

**UNIVERSITY OF WARWICK
EDUCATION COMMITTEE
OPEN MINUTES OF THE MEETING HELD AT 2.00PM, MONDAY 8 JUNE 2020, Via MS TEAMS**

Present	Professor Chris Hughes	CH	Pro-Vice Chancellor (Education) [Chair]
	Professor Jo Angouri	JA	Academic Director (Education and Internationalisation)
	Chloe Batten	CBatten	Student Representative (Education Officer)
	Professor Chris Bisping	CB	Chair of the Faculty Education Committee of Social Sciences
	Professor Andrew Clark	AC	Academic Director (Undergraduate Studies)
	Professor Will Curtis	WC	Academic Director (Partnerships)
	Dr David Davies	DD	Chair of the Faculty Education Committee of Science, Engineering and Medicine
	Dr Rebecca Freeman	RF	Dean of Students
	Professor Matthew Nudds	MN	Chair of the Faculty of Social Sciences
	Professor Sarah Richardson	SR	Chair of the Faculty Education Committee of Arts
	Professor Lesley Roberts	LR	Chair of WMS Education Committee
	Professor Penny Roberts	PR	Chair of the Faculty of Arts
	Professor Colin Sparrow	CS	Academic Director (Graduate Studies)
	Professor Pat Tissington	PT	Academic Director (Employability and Skills)
	Professor Gwen Van der Velden	GV	Deputy Pro-Vice Chancellor (Student Learning Experience)
Attending	Katharine Gray	KG	Senior Assistant Registrar (Teaching Quality), [Secretary]
	Craig Franklin	CF	Administrative Officer (Courses and Modules), [Assistant Secretary]
	Paul Blagburn	PB	Assistant Director (Outreach), SROAS
	Dan Derricott	DDerricott	Assistant Registrar (Monitoring and Review)
	Maureen McLaughlin	MM	Director of Education Policy & Quality
	Dr Chris Twine	CT	Academic Registrar
	Roberta Wooldridge Smith	RWS	Director of Student Opportunity
Ref	Item		
044	<p>Apologies for absence</p> <p>Apologies were received from Alice Churm and Professor Caroline Meyer.</p> <p>The Committee noted thanks to outgoing student representative members Chloe Batten (Education Officer) and Alice Churm (Postgraduate Officer) for their contributions to this committee and to the wider University.</p> <p>The Committee noted the Chair's announcement of incoming student representative members Megan Clarke (Education Officer) and Shingai Dzumbira (Postgraduate Officer).</p>		
045	<p>Declarations of interest</p> <p>No new declarations were made.</p>		
046	<p>Minutes of meeting held on 24 February 2020</p> <p>The minutes of the meeting held on 24 February 2020 were received and approved.</p>		

047	<p>Matters arising from meeting held on 24 February 2020</p> <p>The matters arising were as follows:</p> <p>(a) Alternative Pathways</p> <p>The Chair reported that it had previously been planned to establish a working group in this area. The ongoing pandemic had expedited work in this area and, as there had therefore been a greater move to online provision, there was no longer a need to establish a working group to take forward this work.</p> <p>(b) Collaborative Review of Degree Apprenticeships</p> <p>The Chair reported that the review had been paused and that the report would be considered by the University Executive Board in due course.</p> <p>(c) Development of Teaching and Study Space</p> <p>The Committee noted that the expected update on plans for the new library would be postponed to a later meeting.</p> <p>(d) Professional Services Group Strategic Reform Briefing</p> <p>The Chair reported that work in this area was well underway.</p> <p>(e) Academic Representation Partnership Agreement</p> <p>The Student Representative (Education Officer) reported that the Academic Representation Partnership Agreement had been passed at the most recent meeting of the Student Council and could go ahead.</p> <p>(f) Outcomes of Teaching Excellence Group 2019/20</p> <p>The Committee noted that the theme for the next round of Teaching Excellence Group meetings would likely be revisited and that online teaching may be within scope.</p>
048	<p>Chair's Business and Actions</p> <p>(a) The Chair reported the appointment of Christopher Bisping to the new post of Academic Director (Postgraduate Taught), who would start in post on 1 August 2020. The Committee noted its congratulations.</p> <p>(b) The Chair reported that the Postgraduate Taught Working Group had been reconvened and consideration had been given to how the Group might restructure its priorities. The Committee noted the strong ambition among departments to share knowledge and expertise of online and blended learning.</p>
Substantive Items	
049	<p>Students' Union Update</p> <p>The Committee received a verbal report from the Student Representative (Education Officer). The key points and discussions were as follows:</p> <ul style="list-style-type: none"> • The Students' Union had been working with Warwick Enable to address support needed for disabled students. • Consideration was being given to delivering a student population wide 'wrap-up' survey, following the survey held at earlier in the year to capture students' thoughts and feelings during the ongoing pandemic. • The Committee noted that it would be helpful for the Students' Union to communicate to departments its intention to deliver a wider student survey. • The Student Representative (Education Officer) had worked with the Academic Development Centre (ADC) in reviewing its development of online teaching resources including the Warwick Online Learning Certificate (WOLC) which had been developed for first year students. • The Committee noted thanks to the Student Representatives for their role in reporting student feedback into the Education Executive and for the completion of the Academic Representation Project which positively positioned the University moving into next year.

The Committee received individual presentations and reports on key topic areas before moving onto joint discussion of all topics as follows:

050 – Online Teaching

The Committee received a presentation and verbal report by the Academic Director (Partnerships). The key points were as follows:

- Guidance developed in consultation with departments and through assessment of the external landscape had been published to departments. The guidance focuses on campus based learning where possible and outlines a preferred approach to online teaching, aiming to offer consistency across the institution whilst recognising varying departmental contexts.
- The guidance sets-out the start of the new academic year 2020/21, recommending a 'bridging week' in recognition of the fact that many students will have been away from the University for up to six months.
- A Moodle course was under development aimed at assisting teaching staff in developing high-quality blended provision with a focus on online teaching and learning.
- The Learning Design Consultancy Unit had been established to support academic technology provision.
- WOLC would be further developed to service all student groups.
- The guidance would be further developed to address key areas in more detail over the coming weeks.

051 – Online Assessment – Moving to 20/21

The Committee received a presentation and verbal report by the Deputy Pro-Vice Chancellor (Student Learning Experience). The key points were as follows:

- The focus on institutional strategic direction of travel had been maintained during the preceding months. An important aspect of this had been the simplification of assessment strategies and the diversification of types of assessment.
- Two new assessment administration systems had been developed (Alternative Exams Portal (AEP), Marks Management and Exam Boards (MEB)). The technical development of these systems was outlined to the Committee.
- AEP had been well received by users and departments had reported lower administrative burden in use of the system. The system fitted well within the suite of existing systems and processes.
- There was a need to review the assessment methods that had been set initially within AEP to reflect more accurately the different assessment approaches taken within the institution.
- Further work on academic integrity would need to be taken forward via an evidenced based assessment of information gathered during the academic year 2019/20.
- There was a need to rethink the assessment period and also rubrics and guidance for assessment papers.
- The rapid development of MEB and the associated new data flow management exercise had needed to accommodate policy changes including the Graduate Benchmark, Missing Marks Adjustment, and scaling.
- The development of MEB represented a substantial step towards end-to-end assessment support, though issues of integration with Moodle, Questionmark Perception and Tabula needed to be addressed.

052 – Co-curricular Offer and Student Opportunity

The Committee received a presentation and verbal report by the Director of Student Opportunity. The key points were as follows:

- A programme of digital support for finalists had been developed by the Careers team to supplement WOLC and support graduate employability.
- Recognising the difficult employment market, collaboration was underway with external organisations to maximise student access to opportunities and to emphasise the need to focus on skills development.
- Existing digital provision would be developed to offer a segmented approach to employability, and work was being progressed to deliver a digital careers festival in the autumn term 2020/21.
- Delivery of international mobility experiences in 2020/21 was identified as a challenge. Work was underway with a group of mobility partners to provide collaborative opportunities for students.

050 -
055

- Continued and extended support for specific student groups remained important. The final day of the women's SPRINT programme had been recently delivered digitally across several time zones with 100% attendance and resourcing was available to support BAME students' engagement with alumni.
- Reorientation of activity for Warwick Volunteers was progressing, building on the recent national desire volunteer, and to capitalise on forthcoming significant opportunities, e.g. City of Culture 2020.

053 – Widening Participation – Support for Students

The Committee received a paper (053-EC080620), presentation and verbal report by the Assistant Director (Outreach). The key points were as follows:

- It was expected that the ongoing pandemic was likely to impact Widening Participation (WP) students groups disproportionately, however measures that were being put in place to support student experience and outcomes were likely to benefit all students.
- There had been a focus on the year 13 journey and support for offer holders to ensure their readiness to join Warwick.
- Challenges around students' sense of 'belonging' and effective forms of pastoral support were being explored including the provision of peer-to-peer support.
- There had been recognition of technology based barriers to engagement and consideration was being given to strategies to mitigate disadvantaging WP groups and providing accessible blended learning.
- There was a recognition that more students were likely to face financial hardship in the coming academic year and that there was a need to align WOLC to ensure that WP groups feel supported in terms of knowledge and confidence gaps.
- Consideration had been given to delivering a survey to WP students; the need to align with other activity across the institution was recognised.

054 – Quality Assurance – Quality Assuring Revised Approaches to Teaching and Assessment, External Regulatory Requirements

The Committee received a presentation and verbal report by the Director of Education Policy & Quality. The key points were as follows:

- The sector context was outlined to the Committee. It was reported that undergraduate student numbers would be capped at recruitment forecast plus 5%. Over recruitment would be penalised with reduced fees in 2021/22.
- The rate of deferral within the sector was unknown. The Government was intending to make amendments to tier 4 visas which might ease the situation with regards to international students that had been deterred by the potential of moving to online provision.
- There had been a deliberate strategy within the sector to communicate that institutions would be open for the new academic year to ensure that students continue to take up places.
- There had been consultation by the Office for Students (OfS) on the inclusion of an additional condition of registration concerning admissions practices aimed at ensuring sector stability.
- The institutional response to the ongoing pandemic had continued to maintain academic rigour, quality and academic standards in order to ensure that students graduate with high quality awards that are valued by students and by future employers.
- Quality assurance measures had been put in place to underpin key work in areas including assessment and exam board operations. Further work was underway to quality assure the approval, monitoring and review of changes to curricula in moving towards a blended approach to provision in 2020/21.

055 – Status of Other Strategic Projects

The Committee received a presentation and verbal report by the Senior Assistant Registrar (Teaching Quality). The key points were as follows:

- Work on major projects to take forward the Education Strategy had been underway prior to the pandemic. There had been an intention to rationalise the credit framework with the Credit and Module framework, and work was continuing to an extent within academic departments.

- The development of novel module content and the exploration of opportunities that could be provided had been paused to some extent, however there were strands of activity arising out of this area including short-term mobility that had been accelerated by the ongoing situation.
- Curriculum alignment to the Education Strategy had been an area which had been accelerated by the creation of the Learning Design Unit, though the focus of the Unit looked more to the immediate support of teaching and learning in 2020/21.
- Some areas of the Review of Assessment had been progressed and implemented more quickly than anticipated including September resits and self-certification.
- Other aspects of the Review of Assessment had however been deferred for implementation in 2021/22, including changes to undergraduate progression requirements and the right to remedy failure.
- The need to reflect upon institutional capacity to progress development in these areas that may result in reprioritisation was highlighted.

The key points of discussion of items 050 – 055 were as follows:

- The possible need for clarification of the requirements in terms of delivery of teaching although it was noted that largely expectations were understood.
- It was noted by the Committee that a number of departments were thinking about alternatives to examinations. This was welcome both in terms of diversification of assessment but particularly in the context of ongoing social distancing where large exam hall based examinations are not practically possible.
- The issues associated with digital isolation and ‘tech poverty’ were discussed by the Committee. Although the number of students deferring assessment due to a lack of access to technology had been very low during the 2019/20 assessment period that this should not serve as an indicator of computer ownership for the 2020/21 academic session. Work was ongoing to understand the nature and scale of issues of device access and financial support in place of device loans was identified as a possibility.
- The Committee discussed the need to support Black, Asian, and Minority Ethnic (BAME) students during this period and to ensure that specific needs were addressed.
- The Faculty Alternative Assessment Review Group (FAARG) process was discussed by the Committee in the context of moving forward to approval of online teaching in 2020/21. FAARG had worked well despite the pace at which it was implemented, however the Committee noted that the approval process for courses and modules would be very different.
- The Committee noted the Chair’s thanks to Faculty Education Committee Chairs in making the FAARG process successful.
- The importance of consistency of approach to ensure robustness of the approval process was highlighted. The Committee noted that the three-tiered approach outlined within the online teaching guidance that had been published to departments was designed to recognise varying institutional provision while aiming to provide consistency.
- The Committee noted that the move to online assessment had worked very well for many departments and that some would seek not to return to paper-based assessment. The Committee discussed the benefits to students in terms of accessibility, but noted that these benefits did not apply to all students.

Items below this line were for receipt and/or approval, without discussion

Subsidiary and Sub-Committee Reports

056	Business for report from Academic Quality and Standards Committee (AQSC) The Committee received and noted the agenda and minutes of meetings available online .
057	Business for report from Board of Graduate Studies (BGS) The Committee received and noted the agenda and minutes of meetings available online
058	Business for report from Student Learning Experience and Engagement Committee (SLEEC) The Committee received and noted the agenda and minutes of meetings available online
059	Business for report from the Partnerships Committee

	The Committee received and noted the agenda and minutes of meetings available online
060	Business for report from the Widening Participation Committee (WP) The Committee received and noted the agenda and minutes of meetings available online
061	Changes to Teaching and Assessment for Term 3 2019/20. The Committee received and noted a paper (061-EC080620) by the Director of Education Policy & Quality.
Other	
062	Any other business There was no other business.
CLOSE BY 15:30 Next meeting: 14:00, 10 December 2020, CMR 1.0 University House	

DECISIONS AND ACTIONS			
ITEM	DECISION/ACTION	LEAD AND DUE DATE	STATUS
045 – Alternative Pathways	DECISION: That a working group be established to look at alternative pathways, which would be reported back on at Education Committee in the 2019/20 academic year.	WC 2019/20	Completed
015 – Collaborative Review of Degree Apprenticeships	ACTION: The Committee to consider further Section 18.1, focusing on actions for the Degree Apprenticeships Steering Group, the UEB and the Education Committee, following discussion at UEB.	EC Secretariat: 2019/20	Ongoing
028 – Development of Teaching and Study Spaces	ACTION: Colleagues from the Library to provide an update at the next meeting of Education Committee on plans for the new library and outcomes of initial discussions.	EC Secretariat: 2020/21	Ongoing
029 – Professional Services Group Strategic Reform Briefing	ACTION: Input into the Programme from the Student Experience Network to be sought.	C Luck: Summer Term 2020	Completed
030 - Academic Representation Partnership Agreement	ACTION: The Chair requested that the Deputy Pro-Vice Chancellor (Student Learning Experience) feed back to the SU with regard to comments on the working of the Agreement.	GV Mid-March 2020	Completed
	DECISION: The Committee recommended the Academic Representation Partnership Agreement for approval by the Senate, subject to SU Academic Council approval.		
032 – Outcomes of Teaching Excellence Group 2019/20	ACTION: Management of joint honours provision should be included as a theme in the next round of TEG meetings.	DDerricott Autumn Term 2020	Ongoing