

## UNIVERSITY OF WARWICK

### Minutes of a meeting of the Student Learning Experience and Engagement Committee held on Tuesday 16 October 2018

Present: L Kennedy (Co-Chair, Students' Union Education Officer), Professor G van der Velden (Co-Chair, Deputy Pro-Vice-Chancellor (Student Learning Experience)), A Brewerton (Head of Academic Services, Library), Professor A Clark (WIHEA Fellow, Academic Director (Undergraduate)), Professor G Cooke (WIHEA Fellow, School of Engineering), Dr R Freeman (WIHEA Fellow, Head of Student Engagement and Recruitment, Life Sciences), Dr C Hampton (Academic Representative of the Faculty of Arts), E King (Students' Union Postgraduate Officer), H Pennack (Director of University Marketing), Dr L Plath (Student Engagement Coordinator (Faculty of Arts)), Dr E Riva (Academic Representative of the Institute for Advanced Teaching and Learning (IATL)), A Thomas (Head of Academic Technology and Digital Transformation, IT Services), Dr E Thonnes (Student Engagement Coordinator (Faculty of Science, Engineering and Medicine)), Professor P Tissington (Academic Director (Employability & Skills)), Dr D Wood (Academic Representative of the Faculty of Science, Engineering and Medicine) for minutes 01 to 07/18-19 only.

Apologies: Dr J Bryan (Student Engagement Co-ordinator (Faculty of Social Sciences)), A Delameilleure (Student Representative nominated by the Students' Union), Professor L Gracia (Dean of Students), Professor C Hughes (Pro-Vice-Chancellor (Education)), Dr C MacLean (Academic Representative of the Faculty of Social Sciences), Dr K Owen (Student Engagement Coordinator (Faculty of Science, Engineering and Medicine)), Professor C Sparrow (Academic Representative of the Graduate School), Dr I Tuersley (Student Engagement Coordinator (Faculty of Science, Engineering and Medicine)).

In Attendance: L Baker (Assistant Registrar (Teaching Quality)), S Beaufoy (Equality, Diversity & Inclusion Manager) for minute 07/18-19 only, D Derricott (Secretary), J Hughes (Head of Information and Operations, Careers & Skills for minutes 08(a), 08b(b) and 08(e)/18-19 only, A Lythall (SU Trans Students' Officer) for minute 07/18-19 only, R Saunders (Student Communications Officer), K Stratford (Assistant Secretary).

#### 01/18-19 Members' Successes

REPORTED: (by the Co-Chair, L Kennedy)

That new and returning members were warmly welcomed to the first meeting of the academic year, and that the following members were congratulated on their recent successes:

- (a) Dr Tuersley on being awarded a Warwick Award for Teaching Excellence;
- (b) Dr Riva, also on being awarded a Warwick Award for Teaching Excellence (the Butterworth Award), and on becoming a Fellow of WIHEA;
- (c) Professor Van der Velden on being awarded a National Teaching Fellowship by Advance HE and on her new role of Deputy Pro-Vice-Chancellor (Student Learning Experience).

02/18-19 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 Committee of University Chairs (CUC) Higher Education Code of Governance (2014), available online from <http://www.universitychairs.ac.uk/publications/>;

(by the Co-Chair, Professor G van der Velden)

- (b) That she was currently Chair of the Office for Students' National Student Survey (NSS) Sub Group of the Student Information Advisory Group, which related to agenda item 7a on the results of NSS.

RESOLVED:

- (c) That Professor van der Velden's conflict of interest be noted.

03/18-19 Minutes

CONSIDERED:

The minutes of the meeting of the Student Learning Experience and Engagement Committee held on 21 May 2018.

RESOLVED:

That the minutes of the meeting held on 21 May 2018 be approved.

04/18-19 Matters Arising

- (a) Peer Review of Teaching (minute 59/17-18 refers)

REPORTED: (by the Co-Chair, L Kennedy)

That the report to this Committee proposing policy on peer review of teaching has been deferred to a future meeting and that work was ongoing in a WIHEA Learning Circle in the meantime to ensure the proposals were fully developed and achievable.

05/18-19 Chairs' Business

- (a) Education Strategy priorities in 2018/19

REPORTED: (by the Co-Chair, Professor G van der Velden)

- (i) That the Education Executive had identified ten priorities from the Education Strategy for 2018/19:
- a. Prioritising student engagement;
  - b. Facilitating internationalisation;
  - c. Promoting student research opportunities;
  - d. Enhancing our academic systems;
  - e. Developing and diversifying our assessment practices;
  - f. Reviewing our credit framework;

- g. Implementing our TEF Strategy;
  - h. Focusing on employability and skills;
  - i. Embedding a lifecycle approach to Widening Participation;
  - j. Launching our Degree Apprenticeship Programme.
- (ii) That Degree Apprenticeships were not explicitly represented in the current membership of SLEEC and the Co-Chairs would consider adding the Academic Director (Partnerships) or a nominee;
  - (iii) That work had begun in collaboration with the Student Experience Network to clarify the role of departmental and faculty-level Director of Student Experience (DSEP) roles with a view to providing more comprehensive support;
  - (iv) That she and the Academic Director (Undergraduate Studies) were establishing a Director of Studies Forum;
  - (v) That thanks were to be given to all who contributed to the successful SLEEC Away Day on 20 September 2018, in which a positive and collaborative ethos had been established.

(b) Students' Union Officer priorities in 2018/19

REPORTED: (by the Co-Chair, L Kennedy)

- (i) That the Students' Union had prioritised the following campaigns and policy issues for 2018/19:
  - a. Students having Wednesday afternoons free in their timetables in order to engage with extra-curricular enrichment;
  - b. Encouraging the University to consider the Black student attainment gap holistically, by addressing the structural barriers that create and uphold racism and inequality;
  - c. Empowering students to shape their time at Warwick, particularly underrepresented communities;
  - d. Responding to the concerns of international students arising from Brexit;
  - e. Easing access to and improving the quality of mental health and wellbeing services, including working towards the simplification of current provision;
  - f. Further promoting inclusivity in sport through the Reshaping Sport campaign, including challenging LGBTUA+phobia in sport and creating a disabled sports service at the University;
  - g. Campaigning for better bus services, including a focus on reducing the cost and overcrowding currently experienced;
  - h. Better supporting students in being informed, equipped and empowered to transform their education;
  - i. Making the campus more comfortable through more study and relaxation spaces, and holding the University to account on its promise of growth not compromising quality;
  - j. Representing students in the community, ensuring that students feel connected to their local communities and represented in these spaces;
  - k. Improving postgraduate students' opportunities to network between departments.

06/18-19 Terms of Reference and Membership

CONSIDERED:

A paper and verbal report from the Secretary outlining the Committee's terms of reference in academic year 2018-19 and proposing changes to the Committee's membership (SLEEC.01/18-19, [available online](#)).

REPORTED: (by the Secretary)

- (a) That members were asked to familiarise themselves with the Committee's terms of reference at the beginning of each academic year in order to ensure the Committee fulfils its role;
- (b) That following a number of changes in staffing and structures, several minor changes to the Committee's membership were proposed alongside a more substantive proposal to increase the number of non-sabbatical student representatives from one to three;
- (c) That 'Student Representative, nominated by the SU' could include faculty representatives or other appropriate student representatives with relevant interests;

(by Professor G van der Velden)

- (d) That Professor Clark's membership of SLEEC was currently in his capacity as a Fellow of WIHEA rather than Academic Director (Undergraduate Studies), however it would now be appropriate for him to attend in his substantive role alongside the Academic Director (Graduate Studies).

RECOMMENDED: (to Senate)

- (e) That SLEEC's membership be revised to:
  - (i) Update the ex-officio (staff) Co-Chair to the new role of Deputy Pro-Vice-Chancellor (Student Learning Experience);
  - (ii) Update the title of Service Owner, Academic Technology to Head of Academic Technology & Digital Transformation;
  - (iii) Remove the Representative of Careers & Skills and add the Academic Director (Employability & Skills);
  - (iv) Add the Director of Student Opportunities;
  - (v) Increase the number of non-sabbatical student representatives from one to three;
  - (vi) Add the Academic Director (Undergraduate).

07/18-19 Schedule of Business

RECEIVED:

A paper and verbal report from the Secretary outlining the Committee's meetings and principal agenda items for academic year 2018-19 (SLEEC.02/18-19, [available online](#)).

REPORTED: (by the Secretary)

- (a) That the Committee's remit was broad but required only a limited number of set items be considered each year, which creates space to be responsive to the priorities of the Education Strategy, to feedback from students and to other sources of intelligence about the student learning experience in a timely way;
- (b) That as a result of the Committee's Effectiveness Review in May 2018, it was agreed a limited number of priorities would be identified at the beginning of the year and programmed into the business for the year, and these would ensure that the Committee's time is used strategically to focus on the issues where it can have the most impact, thereby achieving a better balance with the time spent on routine business;
- (c) That following the Effectiveness Review and discussions at the Away Day, the Schedule of Business had been updated accordingly.

08/18-19 Trans Inclusivity in Teaching and Learning

CONSIDERED:

A presentation from Sandra Beaufoy, Equality, Diversity & Inclusion Manager, and Alex Lythall, SU Trans Students' Officer, summarising recently published guidance and resources on Trans inclusivity at Warwick, and seeking members' views on how they can be promoted in teaching.

REPORTED: (by S Beaufoy)

- (a) That the "Pronouns: Let's Get It Right" campaign was underway across the campus with gender inclusive guidance material available, and that additional workshops would also be arranged;
- (b) That support of Trans rights by HE institutions was variable, and so there were calls for the University to explicitly show support;
- (c) That staff should be encouraged to include their pronouns when introducing themselves to students, and to invite students to give their own, whilst respecting that all individuals must retain the right to not specify pronouns;

(by A Lythall)

- (d) That work was underway by the University to address the issue of preferred student names not being accommodated adequately within student record systems;
- (e) That at departmental level, systems and approaches also needed to change and that this requires ongoing attention
- (f) That assumptions by individuals were deep-rooted and often unconscious, and so to challenge this take time;
- (g) That it was acknowledged there were particular challenges for languages students and international students, and it was suggested that it be explained to international students as a variation to traditional grammar and provide examples;

(by A Thomas)

- (h) That the campaign was welcomed but it should be recognised that the starting point was low awareness of the concepts involved and it would be important to allow space and time for people to learn about and explore viewpoints;

(by Professor G Cooke)

- (i) That the depth of Trans awareness generally was limited amongst some staff despite the campaign;

(by A Brewerton)

- (j) That the discussions were strongly welcomed and embedding cultural change was likely to take time, even when superficially it may appear to have already changed;

(by Dr R Freeman)

- (k) That videos of the workshops could help to reach a wider audience;
- (l) That using an individual's preferred name was respectful regardless of Trans considerations, and suggested this be emphasised;

(by Dr C Hampton)

- (m) That international students find self-identification of pronouns challenging linguistically, and that consideration should be given to the expression of gender identity in already gendered languages, for instance how a non-binary person would identify themselves in the French language;

RESOLVED:

- (n) That the Committee was supportive of the efforts underway to ensure the University becomes a more inclusive environment for Trans students and staff;
- (o) That the presenters were encouraged to re-engage the Committee should that be helpful in further overcoming particular obstacles to inclusivity.

09/18-19

Results of the National Student Survey 2018

RECEIVED:

A paper from the Secretary summarising the results of the National Student Survey 2018 for the University (SC.03/18-19 {restricted}, available online).

REPORTED: (by the Secretary)

- (a) That overall satisfaction was down slightly on the previous year but remained above the sector average overall, with a strong performance in the intellectually stimulating nature of the course;

- (b) That although results were stable at institutional level, variability was observed between departments;
- (c) That Learning Community and Academic Support were weaker areas and so despite some improvements, remained a priority;
- (d) That a general downward trend in satisfaction was seen across the sector, particularly amongst the Russell Group;
- (e) That departmental results would be explored in greater depth in Teaching Excellence Group (TEG) meetings;

(by the Co-Chair, Professor G Van der Velden)

- (f) That the analysis and communications efforts had been greatly effective this year, which is expected to benefit the student learning experience across departments, and that she thanked the Secretary and the wider Teaching Quality team for their efforts.

10/18-19 Results of the Postgraduate Taught Experience Survey 2018

RECEIVED:

A paper from Louise Sutcliffe and Stella Neophytou, Postgraduate Student Development Officer, Graduate School, summarising the results of the Postgraduate Taught Experience Survey 2018 for the University (SLEEC.03/18-19, [available online](#)).

REPORTED: (by the Secretary)

- (a) That the response rate had increased by 5% since the previous year to 39%, with a target of a similar increase for next year;
- (b) Academic departments had brought forward support for dissertations and major projects which had been recognised in improved feedback in the survey.
- (c) That PTES outcomes would be explored further in TEG meetings.

11/18-19 Survey Strategy Steering Group

RECEIVED:

A paper and verbal report from the Secretary summarising the work of the Survey Strategy Steering Group, which is a sub-group of the Committee, and the major surveys planned for delivery in 2018-19 (SLEEC.04/18-19, [available online](#)).

REPORTED: (by the Secretary)

- (a) That the group enabled greater oversight and active management of the schedule of surveys;
- (b) That the Student Barometer survey had been rebranded as the Warwick Student Experience Survey, with the Join In, Be Heard campaign launching on 5 December 2018 and departments have been urged to promote and support the survey;

- (c) That closing the feedback loop would be a priority, and effective usage of data would be a focus in TEG meetings;

12/18-19

Establishing the Teaching Excellence Group

CONSIDERED:

A paper and verbal report from the Secretary and Katharine Gray, Senior Assistant Registrar (Teaching Quality), on the establishment of the Teaching Excellence Group in place of Education Experience Monitoring and in place of Survey Action Plans being considered by committees (AQSC.104/17-18, [available online](#)).

REPORTED: (by the Secretary)

- (a) That the paper had been approved by AQSC on 11 September 2018;
- (b) That members of SLEEC and AQSC had received invites to join TEG panel and any members wishing to join additional meetings should notify the SLEEC Assistant Secretary;
- (c) That meetings with students from the departments and two panel members would take place before each TEG meeting in 2018/19;
- (d) That it was not feasible to include students on the panel in 2018/19, with the exception of Students' Union officers represented on SLEEC, though the increased number of student representatives in the SLEEC membership (minute 06/18-19(a) refers) would improve this in 2019/20;

(by the Co-Chair, L Kennedy)

- (e) That student representation should become an integral part of the TEG process, enabling conversations to be shaped more effectively by the student voice;

(by Dr L Plath)

- (f) That the student voice from the department should be a critical part of the meeting in future and that students should be given support, possibly by the Students' Union.

(by Dr R Freeman)

- (g) That students tended to speak more freely in less formal meetings and so it would be most effective to keep the student meetings separate;
- (h) That it may be beneficial to have the Chair of the SSLC in the main meeting;

(by the Co-Chair, Professor G van der Velden)

- (i) That the TEG process for 2018/19 was underway, and that the processes for 2019/20 would be refined following an evaluation;



RESOLVED:

- (j) That SLEEC welcomes the separate student meetings already introduced and agrees that they should continue in future years, allowing a less pressured environment for students to share feedback;

RECOMMENDED: (to the Academic Quality and Standards Committee)

- (k) That TEG panels in 2019/20 and beyond should always include a student member;
- (l) That a senior student representative from the department join main TEG meetings alongside departmental staff in 2019/20 and beyond.

13/18-19 Graduate Outcomes Survey

A paper and verbal report from Jenny Hughes, Head of Operations & information in Student Careers & Skills, introducing the Graduate Outcomes survey which has replaced the Destination of Leavers from Higher Education (DLHE) Survey (SLEEC.05/18-19, [available online](#)).

REPORTED: (by J Hughes)

- (a) That Graduate Outcomes would survey students fifteen months after completion, meaning there would be a time lag between the final DLHE dataset already published in 2017/18 and the first Graduate Outcomes dataset due to be published in early 2020;
- (b) That as response rate thresholds would be challenging due to the time elapsed, engagement and support from departments was essential;
- (c) That the results were likely to be more positive for the University as graduates would be expected to be more settled in employment;
- (d) That to ensure effective use of the data, it was anticipated that the Graduate Outcomes data would be considered as part of the Teaching Excellence Group (TEG) datasets.

14/18-19 Implementation of a University-supported Module Evaluation Solution

RECEIVED:

A paper and verbal report from Amber Thomas, Head of Academic Technology and Digital Transformation in IT Services, summarising progress towards the implementation of a University-supported solution for module evaluation, which was approved by SLEEC in April 2018 (SLEEC.06/18-19, [available online](#)).

REPORTED: (by A Thomas)

- (a) That concerns had been raised by some departments that response rates could be reduced, however it was noted that departments should continue to ask students to complete the survey in teaching sessions noting that in rare instances where students do not bring devices to lectures, paper copies could continue to be provide;

- (b) That feedback would be sought from stakeholders at defined review points, with input from the WIHEA Learning Circle on Module Evaluation;

(by the Co-Chair, Professor G van der Velden)

- (c) That thanks were given to the Academic Technology Team for the progress so far, acknowledging the complexities of the task.

15/18-19 Date of the Next Meeting

REPORTED:

That further meetings of the Student Learning Experience and Engagement Committee (SLEEC) will take place as follows:

Tuesday 04 December 2018	14:00 - 16:00, CMR 1.0
Monday 04 February 2019	10:30 - 12:30, CMR 1.0
Wednesday 10 April 2019	09:00 - 11:00, CMR 1.0
Wednesday 22 May 2019	09:00 - 11:00, CMR 1.0