

UNIVERSITY OF WARWICK

STUDENT LEARNING EXPERIENCE AND ENGAGEMENT COMMITTEE (SLEEC)

OPEN MINUTES OF THE MEETING HELD 14:30, THURSDAY 14 OCTOBER 2021, online via Teams

Present			
	Professor Gwen van der Velden	GvdV	Co-Chair, Deputy Pro-Vice Chancellor (Education)
	Ant Brewerton	AB	Representative of the Library
	Professor Andrew Clark	AC	Deputy Pro-Vice-Chancellor (Education and Policy)
	Professor Will Curtis	WC	Representative for Degree Apprenticeships
	Dr Sarah Dahl	SD	Academic Representative of the Faculty of Social Sciences
	Lucy Davis	LD	Student Engagement Officer, EPQ
	Dr Rebecca Freeman	RF	Dean of Students (to item 012)
	Dr Leti Gramaglia	LGra	Head of Academic Development (ADC) (to item 012)
	Dr Gemma Gray	GG	Student Engagement Coordinator (Faculty of SEM, role share) (to item 005 only)
	Lee Griffin	LGri	Academic Director (Postgraduate Taught)
	Sam Hardy	SH	Director of Flexible and Online Learning
	Dr Modupe Jimoh	MJ	Academic Fellow of WIHEA
	Dr Russ Kitson	RK	Academic Representative of the Faculty of Science, Engineering and Medicine
	Dr David Lees	DL	Student Engagement Co-ordinator (Faculty of Arts, role share)
	Kate Mawson	KM	Student Engagement Coordinator (Faculty of Social Science)
	Nathan Parsons	NP	SU Postgraduate Officer
	Kerry Pinny	KP	Head of Digital Learning Environment Services, Academic Technology
	Dr Elena Riva	ER	Academic Representative of IATL
	Professor Azrini Wahidin	AW	Academic Fellow of WIHEA (to item 010)
	Roberta Wooldridge Smith	RWS	Director of Student Opportunity
	Dr Jianhua Yang	JY	Student Engagement Coordinator (Faculty SEM, role share)
Attending	Professor Jo Angouri	JA	Academic Director (Education and Internationalisation)
	Lauren Botham	LB	Secretary
	Chih-Hsiang Lo	C-HL	SU Societies Officer
	Grace Nolan	GN	Student Communication Manager, Engagement Group
	Jo Richards	JR	Associate Director Market Research and Insight (item 008 only)
	Ashley Storer-Smith	AS-S	Academic Voice & Policy Manager, Students' Union
	Katharine Stratford	KS	Assistant Secretary
Ref	Item		
001	<p>Welcome and Apologies for Absence</p> <p>New and returning members were welcomed to the Committee.</p> <p>Apologies were received from Isabelle Atkins, Cathy Hampton, Professor Christopher Hughes, Dr Rebecca Limb, Dr Kate Owen, Emma Mundy, Sidney Pycroft, and Jack Sperry.</p> <p>The 2021/22 Student Representative for SEM has not yet been nominated by the Students' Union.</p> <p>The 2021/22 SU Societies Officer, Chih-Hsiang Lo, observed the meeting in preparation for standing in for Isabelle Atkins during a period of absence.</p> <p>Dr Kate Owen stood down from the shared role of Student Engagement Coordinator (Faculty of Science, Engineering and Medicine) and was thanked for her contributions. Dr Gemma Gray and Dr Jianhua Yang will continue to share the role.</p>		
002	<p>Declarations of Interest</p> <p>No new declarations were made.</p>		

003	<p>Minutes of last meeting on 27 May 2021</p> <p>The minutes of the meeting held on 27 May 2021 were received and approved.</p>
004	<p>Matters arising from last meeting on 27 May 2021</p> <p>The matters arising were as follows:</p> <p>(a) Ethics in Using Student Data in Learning Analytics Sub-Group to report back to SLEEC after first few meetings (minute 025-SLEEC-091019). Action superseded. The sub-group paused due to members' commitments during the pandemic. Learning Analytics Dashboards are in development. The sub-group's Terms of Reference and membership may broaden to consider data ethics across university student systems more widely. A fuller update will be shared in Term 2.</p> <p>ACTION: Ethics in Using Student Data in Learning Analytics Sub-Group (new name tbc) to provide update on broadened Terms of Reference and membership, and to give an update on developments and plans (RF Term 2 2021/22).</p> <p>(b) To seek nominations for FSEC roles in Faculties of Social Science and SEM in Term 3, for roles commencing 2021/22 and lasting three years (minute 04-SLEEC-151020). Action complete. FSEC for Social Science and SEM now in post.</p> <p>(c) Provide an update on the engagement and support of PGT students in the student rep system in Term 1 (minute 047-SLEEC-270521). Action superseded to include an additional action owner. The Academic Voice & Policy Manager, Students' Union, will share a paper with the Committee later in the academic year about adapting the student rep system for students on non-traditional study pathways.</p> <p>ACTION: Provide an update on the engagement and support of PGT students in the student rep system (NP, LG, AS-S Term 2/3 2021/22).</p> <p>Other actions were not yet due.</p>
Co-Chairs' Update	
005	<p>Co-Chairs' Business and Actions</p> <p>The Committee received and noted verbal updates from the Co-Chair:</p> <p>(a) SU Education Officer and Co-Chair Due to unforeseen circumstances, the Education Officer is currently unable to co-chair the Committee. The Students' Union has nominated the Societies Officer Chih-Hsiang Lo to cover, supported by additional SU officers where appropriate.</p> <p>(b) Decolonise Programme The SU Decolonise Programme Manager is no longer in post so the programme has paused. Recruitment is underway and the Committee will seek an update from the new role holder. The SU emphasised that the SU is committed to progressing the programme as soon as possible.</p> <p>(c) New Director of Education Policy and Quality (EPQ) Dan Derricott, formerly Secretary to SLEEC, has been appointed to the role of Director of EPQ. Secretariat queries should be directed to the current Secretary or Assistant Secretary.</p> <p>(d) SLEEC Face-to-Face Event The Co-Chair outlined a suggestion for an optional face-to-face workshop for members to meet in smaller groups and explore SLEEC's business in greater depth. It was hoped this would help members</p>

	<p>who may not have met face-to-face, or have not met for some time, to re-connect and to encourage creativity and generate new ideas. Feedback on this and any alternative proposals were invited.</p> <p>Members expressed preference for informal face-to-face meetings and suggestions included:</p> <ol style="list-style-type: none"> 1. Meeting up immediately prior to the committee meetings. 2. Scheduling a short break during online committee meetings. 3. Arranging face-to-face SLEEC Coffee Mornings, independent of the committee meetings. <p>Options and logistics will be considered outside of meeting and plans shared with members.</p>
Items for Consideration	
006	<p>Membership and Terms of Reference 2021-22</p> <p>The Committee received the paper (006-SLEEC-141021 {public}) and key points and discussions were as follows:</p> <ul style="list-style-type: none"> • No further amendments to the Terms of Reference were proposed. • Two amendments were suggested to the membership, which will be reviewed outside of the meeting and brought to the next meeting for the Committee’s approval. <ol style="list-style-type: none"> 1. Add Academic Director (Education and Internationalisation) as an <i>ex officio</i> member 2. Remove Degree Apprenticeships Lead • The membership was approved and recommended to Senate, subject to two queries. <p>DECISION:</p> <p>The Committee:</p> <ol style="list-style-type: none"> 1) Noted its terms of reference as approved by Senate, which determine the scope of the Committee’s business and its modus operandi 2) Approved and recommended to Senate the proposed membership changes, including addition of the following, with further changes to be notified following the next meeting of SLEEC: <ol style="list-style-type: none"> a. Director of Flexible and Online Learning b. Student Engagement Officer (EPQ) c. Head of Academic Development (ADC)
007	<p>National Student Survey (NSS) 2021 Results</p> <p>The Committee received the paper (007a-SLEEC-141021 {protected} and 007b-SLEEC-141021 {protected}) and key points and discussions were as follows:</p> <ul style="list-style-type: none"> • Outcomes of the NSS 2021 at institutional and departmental-level were shared. There is much to celebrate, particularly given the highly challenging context of the academic year under survey, and this includes Warwick being ranked 3rd overall in the Russell Group and 13th overall in the sector. Thanks were given to all staff and students for their commitment, tenacity and forbearance. • Students showed a great deal of resilience during the pandemic, however the University acknowledges the considerable struggles which some students have encountered and will continue to offer support. • The areas of Learning Resources, Learning Community and Student Voice will be the focus of improvement for the coming year, supported by departmental and institutional initiatives and underpinned by the Education Strategy. • The Committee considered enhancements for strengthening the sense of learning community particularly during blended learning, including: <ul style="list-style-type: none"> ○ Following a very positive internal student survey in IATL, particularly around learning community, further discussions with students and convenors distilled what specifically

	<p>helped students to feel connected. These findings will be shared with members outside of the meeting.</p> <ul style="list-style-type: none"> ○ The Library is enthusiastic to be returning to some face-to-face activities with students this year, which will be enhanced by the newly refurbished socialising and co-creation spaces (student-to-student and staff-to-student). University staff are welcome to contact Library colleagues for guidance on innovative ways to use the spaces. ○ Welcome Week provided a range of social opportunities, and a mini-Welcome is planned for January for students who were unable to return to campus earlier or with later course start dates. ○ For departments such as WMG, WMS and CTE, some aspects of the learning experience delivered by partners are outside of the University’s direct control, but the departments work to ensure a good overall student experience. ○ Ensuring that learning communities are inclusive will remain a focus. ○ Learning Community is also being considered in the context of the Term 3 Survey (008-SLEEC-141021). The determination and commitment shown by departments to find new ways to connect with students has created a strong foundation for further developing inclusive learning communities in the coming year. <ul style="list-style-type: none"> ● Staff and students are experiencing a level of exhaustion after the past 18 months, so realistic capacity for future change and resilience must be considered. ● Q26 “<i>The Students’ Union (Association or Guild) represents students’ academic interests</i>” continues to be scored modestly by students, partially attributed to limited understanding by students of the instrumental role that the SU plays in SSLCs and academic voice (and which have received many positive free-text comments), and also due to students scoring based on the SU as a whole rather than the scope of the question. Other contributing factors detailed in the paper were discussed, and it was noted that NSS was a priority area in the Students’ Union Strategic Plan. Further discussion of the Academic Reps system took place under agenda item 009-SLEEC-141021. <p>DECISION:</p> <p>The Committee:</p> <ol style="list-style-type: none"> 1) Noted the results of NSS 2021 and the approach to responding to students’ feedback. 2) Considered current and future enhancements to strengthen learning communities. 3) Noted the NSS 2021 Q26 Report from the Students’ Union and its findings. <p>ACTION:</p> <p>Include SLEEC members in communications publicising the new library social and co-creation spaces and ideas for use (AB Term 1).</p>
008	<p>Term 3 Survey Outcomes</p> <p>The Committee received the paper (008-SLEEC-141021 {protected}) and key points and discussions were as follows:</p> <ul style="list-style-type: none"> ● Unlike the previous two surveys which were undertaken during blended learning, the Term 3 Survey took place after the completion of most teaching activities and so it is perhaps not surprising that the perception of academic support and community is less strong, that students felt they were missing out on the social aspects, and were keen to return to face-to-face teaching. ● Differences in experience were apparent between particular groups, including year groups, PGT, and students with disabilities. SLEEC will continue its exploration of the experience of disabled students during 2021/22. ● Some students requested that the University more visibly ‘closes the loop’, with more explicit communication of its responses to feedback and policy change.

	<ul style="list-style-type: none"> • Feedback from the SU Pulse Survey later in Term 3 showed increases in satisfaction and further increase is expected this year with greater opportunities for face-to-face teaching and social activities. • Early analysis of the Welcome Week survey shows a positive response to formal and informal social opportunities. Anecdotal feedback from Welcome Week suggests that events were much better attended than online last year, with greater mixing between year groups and degree paths, and a sense of sharing passions. • Societies, the Library, and online activities were noted as important for increasing social interactions, as were the resumption of in-person cultural celebrations, volunteering opportunities and employability activities. Organisers will ensure opportunities are widely publicised. • As the University moves from 'emergency' provision to a new and strategic 'business as usual' there will be a focus on virtual learning environments (VLEs), led by the new Flexible and Online Learning division, which will improve student choice around methods of learning and support a positive blended learning experience for all students, as well as staff. <p>DECISION: The Committee noted the Term 3 Survey Outcomes.</p>
009	<p>SU Academic Reps Annual Update</p> <p>The Committee received the paper (009-SLEEC-141021 {public}) and key points and discussions were as follows:</p> <ul style="list-style-type: none"> • The energy dedicated to the Academic Reps system by the Students' Union has had clear impact. • Student engagement with the Academic Reps system was higher in 2020/21 than usual, partially attributed to students' desire to be more involved during the pandemic. • Next steps include sharing and firmly embedding good practice across departments and strengthening digital resources supporting the collection of student feedback. • The SU Academic Voice team is temporarily understaffed and so members are asked to be patient. Training for reps and SSLCs will continue to be provided.
010	<p>SSLC Annual Reports by Faculty</p> <p>The Committee received the paper (010-SLEEC-141021 {public}) and key points and discussions were as follows:</p> <ul style="list-style-type: none"> • Each SSLC submits an annual report, which serves as a handover to the incoming members ensuring continuity, highlights where SSLCs or their academic convenors would benefit from additional support, and also provides useful metrics for the University and Students' Union. Blended Learning was included in 2020/21 for the first time, contributing to the TABLE22 project (Towards a Blended Learning Environment in 2022). • Summaries by Faculty were shared with members, and individual SSLC reports will be made available by the Students' Union. • Representatives of the Library and Students' Union reiterated that they welcomed invitations to join all SSLC meetings. <p>DECISION: The Committee noted the SSLC Annual Reports summarised by Faculty.</p>
011	<p>Students' Union Priorities 2021/22</p> <p>Student Union priorities for 2021/22 were not yet available and would be shared at a future meeting.</p>

012	<p>Education Strategy Priorities 2021/22</p> <p>The Committee received a verbal update and key points and discussions were as follows:</p> <ul style="list-style-type: none"> • Five priorities have been determined for 2021/22, which is fewer than previous years, reflecting the continuing challenges of the pandemic: Course Approval; Review of Assessment Phase 2; Curriculum Review; Inclusive Education; and Enhanced Blended Learning. • Each priority was briefly explained, and a fuller paper will be shared at the next meeting. <p>DECISION:</p> <p>The Committee noted the education strategy priorities 2021/22</p>
013	<p>Schedule of Business and SLEEC Priorities 2021/22</p> <p>The Committee received the paper (013-SLEEC-141021 {public}) and key points and discussions were as follows:</p> <ul style="list-style-type: none"> • An outline of proposed committee business for the year ahead was shared and considered in the context of the survey outcomes and priorities as discussed in previous agenda items (007 to 012-SLEEC-141021). No additional themes were proposed for inclusion. <p>DECISION:</p> <p>The Committee noted the SLEEC 2021/22 Schedule of Business and priorities.</p>
014	<p>WIHEA Wellbeing Pedagogies Learning Circle Report</p> <p>The Committee received the paper (014-SLEEC-141021 {public}) and key points and discussions were as follows:</p> <ul style="list-style-type: none"> • The Wellbeing Pedagogies Learning Circle was formed two years ago and has already achieved an exceptional amount, with national impact. Wellbeing Pedagogies are an institutional and sector-wide topic of importance, and student uptake of the pilot module also shows the value to students. • Systematic embedding of Wellbeing will take into account the range of student experiences across departments, will involve staff and students, and supported by the Dean of Students. • The Learning Circle is in the process of being transformed into an institution-wide Wellbeing Pedagogies Forum, accessible by all staff and students, and members are encouraged to get involved. More details will be shared later in the term. • The proposal for a member of staff to support the delivery of the Wellbeing Strategy’s teaching and learning aims, including by sharing good practice and supporting departments, was received positively by the Committee. Resource implications will be considered separately via appropriate Institutional routes. • The author, the Dean of Students, and colleagues from CLL will be working on a project in collaboration with institutions including the Open University, University of Bradford and JISC, to support wellbeing in the learning environment for ‘non-traditional’ students (including part-time), and outcomes will be shared with SLEEC. <p>DECISION:</p> <p>The Committee:</p> <ol style="list-style-type: none"> 1) Noted that the WIHEA Wellbeing Pedagogies Learning Circle is in the process of being transformed into a Wellbeing Pedagogies Forum, and members were encouraged to be involved in the forum. 2) Noted and supported the proposal for a member of staff to support departments and assist in the sharing of good practice across the institution.

015	<p>Inclusive Education Update</p> <p>The Committee received the paper (015-SLEEC-141021 {public}) and key points were as follows:</p> <ul style="list-style-type: none"> The Inclusive Education Model sets out to achieve institutional and structural change that will enable delivery of education in which all students feel included and able to succeed. Short-term ambitions and next steps were outlined, as well as an overview of progress to date. Members were invited to share feedback with the author. <p>DECISION:</p> <p>The Committee noted the update on inclusive education.</p>
016	<p>Student Survey Insight Timetable 2021/22</p> <p>The Committee received the paper (016-SLEEC-141021 {public}) and key points were as follows:</p> <ul style="list-style-type: none"> The approach and timescales for surveying in the coming academic year was shared, which included themes of particular interest, and monitoring of specific groups of students as well as the broader student experience. Members were invited to share feedback with the author. <p>DECISION:</p> <p>The Committee noted the Student Survey Insight Timetable 2021/22</p>
017	<p>Towards A Blended Education from 2022 - TABLE22</p> <p>The Committee received the report (017-SLEEC-141021 {public}) and key points were as follows:</p> <ul style="list-style-type: none"> Lessons learned from blended learning during Covid-19 were reflected upon, and following on from consultation with staff and students, conversation is welcomed on the future of education at Warwick, seizing the opportunity to transform education by retaining positive elements of online learning. Members were invited to share feedback with the author. <p>DECISION:</p> <p>The Committee noted the TABLE22 report.</p>
Other	
018	<p>Any other business</p> <p>No business was raised.</p>
Next meeting: Thursday 25 November 2021, 12:30, online via Teams	

DECISIONS AND ACTIONS			
ITEM	DECISION/ACTION	LEAD AND DUE DATE	STATUS
2019/20			
025-SLEEC-091019 Sub-Group to Oversee the Ethics of Using Student Data in Learning Analytics	ACTION: Ethics in Using Student Data in Learning Analytics Sub-Group to report back to SLEEC after first few meetings.	RF Term 3, 2019/20	Superseded (see 004-SLEEC-141021)
2020/21			

004-SLEEC-151020 Matters Arising	ACTION: To seek nominations for FSEC roles in Faculties of Social Science and SEM in Term 3, for roles commencing 2021/22 and lasting three years.	KSt, Term 3 2021/22	Completed
047-SLEEC-270521 Matters Arising	ACTION: Provide an update on the engagement and support of PGT students in the student rep system	SU PG Officer, Term 1 2021/22	Superseded (see 004-SLEEC-141021)
049-SLEEC-270521 Role of Student Engagement Coordinators	ACTIONS 1) Consider the governance, reporting and review structures of the SEC roles. 2) Receive review of the Faculty Student Engagement Coordinator roles in academic year 2023/24 3) Recommend to Education Committee that workload recognition for SECs be considered as part of their wider discussion on workload recognition.	GvdV / RF / LD / SECs Term 1 2021/22 SECs 2023/24 GvdV Summer 2021	Ongoing Ongoing Ongoing
053-SLEEC-270521 Decolonise Programme	ACTION: The Committee requested a further update on the Decolonise Project	KS / Decolonise Programme Manager Term 1 2021	Ongoing
055-SLEEC-270521 Learning Experience of Disabled Students	ACTION: The Committee requested an update in 2021/22 of the transcription pilot review.	KS / Despina Weber Term 1 2021	Ongoing
2021/22			
004-SLEEC-141021 Matters Arising	ACTION: Ethics in Using Student Data in Learning Analytics Sub-Group (new name tbc) to provide update on broadened Terms of Reference and membership, and to give an update on developments and plans.	RF Term 2 2021/22	New (Replacing superseded action 025-SLEEC-091019)
004-SLEEC-141021 Matters Arising	ACTION: Provide an update on the engagement and support of PGT students in the student rep system	NP, LG, AS-S Term 2/3 2021/22	New (Replacing superseded action 047-SLEEC-270521)
006-SLEEC-141021 Membership and Terms of Reference 2021-22	DECISION: The Committee: 1) Noted its terms of reference as approved by Senate, which determine the scope of the Committee's business and its modus operandi 2) Approved and recommended to Senate the proposed membership changes, including addition of the following, with further changes to be notified following the next meeting of SLEEC: a. Director of Flexible and Online Learning b. Student Engagement Officer (EPQ) c. Head of Academic Development (ADC)		
007-SLEEC-141021 NSS 2021 Results	ACTION: Include SLEEC members in communications publicising the new library social and co-creation spaces and ideas for use	AB Term 1	New