

UNIVERSITY OF WARWICK

STUDENT LEARNING EXPERIENCE AND ENGAGEMENT COMMITTEE

OPEN MINUTES OF THE MEETING HELD 13:30-15:30, THURSDAY 06 FEBRUARY 2020, CMR 1.0

Present	Professor Gwen van der Velden	GvdV	Deputy Pro-Vice-Chancellor (Student Learning Experience) and Co-Chair
	Chloe Batten	CB	SU Education Officer and Co-Chair
	Ant Brewerton	AB	Representative of the Library
	Professor Andy Clark	ACI	Academic Director (Undergraduate) <i>(to item 053)</i>
	Professor Will Curtis	WC	Academic Director (Partnerships) <i>(to item 053)</i>
	Dr Sarah Dahl	SD	Academic Representative of the Faculty of Social Science
	Dr Imogen Davies	ID	Academic Fellow of WIHEA
	Alice Dermody-Palmer	ADP	Student Representative (Arts)
	Dr Rebecca Freeman	RF	Dean of Students
	Dr Cathy Hampton	CH	Academic Representative of the Faculty of Arts
	Dr Meleisa Ono-George	MOG	Academic Fellow of WIHEA
	Dr Lydia Plath	LP	Student Engagement Coordinator (Faculty of Arts)
	Dr Elena Riva	ER	Academic Representative of IATL
	Rajan Sakhrani	RSa	Student Representative (Social Sciences)
	Dr Karen Simecek	KS <i>i</i>	Academic Fellow of WIHEA
	Amber Thomas	AT	Head of Academic Technology and Digital Transformation, ITS
	Dr Elke Thonnes	ET	Student Engagement Coordinator (Faculty of SEM, <i>role share</i>)
	Dr Dave Wood	DW	Academic Representative of the Faculty of SEM <i>(to item 057)</i>
Roberta Wooldridge Smith	RWS	Director of Student Opportunity <i>(for items 050 to 053)</i>	
Attending	Dan Derricott	DD	Assistant Registrar (Monitoring and Review) (Secretary)
	Katharine Stratford	KSt	Administrative Officer (QA Reviews) (Assistant Secretary)
	Jim Alimpertis	JA	Attending on behalf of Emma Mundy, Representative of University Marketing
	Ashley Storer-Smith	AS-S	Academic Voice Policy Consultant/Supervisor, Students' Union
	Mahfia Watkinson	MW	Assistant Registrar (Teaching and Learning), EPQ <i>(for 049 only)</i>
	Hannah Friend	HF	Director of Wellbeing & Safeguarding <i>(for item 053 only)</i>
	Andrew Higgins	AH	Director of Student Administrative Services <i>(for item 053 only)</i>
	Scott Lloyd	SL	Senior Assistant Registrar (Space Management and Timetabling) <i>(for item 053 only)</i>
	Louise Sutcliffe	LS	Postgraduate Student Development Officer (Doctoral College) <i>(for item 053 only)</i>
Will Thomas	WT	Head of Welcome <i>(for item 054 only)</i>	
Ref	Item		
044	<p>Apologies for absence and committee member changes</p> <p>Apologies were received from: Dr Jane Bryan, Alice Churm, Professor Chris Hughes, Adam Jones, Professor Colin Sparrow.</p> <p>Two new Student Representatives, Alice Dermody-Palmer and Rajan Sakhrani, were welcomed to the Committee.</p>		
Standing Business for Reporting			
045	<p>Declarations of Interest</p> <p>No declarations of interest were reported.</p>		
046	<p>Minutes of last meeting on 14 November 2019</p> <p>DECISION: The Committee approves the minutes of the meeting held on 14 November 2019 (046-SLEEC-060220)</p>		
047	Matters arising from last meeting on 14 November 2019		

	<p>The matters arising were summarised in 047-SLEEC-060220, with additional verbal updates provided on the following matters:</p> <p>(a) Share information on mapping core skills in SITS and reporting on HEARs with the Academic Director (Employability). A meeting has been arranged with GradIntel, the software suppliers for HEARs, to establish feasibility. Action closed.</p> <p>(b) Plan a staggered transition to a new group of Faculty Student Engagement Coordinators. Consultation is underway with Faculties Chairs to agree a term of office. Action ongoing.</p> <p>(c) Consider ways of collecting useful data on the SU, independent of NSS and PTES. This action has been subsumed into wider activity by the Students’ Union to consider the effective collection and use of feedback. Action closed.</p>
048	<p>Chairs’ Business</p> <p>The Committee received and noted verbal updates from the Co-Chairs on the following items:</p> <p>(a) Peer Dialogue on Teaching An update was provided on the number of academic departments who had schemes in place and published online, following the deadline given by EPQ (Education, Policy and Quality). Generally, good progress is being made, and a fuller paper is expected at the next meeting. As of 05 February 2020, 24 out of 33 departments had schemes in place, 20 of which were published online to staff, and 8 of which were also student facing.</p> <p>(b) Wellbeing Strategy Feedback is being sought from across the university on the new Wellbeing Strategy, which will progress to UEB and Senate in March. SLEEC welcomed the strategy and was keen to provide input. In addition to those SLEEC members who have already contributed via the Strategy Group, a subset SLEEC members, including a student representative, will review the strategy.</p> <p>(c) National Student Survey (NSS) Members were reminded that the survey period had opened and were requested to encourage early student engagement.</p> <p>(d) The Black Attainment Gap The recommendations set out in the paper “Closing the Black Attainment Gap” (007-SLEEC-22052019) are being progressed, with deeper data analysis currently underway led by Widening Participation, and a future paper to SLEEC is anticipated. A great deal of activity is underway across the wider University including via the Anti-Racist Pedagogy and Process in HE Learning Circle, the Race Equality Task Force and the Students’ Union’s Decolonisation of the Curriculum Project, the latter a particularly good example of engaging students. Future work includes considering off-campus and Degree Apprenticeship courses, as well as other attainment gaps in those courses. During the Teaching Excellence Group (TEG) meetings with each department in Autumn 2019 (050-SLEEC-0602020) conversations were started on a more strategic approach to closing a number of attainment and progression gaps, and will be followed up in a workshop on Successful Outcomes for All.</p>
Items for Discussion	
049	<p>Implementation of Student Module Feedback (SMF) Policy</p> <p>An audit of the SMF Policy implementation in each departments was presented (49a-SLEEC-060220, 49b-SLEEC-060220) and a verbal update provided by the Assistant Registrar (Teaching and Learning) and the Academic Representative of the Faculty of Arts. The key details and discussions were as follows:</p> <p>(a) A review of practice conducted by EPQ showed that all departments have arrangements in place to gather student feedback, and that responses are most commonly disseminated via SSLCs. The six standard questions are often used, though sometimes with changes to the wording or order.</p> <p>(b) Use of the Moodle system will not be mandated where functionality of another is more helpful.</p>

	<p>(c) Concerns were raised that departments may not be aware of the rationale for the order of the questions and may inadvertently influence responses, though it was clear that the questions yield useful feedback.</p> <p>(d) The Committee did not feel that the inclusion of a wellbeing question, as suggested by the Module Evaluation Learning Circle, was necessary.</p> <p>(e) While there are examples of good practice in closing the feedback loop to students, a focus needs to be maintained, including ensuring that students feel co-owners of the data, and that SSLCs are kept updated.</p> <p>(f) WMS help students understand the importance of feedback as a skill needed for employment, and this and other good practice case studies will be shared online similarly to Peer Dialogue on Teaching and/or through the new Teaching Portal which is under development.</p> <p>(g) Creating a list of departmental module evaluation leads would aid University communication and consultation. Departments also need to ensure that all relevant individuals have access to released data.</p> <p>(h) The Committee noted the good progress across the University, and supported the three recommendations in 49a-SLEEC-060220 to develop additional guidance.</p> <p>DECISIONS: The Committee:</p> <ol style="list-style-type: none"> 1. Notes the assurance provided by the audit. 2. Supports the development of guidance as per the three recommendations in 49a-SLEEC-060220. 3. Did not support the inclusion of the proposed seventh module evaluation question.
050	<p>Outcomes from the Teaching Excellence Group (TEG) 2019-20</p> <p>The report (057-AQSC140120) was received and a verbal update given by the Assistant Registrar (Monitoring & Review). Key details and discussions were as follows:</p> <ol style="list-style-type: none"> (a) TEG meetings are annual conversations with each academic department, now in the second year, with a focus on the quality of the student learning experience and future plans. (b) Good momentum has been built for partnership working with students, though good practice is often found in pockets or limited to the work of individuals (often the DSEP), and now needs to be embedded in departmental culture. (c) Successful Student Outcomes for All featured in TEG for the first time, with most departments talking confidently about widening participation in terms of access, but less so about work to date on outcomes once students are enrolled. The discussions highlighted that it would helpful to support course teams in designing inclusive learning experiences to meet the needs of all students regardless of demographic. As per 048(d), a workshop will support departments to achieve this. (d) Many departments are planning curriculum reviews, to enable full consideration of new strategies and policies such as the Employability Strategy, Credit and Module Framework changes, and decolonisation. (e) On SLEEC's steer, departments were encouraged to include their SSLC Chair in each meeting, with a third of departments bringing at least one student. Feedback has reflected the value added by their contributions, and students will be welcomed again for the 2021 round of TEG. SLEEC recommends that the invitation be widened from SSLC Chairs and to multiple students to reduce workload (which already happened in some cases), and the SU will offer training for student attendees. (f) Staff and students had found that the separate Student Feedback Events had successfully facilitated direct engagement with students, but the logistical considerations outweighed the value for TEG and so the Committee recommended that they are not a component of TEG in future and to instead focus on including students in the meetings. <p>DECISIONS: The Committee:</p> <ol style="list-style-type: none"> 1. Considered and noted the thematic findings. 2. Recommends increasing numbers of students invited to departmental meetings and reducing reliance on SSLC Chairs. 3. Recommends not holding separate student TEG feedback events from 2020/21 and instead focussing on student participation in meetings with senior departmental staff.
051	<p>Library Student Partnership and Co-creation</p> <p>The report (051-SLEEC-060220) was received and a verbal update given by the Representative of the Library. The key details and discussions were as follows:</p>

	<ul style="list-style-type: none"> (a) The Committee praised the numerous examples of good practice in partnership working with students, as well as the evaluation and refining of these practices. (b) The Student Ambassadors scheme was highlighted as particularly effective, which elicits deeper feedback from students and empowers students to co-create solutions. (c) The Library intends to strengthen relationships with services such as Wellbeing and Digital Literacy for a coordinated student experience and to share the principles of the Library’s good practice. (d) The Committee noted that, as per the Library’s practice, students should be included in all university activities unless a good reason exists to the contrary.
052	<p>Operationalising Student Engagement</p> <p>The report (052a-SLEEC-060220, 052b-SLEEC-060220) was received and a verbal update given by the Dean of Students and the Deputy Pro-Vice-Chancellor (Student Learning Experience). The key details and discussions were as follows:</p> <ul style="list-style-type: none"> (a) The progress and planned implementation across the university were welcomed, including by the Students’ Union. (b) Once the concepts have been socialised at department level, it was suggested that DSEPs may wish to map departmental activities against the framework, not only to build student engagement into future work, but to identify good practice not previously highlighted. (c) Student engagement in assessment creation, including authentic assessment was under consideration. (d) It was confirmed that there is no formal policy on which activities students should be paid for, but as a general rule payment should be made for productive work (e.g. developing a website) that goes above and beyond students’ contributions as citizens of the University community. Care should be taken however not to exclude students who are unable to give unpaid time.
053	<p>Engagement with Student Feedback: Professional Services</p> <ul style="list-style-type: none"> (a) The ITS Student Survey Action Plan (053a-SLEEC-060220) was received and noted from the Head of Academic Technology and Digital Transformation. (b) Summaries of current and aspirational levels of student engagement within their professional services team/department (053b-SLEEC-060220) were received from the Director of Wellbeing & Safeguarding (Wellbeing Support Services); the Senior Assistant Registrar (Space Management & Timetabling); the Postgraduate Student Development Officer (Doctoral College); and the Director of Student Administrative Services (SAS). Verbal updates were given and key details and discussions were as follows: <ul style="list-style-type: none"> i. <u>Wellbeing Support Services</u> collect significant amounts of helpful feedback from service users which informs enhancements, and work closely with the SU’s Welfare and Education Officers. Feedback is not yet collected from non-service users, some of whom may benefit from wellbeing support, though work is planned to devise ways of engaging hard to reach groups highlighted in the Wellbeing Strategy, and the Service is building stronger relationships through Faculties. The Service already has links with the Library, e.g. Pat Dogs, and the Library offered to help deepen the collaboration. The Committee suggested engaging students in information campaigns, particularly communications. ii. <u>Student Administrative Services</u> are increasingly considering the impact of their activities and any changes implemented on the student experience. Current resourcing levels and skillsets do not allow for direct student engagement, with most feedback collected from university surveys, and informing developments. Collaboration with the SU takes place as needed though infrequently. Upskilling the team, following the current evaluation of requirements, should help to set foundations for effective student engagement, and the team would welcome support in this area. iii. <u>The Doctoral College</u> collects student feedback via PTES and PRES and consults students for the majority of projects undertaken, and have ambitious plans to be collaborating with students within the next two years and in some cases reaching the ‘empowering’ stage of the model. Members attend some SSLCs and monthly meetings take place with the SU Postgraduate Officer. The Committee noted that good progress is being made, and advised the team to ensure that the existing practice of involving students in the current major change process is maintained.

	<p>iv. <u>Space Management and Timetabling (SMTT)</u> works primarily with departments rather than students directly, and in strategic planning rather than service delivery, though the outcomes affect students. All major committees have representation from students and the SU, and work most closely with the SU, including canvassing opinions on teaching spaces. Engagement with the wider student body is more limited and there is an opportunity to build this where appropriate. While SMTT strive to include students at policy design and development stages, the team's size precludes significant student input at delivery stage, or for ensuring that requests had included student engagement. Pockets of related activity also take place across the university independently of SMTT and pooling efforts to engage students, whether with departments, SSLCs or professional services such as ITS, is suggested.</p> <p>v. As smaller departments such as these often lack sufficient resourcing to routinely engage deeply with students, pooling of resources was suggested to maximise efficiencies.</p> <p>vi. Student engagement in these teams/departments will be considered annually by SLEEC.</p> <p>DECISIONS: The Committee notes the receipt of the ITS Student Survey Action Plan</p>
054	<p>Welcome Week 2020 (UG and PGT)</p> <p>The reports (054a-SLEEC-060220, 054b-SLEEC-060220, and supplementary reading 054c-SLEEC-060220, all restricted documents) were received and a verbal update given by the Head of Welcome. The key details and discussions were as follows:</p> <p>(a) That feedback from across the university on Welcome 2019 had been overwhelmingly positive, including for the Student Ambassadors.</p> <p>(b) The greater PGT focus would be welcomed, and it was noted that the scheduling would enable course start dates to remain unchanged.</p> <p>(c) To increase sustainability, communications to new students would be electronic only from 2020.</p> <p>(d) A need for a more coherent approach between departments for joint honours courses was noted.</p> <p>(e) Efforts across the university to build communities should be boosted by the PGT Welcome, as well as the plans for an ongoing UG welcome programme.</p>
055	<p>Student Handbooks</p> <p>The report (055-SLEEC-060220) was received and a verbal update given by the Deputy Pro-Vice-Chancellor (Student Learning Experience). The key details and discussions were as follows:</p> <p>(a) Responsibility for student handbooks has transferred from AQSC to SLEEC (minute 128-AQSC060619).</p> <p>(b) The structure and content of student handbooks would benefit from review, as part of a wider consideration of information provision to students, and accompanied by improved guidance.</p> <p>(c) The tone should be softened and clarity of language improved to make the content more accessible, though within regulatory constraints such as CMA requirements.</p> <p>(d) A major review will begin this academic year, with implementation expected ahead of 2021/22. Annual minor updates by EPQ will continue in the meantime, and beyond the major review.</p> <p>DECISION: The Committee:</p> <p>1. Approves the review of the student handbooks, and the process of review as proposed.</p>
056	<p>Academic Representation Partnership Agreement</p> <p>The Agreement and summary of the consultation activity (056a,b,c-SLEEC-060220) were received and a verbal update given by the SU Education Officer and the SU Academic Voice Policy Consultant/Supervisor. Key details and discussions were as follows:</p> <p>(a) A wider consultation had been undertaken by the SU at SLEEC's request. A minority of SSLC Chairs felt that communication should be strengthened so that such consultations had better reach, which the SU will implement next year.</p>

	<p>(b) A small number of SSLC Chairs objected to the proposed annual (re-)election of course reps, however the SU and SLEEC were in agreement that the benefits of accountability and opportunity for all significantly outweighed advantages of retaining reps for a longer period, emphasising the option of re-election and that annual elections are the sector standard. Comprehensive training is provided annually for all student reps, with more advanced training given to returning reps including topics such as TEG.</p> <p>(c) The Agreement provides baseline expectations for students, the SU, and the University. The SU will work with departments as needed, such as those departments running their own elections, and smaller departments with limited capacity to deliver on these requirements.</p> <p>(d) The Committee agrees to recommend the Agreement to the Education Committee and the Senate, subject to any material changes by the SU's Academic Council. Further presentation to SLEEC will only be required following such material changes.</p> <p>DECISION: The Committee:</p> <ol style="list-style-type: none"> Agrees to recommend to Education Committee and Senate the Agreement, subject to any material changes by the SU's Academic Council.
057	<p>Oversight of Internationalisation, Student Research and Interdisciplinarity Research (ISRI)</p> <p>The report (057-SLEEC-060220) was received and a verbal update given by the Deputy Pro-Vice-Chancellor (Student Learning Experience). The key details and discussions were as follows:</p> <ol style="list-style-type: none"> The Committee were supportive of the proposal to establish a sub-group to SLEEC to oversee the strategic development of these three areas, including the proposed membership. The Committee recommended that the proposed Chair of the sub-group, the Academic Director (Education and Internationalisation), be temporarily co-opted to SLEEC. <p>DECISIONS: The Committee:</p> <ol style="list-style-type: none"> Approves the establishment of a sub-group to SLEEC overseeing strategic development of Internationalisation, Interdisciplinarity and Student Research. Recommends temporarily co-opting the Academic Director (Education and Internationalisation) to SLEEC. <p>ACTION: Invite the Academic Director (Education and Internationalisation) to the next meeting (KSt, Apr 2020).</p>
058	<p>Any Other Business</p> <p>WIHEA Representative on SLEEC</p> <p>Karen Simecek is unable to continue her membership of SLEEC, and so a replacement WIHEA representative will be sought for the next meeting.</p> <p>ACTION: Nominate a replacement WHIEA Fellow (GvdV, March 2020).</p>
Next meeting: Thursday 02 April 2020, 13:30 – 15:30, CMR 1.0	

DECISIONS AND ACTIONS			
ITEM	DECISION/ACTION	LEAD AND DUE DATE	STATUS
046 Minutes of the SLEEC meeting held on 14 November 2019	DECISION: The Committee approves the minutes of the meeting held on 14 November 2019 (046-SLEEC-060220)		
049 Implementation of Module Evaluation (SMF) Policy	<p>DECISIONS: The Committee:</p> <ol style="list-style-type: none"> Notes the assurance provided by the audit. Supports the development of guidance as per the three recommendations in 49a-SLEEC-060220. Did not support the inclusion of the proposed seventh module evaluation question. 		

050 Outcomes from the Teaching Excellence Group 2019-20	DECISION: The Committee 1. Considered and noted the thematic findings. 2. Recommends increasing numbers of students invited to departmental meetings and reducing reliance on SSLC Chairs. 3. Recommends not holding separate student TEG feedback events from 2020/21 and instead focussing on student participation in meetings with senior departmental staff.		
053 Engagement with Student Feedback: Professional Services	DECISIONS: The Committee notes the receipt of the ITS Student Survey Action Plan		
055 Student Handbooks	DECISION: The Committee approves the review of the student handbooks, and the process of review as proposed.		
056 Academic Representation Partnership Agreement	DECISION: The Committee agrees to recommend to Education Committee and Senate the Agreement, subject to any material changes by the Academic Council.		
057 Oversight of Internationalisation, Student Research and Interdisciplinarity Research (ISRI)	DECISIONS: The Committee: 1. Approves the establishment of a sub-group to SLEEC overseeing strategic development of Internationalisation, Interdisciplinarity and Student Research. 2. Recommends temporarily co-opting the Academic Director (Education and Internationalisation) to SLEEC.		
	ACTION: Invite the Academic Director (Education and Internationalisation) to the next meeting.	KSt April 2020	New
058 Any Other Business	ACTION: Nominate a replacement WHIEA Fellow.	GvdV April 2020	New
Actions Carried Forward			
010 Operationalising Student Engagement <i>010-SLEEC-220519</i>	ACTION: That a more detailed plan for operationalising the model be presented to a meeting of the Committee in the first term of 2019-20.	GvdV, (Term 1 2019-20)	Complete
Academic Representation in Partnership <i>027-SLEEC-091019</i>	ACTION: Consult with SSLC and FECs and the Student Council on the Academic Representation Partnership Agreement and present revised version to the November SLEEC meeting for final approval.	CB (Nov 19)	Complete
Warwick Core Skills <i>036-SLEEC-141119</i>	ACTION: Relay the Committee's feedback to the team leading on the development of Warwick Core Skills	KSt Nov 19	Complete
	ACTION: Share information on mapping core skills in SITS and reporting on HEARs with the Academic Director (Employability).	ACI (Term 1)	Complete
PS Survey Action Plans: Library <i>041-SLEEC-141119</i>	ACTION: Provide an update on the success and impact of policy co-creation with students.	AB (Term 2)	Complete
Students' Union Response to NSS Q26 Results <i>042-SLEEC-141119</i>	ACTION: Consider ways of collecting useful data on the SU independent of NSS and PTES.	GvdV / CB / ACh (Term 2)	Complete
Building Learning Communities <i>011-SLEEC-220519</i>	ACTION: Present a further paper to the Committee on the issues arising from departmental discussions on building learning communities by the middle of term two in 2019-20.	DD / RF, (Term 2 2019-20)	Expected at April meeting
Term of FSEC (Matters Arising <i>034d, Nov 19</i>)	ACTION: Plan a staggered transition to a new group of Faculty Student Engagement Coordinators.	GvdV (Term 2)	Expected at April meeting

Sub-Group to Oversee the Ethics of Using Student Data in Learning Analytics <i>025-SLEEC-091019</i>	ACTION: Ethics in Using Student Data in Learning Analytics Sub-Group to report back to SLEEC after first few meetings.	RF (Term 3)	Expected at May meeting
--	---	----------------	-------------------------------