

UNIVERSITY OF WARWICK

Education Committee

Minutes of the meeting of the Education Committee held on 5 June 2018

Present: Professor C Hughes (Chair), Dr D Britnell (Chair of the Faculty Education Committee of Science), C Bisping (Chair of the Faculty Education Committee of Social Sciences), Dr W Curtis (Academic Director, Partnerships), Professor L Gracia (Dean of Students), Professor D Lamburn (Deputy Pro-Vice Chancellor(Education)), Professor M Nudds (Chair of the Faculty of Social Sciences), Professor P Roberts (Chair of the Faculty of Arts) (until 15:00), Professor L Roberts (Chair of the Faculty Education Committee of Medicine), Professor M Shipman (Chair of the Faculty of Science), Professor C Sparrow (Academic Director, Graduate Studies) Professor P Tissington, (Academic Director, Employability and Skills), Professor G van der Velden (Director of the Warwick International Higher Education Academy), Dr S Richardson (Chair of the Faculty Education Committee of Arts)

Apologies: E Dunford (Postgraduate Officer, Students' Union) D Davies (Faculty of Medicine), L Jackson (Education Officer, Students' Union), Professor A Clark (Academic Director, Undergraduate Studies), K Gray (Secretary)

In Attendance: G Connelly (Assistant Secretary), D Derricott (Assistant Registrar), Dr C Twine (Academic Registrar), S Hardy (Sector Lead (Energy and Urban Science) Strategy and Policy) and C Pearson (Assistant Registrar, Teaching Quality) (for item 39/17-18), J Shaw (Assistant Registrar (Strategic Programme Delivery)) (for item 45/17-18), P Blagburn (Head of Widening Participation and Outreach) (for item 46/17-18), J Micklewright (Timetabling Manager, Strategic Planning and Analytics Office) (for item 47/17-18).

39/17-18 Degree Apprenticeships

CONSIDERED:

- (a) A presentation by the Academic Director (Partnerships) and the Sector Lead (Energy and Urban Science) Strategy and Policy on Degree Apprenticeships.
- (b) An update paper from the Assistant Registrar (Teaching Quality) on the development of Degree Apprenticeships at Warwick (paper SFEC.26/17-18).

REPORTED:

(by S Hardy)

- (c) That there had been four Degree Apprenticeship courses approved in May 2018 for delivery from October 2018:

- (i) BEng Civil Engineering,
 - (ii) MSc Managing in Technology-Based Industries,
 - (iii) MSc Supply Chain and Logistics Management,
 - (iv) BSc Health and Wellbeing Science and Technology
- (d) That a further two Degree Apprenticeships in Social Work and Digital & Technology Solutions were both to undergo course approval in summer 2018, but Social Work was subject to a national Standard and funding agreement being developed;
 - (e) That apprenticeship programmes had a higher content of Work Based Learning (WBL) than usual degree offerings;
 - (f) That the concurrent development of a WBL Framework would inform future enhancements to the courses being approved at this point;
 - (g) That the programme of work had included several quality assurance strands, including:
 - (i) The development of a new process for course approval;
 - (ii) The creation of guidance for departments;
 - (iii) The development of handbooks for apprentices
 - (h) That there were several strands of work yet to be delivered, including:
 - (i) The development of a more rigorous approach to monitoring and review of courses;
 - (ii) The adaptation of the Module Approval process;
 - (iii) The development of the WBL Framework;
 - (i) The creation of a Recognition of Prior Learning policy for Degree Apprenticeships.
 - (i) That the programme of work included a review, led by the Student Personalised Information team, of existing business processes that applied through an apprentice's lifecycle;
 - (j) That employer engagement was central to the development of Degree Apprenticeships, with several relationships already evolving and resulting in student numbers for 2018-19;
 - (k) That social inclusion and widening participation agendas could be supported by Degree Apprenticeships, but there was a need for greater consideration going forward.

(by C Pearson)

- (l) That the paper provided outlined the implications of Degree Apprenticeships for a range of academic processes and, in particular, academic regulations;
- (m) That, at its meeting on the 29 May 2018, the Academic Quality and Standards Committee (AQSC) approved a first tranche of regulatory changes;
- (n) That a further tranche would follow to include Regulation 8 and Regulation 37;

(by the Chair)

- (o) That an impressive amount of progress had been made in a short period of time for the accelerated development of Degree Apprenticeships;
- (p) That there were a range of strategic issues to be considered by the University including the appetite for further growth of DAs and the resourcing of this provision;

- (q) That consideration needed to be taken regarding what could be managed centrally and what could be managed at departmental level;

(by the Director of the WIHEA):

- (r) That consideration should be taken of the student learning experience in alternative modes of delivery early on in the development process;
- (s) That a clear policy was required on how assessment decisions are made and who was responsible for making them;
- (t) That consideration of how the student voice would be heard on Degree Apprenticeships was required;

(by S Hardy):

- (u) That it had been confirmed that apprentices would have full access to the University's Student Support Services;
- (v) That Degree Apprenticeships would include the standard model of SSLCs and student surveys;
- (w) That student surveys for these courses may be enhanced to meet external expectations;
- (x) That Degree Apprentices would be allocated a Personal Tutor in addition to the Apprentice Tutor;
- (y) That the Apprentice Tutor visited the apprentice in their workplace and monitored their engagement and performance;
- (z) That Departments were considering the appointment of Degree Apprenticeship focused teaching fellows who may be able to balance the delivery of teaching with further student support.

(by the Deputy Pro-Vice Chancellor (Education))

- (aa) That there were different models of student support already employed within WMG on existing Degree Apprenticeships, which gave an opportunity to consider the merits of each before moving forward;
- (bb) That staff development would be paramount for staff at both the University and for the Employers, who were involved in teaching and student support.
- (cc) That greater pace was needed on the work being done to determine a model for the student experience before the apprentices commenced with their study in Autumn 2018.

(by the Chair of the Faculty of Science)

- (dd) That the sustainability of the Degree Apprentices model was as yet unknown;
- (ee) That caution should be taken in developing further courses before it was known how the initial provision fared;
- (ff) That consideration of the implications on campus facilities needed to be taken.

(by S Hardy):

- (gg) That the estate did not at present have the capacity or flexibility to accommodate block teaching at the scale that was intended;

(hh) That there were implications for student accommodation which needed to be considered;

(by C Pearson)

(ii) That governance and compliance guidance for this type of provision was yet to be established by external bodies, for issues such as the complaints process which was a matter to be taken forward by the OIA and the ESFA.

(by the Chair of the Faculty of Medicine)

(jj) That there were changes in the NHS to redirect funding for some areas of professional development into Degree Apprenticeships in place of existing provision;

(by the Academic Director, Graduate Studies)

(kk) That it would be important to articulate the respective responsibilities of departments and the central university for those who have not yet had involvement in developing a Degree Apprenticeship.

(by S Hardy)

(ll) That apprenticeship numbers were being factored in to the University's Shape and Size project, but it was difficult to anticipate apprentice numbers in the medium to long term;

(mm) That it was likely that the University would see a significant impact, particularly in STEM subjects;

(nn) That there was an opportunity to shape Standards in Arts and Humanities areas with employers, which gave a distinct advantage in capturing part of the market early on.

40/17-18

Conflicts of Interest

REPORTED:

(a) That, should any members or attendees of the Committee have any conflicts of interest relating to agenda items for the meeting, they should be declared in accordance with the CUC Guide for Members of Higher Education Governing Bodies in the UK.

(b) That no conflicts of interest were reported.

41/17-18

Minutes of the last meeting

CONSIDERED:

The minutes of the meeting of the Education Committee on 26 February 2018;

RESOLVED:

That the minutes from the meeting of the Education Committee on the 26 February 2018 be approved.

42/17-18

Matters Arising

Internationalisation

RECEIVED:

- (a) The minutes of the Education Executive discussion on internationalisation (paper EC.29/17-18)

REPORTED:

- (b) That the Pro-Vice Chancellor (Europe) was unable to attend Education Committee, but a workshop on Student mobility and Internationalisation had been held which some members of the Committee had attended;
- (c) That the Academic Registrar was constructing a paper on this item that would be taken to the Vice-Chancellor for their review;
- (d) That, at the request of the Graduate School, they would have further involvement in this area;
- (e) That this item would be raised again at Education Committee;

43/17-18

Chair's Business

RECEIVED:

An oral report from the Pro-Vice-Chancellor (Education) on the following items:

(a) Teaching Excellence Framework (TEF) Outcome

- i. That the TEF3 outcome and findings would be made publicly available on the 6 June 2018 and were embargoed until that point;

(b) TEF and Education Experience Monitoring (EEM) Meetings

- i. That these processes were currently running in parallel;
- ii. That a proposal was under development to merge the two processes and schedule them to take place at the beginning of the Autumn term to support NSS responses and resourcing planning.

(c) Rankings

- i. That the league table results had been recently published;
- ii. That the Complete University Guide had ranked Warwick overall at 9th;
- iii. That the Guardian had ranked Warwick overall at 8th.

44/17-18

Students' Union Update

REPORTED:

(By the Assistant Secretary on behalf of the Students Union)

- (a) That the Students' Union had written a response to the subject level TEF consultation in line with their policy to oppose the TEF and a full copy could be found on their webpages:
<https://www.warwicksu.com/asset/Blog/146/TEF-Subject-level-consultation-response-WSU.pdf>
- (b) That the Students' Union was hosting the Warwick Interdisciplinary Postgraduate Conference (IPC) on the 21st June 2018 with an interesting line up of panels and workshops, and all Committee members were urged to attend if they were able;
- (c) That the Academic Representation Transformation Project was ongoing;
- (d) That Emily Dunford would be in post as Postgraduate Officer until the 31st August 2018;
- (e) That Liam Jackson would be in post as Education Officer until 31st July 2018, and would then move on to take up the role of President of the Students' Union.

45/17-18

Education Strategy Implementation

CONSIDERED:

A report on the development of the Education Strategy Implementation Plan (paper EC.30/17-18).

REPORTED:

(by the Chair)

- (a) That the Education Strategy had been approved by the Senate in March 2018;
- (b) That the focus was now moving from the high level goals to implementation across the University;
- (c) That the Education Committee was accountable for oversight of the implementation of the Strategy;

(by J Shaw, Assistant Registrar (Strategic Programme Delivery))

- (d) That for each section of the Education Strategy there was an objective underpinned by a number of outcomes, which would have KPIs attached;
- (e) That senior colleagues had been involved in developing plans for their respective areas;
- (f) That a number of case studies were being developed and published on the Education Strategy website, which would be aligned to the University Strategy website;

(by the Chair)

- (g) That the Education Executive would monitor progress towards the plan, with termly updates to Education Committee;
- (h) That it would also be helpful if this item could be built into the business of Faculty Education Committees.

46/17-18

Widening Participation (WP) Strategy

RECEIVED:

An oral report from the Assistant Director (Outreach) on the progress on the development of the Widening Participation (WP) Strategy.

REPORTED:

(by P Blagburn)

- (a) That since the last update to Education the Committee in February 2018, there had been developments on work required for the Office for Students, which included the development of an Access and Participation Plan;
- (b) That it was likely that the OfS would undertake a wholesale review of the requirements on HEIs around widening access and participation;
- (c) That this year's focus on student success supported the OfS' emphasis on reducing gaps in student outcomes;
- (d) That there would be a Student Advisory Group established to aid in the need for a greater focus on student engagement;
- (e) That the WP team were currently working with 'IntoUniversity', which operates centres in areas of low participation to enhance applicants' chances of progression to universities, with a view to establishing a centre in Hillfields;
- (f) That new faculty-level posts were being appointed to take forward work on access and attainment for the start of the 2018/19 academic year;
- (g) That MBChB students were classed as mature students but it was not clear how student outcomes were monitored as their degrees were not classified.

(by the Pro-Vice Chancellor (Education))

- (h) That it is likely that the OfS would focus their oversight on recognising impact rather than activity in improving student outcomes.

(by the Academic Registrar)

- (i) That, in order to address the issue of social inclusion for Degree Apprenticeships, it would be useful to target employers which have agendas that include a corporate social responsibility to diversifying their workforce.

47/17-18 Module Selection Process

CONSIDERED:

A paper and oral report from the Timetabling Manager, Strategic Planning and Analytics Office, on the new Module Selection Process (paper EC.31.17-18)

REPORTED:

(by the Timetabling Manager):

- (a) That the Strategic Planning and Analytics Office were confident that the solution proposed in Paper EC.31/17-18 represented what the University needed, having consulted extensively with a high volume of relevant stakeholders;
- (b) That it was anticipated that the first module registrations through this process would take place in the 2021/22 academic year;
- (c) That students on joint degrees could express all of their preferences in the term three window, but some options may not be confirmed until the following window.

RESOLVED:

- (d) That the proposal for the implementation for the new Module selection process be approved.

48/17-18 Module Evaluation

CONSIDERED:

- (a) A paper and oral report from the Co-Chair of the Student Learning Experience and Engagement Committee (SLEEC)(Director of the Warwick International Higher Education Academy) on the development and consultation on a revised approach to module evaluation (paper EC.32.17-18)
- (b) A proposal approved by the Student Learning Experience and Engagement Committee (SLEEC) detailing the revised approach to module evaluation (paper SLEEC.21.17-18)

REPORTED:

(by the Director of WIHEA)

- (c) That there had been responses received from 17 Departments and each of the Faculty Education Committees to the proposal;
- (d) That there had been differing views on the wording of questions and the mode of delivery, but the proposals were seen as acceptable on the whole;
- (e) That 13 of the Departments had confirmed they would commit to engage with the system;
- (f) That a review would take place in a year's time to refine the effectiveness of the approach;
- (g) That the technical solution would be delivered in Autumn 2018;

- (h) That it was important that the data was reported and retained, in order for it to be aggregated to inform TEF subject-level submissions.
- (i) That additional questions could be added by Departments in order to ensure the insight into individual teaching practice was not lost;
- (j) That this approach to module evaluation was in its early stages and was a process that would evolve over time.

(by the Chair of the Faculty Education Committee of Arts)

- (k) That the delivery of the technical solution after having prepared the module materials in the preceding summer term may be problematic and there may be some distrust of a technology that had not yet been seen;

(by the Chair of the Faculty of Social Sciences):

- (l) That a number of Departments had developed their own systems which were well embedded, and so prioritising the use of the questions rather than the technology may be more productive.

RESOLVED:

- (m) That the proposal for the revised approach to Module Evaluation be approved.

49/17-18

Report from Academic Quality and Standards Committee (AQSC)

RECEIVED:

An oral report from the Chair of the Academic Quality and Standards Committee (AQSC) on the progress of the Review of Assessment.

REPORTED:

- (a) That a Review of Assessment had been commissioned by AQSC in June 2017 and work was now being delivered through the Review of Assessment Working Group and four sub groups this academic year;
- (b) That a Review of Assessment briefing session had taken place for the wider University on the 4 June 2017 that was well attended with strong representation from each Academic Department;
- (c) That, at its meeting on the 29 May 2018, AQSC had approved the principles underpinning a range of proposals from each of the four working groups, noting that further work would be required prior to full approval being sought and implementation of many of these; these proposals included:
 - (i) Progression and Remedying Failure:
 - (A) That progression requirements for undergraduate students be raised to at least 90 credits;
 - (B) That all students have the right to remedy failure on all modules failed;
 - (C) That a January examination period should be introduced which should be open to all departments at the University; noting that this would need to include a

dedicated week for examinations in the University timetable;

(ii) Examination Procedures:

- (A) That a standard examination board grid be adopted across the University for undergraduate and postgraduate taught Board of Examiners' meetings;
- (B) That consideration of students achieving overall marks between 70.0% and 70.9% as borderline students should be abolished from the academic year 2018/19 onwards and students achieving an overall mark in this range be automatically awarded a first class honours degree;
- (C) That a common IT solution be created allowing all departments to store marks and extract reports for examination board administration to facilitate standard paperwork for holding examination boards with the facility to link with other workstreams identified within the review of assessment.

(iii) Mitigating Circumstances

- (A) That a revision to the definition, policy and guidelines on mitigating circumstances be recommended to the Senate for implementation in 2017/18. That a technical solution was required to manage the submission and consideration of mitigating circumstances;
- (B) That consultation would be required for a proposed revision to the policy on self-certification;

(iv) Assessment strategies:

- (A) That this working group had now met twice and work was ongoing on the development of the publication on good principles of assessment.

- (d) That further work was required on the Module and Credit Framework and the management of plagiarism;
- (e) That there was engagement with the Student Personalised Information team to develop the requirements of an IT solution.

50/17-18 TEF Update

RECEIVED:

- (a) A paper from the Senior Assistant Registrar (Teaching Quality) on the Teaching Excellence Framework (paper EC.33/17-18);
- (b) A paper on the response from the University to the technical consultation on subject level TEF (paper EC.34/17-18);

REPORTED:

(by the Chair):

- (c) That TEF meetings with Departments had been taking place this academic year;

- (d) That work to prepare for subject level TEF needed to be undertaken and would include:
- i. Workshops to train staff on how to understand and interpret TEF metrics;
 - ii. A mock exercise for Departments in subject level groupings for writing their submissions for TEF in the 2019/20 academic year.

51/17-18

Student Education Data

CONSIDERED:

*A report from the Senior Assistant Registrar (Teaching Quality) on Student Education Data (paper EC.44/17-18 restricted);

REPORTED:

(by the Chair of the Faculty of Medicine):

- (a) That it would be useful to have the correct data on staff to student ratios;
- (b) That WMS had particular issues pertaining to this as there was an inconsistency in the correct coding of staff in the School;

(by the Director of WIHEA):

- (c) That it would be useful to have a comparison of gender proportions on applications;
- (d) That, in regards to non-completion at Postgraduate level, more sophisticated data regarding withdrawal for personal reasons needed to be collected;
- (e) That, in regards to withdrawals at Postgraduate Research level, temporary withdrawals needed to be disaggregated from permanent withdrawal data;
- (f) That it would be useful if future papers on Student Education data included a mapping of where existing work is underway;
- (g) That mapping the data in this way would allow the Committee to address certain trends and identify where there are gaps in actions.

(by the Academic Director, Graduate Studies):

- (h) That, in relation to the data on Postgraduate students, work was underway with the Strategic Planning and Analytics team in order to establish underlying issues;

(by the Deputy Pro-Vice Chancellor (Education)):

- (i) That the data presented in the paper is from the 2017/8 academic year alone and it would be useful to view the data in a time series;

(By the Academic Director, Partnerships):

- (j) That, where possible, it would be useful to have sight of competitor data for other institutions' collaborative work;

(by the Pro-Vice Chancellor (Education)):

- (k) That this item should be reported back to Education Committee again for the Committee to identify where areas of work are ongoing and where they should belong.

52/17-18 *OfS Application and Student Protection Plan

RECEIVED:

- (e) A draft version of the Student Protection Plan (paper EC.35/17-18 (restricted))

REPORTED:

(by the Academic Registrar):

- (f) That further work to the Student Protection Plan would be required once the OfS has considered and published the first set of submissions for use as exemplary practice;
- (g) That further detail and greater transparency may be required, particularly in relation to refunds and compensation.

53/17-18 Education Conference

RECEIVED:

A report on the Warwick Education Conference that took place on the 15 May 2018 (paper EC.36.17.18)

REPORTED:

(by the Pro-Vice Chancellor (Education)):

That overall it had been a very successful conference with excellent attendance and feedback.

54/17-18 Innovation Campus

RECEIVED:

- (a) A draft paper from the Innovation Campus Working Group (paper EC.37/17-18)

REPORTED:

(by the Director of the WIHEA)

- (b) That from a strategic point of view the paper lacked consideration of an education perspective with little in the way of any proposals;
- (c) That the engagement of colleagues who were involved in supporting student enterprise and innovation may be a helpful way forward.

RESOLVED:

(by the Pro-Vice Chancellor (Education))

- (d) That an Innovation Director would be appointed and the Education Committee should engage with this colleague early on to help shape the focus of the project;
- (e) That this item should be brought back to the Education Committee as a strategic theme for discussion.

55/17-18 Business for report from Academic Quality and Standards Committee (AQSC)

RECEIVED:

Minutes of the meeting of the Academic Quality and Standards Committee on 9 May 2018 (paper EC.38/17-18)

56/17-18 Business for Report from Board of Graduate Studies (BGS)

RECEIVED:

Minutes of the meeting of the Board of Graduate Studies on 26 April 2018 (paper EC.39/17-18);

57/17-18 Business for Report from Student Learning Experience and Engagement Committee (SLEEC)

RECEIVED:

- (a) Minutes of the meeting of the Student Learning Experience and Engagement Committee on 16 February 2018 (paper EC.40/17-18);
- (b) Minutes of the meeting of the Student Learning Experience and Engagement Committee on 27 April 2018 (paper EC.41/17-18);
- (c) Unconfirmed Minutes of the meeting of the Student Learning Experience and Engagement Committee on 21 May 2018 (paper EC.42/17-18);

58/17-18 Business for report from the Widening Participation Committee (WP)

RECEIVED:

Unconfirmed minutes of the meeting of the Widening Participation Committee on 10 April 2018 (paper EC.43/17-18);