to them for purchasing IT equipment over the summer.

● I’ve spent a bunch of the last few weeks trying to work out the myriad different ways that one can procure workstations for computational work within the University. When this is complete I intend to put together a guide to help others.

RJG 12/07/2021

**12. PS Update**

**Simon Workshop Update**

**Background**

The Simon workshop lost both members of staff at the beginning of 2019. Rather than re-appoint, a decision was made at faculty level that the workshop should be closed and all workshop jobs should be completed through the existing Schuster and Pariser workshops. The equipment and machinery in the workshop remained in-situ and was still available for use by trained members of the department, as necessary. It was also occasionally used by technicians from the Schuster Building due to a shortage of facilities in their own workshop.

**Thin Sections**

As part of the refurbishment of the Williamson basement, the Thin Sections lab was due to be remodelled, leaving a much smaller footprint. This space would have been insufficient for the equipment in use at that time and would also have left no scope for the commissioning of the Logitech suite of equipment. When looking at alternative space for Thin Sections, the Simon workshop was identified as a possible location. A plan for enabling works was drawn up and some funds were available due to underspend in the workshop and thin sections budgets. These plans were subsequently put on hold due to the situation with Covid.

After reopening, we began the process of appointing a new Thin Sections technician, Dave Oliver who joined us earlier this year. We then began to look at the work required to turn the Simon workshop into a viable Thin Sections lab. It was during the process of requesting funds that we learnt of the plan to permanently mothball the Simon workshop space and remove this from the department’s footprint. This decision was taken some time ago at faculty level but has not yet been put into action. As a department, we need to reverse this decision; we cannot afford to lose this space.

**Proposal**

To justify the retention of the Simon workshop within the department, we need to clearly outline the future intended use of the space. Thin Sections needs to remain, and the area made fit for purpose. It would also be beneficial to the department to have a workshop space for trained users, albeit scaled back to a minimal setup.

As the Simon workshop area is quite large, there could also be scope for installing some rock processing equipment (milling, crushing, etc.) which could logically be co-located with Thin Sections.

If we can clearly outline the intended future use and therefore the need to retain the workshop space, we can escalate this to the faculty and make the case to keep the Simon workshop in our departmental footprint.

(Lisa Jameson)

**H&S**

FSE Welfare and stress at work task group

Latest meeting discussed the need to record data on reports of stress at work

* HR to investigate a method to capture these reports, particularly where absence is not involved.
* Stress is not a reportable incident under H&S law, although it does state that this should be managed.
* Without data, we are unable to quantify the issue.

The next meeting is 14th July and we are collaborating on a suitable stress risk assessment, and particularly one to consider the impact of the Technical review on staff wellbeing as the process continues.

Emergency Planning

An incident in Williamson in late June resulted in power being lost without notice. This was due to a faulty system and not because of contractors.

* A consequence of this was a failure of water pumps in the building, leaving labs without water.
* Labs with sensitive equipment were affected.
* The swipe access system failed and resulted in staff and students being locked inside labs.

The communications from estates and security were poor as neither Lisa or myself were informed. Our local knowledge meant that we could contact key people within the Department to inform them to resolve.

As a result of this incident, I will be gathering information on the risk profiles of areas that need urgent attention should this happen in the future. I will approach research groups to record this. The record can then be incorporated into the rapid shutdown procedures developed during lockdown and included in the overall Emergency plan for the Department.

(Sonya Kewley)