

UNIVERSITY OF WARWICK

STUDENT LEARNING EXPERIENCE AND ENGAGEMENT COMMITTEE

OPEN MINUTES OF THE MEETING HELD 09.00-11.00, Wednesday 22nd May 2019, CMR 1.0

Present	Professor Gwen van der Velden	GvdV	Deputy Pro-Vice-Chancellor (Student Learning Experience) and Co-Chair
	Larissa Kennedy	LK	SU Education Officer and Co-Chair
	Ant Brewerton	AB	Representative of the Library
	Roberta Wooldridge Smith	RWS	Director of Student Opportunity (for items 001-007)
	Dr Will Curtis	WC	Academic Director (Partnerships)
	Professor Andy Clark	AC	Academic Director (Undergraduate)
	Emma Mundy	EM	Representative of University Marketing
	Dr Rebecca Freeman	RF	Academic Fellow of WIHEA
	Professor Gill Cooke	GC	Academic Fellow of WIHEA
	Dr Karen Simecek	KS	Academic Fellow of WIHEA
	Professor Louise Gracia	LG	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)
	Dr Jane Bryan	JB	Student Engagement Coordinator (Faculty of Social Science)
Amber Thomas	AT	Head of Academic Technology and Digital Transformation, IT Services	
Attending	Dan Derricott	DD	Senior Assistant Registrar (Teaching Quality) (Secretary)
	Ashley Storer-Smith	AS	Academic Policy Consultant, Students' Union
	Anne Molloy	AM	Administrative Coordinator, Teaching Quality
	Abigail Taylor	ATa	Administrative Coordinator, Teaching Quality
	Chloe Batten	CB	SU Education Officer-elect
	Paul Blagburn	PB	Head of Widening Participation (for items 006-007)
	Russell Boyatt	RB	Service Owner (Learning Support Systems), IT Services (for item 008)
	Mahfia Watkinson	MW	Assistant Registrar (Teaching and Learning), Teaching Quality
Ref	Item		
001	<p>Apologies for absence</p> <p>Apologies were received from Professor Chris Hughes, Ellie King, Nichola Howell-Manning, Jonathon Mellor, Professor Colin Sparrow, Katharine Stratford and Dr Elke Thonnes.</p>		
Standing Business for Reporting			
002	<p>Declarations of Interest</p> <p>Professor van der Velden's standing conflict of interest as Chair of the National Student Survey Steering Group no longer stands following the dissolution of the group by the Office for Students.</p>		
003	<p>Minutes of last meeting on 10 April 2019</p> <p>The minutes of the meeting held on 10 April 2019 were received and approved.</p>		
004	<p>Matters arising from last meeting on 10 April 2019</p> <p>The matters arising were as follows:</p> <p>(a) Analysis of the Warwick Student Experience Survey results</p> <p>The analysis of the results had commenced but was not yet complete and a full report from the Student Opportunity Team would follow as agreed.</p> <p>(b) Auditing the implementation of module evaluation</p> <p>Teaching Quality would support to the Learning Circle in asking academic departments to articulate their approach to module evaluation, which would then inform Teaching Excellence Group meetings.</p>		

005	<p>Chairs' Business</p> <p>The Committee received and noted an update from the Co-Chairs on the following items:</p> <ul style="list-style-type: none"> • The University's Education Conference had taken place on 14 May 2019 and was considered to be a successful event, for which thanks were given to those colleagues involved in organising it. • The post of Dean of Students had been re-advertised and members were encouraged to consider applying to it themselves or suggesting suitable colleagues to do so. • The Chief Executive of the Students' Union, Jacqui Clements, was due to leave the University shortly and the Committee's thanks would be conveyed to her. • The Graduate Outcomes Survey, which has replaced the Destination of Leavers from Higher Education (DHLE) Survey, had achieved a response rate of 51% amongst eligible Warwick graduates (full-time, UK domiciled) compared to 43% in the sector overall. 25% of international Warwick graduates had responded compared to 23% nationally. • New online systems for the approval of courses and modules had launched and would bring significant benefits for the provision of information to students in due course. • Maureen McLaughlin, current Head of Universities and Standards at the Quality Assurance Agency, had been appointed as Director of Education Policy and Quality and would join the University on 15 July. • Academic Quality and Standards Committee had recently approved a suite of new documentation and guidance to support the management of collaborative provision delivered with partner organisations. Members were asked to ensure familiarity with these if they had oversight of such courses. • An independent review of the Warwick International Higher Education Academy (WIHEA) was underway and being chaired by Professor Jon Scott, Pro-Vice-Chancellor (Student Experience) at the University of Leicester, and members were encouraged to contribute their feedback. • The Students' Union was moving forward with the delivery of its Academic Representation Transformation Project, which aimed to establish strong foundations for student representation across the University.
Items for Discussion	
006	<p>Draft widening Participation Strategy and Access and Participation</p> <p>The Head of Widening Participation presented the draft Widening Participation Strategy and a report on the development of the Access and Participation Plan (APP) for submission to the Office for Students (OfS) (006-SLEEC22052019). Key points of the discussion were as follows:</p> <ul style="list-style-type: none"> • OfS had published a number of key performance measures which begin to quantify national goals regarding access, achievement and outcomes, and which will need to focus our efforts. • The University's performance and progress over the last five years had been assessed to inform the draft strategy, which includes consideration of intersectionality in the data. Going forward, our internal KPIs from the strategy would be developed in line with our commitments in the APP. • The significant number of University staff who were School Governors or involved in the governance of Multi-Academy Trusts were an underutilised resource in the University's work to widen participation. • That more work was needed to fully explore and understand the broadening of focus in the WP work to a whole-lifecycle approach. This includes not looking at students' support needs from a deficit approach, but thinking about the structural changes needed instead. • The proposed Centre for Social Mobility should include work on pedagogy and the student learning experience, drawing on existing expertise in the University. • That greater student agency in shaping and steering the work planned in the draft strategy would be essential to ensuring its authenticity.
007	<p>Closing the Black Attainment Gap</p> <p>The SU Education Officer and Co-Chair presented a report following the Committee's previous consideration of work underway to close the attainment gap for Black students (007-SLEEC22052019). Key points of the discussion were as follows:</p> <ul style="list-style-type: none"> • In February, the Committee had brought together staff and students working to close the Black Attainment Gap. The Committee discussed the need to change the institutional culture, take an anti-racist approach (including to pedagogy) and establish an institutional framework to drive change. The paper presented at this meeting summarises subsequent discussions outside of the Committee to recommend a series of actions for the Committee directly and the Race Equality Taskforce.

	<ul style="list-style-type: none"> • The paper includes a proposed commitment to entirely close the attainment gap sooner than the timescales proposed by the Office for Students’ Key Performance Measures on access and participation. • The recommendations in the paper apply to professional services as well as academic departments. • The request for support to analyse and make better use of student outcomes data would likely come through a portion of staff time rather than a dedicated post if agreed. This type of support would need to be complemented by educational development advice and guidance. • The Race Equality Taskforce may be a time-limited effort and SLEEC will need to ensure the work is sustained and has long-term impact. <p>DECISION: The Committee approved the recommendations set out in the paper where they relate directly to the student learning experience and recommended that they be considered for approval and action by the Race Equality Task Force and the Education Committee.</p>
008	<p>An Ethical Framework for Use of Student Data in Learning Analytics</p> <p>The Service Owner (Learning Support Systems) presented a paper to inform the development of an ethics framework to support learning analytics and the Committee’s role in that. (008-SLEEC22052019). Key points of the discussion were as follows:</p> <ul style="list-style-type: none"> • Learning Analytics involves the use and analysis of data at a personal and cohort level to inform student support interventions and future course design. The use of personal data more generally is topical and has featured regularly in the press of late. Having a framework to guide the ethical use of student data within the University is therefore appropriate and the paper proposes establishing such a framework, noting that this would need to evolve over time. • The establishment of such a framework is not solely in anticipation of new work be undertaken in this area but it also serves a more immediate need to guide the University’s response to requests already being received for student data. The demand for student data is already increasing, in part as a result of the positive work of the Student Personalised Information (SPI) Programme which is enabling new possibilities. • Collecting data is often a passive exercise and so proactively considering how the collection and use of student data might intentionally or unintentionally shape behaviour was welcomed by the Committee. Ensuring that students are actively engaged in these considerations, including but not limited to membership of an oversight group, would be essential. • By initially managing the ethical oversight of Learning Analytics activity under the auspices of SLEEC, it can be managed distinctly from the development work underway through the SPI Programme and within departments of the University, and therefore ensure the appropriate level of independence. • The University should not pursue an approach to Learning Analytics that identifies normative patterns of student behaviour and compares individual students to those patterns. <p>DECISIONS:</p> <p>(1) The Committee approved the ethical framework for Learning Analytics set out in the paper and recommended that this be considered for approval the Education Committee and, if required, Senate.</p> <p>(2) The Committee approved in principle the establishment of a sub-group to have oversight of and operationalise the ethical framework, and would consider proposed Terms of Reference and Membership at a future meeting.</p> <p>ACTION: Terms of Reference and Membership of a sub-group to have oversight of and operationalise the ethical framework for Learning Analytics to be drafted, consulted on and presented to the Committee for approval in the first term of 2019-20. (RB)</p>
009	<p>Directors of Student Experience</p> <p>Dr Rebecca Freeman presented a draft role function description for Directors of Student Experience (009-SLEEC22052019). Key points of the discussion were as follows:</p> <ul style="list-style-type: none"> • The Committee had identified the development of the Director of Student Experience (DSE) role as a priority area of business for this academic year. Subsequently, discussions with current role-holders, senior management teams in academic departments and other key stakeholders had been underway to understand how the role was defined and undertaken in practice across the University.

	<ul style="list-style-type: none"> • A role function description had been drafted and this would be consulted on further with current role-holders, Heads of Department and Directors of Studies if the Committee agreed to release the draft. The role function description was intended to inform future appointments to such roles rather than implying changes were necessary for existing roles. • The DSE role had been framed as strategic which should help to differentiate it from the more operational, casework-focused role of Senior Tutor. Nonetheless, it would help to explicitly note this distinction between the roles, especially where the progression-focused elements were added to the DSE role. • The role of Director of Education / Deputy Head of Department (Teaching) had also emerged and evolved in recent years, and it would be helpful to explicitly state the relationship between this and the DSE role. • The draft role function description has been developed to guide rather than prescribe how academic departments define their DSE role. As such, a person specification has intentionally not been created as each department will seek different types of applicants to fill the roles, depending on their local context. • Practice varies across academic departments as to whether the DSE role currently includes responsibility for PGT students, however discussions in Teaching Excellence Group (TEG) meetings had indicated that academic departments were increasing managing undergraduate and postgraduate taught provision together under the leadership of a single Director of Education. A number of the suggested responsibilities of the DSE role would be common and managed across taught courses, such as the engagement of student reps through SSLCs and wider student body through student surveys. • The Committee expressed its thanks to Dr Freeman for her leadership of this work and the consultative approach taken to developing the draft role function description. <p>DECISIONS:</p> <p>(1) The Committee approved the draft role function description for wider consultation with academic departments, and delegated authority to the Co-Chairs to approve a final version incorporating feedback gathered through the consultation.</p> <p>(2) The Committee agreed that the approval role function description should be reviewed formally after three years.</p>
010	<p>Operationalising Student Engagement and Partnership</p> <p>The Deputy Pro-Vice-Chancellor (Student Learning Experience) and Co-Chair presented a paper proposing a model for student engagement at Warwick. (010-SLEEC22052019). Key points of the discussion were as follows:</p> <ul style="list-style-type: none"> • The focus on engaging students in enhancing their university experience has increased significantly at Warwick in recent years, however the associated terminology is used in different ways and the quality of engagement is not always as high as might be expected. A model has been developed in order to promote a shared understanding and vocabulary around different forms of student engagement, and to support staff in developing and deepening student engagement across the University. • The delivery of workshops to understand, contextualise and apply the model would be helpful for both academic and professional service departments. • The model can be applied to inform co-creation of and within the curriculum, as well as to the broader student experience. • While such models help to promote deeper, more collaborative forms of student engagement, the richest outputs can sometimes come from making use of a mixture of approaches. • Using the term 'Empower' to describe the student-owned form of student engagement should be given further thought, with 'Lead' suggested as an alternative. • The Students' Union strongly welcomes the introduction of such a model and the proposed actions to promote and embed its use. <p>DECISIONS:</p> <p>(1) The Committee approved the student engagement model set out in the paper and recommended that this be adopted by the Education Committee on behalf of the University.</p> <p>(2) The Committee approved the recommendations set out in the paper relating to the promotion, operationalisation and embedding of the model.</p>

	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)
011	<p>Building Learning Communities</p> <p>The Secretary and Dr Rebecca Freeman presented a discussion paper proposing a number of themes to be explored with academic departments regarding learning communities of students and staff. (011-SLEEC22052019). Key points of the discussion were as follows:</p> <ul style="list-style-type: none"> • In reviewing the 2018 results of the National Student Survey (NSS), the Committee had concluded that further work was needed to understand the factors affecting how students responded to the recently introduced questions about learning community, noting that student satisfaction at Warwick had declined between 2017 and 2018. The Committee agreed that this would be a priority area of business in 2018-19. • Drawing on the results of the NSS, a number of external reference points and the outputs of a workshop at the Academic Induction Conference on this topic, a series of themes for discussion across the University over the next six months were proposed for dissemination, with a view to drawing the discussion back together at a meeting of the Committee in mid-2019-20. • Such a discussion would be welcomed in a number of academic departments, especially if it enabled the sharing and consideration of good practice between departments. • It was important that discussions did not simply focus on Welcome Week but that they instead consider the student journey throughout their course. • The permeable boundaries of our most obvious student communities, where identities and belonging might most naturally develop, such as when students study outside of their home department or take a year abroad or in industry, should be kept in mind when thinking about building learning communities. • Subject-based student societies can often have a significant impact on the sense of belonging and engagement for those students positive engaged with them, however they can sometimes appear exclusive and have the opposite effect. <p>DECISION: The Committee approved the dissemination of the discussion paper as it stands, with a view to informing a further paper to the Committee on these discussions in mid-2019-20.</p> <p>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)</p>
Other	
012	<p>Any other business</p> <p>The Committee expressed its thanks to those members attending their final meeting: Professor Louise Gracia, Professor Pat Tissington, Ellie King, Jonathon Mellor, Dalila Da Silva Lopes and Emma Worrall.</p> <p>The expressed its particular gratitude to Larissa Kennedy who was also attended her final meeting as a member and Co-Chair of the Committee, having personally contributed a significant amount to the Committee's overall development and to a number of important areas of business through the year.</p>
Items below this line were for receipt and/or approval, without discussion	
013	<p>Committee Effectiveness: Mapping Business in 2018-19 to Terms of Reference</p> <p>The Committee received and approved the report (013-FGPC250918).</p> <p>ACTION: Undertake a light-touch review of the Committee's terms of reference to ensure they fully reflect its role and clearly articulate its scope. (DD/GvdV/LK/CB)</p>
Next meeting: Wednesday 09 October 2019, 14:30 – 16:30, CMR 1.0	

DECISIONS AND ACTIONS			
ITEM	DECISION/ACTION	LEAD AND DUE DATE	STATUS
007 – Black Attainment Gap	DECISION: The Committee approved the recommendations set out in the paper where they relate directly to the student learning experience and recommended that they be considered for approval and action by the Race Equality Task Force and the Education Committee.		
008 – Learning Analytics	DECISION: The Committee approved the ethical framework for Learning Analytics set out in the paper and recommended that this be considered for approval the Education Committee and, if required, Senate.		
	DECISION: The Committee approved in principle the establishment of a sub-group to have oversight of and operationalise the ethical framework, and would consider proposed Terms of Reference and Membership at a future meeting.		
	ACTION: Terms of Reference and Membership of a sub-group to have oversight of and operationalise the ethical framework for Learning Analytics to be drafted, consulted on and presented to the Committee for approval in the first term of 2019-20.	RB, Term One 2019-20	
009 – Directors of Student Experience	DECISION: The Committee approved the draft role function description for wider consultation with academic departments, and delegated authority to the Co-Chairs to approve a final version incorporating feedback gathered through the consultation.		
	DECISION: The Committee agreed that the approval role function description should be reviewed formally after three years.		
010 – Operationalising Student Engagement	DECISION: The Committee approved the student engagement model set out in the paper and recommended that this be adopted by the Education Committee on behalf of the University.		
	DECISION: The Committee approved the recommendations set out in the paper relating to the promotion, operationalisation and embedding of the model.		
	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)	GvdV, Term One 2019-20	
011 – Building Learning Communities	DECISION: The Committee approved the dissemination of the discussion paper as it stands, with a view to informing a further paper to the Committee on these discussions in mid-2019-20.		
	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)	DD / RF, Term Two 2019-20	
013 – Committee Effectiveness	ACTION: Undertake a light-touch review of the Committee’s terms of reference to ensure they fully reflect its role and clearly articulate its scope.	DD / GvdV / LK / CB, September 2019	