PUBLIC

UNIVERSITY OF WARWICK EDUCATION AND STUDENT EXPERIENCE COMMITTEE PUBLIC MINUTES OF THE MEETING HELD AT 10:00, TUESDAY 21 OCTOBER 2025		
Present	Professor Lorenzo Frigerio	Pro-Vice Chancellor (Education) [Co-Chair]
	Ananya Sreekumar	Students' Union Vice President (Education) [Co-Chair]
	Adele Brown	Director of Student Experience
	Emma Cann	Head of Social Inclusion
	Adam Child	Academic Registrar
	Professor Andrew Clark	Deputy Pro-Vice Chancellor (Education Policy) and Co-Chair of the Quality & Standards Subcommittee
	Professor Will Curtis	Deputy Pro-Vice Chancellor (Education Quality and Standards) and Co-Chair of the Quality & Standards Subcommittee
	Dan Derricott	Director of Education Policy and Quality
	Professor Erin Dilger	Professor, Life Sciences
	Professor Beccy Freeman	Deputy Pro-Vice Chancellor (Education)
	Louis Gosling	Students' Union Vice President (Sport)
	Professor Marta Guerriero	Deputy Chair (Education), Faculty of Arts
	Professor Nina-Anne Lawrence	Head of Department, Warwick Global Academy [joined at 10.45]
	Dr Joanne Lee	Co-Head of the School of Modern Languages and Cultures
	Dr David Lees	Dean of Students
	Professor Debbi Marais	Deputy Pro-Vice Chancellor (International Education)
	Karoline Schneider	Departmental Administrator (Teaching), PAIS
	Adam Skrzymowski	Students' Union Vice President (Societies)
Attending	Gabriella Bersanetti	Senior Policy Advisor (Education), EPQ
	Andrew Clegg	Head of Digital Business Partners, Information and Digital Group [on behalf of Jennifer Leibrand]
	Liz Gardner	Head of Client Services, Library [on behalf of Anna O'Neill]
	Sam Grierson	Quality Review and Enhancement Manager, EPQ [items 012 and 013]
	Helen Knee	Director of Conduct and Resolution [item 011]
	Louise Marjoram	Director of Membership Services, Warwick SU
	Dr Ewan Mellor	Quality and Partnerships Development Manager, EPQ [Assistant Secretary]
	Enaya Nihal	Project Support Lead, Warwick Wellbeing [on behalf of Andy Smith]
	Kelly Robinson	Digital Business Partner, Information and Digital Group
	Kim Robinson	Deputy Director and Head of Education Policy and Governance, EPQ [Secretary]
	Abi Taylor	Operations Administrator and PA to Director, EPQ [ESEC Secretariat Support]

PUBLIC

REF	ITEM
001	**Welcome** The chair and co-chair welcomed all members and invited them to introduce themselves. A particular welcome was extended to new members, including the new student members and university community members. All members were encouraged to actively engage in the committee conversation and activity, whether online or in person. Members wishing to discuss any changing needs they had which would support access and participation in the meeting were asked to reconnect with the Chair and/or Secretariat.
002	**Apologies for absence** Apologies were received from: Lee Griffin, Academic Director (Postgraduate Taught) Professor Georgia Kremmyda, Deputy Pro-Vice Chancellor (Learning and Teaching) Jennifer Leibrand, Business Engagement Director, Information and Digital Anna O'Neill, Librarian Maanya Raju, Students' Union Vice President (Postgraduate) Professor Karen Simecek, Deputy Chair (Education), Faculty of Social Sciences Andy Smith, Director of Wellbeing and Safeguarding
003	**Declarations of interest** No declarations were made.
004	**Minutes of the last meeting held on 5 3 June 2025** The minutes of the meeting held on 3 June 2025 (004-ESEC221025, Public) were **approved**.
005	**Matters arising from meeting held on 3 June 2025** a) The Ethical Principles for Educational Engagements (063-ESEC030625) had been approved by Senate and Council with minor amendments. A copy of the final, approved, version was included below the line for information (017-ESEC211025, Public). b) The Academic Regulations and Policy Framework (066-ESEC0306025) was approved at Senate and work is underway to apply this to new and existing regulations and policy supported by the new Academic Regulations and Policy Panel. c) Changes to Rules for Award come into effect this academic year – this rewording will bring improved clarity to staff and students.
	CHAIR'S UPDATE
006	**Chair's Business and Actions** The committee received and noted and update from the Chair (015-ESEC211025, Public) This report included approval for the following policies ahead of the 25/26 academic year: : • Amendments to the Student Engagement and Progress Monitoring Policy 2025/26. • Minor amendments to policies to reflect changes in academic governance in faculties following the Faculty Governance Review. • Departmental variations to Rules for Award A verbal updated was received on progress of the Personal Tutor Review from the Dean of Students as follows: Student Success Subcommittee had approved broad recommendations from the Personal Tutor Review to be implemented in 2025/26. The recommendations included setting out minimum expectations for personal tutoring to improve consistency, offering additional training to allow staff

	to more effectively act as personal tutors, and improving the recognition of personal and senior tutors.
	GOVERNANCE
007	**Terms of Reference and Membership** The committee received a report on the terms of reference and membership for the committee for 2025/26 (007-ESEC211025). Key points and discussion were as follows: • A change to the terms of reference now specifies that the committee would provide assurance on Office for Students condition E6, on harassment and sexual misconduct. This was a new condition that came into force in August 2025. • Reporting committees now include the new Faculty Education and Student Experience Committees reflecting the recommendations of the academic governance review. • . The first appointment of University Community members through an open call for expressions of interest was noted. • Other changes to membership simply reflected changed to post-holders. **DECISION:** The committee **recommended** the new terms of reference and membership to Senate for approval.
008	**Committee Effectiveness Review** The Deputy Director and Head of Education Policy and Governance, EPQ, introduced a report on the Committee Effectiveness (CER) review of ESEC (008-ESEC211025, Internal). Key points and discussion were as follows: • The introduction of an annual review of committee effectiveness with effect from 2024/25 was a recommendation of the Academic Governance Review. • The CER comprised a survey of members of the committee at the end of the academic year to see how effectively the committee had worked to achieve its terms of reference, a desk-based mapping of committee business to terms of reference, as well as facilitated discussions with the chair and secretariat. • The committee was assured by the CER that the business of the committee closely reflects existing terms of reference. • An action plan for future enhancement of ESEC was presented; key points included closer coordination with subcommittees, closing the loop from items that are recommended on to other committees, and providing enhanced induction and training for the new committee members. • It was noted in discussion that there are examples of repeated items of business previously considered at reporting committees. It was suggested that items considered by ESEC should include clearer narration of the journey to ESEC to inform consideration of items with a clear and distinct purpose and avoid unnecessary duplication of activity. **ACTION**: Committee Effectiveness Review Action Plan to be implemented, reporting back to ESEC on progress made in the next Committee Effectiveness Review. **DECISION**: The Committee Effectiveness Action Plan is **approved**.
	STRATEGIC ITEMS
009	**Education and Student Experience Strategy Priorities for the Academic Year** The Pro Vice-Chancellor (Education) introduced a report and discussion detailing the priorities from the Education and Student Experience Strategy for the 2025/26 academic year (009-ESEC211025). This reported noted key external factors in the current context for Higher Education, including the government's Post 16 Education and Skills white paper and emerging details of the new TEF.

Detail of the initiatives both planned and in progress to meet these priorities was detailed highlighting the need for this work to benefit all students. Key points and discussion were as follows:

Leading educational excellence: Emphasis on curriculum development

- Celebrate and share best practice
- Bring together the work from IATL, ADC, and WIHEA, into an 'Education HQ' to ensure greater visibility and accessibility
- Building capabilities to deliver and scale different forms of delivery new and existing including online, flexible, and part-time modes of student and stackable awards and short courses

Inclusive student education and experience:

- Developing well designed, coherent courses that meet the needs of the University's global community of students
- Developing an assessment and feedback approaches in the VLE,
- Curriculum and assessment design and mapping to support clarity and consistency.
- Continued momentum on departmental inclusive education plans to ensure visibility and clear outcomes that positively impact students

Empowered students and graduates

- Embedding support and resources for all transitions through the student journey
- Embed model of employability through different approaches to reach all students
- Finalising and rolling out personal tutor review to ensure effective and consistent support for students
- Roll out a student success dashboard, currently being piloted in the SEM faculty for term 1, and develop process to ensure continuous enhancement
- Secure resource to establish a single 'digital home' for students, creating a single point of access to information, resources, and support

Structural priorities

- Academic calendar reform
- Replacing the timetabling system
- Implementation of the curriculum management system
- Reform of academic regulations

The committee was assured that these priorities would ensure the University is well-place to meet any changes or challenges.

In response to questions raised on the benefits to student of academic calendar reform and a new timetabling system. it was noted that would seek to address issues raised by staff and students and an options appraisal would be presented later this term

On the ownership and timescale for the proposed digital home for students it was noted that this project is being led by IDG and would be presented to the Digital Operations Group later this year, after which it could be shared with ESEC.

010	**Students' Union Priorities 2025/26** The Students' Union Vice President (Education) introduced the Students' Union's priorities for the academic year (010-ESEC211025, Internal) . These were based on the new sabbatical team' priorities, the VP (Education) manifesto, students' union management input, and student feedback. It was noted that some data in the presentation was incorrect and that an updated version would be circulated following the meeting. Key points and discussion were as follows: • With an increase in the number of students in leadership roles, there is a focus on improving diversity in student leadership through targeted recruitment. • SU societies to work more closely with university teams in order to offer academic and career advice and support. • Improving transparency and communication over university policy changes. • Working with the university to reduce the awarding gap between different student demographics. • Ensuring that students feel embedded in departmental student structures; • Developing an academic transparency dashboard, perhaps using Unitu. Members welcomed the report and acknowledged areas of shared opportunity as follows: It was noted that it would be necessary to look at how to integrate societies that are not affiliated with the SU into these proposals. Members agreed that finding methods of engaging with students where they were was really important, but also challenging. The Deputy Pro-Vice Chancellor (Education) would welcome the opportunity to continue to work with the SU on reducing awarding gaps. It was noted that some departments, including SMLC and PAIS, already worked closely with student societies, however they recognised that they needed to go further to address the equity gap in the students being represented. The Director of Student Experience said that she was keen to work with the SU in support for international students. The role of Unitu in supporting student voice and communication between students and the University was discussed. It was reported that this was in its second year of use and that 11 departments already had Unitu, it was clearly seen as a valuable tool as now students in other departments were asking about it. It was acknowledged that there was an ongoing conversation about how it should be funded in future. Potential collective benefits and efficiencies were noted by the committee. **ACTION**: A copy of the presentation and updated SU priorities document to be circulated to members. **DECISION**: The Students' Union Priorities report was **received** by the committee.
	SUBSTANTIVE ITEMS
011	**Annual Report and Support Report** The Director of Conduct and Resolution introduced the report (011-ESEC211025, Confidential) to the committee. Key points and discussion were as follows: It was highlighted that since the report had been written, the University had received the prevalence data from the NSS survey. This indicated that at the University, 25% of students in their final year (the only cohort included in the survey) had experienced sexual harassment, but this figure masked some significant differences between different demographics. In particular, 50% of students who identified as LGBTQ or disabled had experienced sexual harassment and three times as many female students as male students had experienced sexual harassment.

	• Increased report and support disclosures suggested that there was increasing trust in and knowledge of the system and that the increase reflected an increase in reporting rates rather than an increase in cases. • This year, tailored Moodle courses had been introduced for each year and for PGT and PGR students on harassment and bullying. The Director thanked departments for making time in the first few weeks of term for students to complete these. • Training and mini courses on consent, being an active bystander, and bullying are available to first year students. • It was highlighted that the data showed that for the third-year running, bullying and harassment reports were higher than those for sexual harassment and she added that sexual harassment was now increasingly taking the form of stalking and online forms of harassment, rather than physical harassment which had previously been more prevalent. • There had been significantly more disclosures with details given, rather than being made anonymously, indicating that they were building trust with the University community. Where reports were made without details, a pattern could still be built up to allow action to be taken if, for example, it indicated a particular area of campus or a particular society where problems were concentrated. • There is now increased support and guidance available to those who made reports, including for those who chose to go through the police route. • To further strengthen the system, the university was working to gain the Emily Test Charter, named after a student in Scotland, who took her own life following an abusive relationship. This would demonstrate that we have exceeded the minimum E6 conditions The outcome of the application should be known by the end of December or in January. • The Students' Union Vice President (Education) noted that the SU had also seen an increase in reports of bullying and harassment compared to reports of sexual harassment. • In response to questions, it was confirmed that the University also works with residential providers and entertainment venues off campus. • The Students' Union Vice President (Sport) commented that there was a slight divergence between the guidance issued by the university and that issued by the SU. They requested specific support and advice for student clubs and societies dealing with issues relating to bullying and harassment. It was agreed that the Director of Conduct and Resolution would meet separately to follow up on these issues. • It was noted that there was a close relationship between wider social and political issues and reports on campus linked to these; there was usually a time lag of a few days between the two. **ACTION**: Slides to be circulated to members. **ACTION**: Members to provide any additional feedback on the annual report via ESEC Secretariat. **DECISION**: This report was received and is **recommended** to the Senate for approval.
012	**Student Survey Results 2024/25** The Quality Review and Enhancement Manager introduced this report (012-ESEC211025, Internal). Key points and discussion were as follows: • The University had a good NSS participation rate, of 75%. • Whilst the overall results were good, other Russell Group universities had improved more in some categories meaning that the University's overall ranking was lower than previously. • Survey outcomes would form part of the Educational Priorities Dialogue process this term to allow departments to clarify priorities for the year. • A key issue to help improve results in future was also to close the loop between feedback and actions, by ensuring that students could be confident that feedback had been addressed. • PTES participation was also very high for the sector, however 73% of respondents came from WMG and WBS so the results were not fully representative of the wider PGT experience. It would be a

	priority for next year to ensure that other departments engaged with their PGT students about the survey to improve response rates. • Survey data includes free-text comments, that could be analysed and used to inform approaches in future. • The details of the new process for TEF and the relationship to student survey results had still not been released but it was anticipated that there would still be two key streams within it, one focussing on student experience (OfS conditions B1, B2, and B4) and one focussed on outcomes (OfS condition B3). • In response to questions, it was reported that assessment and feedback and marking criteria were improving compared to previous years but remained the weakest categories. An initiative in SMLC to develop new marking with strong student input and based on extensive research was noted. **ACTION:** Example of Department initiative in SMLC to be shared to ESEC Secretariat. **DECISION**: This report was **received** by the committee.
013	**Annual Quality review 2025/26** The Quality Review and Enhancement Manager presented this an update on the new annual quality review process to be introduced this year (013-ESEC211025, Public). • This process would replace the previous Teaching Excellence Group process and the interim annual review measures introduced following ITLR. • The process would require departments to complete Education Enhancement Plans in October and November to provide a foundation for reflection and planning. This would be followed by Education Priorities Dialogues in November and December which would provide a collaborative space for discussing strategic priorities and enhancement opportunities; the timing would allow the outcomes to feed into the ARC planning round. • It was explained that the proposal had been developed following consultation with departments and had been approved by the Quality and Standards Subcommittee.
Items below this line were for receipt and/or approval, without discussion	
014	**Membership & Terms of Reference of Subcommittees** **a) Student Success Subcommittee** **b) Quality and Standards Subcommittee** **DECISION:** Education and Student Experience Committee **approved** the Terms of Reference and membership of the Student Success Subcommittee (014a-ESEC211025, Public). **DECISION:** Education and Student Experience Committee **approved** the Terms of Reference and membership of Quality and Standards Subcommittee (014b-ESEC211025, Public).
015	**Education and Student Experience Committee Chair's Action Report** The committee **received** and noted the Chair's Action Report (015-ESEC211025, Public).
016	**Regulation 10 - Examination Regulations** **DECISION:** Amendments to Regulation 10 (016-ESEC211025, Public) are **recommended** to the Senate for approval.
017	**Ethical Principles for Educational Engagements** The committee received for information the Ethical Principles for Educational Engagement (017-ESEC211025).
Subcommittee Reports	
018	**Business Report from the Quality and Standards Subcommittee**

	The committee received and noted the Business Report form the Quality and Standards Subcommittee (018-ESEC211025).
019	**Business for report from Student Success Subcommittee** The committee received and noted the Business Report from the Student Success Subcommittee (019-ESEC211025).
	Other
020	**Any Other Business** No other business.
	The meeting closed at 12:00

DECISIONS AND ACTIONS			
ITEM	**DECISION/ACTION**	**LEAD AND DUE DATE**	**STATUS**
2025-2026			
Membership and Terms of Reference 2025-26	**DECISION:** Education and Student Experience Committee **recommended** its memberships and Terms of Reference to the Senate for approval.		
Committee Effectiveness Review	**ACTION**: Committee Effectiveness Review Action Plan to be implemented reporting back to ESEC on progress made in the next Committee Effectiveness Review.	Chair and Secretariat: (June 2026)	
	DECISION: The Committee Effectiveness Plan is **approved**.		
Students' Union Priorities 2025/26	**ACTION**: A copy of the presentation and updated SU priorities document to be circulated to members.	Secretariat: 4th November 2025	
	DECISION: The Students' Union Priorities report was **received** by the committee.		
Annual Report and Support Report	**ACTION**: Slides to be circulated to members.	Secretariat: 4th November 2025	
	ACTION: Members to provide any additional feedback on the annual report via ESEC Secretariat.	ESEC members: 18th November 2025	
	DECISION: This report was received and is **recommended** to the Senate for approval.		
Student Survey Results 2024/25	**ACTION:** Example of Department initiative in SMLC to be shared to ESEC Secretariat.	J Lee and secretariat: 11th November 2025	
	DECISION: This report was **received** by the committee.		
Annual Quality Review 2025/26	**DECISION:** This report was **received** by the committee.		
Items below this line were for receipt and/or approval, without discussion			

Membership and Terms of Reference of Subcommittees	**a)** **DECISION:** Education and Student Experience Committee **approved** the Terms of Reference and membership of the Student Success Subcommittee. **b)** **DECISION:** Education and Student Experience Committee **approved** the Terms of Reference and membership of Quality and Standards Subcommittee.
Regulation 10 - Examination Regulations	**DECISION:** Amendments to Regulation 10 are **recommended** to the Senate for approval.