

**UNIVERSITY OF WARWICK
EDUCATION COMMITTEE
OPEN MINUTES OF THE MEETING HELD AT 2.00PM, MONDAY 24 FEBRUARY 2020, CMR 1.0 UNIVERSITY
HOUSE**

Present	Professor Chris Hughes	CH	Pro-Vice Chancellor (Education) [Chair]
	Professor Jo Angouri	JA	Academic Director, Education and Internationalisation
	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 David Lamburn	DL	Deputy Pro-Vice Chancellor (Education)
	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)
	Geraldine Connelly	GC	Assistant Registrar (Assessment) (item 033 only)
	Dan Derricott	DDerricott	Assistant Registrar (Monitoring and Review) (item 032 only)
	Hannah Friend	HF	Director of Wellbeing and Safeguarding (item 037 only)
	Chris Luck	CL	Senior Assistant Registrar (Strategic Programme Delivery) (item 029 only)
	Maureen McLaughlin	MM	Director of Education Policy & Quality
	Hywel Rowles	HR	Assistant Registrar (Space Management and Timetabling) (item 028 only)
	Dr Chris Twine	CT	Academic Registrar
Ref	Item		
023	Apologies for absence Apologies were received from Chloe Batten, Professor Caroline Meyer. The Committee noted the Chair's welcome to Craig Franklin, Assistant Secretary.		
024	Declarations of interest No new declarations were made.		

025	<p>Minutes of meeting held on 02 December 2019</p> <p>The minutes of the meeting held on 02 December 2019 were received and approved.</p>
026	<p>Matters arising from meeting held on 02 December 2019</p> <p>The matters arising were as follows:</p> <p>(a) Student Education Data</p> <p>The Committee noted that this item was on the agenda for discussion at this meeting.</p> <p>(b) Alternative Pathways</p> <p>The Chair reported the Academic Director (Partnerships), would report back to Education Committee on developments at its next meeting taking place in June.</p> <p>(c) Warwick Core Skills</p> <p>The Chair reported that Senate had approved the proposals, noting that descriptors would be tested in the pilot mapping exercise.</p> <p>(d) Collaborative Review of Degree Apprenticeships</p> <p>The Chair reported that the Review report and actions had not yet been discussed by UEB.</p>
027	<p>Chair's Business and Actions</p> <p>(a) The Committee noted that amendments to the Terms of Reference and Membership of SLEEC had been approved by Chair's action and subsequently approved by Senate.</p> <p>(b) The Chair reported the upcoming retirement of Professor David Lamburn, Deputy Pro-Vice Chancellor (Education). The Chair noted David's significant contribution to teaching, learning, and quality assurance, the work of AQSC and to the role of Deputy Pro-Vice Chancellor. The Chair noted their personal thanks and that of the Committee and University.</p>
028	<p>Students' Union Update</p> <p>The Committee noted that the student representatives were not present at the meeting to provide an update.</p>
028	<p>Development of Teaching and Study Spaces</p> <p>The Committee received a presentation and verbal report by the Assistant Registrar (Space Management and Timetabling). The key points and discussions were as follows:</p> <ul style="list-style-type: none"> • An annual budget of £1.0m is utilised for the refurbishment of teaching and study space. • Extensive works had taken place in Social Sciences over the past three summers focusing on sustainability and improvement to the teaching and social learning space. This refurbishment had increased the flexibility of these spaces through incorporation of new furniture and AV equipment, as well as redesign of the layout in some areas. In particular, changes to R0.21 had been driven by student feedback and included installation of writing ledges and accessible seating whilst maintaining capacity. Use of similar equipment in other rooms may allow an increase in capacity. • Improvements to teaching space on Gibbet Hill, particularly GLT1 and GLT4 had enabled an increase in capacity. Eight locally timetabled rooms had been adopted which had allowed investment into these spaces and associated upgrading. Improvement to the AV equipment in the remaining teaching rooms on Gibbet Hill was planned for summer 2020. • No other areas of major intervention were planned on campus. A move to a rolling programme of refurbishment across campus was planned to allow a 'light touch' refurbishment of each teaching room every five to seven years. • Redevelopment of the Old Sports Centre was due for completion in April 2020 prior to the summer examinations period. Two exam halls and three special circumstances rooms would be created as part of this work. The Old Sports Centre would also house the Innovation Hub and Postgraduate Hub, freeing

	<p>space in Senate House for the new Student Opportunity Hub. Two teaching spaces would also be created, the first being a direct replacement for LIB1 which is being released to the Library, the other being an experimental teaching space which would facilitate trialling of new AV and furniture.</p> <ul style="list-style-type: none"> • IBRB would house a 400 seat lecture theatre as well as a number of breakout and social learning spaces increasing capacity for Life Sciences teaching on Gibbet Hill. • The new Faculty of Arts building would house more than 70 teaching rooms including direct replacement of every teaching room currently within the Humanities building. Teaching rooms would be located on each floor of the new building adjacent to relevant academic departments and ranging in capacity from 15 to 180. A range of spaces and furniture types would enable varying teaching styles. • The Committee welcomed these developments and the associated positive impacts on student experience. • The Committee discussed the importance of managing student examinations taking place in the Old Sports Centre and the impact of other activities within the same building. It was noted that examinations would be regarded as priority activities to ensure a suitable environment for students. • The Committee highlighted that embedding accessible seating throughout lecture theatres was preferable to grouping and beneficial to the student experience. It was confirmed that accessible seating would be embedded throughout new teaching spaces. • The Academic Director (Employability and Skills) reported that planning for the new Student Opportunity Hub was underway. The Student Opportunity Hub would be located in place of the current Postgraduate Hub in Senate House. The space would be designed to be flexible in order to enable events to be held and permanent space would be provided for Unitemps and Warwick Volunteers. • The Deputy Pro-Vice Chancellor (Student Learning Experience) reported that a bid was progressing for investment in the Library in order to make improvements to the study spaces on the ground, first and second floors. These improvements would include a 10% increase in individual study spaces and an increase in the overall flexibility and usability of space. If approved, works would take place in summer 2020. • The Committee noted that these plans would not preclude plans for a new library but would provide enhancement of the current space until a new library would be completed in approximately ten years' time. <p>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.</p>
029	<p>Professional Services Group Strategic Reform Briefing</p> <p>The Committee received a paper (029-EC240220) and a verbal report by the Senior Assistant Registrar (Strategic Programme Delivery). The key points and discussions were as follows:</p> <ul style="list-style-type: none"> • Following a decision taken in December 2019 to merge two existing and overlapping programmes, the current programme comprises four key projects as outlined in the paper (029-EC240220). The areas of focus of these projects are Access, Enquiry Management, Service Design and Community. • The Committee discussed the need for development of the University website to improve the student experience. The Committee noted that PSG Strategic Reform Group Programme was developing an approach to communicating services to students which would not be based on departments. This would inform the development of the website but the building of the updated website was not an element of the Programme. • The Committee noted that although reception staff are friendly, often students are signposted to other services and locations. The location of services is determined by directorate structure rather than student needs. This work aims to ensure that students are able to access the right information in the right place and at the right time. From a student perspective, all services should be located in the same place.

	<ul style="list-style-type: none"> The Committee discussed the importance of addressing the needs of international students in navigating services. The Committee noted that current data demonstrated difficulties for some groups of international students in accessing services and that barriers to access included language and the use of acronyms. Workshops and testing with international students at different levels of study were being undertaken to ensure developments meet the needs of these groups. <p>ACTION: Input into the Programme from the Student Experience Network to be sought.</p>
030	<p>Academic Representation Partnership Agreement</p> <p>The Committee received a paper (030-EC240220) and a verbal report by the Deputy Pro-Vice Chancellor (Student Learning Experience). The key points and discussions were as follows:</p> <ul style="list-style-type: none"> The Committee noted that the Academic Representation Partnership Agreement had been approved by SLEEC and would go to the SU Academic Council within the next two weeks. The Agreement would clarify responsibilities and accountabilities for all involved in the academic representation system. The Committee discussed the effectiveness of faculty level representation which was currently under consideration. The Committee noted that the current structure had worked well within the Faculty of Arts. This success was attributed to working in partnership with students and supporting them closely. Having three representatives rather than one provided some assurance in terms of attendance. The Committee noted that significant pressure is placed on SSLC Chairs and that it is important to consider how we enable students to engage effectively, and reward them for doing so. The Committee discussed concerns that the tone of the Agreement could be improved. The use of less directive language and the removal of repetition could address this. <p>ACTION: The Chair requested that the Deputy Pro-Vice Chancellor (Student Learning Experience) feed back to the SU with regard to comments on the wording of the Agreement.</p> <p>DECISION: The Committee recommended the Academic Representation Partnership Agreement for approval by the Senate, subject to SU Academic Council approval.</p>
031	<p>Student Data Report</p> <p>The Committee received a paper (031-EC240220) and a verbal report by the Secretary. The key points and discussions were as follows:</p> <ul style="list-style-type: none"> It was noted that the report did not include cohort numbers for the progression data and therefore the Committee was unable to determine if apparent trends by ethnicity and in some departments were statistically significant. This point could be investigated further by the Non-Continuation Working Group. Factors affecting continuation rates were discussed by the Committee. These include the design of courses, specifically the requirement to pass all elements of the course. The evolving government led narrative to enable to students to transfer between courses and institutions would likely affect continuation further. It was noted by the Committee that a lot of work had been undertaken to increase institutional consciousness of continuation rates and that good progress had been made in holistic terms, including improvements to student wellbeing.
032	<p>Outcomes of Teaching Excellence Group 2019/20</p> <p>The Committee received a paper (032-EC240220) and a verbal report by the Assistant Registrar (Monitoring and Review). The key points and discussions were as follows:</p> <ul style="list-style-type: none"> A key outcome was the upcoming provision of a post-TEG event to share lessons learned about Successful Outcomes for All. Inter-departmental collaboration in the provision on joint honours programmes was discussed by the Committee. Whilst examples of good practice were identified within the University, concerns had been

	<p>raised by students with regard to practical issues affecting their experience and engagement with departments.</p> <ul style="list-style-type: none"> • More consideration could be given to the design of courses to avoid programmes of ‘two halves’ which could lead to opportunities for greater intersection. A wider discussion around the existing terminology of ‘and’ and ‘with’ and definition of joint degrees frameworks was underway which, together with clarification of responsibilities would be helpful.. <p>ACTION: Management of joint honours provision should be included as a theme in the next round of TEG meetings.</p>
033	<p>Review of Assessment Group Update</p> <p>The Committee received a paper (033-EC240220) and a verbal report by the Academic Director (Undergraduate Studies). The key points and discussions were as follows:</p> <ul style="list-style-type: none"> • Communication and implementation plans had been developed alongside development of expectations in terms of proactive departmental engagement in the process. • Concerns within some departments regarding the introduction of the new 12 noon assessment deadline rule had been collated into cases for exemption which would be taken to the Vice Chancellor for consideration. • New guidance on moderation would be made available in April 2020 and the Marks Management project was underway with implementation expected for 2021/22. • Concerns raised by the Exams Office with regard to upcoming implementation of the remedying failure policy including timetabling, space allocation and processing were discussed by the Committee. An increase in the diversity of assessment would help to alleviate these pressures in future. However it was noted the current academic year structure does not reflect how curricula and assessments are now being delivered. It had been determined that a review of the structure of the academic year would not form part of the Review of Assessment or the Review of the Credit and Module Framework but it was timely to revisit this.
034	<p>Credit Framework for Postgraduate Taught Courses</p> <p>The Committee received a paper (034-EC240220) and a verbal report by the Deputy Pro-Vice Chancellor (Education) and the Secretary. The key points and discussions were as follows:</p> <ul style="list-style-type: none"> • Consideration is being given to the credit framework for postgraduate taught courses following the review of the undergraduate framework in 2018/19. Notable differences between undergraduate and postgraduate taught courses including mode of delivery and disciplinary and professional specialisation may affect the drivers and benefits to be obtained from reviewing postgraduate taught credit structures. • There was inconsistency in credit structures at postgraduate taught level when greater consistency in credit structures across the University could drive growth in interdisciplinarity at postgraduate level and would simplify combined delivery at different levels of study. • The business imperatives underpinning undergraduate and postgraduate taught provision are different. In particular, part-time postgraduate taught courses may be structured around release from employment. Consideration should be given to ensure that a move to harmonisation does not force provision out of markets. • Development in this area would be progressed by the Academic Director (Postgraduate Taught) once appointed with support from colleagues in Education Policy and Quality. Work will be completed in phases and take account of the varying views and needs across in the University.
035	<p>Education Policy and Quality Update</p> <p>The Committee received a paper (035-EC240220) and a verbal report by the Director of Education Policy and Quality. The key points and discussions were as follows:</p>

	<ul style="list-style-type: none"> • A strategy to provide a more holistic approach to support for curriculum development across teams was being implemented in order to draw together strands of the Education Strategy and to meet external needs. New fixed term posts were being appointed to directly support this work. • Further fixed term posts were being appointed to support insight and evaluation. These post would provide a consistent approach to survey analysis and support preparations for subject-level TEF in terms of providing an enhanced institutional narrative. • It was noted by the Committee that outcomes of the Pearce Review were awaited and that new ministers had recently been appointed to the Department for Education. • The Committee welcomed the strategic approach being taken within Education Policy and Quality.
036	<p>Terms of Reference and Constitution of the Student Success Programme Board</p> <p>The Committee received a paper (036-EC240220) and a verbal report by the Academic Registrar. The key points and discussions were as follows:</p> <ul style="list-style-type: none"> • The Student Success Programme Board had been established to hold professional services to account for Institutional Teaching and Learning Review (ITLR) outcomes. The terms of reference and constitution were being updated to refresh the mandate of the Board and to reflect the changing nature of taking forward actions of other activities including Teaching Excellence Group (TEG). <p>DECISION: The Committee approved the changes to the terms of reference and constitution of the Student Success Programme Board.</p>
037	<p>Wellbeing Strategy</p> <p>The Committee received a paper (037-EC240220) and a verbal report by the Director of Wellbeing and Safeguarding. The key points and discussions were as follows:</p> <ul style="list-style-type: none"> • The five year timescale for achievement of the strategic aims is perhaps too long. Demonstrating improvement over this time period would better reflect the urgency of this work. • Measurement of wellbeing is difficult to articulate and the current metrics need improvement. Qualitative measures of success alongside data may help to better articulate progress throughout journey. It is also expected that achievement of actions within the implementation plan will help to articulate successes. • The Strategy is designed to move the University from a reactive position to a more preventative focus. This will become increasingly important as the University community demographic changes. • Leadership, consistency and the raising of awareness were identified as drivers that could support the building of an environment of wellbeing. Responding to the needs of the University community and taking a bespoke approach to wellbeing provision would be regarded as sector leading. This should include alignment with other strategies, including the Internationalisation Strategy for instance, to address stigma related to wellbeing and articulate the value in being an international community. • Wellbeing should be connected to other areas of work and links should be made between student and staff wellbeing, recognising the impact on relationships between them. • It is important to foster understanding within the University community of the limits of responsibility for wellbeing. Step changes in wellbeing within institutions can be achieved through links with external partner organisations while understanding the remits of each. This could include links with other universities and early links with Coventry University are being developed. • It is important to understand and articulate what success looks like for the University. Comparators should be clearly defined to avoid risk of incorrect comparison with other organisations or sectors. • The Committee welcomed the development of this Strategy and offered strong support.

<i>Items below this line were for receipt and/or approval, without discussion</i>	
038	Business for report from Academic Quality and Standards Committee (AQSC) The Committee received and noted the agenda and minutes of meetings available online .
039	Business for report from Board of Graduate Studies (BGS) The Committee received and noted the agenda and minutes of meetings available online
040	Business for report from Student Learning Experience and Engagement Committee (SLEEC) The Committee received and noted the agenda and minutes of meetings available online
041	Business for report from the Partnerships Committee The Committee received and noted the agenda and minutes of meetings available online
042	Business for report from the Widening Participation Committee (WP) The Committee received and noted the agenda and minutes of meetings available online
Other	
043	Any other business There was no other business.
Next meeting: Monday 8 June 2020 at 14:00, CMR 1.0, University House	

DECISIONS AND ACTIONS			
ITEM	DECISION/ACTION	LEAD AND DUE DATE	STATUS
044 – Matters Arising	ACTION 2) Student Education Data: This item will come forward for consideration in a 2019/20 committee meeting.	EC Secretariat 2019/20	Completed
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	Ongoing
006 – Matters Arising	ACTION: The Committee to receive the data report at its next meeting.	EC Secretariat: Spring Term 2020	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: Summer Term 2020	Started
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	Ongoing

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	Started
	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	Started
036 - Terms of Reference and Constitution of the Student Success Programme Board	DECISION: The Committee approved the changes to the terms of reference and constitution of the Student Success Programme Board.		