

<b>UNIVERSITY OF WARWICK</b>			
<b>EDUCATION COMMITTEE</b>			
<b>OPEN MINUTES OF THE MEETING HELD 1:00PM, TUESDAY 11 JUNE 2019, CMR 1.0 UNIVERSITY HOUSE</b>			
<b>Present</b>	Professor Chris Hughes	CH	Pro-Vice Chancellor (Education) [Chair]
	Professor Chris Bisping	CB	Chair of the Faculty Education Committee of Social Sciences
	Dr David Britnell	DB	Chair of the Faculty Education Committee of Science, Engineering and Medicine
	Professor Andrew Clark	AC	Academic Director, Undergraduate Studies
	Dr Will Curtis	WC	Academic Director, Partnerships
	Dr David Davies	DD	Deputy Chair of the Board of the Faculty of Science, Engineering and Medicine
	Professor Louise Gracia	LG	Dean of Students
	Larissa Kennedy	LK	Education Officer, Students' Union
	Ellie King	EK	Postgraduate Officer, Students' Union
	Professor David Lamburn	DL	Deputy Pro-Vice Chancellor (Education)
	Professor Matthew Nudds	MN	Chair of the Faculty of Social Sciences
	Dr Sarah Richardson	SR	Chair of the Faculty Education Committee of Arts
	Professor Lesley Roberts	LR	Chair of the WMS Education Committee
	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)	
<b>Attending</b>	Dan Derricott	DD	Senior Assistant Registrar (Teaching Quality) [Secretary]
	Geraldine Connelly	GC	Assistant Registrar (Monitoring and Review) [Assistant Secretary]
	Philippa Costello	PC	Ambitious Futures Candidate, Teaching Quality
	Katharine Gray	KG	Director of Teaching Quality
	Dr Chris Twine	CT	Academic Registrar
<b>Ref</b>	<b>Item</b>		
041	<b>Apologies for absence</b> <ul style="list-style-type: none"> <li>Apologies were received from Professor D Branch and Professor M Shipman.</li> <li>The Chair gave thanks to Louise Gracia, for the work taken to shape the role of the Dean of Students and the tremendous work on the Review of Personal Tutoring.</li> <li>Thanks was also given to Ellie King and Larissa Kennedy for their significant work on education during their time in office.</li> </ul>		
042	<b>Declarations of Interest</b> No new declarations were made.		
043	<b>Minutes of meeting held on 28 February 2019</b> The minutes of the meeting held on 28 February 2019 were received and approved.		
044	<b>Matters arising from meeting held on 28 February 2019</b>		

	<p>The matters arising were as follows:</p> <p><b>(a) Internationalisation:</b> The Deputy PVC (Europe) and the Strategic Lead for Internationalisation were unable to join this committee meeting and will be invited to a future meeting;</p> <p><b>(b) Student Education Data</b> This item will come forward for consideration in a 2019/20 committee meeting.</p>
<b>Strategic Item for Discussion</b>	
045	<p><b>Alternative Pathways</b></p> <p>One of the Facilitators set out in the Education Strategy is the development of alternative pathways to a Warwick Education. Facilitated by the Academic Director for Partnerships, the Committee undertook a strategic discussion to look at possibilities surrounding work-based provision, flexible provision and collaborative provision. The outcomes of the Committee discussions would inform the establishment of a working group.</p> <p>For each of the alternative pathways below, the key points of the discussions were as follows:</p> <p><b>1) Collaborative (including validated provision):</b></p> <ul style="list-style-type: none"> <li>• Of a number of different types of collaborative provision, the group looking at this area selected ‘Integrated exchange programmes’ as a pathway through a degree as the preferred approach and further discussion of practicalities took place.</li> <li>• Considerations for this type of pathway would need to be taken in regards to resourcing and management, particularly concerning whether placements should be arranged centrally or locally, or if there is an ideal a model that could draw together discipline expertise, with the efficiency of central organisation. Good quality student support at a distance would need to be ensured if this pathway were taken.</li> <li>• It was discussed that consideration would need to be taken as to whether University regulations should be more defined and applied at scale, or if they should be more flexible and then carefully monitored.</li> </ul> <p><b>2) Flexible provision (including online, part-time, accelerated degrees);</b> The group looking at this area favoured a number of different types of flexible provision, including:</p> <ul style="list-style-type: none"> <li>• Flexible entry and exit points for students enabling them to accrue credit over time.</li> <li>• Blended learning (a model already used in both the Warwick Business School and the Warwick Manufacturing Group). This type of provision can be resource intensive during set up, and a central unit to support development of infrastructure and delivery would be useful.</li> <li>• Current intercalated programmes could be adapted, with shorter-term sessions being made available.</li> </ul> <p><b>3) Work-based Learning</b> Of a number of different types of collaborative provision given, the group looking at this area selected ‘Making optional placements available to all students’ as a preferred approach.</p> <ul style="list-style-type: none"> <li>• Mandating placements was not favourable as it may be impractical for students for a variety of reasons and could deter prospective students.</li> <li>• There were a number of constraints identified, including scalability, but it was thought that with central support and departmental champions, this could be achievable.</li> </ul> <p><b>DECISION:</b> 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.</p>
<b>Chair’s Update</b>	

046	<p><b>Chair's Business and Actions</b></p> <p>The Committee received and noted the following update from the Chair:</p> <ol style="list-style-type: none"> <li>a) That the Warwick Scholars programme was launched in May 2019;</li> <li>b) That the Employability Strategy will be considered for approval at the Senate on the 12 June 2019.</li> </ol>
<b>Substantive Items</b>	
047	<p><b>Students Union Update</b></p> <p>The Committee received verbal reports with key details and discussions, as below:</p> <ol style="list-style-type: none"> <li>a) <b>Decolonising the Curriculum project</b> Work is ongoing and advocates are working with departments to consider how they can make progress in this area. There will be a launch event for a network to support this work.</li> <li>b) <b>New Sabbatical Officers</b> The induction for new Officers is underway, these posts will be taken up from 1 August 2019.</li> <li>c) <b>SU Chief Executive Update</b> Chief Executive, Jacqui Clements, is leaving the SU and thanks was expressed to Jacqui for all of the work on Education. A new CEO has been appointed and will be announced soon.</li> <li>d) <b>Academic Representation Transformation Project</b> A Partnership Agreement has been redrafted to guide academic representation at Warwick, setting out mutual expectations between the SU and the University. A comprehensive guide to academic representation which pulls together support for reps into a one-stop guide is being developed.</li> <li>e) <b>Warwick Interdisciplinary Conference</b> The conference will be taking place next week in the Oculus and an invitation will be circulated to all members.</li> </ol>
048	<p><b>Education Strategy Implementation</b></p> <p>The Committee received the report (008-EC11062019) and key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>• The top 10 priorities from the Education Strategy were set at the beginning of the year and the paper outlined the progress made against each;</li> <li>• The paper had been reviewed by the University Education Board to highlight work made against the UEB Education work plan and would also be reported to Council;</li> <li>• Significant work is underway and several workstreams are making good progress, particularly with the co-operation of the Education Committee members. Some workstreams are held at amber until their impact is fully known.</li> </ul>
049	<p><b>Work Based Learning Framework</b></p> <p>The Committee received the report (033-PC120319) and key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>• That the Work-Based Learning Framework had been developed with a view to being applied across all activity of this kind across the University, including degree apprenticeships.</li> <li>• Consultation with academic departments already engaged in WBL (e.g. WMS, CTE, CLL and WBS) took place in order to identify good practice;</li> <li>• It is intended that the Framework be a practical toolkit for use across the University and will continue to be developed over time; it will inform new provision and ongoing development in order to achieve a baseline of practice across the University.</li> <li>• The next phase of work will be to promote the Framework across the University and to seek to obtain resource that would focus on WBL curriculum design;</li> <li>• The Framework also introduces additional Quality Assurance mechanisms to establish, monitor, and review provision.</li> </ul>

	<ul style="list-style-type: none"> <li>In the Faculty Education Committee for Arts, it was felt that the Framework could evolve to take greater account of the specificity of placements in the creative arts.</li> </ul> <p><b>ACTION:</b> Sam Hardy to meet with members of the Arts Faculty and discuss the queries they have raised further.</p>
050	<p><b>Degree Apprenticeships</b></p> <p>The Committee received a verbal report from the Head of Work-based and Professional Learning with key details, as below:</p> <ul style="list-style-type: none"> <li>That 11 Degree Apprenticeship programmes have been approved for delivery and will have students in 2019/20. The majority of courses are Level 6 programmes, with a small number of courses in WMG at Level 7.</li> <li>A further seven programmes are currently under development, including courses in Chemistry and Computer Science. There are a number of other departments interested in developing degree apprenticeship provision, including Warwick Medical School, the Centre for Teacher Education, the Centre for Lifelong Learning and the Department of Economics.</li> <li>Significant work has been underway to adapt existing systems to cope with this new area of provision, which should aid in being fully compliant over time. A mock audit will be undertaken later in the year to test the current levels of compliance.</li> <li>The University has been notified that it will need to reapply to the Register of Apprenticeship Training Providers (RoATP) by the 31st August 2019.</li> </ul>
051	<p><b>Role of the Board of Graduate Studies and the Graduate School</b></p> <p>The Committee received the report (011-EC11062019) and a verbal report from the Academic Director (Graduate Studies). The key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>The paper has been widely consulted on through numerous University and Faculty fora and the substantive proposals have not changed, with the proposals generally being well received.</li> <li>There are two themes arising from feedback received: <ol style="list-style-type: none"> <li>1) that a working group be established to consider how the PGT student experience be led and developed;</li> <li>2) That there are concerns for students who are not on traditional PhD programmes, but undertaking research degrees.</li> </ol> </li> <li>It was confirmed that the Doctoral College would have oversight of research degree students and that a PGT Working group be established, which would be chaired by Kirsty Hooper (Deputy Chair of the Board of Graduate Studies).</li> <li>The Committee agreed that it was critical that there be full representation from each Faculty Education Committee and PGT student representation included on the group membership.</li> <li>Although there are challenges presented in engaging representatives from the PGT student community due to the length in programmes of student, the Committee were assured that the student voice would be incorporated. It was suggested that the PG Officer for the Students' Union could act as co-chair and further discussion would take place to consider this.</li> </ul> <p><b>DECISION:</b> The Committee <b>recommended</b> that the paper on the Role of the Board of Graduate Studies and the Graduate School for <b>approval</b> by the Senate.</p> <p><b>ACTION:</b> Committee members to send any recommendations for representatives on the PGT working group to Kirsty Hooper.</p>
052	<p><b>International Strategy</b></p> <p>The Committee received the report (012-EC11062019) and a verbal report from the Director of International Strategy &amp; Relations. The key points and discussions were as follows:</p>

	<ul style="list-style-type: none"> <li>• The paper presents the first comprehensive International Strategy of the University, in support of (and not duplicating) core Education and Research activities. In particular, it considers how partnerships can be developed in support of the University’s ambitions.</li> <li>• The categorisation of partnerships helps to prioritise the investment of central resource in those that have the widest potential for impact. It was confirmed that this would not interfere with departmental positions.</li> <li>• There is potential to broaden partnerships that currently facilitate Study Abroad placements, for which the University already has a significant number of agreements in place.</li> <li>• The Strategy covers how the University will review promotion of its graduates on a world stage, and how we manage our existing partnerships with Monash and EUtopia. The Strategy will enable a more purposeful approach, including more rounded criteria, when choosing strategic partners.</li> </ul> <p><b>DECISION:</b> The Committee <b>recommended</b> that International Strategy paper be <b>approved</b> by the Senate.</p>
053	<p><b>An Ethical Framework for Use of Student Data in Learning Analytics</b></p> <p>The Committee received the report (008-SLEEC220519) and a verbal report from the Service Owner, Learning Support Systems. The key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>• Over the last year, work has been underway to explore possible uses of Learning Analytics to enhance areas such as student support and curriculum design. The paper underpins current and future work in this area by establishing an ethical framework to guide decision making, including how students are involved in the design and use of the data.</li> <li>• The Student Learning Experience and Engagement Committee (SLEEC) have agreed to establish a sub-group to provide oversight of the ethics of learning analytics.</li> <li>• The principles of the framework have been suggested based on practice in the sector as well as consultation with students and staff within the University, and is intended to be revised and evolved over time.</li> <li>• The next stages of work are to include consideration of how breaches of the Framework would be handled as part of the Audit and Risk Committee’s oversight of data breaches more generally.</li> </ul> <p><b>DECISION:</b> The Committee <b>approved</b> the recommendation to adopt the proposed ethical framework for the use of student data in learning analytics.</p>
054	<p><b>Peer Dialogue on Teaching</b></p> <p>The Committee received the report (014-EC11062019) and key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>• That the development of the policy on peer observation had arisen from the work of the WIHEA Learning Circle on Peer Observation.</li> <li>• A number of recommendations had been developed through an iterative process, with considerable input from the Education Executive, SLEEC and wider consultation across the academic community.</li> </ul> <p><b>DECISION:</b> The Committee <b>recommended</b> the policy on Peer Observation for <b>approval</b> by the Senate with effect from 2019/20.</p>
055	<p><b>Access and Participation Plan</b></p> <p>The Committee received the report (01d-EC11062019) and a verbal report from the Head of Widening Participation. The key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>• The publication of an Access and Participation Plan (APP) is required by the Office for Students (OfS) in order to articulate how institutions will meet the expectations on them in relation to access, continuation and outcomes of underrepresented groups in higher education.</li> </ul>

	<ul style="list-style-type: none"> <li>The APP sets a number of new challenging targets to make progress in both access and student success.</li> </ul>
056	<p><b>Teaching Excellence Framework (TEF)</b></p> <p>The Committee received the report (016-EC11062019) and key points were as follows:</p> <ul style="list-style-type: none"> <li>That since the Education Committee last met, the mock TEF exercise had been undertaken.</li> <li>The exercise spanned 22 subjects and work with colleagues across academic departments had been undertaken to support them in understanding TEF metrics and creating written submissions.</li> <li>A panel of nine reviewers had reviewed iterations of written submissions and provided feedback to departments.</li> </ul>
057	<p><b>Teaching Excellence Group 2019/20</b></p> <p>The Committee received the report (017-EC11062019) and key points were as follows:</p> <ul style="list-style-type: none"> <li>The Teaching Excellence Group meetings that took place in 2018/19 had facilitated useful discussion around the student experience and successfully fed into the Academic Resourcing Committee's processes;</li> <li>Having reviewed the process, a number of recommendations around the operational delivery had been proposed for the Committee's consideration for 2019/20;</li> <li>It was proposed that all TEG meetings would be delivered in October and November for 2019 with greater student engagement, but consideration of timings of REF meetings would need to be taken as scheduling may prove difficult.</li> <li>Student engagement is hugely beneficial, and more so when the engagement is representative. The suggestion that students be a part of panel membership was discussed and decided that this should not yet be mandated, but given as a choice to departments for the 2019/20 meetings. The Education Officer highlighted the benefit that student engagement can bring by providing a narrative to the metrics and that the SU would need to be supporting students involved in TEG meetings.</li> <li>Consideration of the timings also needed to be considered to ensure appropriate timing was given relative to the size and scale of the department.</li> </ul> <p><b>DECISION:</b> That the recommendations outlined in the Teaching Excellence Group 2019/20 paper be approved.</p>
058	<p><b>Credit and Module Framework</b></p> <p>The Committee received the report (125-AQSC060619) and key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>The Review of the Credit and Framework was a major strand of strategic reform and would be an enabler of other developments supporting the student learning experience, including interdisciplinarity and student mobility;</li> <li>Through a series of town hall events and departmental engagement, a number of themes have been consulted on widely over the year and a series of proposals have now progressed through committee meetings at Faculty and University level. They are intended to be submitted for consideration by the Senate in July 2019;</li> <li>A number of issues were outstanding in the Mathematical Sciences and were being discussed in detail to seek a resolution.</li> <li>The University of Warwick would now be the only Russell Group university without a single credit tariff. Several other institutions have undergone major reform to adopt a single tariff, including Imperial College, which had faced similar challenges to Warwick;</li> </ul>

	<ul style="list-style-type: none"> <li>• The Chair of the WMS Education Committee noted their concerns in moving to a single credit tariff and commented that having too regimented a structure could stifle innovation;</li> <li>• The Students' Union were reassured that this would enable greater access to student learning opportunities and would be enormously beneficial, rather than constraining.</li> <li>• Other universities have been able to retain their innovative, distinctive features with a harmonised credit tariff.</li> <li>• The move to the single credit tariff would be vital for the way in which approaches to employability are developing, as articulated in the Employability Strategy.</li> </ul> <p><b>ACTION:</b> The Committee <b>recommended</b> the Credit and Module Framework proposals for <b>approval</b> by the Senate.</p>
059	<p><b>Review of Assessment</b></p> <p>The Committee received the report (123-AQSC060619) and a report from the Deputy PVC (Education). The key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>• That the Review of Assessment proposals aimed to provide a greater diversity of assessment, a reduction in student and staff workload, and increased fairness and equity for students.</li> <li>• There are proposals put forward in the paper on each of the four original strands of the review, namely: assessment strategies, remedying failure, mitigating circumstances and exam board procedures.</li> <li>• There are several areas of policy not yet included as discussions are still ongoing, including several which have implications for the shape of the academic year.</li> <li>• A further amendment had been made to the paper on page 12, regarding the progression threshold between years two and three for integrated Masters.</li> <li>• Changes to policy on student choice of assessment methods should be seen in the context of the wider focus on diversification of assessment strategies. GV would be meeting with SSLC Chairs and students who had raised concerns to explore the topic further.</li> </ul> <p><b>ACTION:</b> The Committee <b>recommended</b> the Review of Assessment proposals for <b>approval</b> by the Senate.</p>
060	<p><b>Committee Memberships</b></p> <p>The Committee received a verbal report with key details, as below:</p> <ul style="list-style-type: none"> <li>• That consideration of the membership of AQSC, SLEEC and Partnerships committees should be undertaken in order to strengthen the link between sub-committees of the Education Committee and Faculty Education Committees;</li> </ul> <p><b>ACTION:</b> That the Secretary organise for the Chairs of AQSC, SLEEC, Partnerships Committee and the Faculty Education Committees meet to discuss the item further.</p>
061	<p><b>Operationalising Student Engagement and Partnership</b></p> <p>The Committee received the report (010-SLEEC2205219) and key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>• There is a considerable amount of student engagement underway across the University which is positive;</li> <li>• That there is a need to steer how this work may be deepened and broadened in different ways;</li> <li>• The Framework introduces common language for different forms of student engagement.</li> </ul> <p><b>DECISION:</b> The Committee welcomed and <b>approved</b> the Framework.</p>
<b>Items below this line are for receipt and/or approval, without discussion</b>	

Subsidiary and Sub-Committee Reports	
062	<b>Business for report from Academic Quality and Standards Committee (AQSC)</b> The minutes were received and are available <a href="#">online</a>
063	<b>Business for report from Board of Graduate Studies (BGS)</b> The minutes were received and are available <a href="#">online</a>
064	<b>Business for report from Student Learning Experience and Engagement Committee (SLEEC)</b> The minutes were received and are available <a href="#">online</a>
065	<b>Business for report from the Partnerships Committee</b> The minutes were received and are available <a href="#">online</a>
066	<b>Business for report from the Widening Participation Committee (WP)</b> The minutes were received and are available <a href="#">online</a>
067	<b>Business for report from the Employability and Skills Working Group</b> The minutes were received and are available <a href="#">online</a>
Other	
068	<b>Any other business</b> There was no other business.
<b>Next meeting: 13:00, 2 December 2019, CMR 1.0 University House</b>	

DECISIONS AND ACTIONS		
ITEM	DECISION/ACTION	LEAD/DEADLINE
<b>044 – Matters Arising</b>	<b>ACTION:</b> 1) <b>Internationalisation:</b> The Deputy PVC (Europe) and the Strategic Lead for Internationalisation were unable to join this committee meeting and will be invited to a future meeting; 2) <b>Student Education Data:</b> This item will come forward for consideration in a 2019/20 committee meeting.	EC Secretariat 2019/20
<b>045 – Alternative Pathways</b>	<b>DECISION:</b> 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
<b>049 - WBL Framework</b>	<b>ACTION:</b> Sam Hardy to meet with members of the Arts Faculty and discuss the queries they have raised further.	SH Summer 2019
<b>051 - Role of the Board of Graduate Studies and the Graduate School</b>	<b>DECISION:</b> The Committee <b>recommended</b> the paper on the Role of the Board of Graduate Studies and the Graduate School for <b>approval</b> by the Senate.  <b>ACTION:</b>	All

	Committee member to send any recommendations for representatives on the PGT working group to Kirsty Hooper.	Autumn 2019
<b>052 - International Strategy</b>	<b>DECISION:</b> The Committee <b>recommended</b> that International Strategy paper for <b>approval</b> by the Senate.	
<b>053 - An Ethical Framework for Use of Student Data in Learning Analytics</b>	<b>DECISION:</b> The Committee <b>approved</b> the recommendation to adopt the proposed ethical framework for the use of student data in learning analytics.	
<b>054 - Peer Dialogue on Teaching</b>	<b>DECISION:</b> The Committee <b>recommended</b> the policy on Peer Observation for <b>approval</b> by the Senate.	
<b>057 – Teaching Excellence Group 2019/20</b>	<b>DECISION:</b> That the recommendations outlined in the Teaching Excellence Group 2019/20 paper be <b>approved</b> .	
<b>058 – Credit and Module Framework</b>	<b>DECISION:</b> The Committee <b>recommended</b> the Credit and Module Framework proposals for <b>approval</b> by the Senate.	
<b>059 – Review of Assessment</b>	<b>ACTION:</b> The Committee <b>recommended</b> the Review of Assessment proposals for <b>approval</b> by the Senate.	
<b>060 - Committee Memberships</b>	<b>ACTION:</b> That the Secretary organise for the Chairs of AQSC, SLEEC, Partnerships Committee and the Faculty Education Committees meet to discuss the item further.	
<b>061 - Operationalising Student Engagement and Partnership</b>	<b>DECISION:</b> The Committee welcomed and <b>approved</b> the Framework.	