UNIVERSITY OF WARWICK
LEARNING AND TEACHING SUBCOMMITTEE
MINUTES OF THE MEETING HELD ON TUESDAY 04 NOVEMBER 2025

Present	Professor Georgia Kremmyda	Deputy Pro-Vice-Chancellor (Learning and Teaching) (Chair)
	Ananya Sreekumar	Students' Union Vice-President (Education)) (Student Co-Chair)
	Maanya Raju	Vice-President, Postgraduate, Warwick SU
	Dr Thomas Crowther	Director of Education, Philosophy
	Dan Derricott	Director of Education Policy and Quality
	Anna O' Neill	University Librarian
	Professor Rebecca Freeman	Deputy Pro-Vice-Chancellor (Education)
	Professor Letizia Gramaglia	Head of Academic Development Centre
	Dr Marta Guerriero	Faculty Deputy Chair (Education) (Arts)
	Dr Sam Hardy	Director of Flexible and Online Learning
	Dr Jess Humphreys	Director, Warwick International Higher Education Academy
	Professor Gill Cooke	Pro-Dean Education, WMG
	Jackie Whitehouse	Head of Work-based and Professional Learning, FOLD
	Professor Elena Riva	Head of Department, Institute for Advanced Teaching and Learning
	Anna Chapman	Head of Learning Development, Human Resources
	Dr Amanda Kowalczyk	Faculty Senior Tutor (Arts), Dean of Students Office
Attending	Professor Lorenzo Frigerio	Pro-Vice-Chancellor (Education) (presenting)
	Sara Wysocka	Student Engagement Officer, Education Policy and Quality
	Sonia Hart	Quality Officer, Degree Apprenticeships, Education Policy and Quality (supporting secretariat)
	Ger Purcell	Academic Partnerships Officer, Education Policy and Quality (Assistant Secretary)
	Letitia Jones	Student Voice Manager, Warwick SU

Ref	Item
001	**Welcome and apologies for absence** The Chair welcomed members and attendees, and a round of introductions took place. Apologies were noted from: - Professor Jonathan Hickman-Heron (Chair of PGRS) - Dr Emily Davies (Centre for Teacher Education) - Professor Jane Bryan (School of Law) - Dr Martyn Parker (Deputy Chair Education SEM) - Roberta Wooldridge-Smith (Director of Student Opportunity) - Dr Heidi Ashton (SCAPVC) - Gareth Reynolds (IDG) - Lizzie Vinton (EPQ, LTS Secretary)
002	**Declarations of Interest** No conflicts of interest were declared.
003	**Equality, diversity and inclusion**

	All members were encouraged to actively engage in the subcommittee's discussion and activity. Members were invited to contact the secretariat to discuss any changing needs to support access and participation in meetings where required.
004	**Minutes of previous meeting** The minutes of the meeting held on 29 April 2025 [ref 004-LTS041125] were **approved.**
005	**Matters arising from meeting held on 29th April 2025** a. **Head of ADC and the Director of EPQ to produce a draft set of assessment principles and guidelines of minimum expectations for assessment and feedback (020-LTS290425).** The Chair confirmed there was no substantive update for this meeting, but that assessment and feedback would be looked at in significant detail as part of the work of the subcommittee during the year. **b. LTS secretariat to invite the Enterprise Architecture and Innovation Director, IDG / Academic Director (Postgraduate Taught) to provide an update on the impact of AI from an institutional learning and teaching perspective (022-LTS290425).** The Chair noted that, while this initial meeting was focused on establishing priorities, AI would continue to be a major focus for the subcommittee during the year.
006	**Chair's Business and Actions** The Chair took the opportunity to highlight a number of activities taking place across the university that while not directly part of the subcommittees business, will have strong relevance to priority areas of focus for LTS: **1. Academic Calendar Reform** Department feedback is currently being synthesised. Early options testing is scheduled to happen throughout Term 1, with more information expected in Term 2. LTS will follow developments closely given its potential impact on teaching. **2. Curriculum Management System** The Director of EPQ confirmed the project is currently in a discovery phase to configure the system. Testing is scheduled for the spring, with plans to 'go-live' launch by the summer. A parallel task is compiling an accurate and single source of information for modules, course and assessments. The new system will, among other benefits, make it easier and quicker to revise modules and assessments, as well as harmonise student selection of optional modules. **3. Lecture Capture and Accessibility** The Director of Flexible and Online Learning confirmed that a project is underway, albeit in its early stages, to ensure a more comprehensive lecture capture system is in place across the University. It is a complex task that brings together technology, policy and intellectual property. It is hoped the project will conclude in time to effect changes for start of the 2026/27 academic year. **4. Managing growth in undergraduate numbers** The Provost has established a working group to manage recent growth in undergraduate numbers more efficiently, in particular thinking about how to optimise teaching activity – e.g. tutorials, labs, projects – with larger numbers, and to ensure both staff and student experience is not negatively impacted. **5. Lifelong Learning Strategy and Steering Group** This new steering group will focus on realising opportunities related to the Lifelong Learning Entitlement (LLE), growth and skills levy, shorts courses, CPD, apprenticeships and flexible stackable provision more broadly.
007	**Membership and Terms of Reference 2025-26** The Chair provided members with some context to the overall aims of the subcommittee, noting:

	- LTS' purpose is to develop, implement and monitor inclusive strategies, policies and practices, informed by student voice and insight, that encourage excellence and innovation in learning, teaching and assessment. - It will be responsible for strategic oversight of strategies, policies and practices that underpin excellence in learning, teaching, and educational leadership across the breadth of the University taught programmes and modes of delivery. - The Chair outlined the Terms of Reference and Membership. - The TOR were unchanged from the previous year. - A priority for the subcommittee would be to establish a long-term roadmap for the work of LTS. This would be discussed in greater depth in the following item. - Regarding the membership, a number of roles were still pending appointment, specifically the two non-sabbatical student representatives (one for UG, one for PG), and the three WIHEA Fellows (one for each Faculty). - A Deputy Chair would also soon be appointed from within the membership. - All of the above were expected to be confirmed in the coming weeks and would be in situ in time for the next meeting in February. - A concern was raised about ensuring the PGT voice was sufficiently captured within LTS. The Co-Chairs agreed to give further consideration to ways to ensure the PGT voice is strongly represented at LTS. The Chair noted the Committee Effectiveness Review Report (item 013 under the line) and outlined an action plan to improve impact and ways of working in 2025/26. - A clear vision and priority themes for the subcommittee would provide greater strategic focus and impact. A number of working groups would be established linked to these key themes. These are discussed in more detail under item 008. - The Chair advised that each meeting of LTS would be structured to allocate a significant amount of time to one 'strategic item' aligned to LTS priorities or strategic actions. The rest of the meeting would be comprised of 1) substantive items focused on major functional or operational topics related or impacting Learning and Teaching and 2) receiving reports from affiliated or subordinate entities. **ACTION**: The Co-Chairs to review ways to ensure the PGT voice is strongly represented at LTS. **DECISION:** The Subcommittee recommended the Membership and TOR to the Education and Student Experience Committee for approval.
008	**Priorities for 2025/26** The purpose of this item was to clarify the strategic institutional context driving the 'big picture' aims of LTS and set out a vision for how this will translate into tangible priorities and areas of work for the subcommittee in 2025/26 and beyond. Professor Lorenzo Frigerio, Pro-Vice-Chancellor Education joined the meeting to outline the 2025/26 institutional priorities linked to the Education and Student Experience Strategy: - A major focus is to raise the profile of education both internally and externally – to take learnings from how UoW successfully promotes its excellence in research to ensure Warwick is equally known for its excellence in education. - The university is working to create an 'Education HQ', a single point of access and communication for staff regarding learning, teaching, and quality matters, addressing current fragmentation. - A strategy document is forthcoming to cover non-traditional delivery, including flexible, part-time, hybrid, and stackable learning, and to develop in-house online education capabilities. - Strategic focus will be placed on curriculum reform to ensure relevance and cope with large student numbers. Assessment and feedback are acknowledged as areas to improve, and future work will

	focus on assessment as part of a well-designed curriculum, supported by the new Curriculum Management System (CMS).
	- Periodic review and revalidation will be introduced and replace ITLR.
	- Recommendations of the Personal Tutor Review are expected to be implemented in 2026.
	- An early version of a Student Success Dashboard has been developed and will begin roll out shortly, starting with the SEM Faculty.
	
	- There is a plan to develop a central student 'digital home' as a single point of access for information, services and resources.
	- The University has entered the procurement phase for a new timetable system. It is a complex project and is not expected to be in operation until 2027 at the earliest.
	- A project to reform academic regulations is being led by Professor Andy Clark, working with EPQ.
	
	Ananya Sreekumar (SU Vice President for Education and LTS Co-Chair) provided an overview of the Students Union education priorities for this academic year:
	- Empowering student leaders (SSLCs and Course Reps) in their spaces and ensuring a level of accountability and a reliable feedback loop.
	- The SU is pushing for an academic transparency dashboard to provide a centralized location for students to track and understand policy changes, addressing the lack of transparency highlighted in NSS feedback.
	- The SU wants to see formalised partnerships between departments and student societies to empower student leaders and reduce the duplication of effort in providing academic and career support.
	- Targeted campaigns are needed to increase the representation of underrepresented students (such as black and disabled students) in leadership roles. The SU will also deliver tailored training for international and care-experienced students to help them cope with university life demands.
	The Chair gave a short presentation to introduce key emerging 'Learning and Teaching Priorities' for the subcommittee:
	- The priorities are grounded in evidence and insight (drawn from NSS/PTES, annual priorities dialogues, student engagement channels, external frameworks and benchmarks such as TEF, etc.
	- The priorities are organised by timescale:
	  o **Short-Term Priorities:** Teaching quality and consistency, organization and management, and communication.
	  o **Medium-Term Priorities:** Assessment and feedback, and learning opportunities (e.g., embedding employability and digital literacies).
	  o **Long-Term Priority:** Educational leadership (to ensure excellence and accountability).
	- To deliver these priorities, the Chair proposed a Learning and Teaching Action Framework (2025-2028), delivered by five time-bound Action Groups:
	  1. Staff Experience and Teaching Excellence.
	  2. One Voice for Learning and Teaching (Education HQ).
	  3. Assessment.
	  4. Curriculum Futures.
	  5. Leading Learning and Teaching (Educational Leadership).
	- The Chair welcomed comments and feedback from members. Members were asked to review the five-page Framework and to provide their feedback on its objectives, outputs, timeline and membership by **Friday, November 14th**, either through a Padlet or by providing written or verbal feedback.

	- All feedback will be reviewed, and a final version of the document will be generated by the end of November. - The intention is to get Action Groups established by January. **ACTION:** Members to review the Learning and Teaching Action Framework and provide comment by November 14th. **ACTION:** The Chair/secretariat to circulate a final version upon consideration of all received comments/feedback.
009	**Education Priority Dialogues 2025/26** The Director of EPQ, Dan Derricott provided a verbal update on behalf of Lauren Baker, Head of Quality and Partnerships, who sent apologies: - The Dialogues replace the previous Annual Quality Review meetings. - The Dialogues are designed to be priority-focused and strategic. The aim is to surface the outcomes of departmental discussions (e.g., NSS data analysis, inclusive education plans) to determine priorities for educational enhancement. - The meetings will last about two hours and cover three main areas: 1. **Departmental Priorities:** What the academic department's priorities are, based on internal data and conversations. 2. **Educational Leadership:** Discussing the strategic approach to building sustainable and effective leadership teams around education in each department. 3. **Curriculum and Assessment:** Exploring the department's strategic approach to developing its curriculum and assessment. - The Dialogues will run intensively from mid-November to mid-December, such that the outcomes can feed into the Academic Resourcing Committee (ARC) planning round that takes place after Christmas. - The Chair, Georgia Kremmyda, confirmed that she will be attending most of the Dialogue meetings with departments and that reports from the Dialogues will return to the LTS later this academic year.
010	**NSS and PTES: Learning and Teaching Themes** Sara Wysocka, Student Engagement Officer EPQ presented an overview of the headline results from the National Student Survey (NSS) and the Postgraduate Taught Experience Survey (PTES), highlighting performance related to key Learning and Teaching themes: <u>NSS</u> - The university's NSS results are improving year by year, with 85.4% of students saying they would recommend the University of Warwick. - Competitors (such as Durham, Sheffield, and Liverpool) are improving faster than Warwick, causing the university to drop in relative rankings despite its score improvement. - The engagement rate was 75%, matching pre-COVID response rates. - While assessment and feedback, student voice, and teaching and learning ratings remained stable in Russell Group rankings, the university’s RG ranking has declined for academic support and learning resources. - The Teaching Excellence Framework (TEF), coming up in 2027, is expected to assess course quality via student experience and outcomes, which are closely linked to these survey results.

- The learning opportunities indicator is also expected to be included in OfS evaluations of course quality from 2027/28.
- Faculties, schools, and departments were advised to analyse NSS outcomes in detail - examining differences between courses, study modes, and key demographics.
- NSS 2026 would open mid-February 2026.

PTES

- 83% of students reported being satisfied overall with the quality of their course
- 47% of eligible students participated.
- Warwick's overall satisfaction has fallen, both in score and in rank, and now sits below Russell Group and sector averages.
- Teaching and learning, intellectual stimulation, and learning materials were each down a number of basis points.
- Assessment and feedback is a globally low scoring theme, but specific student concerns were cited re promptness and fairness of feedback.
- PTES is likely to be included into TEF metrics over the medium to long-term, possibly from 2030/31.
- PTES engagement levels at UoW are 25-30% higher than the Russell Group and wider sector.

The Chair provided some additional comment and analysis as context for LTS members:

- The emerging LTS priority themes and the Learning and Teaching Action Framework had been directly informed by an analysis of NSS/PTES feedback (both quantitative and written comments). Specific LTS Action Groups would target improvement in relevant areas as noted below.
- **Teaching Quality and Consistency:** Variable teaching standards across lecturers, modules, and years is the most common theme across every faculty. Students describe highly engaging and professional teaching practices alongside less engaging, less organised, or less inclusive practices within the same programmes of study. Action Groups 1 (*Staff Experience and Teaching Excellence*) and 2 (*One Voice for Learning and Teaching*) are intended to address these issues.
- **Organisation and Management failures**: This included concerns re late or inconsistent communication about deadlines, assessments, or timetable changes, as well as variable practices across departments for students studying on joint degrees. This theme mainly links to Action Group 1 (*Staff Experience and Teaching Excellence*). The Chair noted different challenges exists for departments based on their size, though the issues may be mirrored in different ways.
- **Assessment and Feedback**: This was the single most frequently criticised area across almost every department, even those with high overall performance. Concerns included inconsistent or opaque marking criteria, inconsistent feedback and clustering of deadlines. Improving this area will be the domain of Action Group 3 (*Assessment for Learning*).
- **Learning Opportunities and Employability**: There was a strong desire for more applied, practical, and career-linked learning across all faculties – e.g. more placements, projects or labs and an increased focus on helping students develop skills relevant to employers. This theme feeds into the work of Action Group 4 (*Curriculum Futures*).
- **Perceived Lack of Accountability and Feedback Loops**: Across faculties/departments/schools, students report that their feedback does not lead to visible change, with problems often persisting over several cohorts (e.g., same modules repeatedly flagged). Action Group 5 (Leading Learning and Teaching) will focus on strengthening educational leadership systems and practices to deliver more transparent lines accountability for learning & teaching, communication, assessment, and curriculum.

	- The Chair encouraged members to review the slides (shared after the meeting) related to NSS and PTES data alongside the Action Framework to ensure it is representative and reflective of actual challenges. A short discussion took place, where the following points were noted: - A campaign to engage students between surveys, to "keep the dialogue going," has just been relaunched, aligning with the university's new brand. - While a lot of work was under way centrally via the Student Insight Group and others, it was noted that what truly resonates with students is hearing from their specific department about improvements and actions taken in response to feedback locally. - The Chair confirmed that once the proposed Action Groups are set up and start delivering things, the LTS will communicate these outcomes accordingly to student groups. - A question was raised as to whether the Russell Group was best university grouping to benchmark against for learning and teaching – i.e. would UoW's ambition be better served comparing against institutions leading the sector in this area. - It was noted NSS data is compared against the sector as a whole as well as the Russell Group. RG benchmarking is used in the context of the Teaching Excellence Framework (TEF), where data is benchmarked against similar students. - The meaning of 'consistency' was flagged as needing greater definition. It was suggested this should not mean the exact same teaching experience everywhere, but rather should focus on common frameworks for program design and assessment, ensuring the five Action Groups work in a coherent way. - The Chair clarified that the consistency she referred to in the short-term priorities is about "quick fixes" that can be put in place immediately, distinguishing them from the more significant, long-term interventions required for curriculum and assessment review, which may take a couple of years. Examples of quick fixes included ensuring consistency in how and when staff release module pages and providing guidance on managing modules and programmes. - The effectiveness of external examiners was queried, with a member noting that reports sometimes state students are "all very happy," which seems inconsistent with the negative outcomes reported in PTES and NSS. The Chair agreed this was an area for LTS to review through the relevant Action Group.
011 & 012	**Updates from Faculty Education Committees and ADC/IATL/WIHEA** There was insufficient time to receive these verbal updates. It was agreed updates could be provided via email in future instead. **ACTION:** Secretariat to invite relevant leads to provide short written updates via email.
013	**24/25 LTS Committee Effectiveness Review Report** This was presented below the line for assurance. It formed part of the discussion under Item 007 (TOR & membership).
014	**IATL Annual Report for Faculties 2024/25** This was received below the line for information.
015	**Any other business** The SU Vice President (Postgraduate) raised a concern that the University was not engaging fast enough with AI, and that it risked producing graduates who were not ready for the professional world which "rewards people who can use AI creatively, responsibly and effectively." The Chair confirmed that AI is captured within

	the proposed *Assessment for Learning* and *Curriculum Futures* Action Groups but that specific suggestions on how to strengthen these points within the Action Framework could be provided via member feedback.
Next meeting: 10:00, 23 February 2026, R1.15, Ramphal	

DECISIONS AND ACTIONS			
ITEM	**DECISION**		
007 – Membership and Terms of Reference 2025/26	**DECISION:** The Subcommittee recommended the Membership and TOR to the Education and Student Experience Committee for approval.		
ITEM	**ACTION**	**LEAD AND DUE DATE**	**STATUS**
007 – Membership and Terms of Reference 2025/26	**ACTION**: The Co-Chairs to review ways to ensure the PGT voice is strongly represented at LTS.	Georgia Kremmyda Ananya Sreekumar	In progress
008 – Priorities for 2025/26	**ACTION:** Members to review the Learning and Teaching Action Framework and provide comment by November 14th. **ACTION:** The Chair/secretariat to circulate a final version after considering all comments/feedback.	Georgia Kremmyda Ger Purcell	Completed
011 & 012 - Updates from Faculty Education Committees and ADC/IATL/WIHEA	**ACTION:** Secretariat to invite relevant leads to provide short written updates via email.	Ger Purcell	Completed