

UNIVERSITY OF WARWICK		
LEARNING AND TEACHING SUBCOMMITTEE		
MINUTES OF THE MEETING HELD ON THURSDAY 28 NOVEMBER 2024		
Present	Professor Lorenzo Frigerio	Pro-Vice Chancellor (Education) (Chair)
	Muneeba Amjad	Students' Union Vice-President (Education)) (Student Co-Chair)
	Dr Heidi Ashton	Director of Education, SCAPVC
	Professor Jane Bryan	School of Law
	Dr Thomas Crowther	Director of Education, Philosophy
	Dr Emily Davies	Centre for Teacher Education
	Dan Derricott	Director of Education Policy and Quality
	Rakesh Elamaran	Postgraduate Taught Student representative
	Sofia Fernandes	Associate Director and Head of Research and Academic Services, Library
	Professor Rebecca Freeman	Deputy Pro-Vice-Chancellor (Education)
	Dr Atisha Ghosh	Department of Economics
	Professor Letizia Gramaglia	Head of Academic Development Centre
	Dr Gemma Gray	Department of Psychology
	Dr Marta Guerriero	Faculty Deputy Chair (Education) (Arts)
	Vanshi Gunesh	Undergraduate Student representative
	Dr Jess Humphreys	Director, Warwick International Higher Education Academy
	Professor Georgia Kremmyda	Faculty Deputy Chair (Education) (SEM)
	Dr Joanne Lee	School of Modern Languages and Cultures
	Dr David Lees	Dean of Students
	Professor Debbi Marais	Warwick Medical School
Dr Martyn Parker	Department of Statistics	
Dr Simon Peplow	Department of History	
Professor Elena Riva	Head of Department, Institute for Advanced Teaching and Learning	
Alijah Taha	Students' Union Vice-President (Postgraduate)	
Attending	Helen Hotten	Policy Advisor (Assessment and Regulations), Education Policy and Quality (Assistant Secretary)
	Matt Street	Head of Digital Learning
	Lizzie Vinton	Head of Curriculum Management, Education Policy and Quality (Secretary)
	Jodie Wallington	Policy Advisor (Curriculum and Partnerships), Education Policy and Quality (note-taker)
	Yaz Yeahia	Student Voice Manager, Students' Union
Ref	Item	
001/2	Apologies for absence Apologies were received from Professor Dan Branch (Department of History), Dr Sam Hardy (Director of Flexible and Online Learning) and Geraldine Mills (Director of Human Resources).	
003	Declarations of Interest No declarations of interest.	
004	Terms of Reference and Membership 2024/25 The Subcommittee received the report (004-LTS281124) and a verbal update from the Secretary. The key points and discussions were as follows:	

	<ul style="list-style-type: none"> • Shared the rationale for the development of the Learning and Teaching Subcommittee and its position in the refreshed academic governance structure. • Members of the Subcommittee discussed the proposed Terms of Reference; noted that the structure of the 'Joint Advisory Board for the Academic Development Centre, Institute of Advanced Teaching and Learning, Warwick International Higher Education Academy, and Learning Design Consultancy Unit)' has not been confirmed so the reference to the 'Joint Advisory Board' should be removed until this has been confirmed. • Members stated their optimism about the opportunities that the Subcommittee presented; providing a space to talk about Teaching and Learning in a holistic way and the reach that the membership offered into faculties and departments. • Members discussed potential opportunities to discuss the coordination of curriculum development and the decisions made about what provision the University delivers. The coordination and leadership of institutional-wide concerns, for example, Artificial Intelligence (AI) and sustainability, were also discussed under item 005. <p>DECISION: The Subcommittee approved the recommendations for the membership and Terms of reference, apart from the removal of the reference to the 'Joint Advisory Board'.</p> <p>ACTION: Secretariat to remove the reference to the 'Joint Advisory Board' from the Terms of Reference.</p>
005	<p>Discussion: Developing a roadmap for the Learning & Teaching Subcommittee</p> <p>The Subcommittee received a summary of the Education and Student Experience Strategy and a verbal update from the Secretary about emerging areas for future agenda items and Learning and Teaching in context. The key points and discussions were as follows:</p> <p>General</p> <ul style="list-style-type: none"> ➤ Space and digital tools for teaching and assessment need to be driven by the Subcommittee. ➤ The introduction of a new Digital Strategy was also highlighted. ➤ Need to create synergy with other Subcommittees and have visibility on issues being discussed elsewhere, for example decolonising the curriculum and inclusivity. ➤ Need to ensure a focus on the distinction between UG and PGT learning. ➤ The Subcommittee should look where good practice can be shared. ➤ Consider how can better signpost educational resources – sometimes there is a perceived lack of institutional knowledge due to a lack of awareness about what is available. <p>AI</p> <ul style="list-style-type: none"> ➤ It was agreed that technology and learning was an area for further discussion. ➤ How do faculties and departments interpret policies, are there different interpretations? Should there be some coordination? ➤ Is there an opportunity to create a single point of access for AI. We can reduce duplication and leverage resources and maximise skills? ➤ Should there be a positive approach, i.e. teaching students how to engage with AI as opposed to focussing on what students are not allowed to do? ➤ A need to upskill, to ensure that students and staff have the space, time and skills to embrace AI. ➤ Students are disadvantaged if we don't teach them how to use AI effectively. ➤ The complexity of AI and the understanding of what it allows students to do, including from an ethical standpoint, needs to be woven into assessment. ➤ The more technical AI gets, the more expensive it gets – ethically, we need to consider the cost to students.

	<p>Future considerations</p> <ul style="list-style-type: none"> ➤ Future student recruitment and how the University plans for the future e.g. expansion of Apprenticeships and microcredentials. ➤ Future skills development and how can assessment be diversified to support this development? ➤ What are future careers? What do we need to teach differently? ➤ What are the skills that people are going to need in five to 10 years' time? ➤ Skills of articulacy, self-presentation, skills development outside of the written work and human skills are all important and we should invest in this kind of skills development. ➤ How is our learning and teaching authentically steered towards graduate outcomes and employability?
006	<p>Any other business</p> <p>None reported.</p>
<p>Next meeting: 09:00, Tuesday 18 February 2025, Council Chamber, Senate House</p>	