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
	Alice Churm	AC	SU Postgraduate Officer
	Ant Brewerton	AB	Representative of the Library
	Dr Rebecca Freeman	RF	Dean of Students
	Dr Cathy Hampton	CH	Academic Representative of the Faculty of Arts
	Dr Dave Wood	DW	Academic Representative of the Faculty of Science
	Dr Elena Riva	ER	Academic Representative of IATL
	Dr Lydia Plath	LP	Student Engagement Coordinator (Faculty of Arts)
	Dr Ian Tuersley	IT	Student Engagement Coordinator (Faculty of Science)
	Amber Thomas	AT	Head of Academic Technology and Digital Transformation, IT Services
Attending	Dan Derricott	DD	Senior Assistant Registrar (Teaching Quality) (Secretary)
	Katharine Stratford	KS	Administrative Officer (QA Reviews (Assistant Secretary)
	Nichola Howell-Manning	NHM	Student Communications Manager
	Laura McGowan	LM	WIHEA Graduate Management Trainee
	Russell Boyatt	RB	Service Owner (Learning Support Systems), IT Services (for item 025)
	Stella Neophytou	SN	Postgraduate Student Development Officer (for item 023)

Ref	Item
014	**Apologies for absence and committee member changes**

Apologies were received from Dr Jane Bryan, Professor Andy Clark, Professor Will Curtis, Dr Imogen Davies, Professor Chris Hughes, Dr Camilla McLean, Emma Mundy, Dr Meleisa Ono-George, Dr Kate Owen, Dr Karen Simecek, Professor Colin Sparrow, Dr Elke Thonnes, and Roberta Wooldridge Smith.

Three student representatives nominated by the SU were not yet in post.

Congratulations were given to Dr Rebecca Freeman on her appointment to Dean of Students. She remains on the Committee in this new role.

Dr Imogen Davies and Dr Meleisa Ono-George were welcomed to SLEEC as Academic Fellows of WIHEA.

Congratulations were given to Professor Will Curtis on his promotion to Professor.

	Standing Business for Reporting
015	**Declarations of Interest**

None.

016	**Minutes of last meeting on 22 May 2019**

The minutes of the meeting held on 22 May 2019 were received and approved.

017	**Matters arising from last meeting on 22 May 2019**

The matters arising were as follows:

 (a) **Sharing of Black Attainment Gap recommendations**

   The paper will be received by the Education Committee on 2 December 2019 and will be shared with the new Race Equality Charter Group once established.

 (b) **Approval of the Ethical Framework for Learning Analytics**

   Education Committee approval was given on 13 June 2019 and Senate has noted the paper.

 (c) **Ethical Framework for Learning Analytics Sub-Group – Terms of Reference**

   For consideration under agenda item 025-SLEEC-091019.

	(d) Operationalising the Student Engagement Model
	A more detailed plan will be considered at the 14 November 2019 meeting of SLEEC.
	(e) Building Learning Communities
	A paper will be received in Term 2.
	(f) Review of SLEEC Terms of Reference
	For consideration under agenda item 019-SLEEC-091019.
018	**Chairs' Business**
	The Committee received and noted verbal updates from the Co-Chairs on the following items:
	• <u>Closing the Black Attainment Gap</u>: momentum is building across the university, including via departments reviewing current practice. Mapping of the coverage of current projects across the university is underway to identify commonality and areas still to be considered.
	• <u>Student representation on SLEEC</u>: SU nomination timings have been delayed due to changes arising from the Academic Representation Project, but reps are expected to be in post for the November meeting.
	• <u>Warwick Core Skills</u>: a proposal regarding generic and employability skills will come to the next meeting of SLEEC and members are encouraged to engage with the current consultation.
	• <u>Warwick values statement and revised student disciplinary procedure</u>: both have been approved by Senate, with the former of pedagogical relevance. Members are expected to familiarise themselves with both items and to communication appropriately.
	Items for Discussion
019	**Review of SLEEC's Terms of Reference**
	The Secretary presented minor revisions to the Terms of Reference (019-SLEEC-091019) to update reporting lines and membership, as well as clarifying the scope and remit of the Committee.
	The flow of information between SLEEC and faculties was discussed, including consultations. In addition to faculty representation on SLEEC, Chairs of Faculties and Faculty Secretaries are now included in distributions, though SLEEC is not yet directly represented on Faculty Education Committees. Staged approvals of key papers allow for consultation, with individual faculties deciding mechanisms for disseminating information. Complexities in the alignment of information flow are acknowledged and will remain under consideration.
	DECISIONS: The Committee:
	1. **Notes** the Terms of Reference as approved by Senate which determine the scope of the Committee business and its *modus operandi.*
	2. **Approves** the proposed changes and **recommends** that they be ratified by Senate.
	3. **Approves** and **recommends** to Senate that the Academic Director (Employability and Skills) be removed from SLEEC's membership.
020	**Education Strategy Priorities in 2019/20**
	The Co-Chair, Professor Gwen van der Velden, provided a verbal update on the Education Strategy Priorities for 2019/20, with copies to be shared once finalised. Some key elements included:
	1. <u>Student Experience and Engagement</u> – areas already familiar to SLEEC including academic representation and learning communities.
	2. <u>Internationalisation</u> – including intercultural learning and mobility.
	3. <u>Postgraduate Community and Engagement</u> – strengthened by the separation of PGR and PGT, with work underway to understand the challenges of each.
	4. <u>SPI</u> – delivery of existing projects and the move to development phase of Learning Analytics.
	5. <u>Review of Assessment</u> – as per ongoing discussions.
	6. <u>Curriculum Development</u> – supporting departmental alignment with the credit framework and assessment strategies, interdisciplinarity and inclusivity.
	7. <u>Employability Strategy</u> – better support for students including placement learning and core skills.
	8. <u>Subject-level TEF</u> – building on experience and capacity, and progress with follow-up measures. There is a lack of ministerial clarity, but submissions are likely to be required this academic year.

	9. <u>Widening Participation Strategy</u> – consideration of the entire student journey, including equity of attainment, and further development of the Warwick Scholars programme. 10. <u>Alternative Pathways</u> – growth of work-based learning and degree apprenticeships, and exploration of flexible online provision.
021	**Students' Union Priorities in 2019/20** The SU Education Officer and SU Postgraduate Officer verbally outlined the SU priorities of relevance to SLEEC: • Ensuring the University continues to work to close the Black attainment gap, and makes the campus one where every student can feel safe and supported no matter their background. • Fighting for an education system that is free, liberated, and accessible to all. • Transforming the Students' Union into an organisation that students find relatable and useful by better communicating with students of all types.
022	**Results of the National Student Survey 2019** The Secretary presented headlines of the NSS results (022-SLEEC-091019). Key points included: • The strong response rate of 78% overall, with all departments reaching the publication threshold. • There are clear signs of enhancement which should be celebrated, with opportunity to strengthen further through collaboration at university, faculty, department and student level. Thanks were given to all who contributed to the 2% increase in Overall Satisfaction and the positive stories in the underlying data. • 'Students as partners' and a focus on the student experience remain key, as does maintaining momentum. • Clear and accessible assessment criteria which enable students to understand what is expected of them was noted as a development area. This includes sharing best practice and ensuring ambiguities in intra-departmental expectations are minimised, while acknowledging the inherent variations and expectations between departments.

023	**Results of the Postgraduate Taught Experience Survey 2019**
	
	The Postgraduate Student Development Officer presented headlines of the 2019 Postgraduate Taught Experience Survey (023-SLEEC-191019). Key points discussed included:
	
	• The response rate was the highest ever achieved by Warwick and above the sector, and with scores in the top quartile for seven out of eight sections. Thanks were given to all involved in PTES for their hard work.
	• Areas of for focus include:
	   o Assessment Criteria, which increased from 2018 but with further work still to be done, as for NSS.
	   o Learning Communities for all students, including non-traditional groups such as distance learners.
	   o English language support for non-native speakers, and enhancement of the learning experience for all students in cohorts with weaker language skills.
	   o Disentangling PGR and PGT provision, and transfer of PGT responsibility from the Doctoral College while maintaining the student experience. To be managed by the new working group.
	• Dedicated time in the upcoming TEG meetings of larger departments to unpick the PTES data.
	• Student opinions on Value for Money may be more complex than a primary link to employment prospects.

024	**Priorities and Schedule of Business in 2019/20** The Secretary presented a draft of the SLEEC Priorities and Schedule of Business for the coming year (024-SLEEC-091019) and sought the Committee's feedback. Discussions included: • A request that SLEECs considerations of inclusivity be broadened to include reasonable adjustments for disabled students was supported by the Committee. Accessibility of the curriculum and learning spaces was agreed to be of interest, and links with the Social Inclusion Committee would be established. **DECISIONS:** The Committee **noted** the Schedule of Business and **agreed** the addition of inclusivity for disabled students. **ACTION:** Consider how to progress inclusivity for disabled students, either through SLEEC or an alternative route **(Co-Chairs, Nov 19)**.

025	**Sub-Group to Oversee the Ethics of Using Student Data in Learning Analytics**
	The Service Owner (Learning Support Systems), Russell Boyatt, presented a paper to begin discussions on the Terms of Reference and Membership of the sub-group to oversee and operationalise the ethical framework for Learning Analytics (025-SLEEC-191019).
	• The Committee agreed that the Sub-Group be formally established with the Terms of Reference as presented, to be Chaired by Dr Rebecca Freeman, and with Russell Boyatt a member. The sub-group is to build its own membership, and to report to SLEEC following early meetings.
	• The members must have an understanding of the pertinent questions to ask, and is suggested to include representative(s) from: existing ethics groups, for their knowledge of existing datasets and potential future issues; DSEPs/Senior Tutors, for their understanding of departmental data needs and usage; a representative from the library; and strong student representation is agreed to be essential.
	• The scope of the group will be fluid according to needs, with the initial scope not yet established. Consideration of the intersectionality of inclusion and ethics was advised.
	• The life of the group will be determined once established and its direction becomes clearer.
	DECISION: The Committee **approved** the formation of the Sub-Group to be Chaired by Dr Rebecca Freeman and with Russell Boyatt a member.
	ACTION: Ethics in Using Student Data in Learning Analytics Sub-Group to report back to SLEEC after first few meetings **(RF, tbc).**
026	**Academic Reps Annual Report 2018/19**
	The Co-Chair, Chloe Batten, presented the Academic Reps Annual Report 2018/19 (026-SLEEC-091019). The Committee welcomed the collation of the SSLC reports and noted the Annual Report.
027	**Academic Representation in Partnership**
	The Agreement (027-SLEEC-091019) sets out the roles and responsibilities of the University and the SU to enable successful partnership in Academic Representation, with the most recent version incorporating the Faculty Student Engagement Coordinator role. Key discussion points were:
	• Due to limited historical engagement with SSLCs by the SU, department-specific practices have become established, often student-led, and which are now at odds with the Agreement. SLEEC agreed that deeper consultation with SSLCs and Faculty Education Committees, including consideration of their feedback and examples of best practice, should take place prior to SLEEC's approval of the Agreement.
	• SLEEC supports the Agreement in principle, subject to SSLC and Faculty Education Committee consultation and Student Council approval.
	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).**
028	**Role of Student Engagement Coordinators**
	The Student Engagement Coordinators (SECs) presented a paper (028-SLEEC-091019) outlining the role of the SECs, their recent and planned work. Responses to the four recommendations were as follows:
	1. <u>Designate a workload allocation for SECs, consistent across faculties</u> – SLEEC is supportive in principle but advised that the Provost's approval needs to be sought via the Faculty Education Committees.
	2. <u>Clarify the reporting structure of SECs</u> – SECs report to faculties (being appointed by the Chair of Faculty) and with close links at institutional level and to the SU. The Deputy Pro-Vice-Chancellor (Student Learning Experience) suggested a termly meeting between her *ex officio* role, the Dean of Students, the SU Education Officer, and the SECs to strengthen institutional communications.
	3. <u>Add SECs to the membership of Faculty Education Committees</u> – Professor van der Velden will liaise with the Chairs of Faculty to convey SLEEC's support for the SECs' inclusion in the membership.
	4. <u>Creating a space on My Warwick for SEC information</u> – under development by the Student Communications Manager and the SEC (Social Science). Additional SLEEC input is not currently required.
	The length of the SEC post has not yet been defined. A period of three years was suggested.
	ACTION: Consider and agree the length of post for Faculty Student Engagement Coordinators, at the November meeting (**SLEEC members, Nov 19**).

029	**Any Other Business** None
	Items below this line were for receipt and/or approval, without discussion
030	**Role Description: Director of Student Experience** The Committee received and approved the updated role description (030-SLEEC-091019), and thanks were given to Dr Rebecca Freeman for her valuable work in this area.
	Next meeting: Thursday 14 November 2019, 13:30 – 15:30, CMR 1.0

DECISIONS AND ACTIONS			
ITEM	**DECISION/ACTION**	**LEAD AND DUE DATE**	**STATUS**
Operationalising Student Engagement *010-SLEEC-220519*	**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)	Expected at 14/11/2019 meeting
Building Learning Communities *011-SLEEC-220519*	**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)	Not yet due
Review of SLEEC's Terms of Reference *019-SLEEC-091019*	**DECISIONS:** The Committee: (1) **Noted** the Terms of Reference as approved by Senate which determine the scope of the Committee business and its *modus operandi.* (2) **Approved** the proposed changes and **recommends** that they be ratified by Senate. (3) **Approved** and **recommends** to Senate that the Academic Director (Employability and Skills) be removed from SLEEC's membership.		
Schedule of Business *024-SLEEC-091019*	**DECISIONS:** The Committee **noted** the Schedule of Business and **agreed** the addition of inclusivity for disabled students.		
	ACTION: Consider how to progress inclusivity for disabled students, either through SLEEC or an alternative route.	Co-chairs (Nov 19)	New
Sub-Group to Oversee the Ethics of Using Student Data in Learning Analytics *025-SLEEC-091019*	**DECISION:** The Committee **approved** the formation of the Sub-Group to be Chaired by Dr Rebecca Freeman and with Russell Boyatt a member.		
	ACTION: Ethics of Using Student Data in Learning Analytics Sub-Group to report back to SLEEC after first few meetings**.**	RF (tbc)	New
Academic Representation in Partnership *027-SLEEC-091019*	**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)	New
Role of Student Engagement Coordinators *028-SLEEC-091019*	**ACTION:** Consider and agree the length of post for Faculty Student Engagement Coordinators.	SLEEC members (Nov 19)	New