

UNIVERSITY OF WARWICK

STUDENT LEARNING EXPERIENCE AND ENGAGEMENT COMMITTEE (SLEEC)

OPEN MINUTES OF THE MEETING HELD 10:30, THURSDAY 07 APRIL 2022, online via Teams

Present	Professor Gwen van der Velden	GvdV	Co-Chair, Deputy Pro-Vice-Chancellor (Student Learning Experience)
	Chih-Hsiang Lo	CHL	Co-Chair, Students' Union Societies Officer
	Professor Andy Clark	AC	Academic Director (Undergraduate Studies)
	Dr Sarah Dahl	SD	Academic Representative of Social Sciences
	Lucy Davis	LD	Student Engagement Coordinator
	Professor Rebecca Freeman	RF	Dean of Students
	Dr Letizia Gramaglia	LGr	Head of Academic Development (ADC)
	Dr Gemma Gray	GG	Student Engagement Coordinator (SEM) (role share)
	Lee Griffin	LG	Academic Director (Postgraduate Taught)
	Dr Cathy Hampton	AW	Academic Representative of the Faculty of Arts
	Dr Sam Hardy	SH	Director of Flexible and Online Learning
	Nichola Howell-Manning	NHM	Student Communications Manager
	Karen Jackson	KJ	Representative of the Library
	Dr Modupe Jimoh	MJ	Academic Fellow of the WIHEA
	Dr Kate Mawson	KM	Student Engagement Coordinator (Faculty of Social Science)
	Nathan Parsons	NP	Students' Union Postgraduate Officer
Sidney Pycroft	SP	Student Representative (Arts)	
Attending	Lauren Botham	LB	Secretary
	Dr Jagjeet Jutley-Nelson	JJN	Director of Student Experience (Social Sciences) (Item 051)
	Sam Parr	SPa	Safeguarding Officer (Item 052)
	Katharine Stratford	KS	Assistant Secretary
	Despina Weber	DW	Joint Head of Service, Disability Team, Wellbeing Support Services (item 051)
Ref	Item		

046	<p>Welcome and Apologies for Absence</p> <p>Apologies were received from Professor Jo Angouri, Isabelle Atkins, Professor Chris Hughes, Dr Russ Kitson, Dr Rebecca Limb, Emma Mundy, Grace Nolan, Dr Gavin Schwartz-Leeper, Jack Sperry, Dr Naomi de la Tour, Professor Azrini Wahidin, Roberta Wooldridge Smith, Dr Jianhua Yang.</p> <p>Welcome & Membership Changes</p> <ul style="list-style-type: none"> • Karen Jackson joined SLEEC for at least the remainder of this year, as part of their secondment to the role previously held by Ant Brewerton. • The Arts SEC role on SLEEC is shared this year between DL and GSL. DL is now on research leave for the remainder of the year so will no longer be attending SLEEC. The Chair's thanked DL for their excellent contributions to SLEEC.
047	<p>Declarations of Interest</p> <p>No new declarations were made.</p>
048	<p>Minutes of last meeting on 10 February 2022</p> <p>The minutes of the meeting held on 10 February 2022 were received and approved.</p>
049	<p>Matters arising from last meeting on 10 February 2022</p> <p>No matters were discussed.</p>
Co-Chairs' Update	
050	<p>Co-Chairs' Business and Actions</p> <p>The Committee received and noted verbal updates from the Co-Chairs:</p> <p>(a) SU updates</p> <ul style="list-style-type: none"> • Martyn Groves-William has been appointed as the interim Students' Union CEO. The new permanent CEO will join in June. • Fay Shorter, the Governance and Influence Director in the Students' Union, is leaving in June. Permanent recruitment for this post has started but the team are also looking to recruit internally within the Students' Union to cover the role in the interim and assist in the transition over the next few months. • Manager-level recruitment has begun for the Academic Voice Team, with an interim appointment in place to lead on Academic Voice. There have been many challenges across the sector for similar teams and therefore poor retainment is not a Warwick-specific issue. The Students' Union reassured the Committee that the team is slowly being rebuilt and they aim for a stable structure to be in place for the next academic year. • SU Sabbatical Officer elections took place in Term 2. CHL has been elected as Education Officer and therefore will continue their co-chairing role in SLEEC. Will Brewer, the current Sports officer, has been confirmed as the new President. <p>(b) General updates</p> <ul style="list-style-type: none"> • The update on Ethics in Student Assessment has been delayed and will be presented at the May SLEEC meeting. The SLEEC subgroup on Data Ethics now falls under the Review of Assessment workstream on data ethics, led by Caroline Elliott from the Department of Economics. The final report for the workstream will be available in Autumn 2022. • TEG is nearly complete, and meetings have gone well. Overall, there have been positive comments on curriculum review, a lot of engagement and appetite within departments on tackling issues around Inclusive Education, and positive messages received on student engagement. The next steps include considering necessary changes in departments on culture, diversification of teaching

	<p>methods, assessment methods, decolonising the curriculum and supporting disabled students. There is a great amount of good practice happening within departments, and it is important to ensure findings from the meetings are disseminated. A paper on key findings from this round of TEG engagements will be brought to the May meeting of SLEEC.</p> <ul style="list-style-type: none"> • Findings on Student Survey Action Plans will be reported during at the May meeting of SLEEC. • The TEF consultation is underway. The process of asking students to contribute to the student submission has started. Members of SLEEC may be asked to contribute in the lead up to TEF, after details on the University’s approach have been confirmed in the Summer. • The May agenda for SLEEC will be very full so members are encouraged to notify the Secretary as early as possible of papers they would like to bring to the meeting.
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Items for Consideration	
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051	<p>Learning Experience of Disabled Students</p> <p>The Committee received a verbal update. Key points and discussions were as follows:</p> <ul style="list-style-type: none"> • JJN and colleagues are establishing a new learning circle to focus on inclusive policy and practice for disabled students. They aim to develop the lessons learned from the COVID-19 pandemic and strongly encourage colleagues who have relevant interests and/or expertise to join. • The learning circle will focus on the learning experience as well as the wider student experience. The first aim is to establish a code of practice that covers both these aspects of the student experience. The document will focus on definitions of disability, the Disability Discrimination Act, case studies, and provide guidance for staff to use when considering their teaching and learning approach. • JJN and colleagues want these documents to be co-produced by staff and students across the institution, aiming for a diverse membership of the group. The aim is for this work to support the Inclusive Education Model and they expect that the learning circle will be similar to a working group, in that there will specific tasks and timeframes defined. • JJN asked for SLEEC’s support in ensuring the code of practice is taken seriously and socialised across the institution. It will be important to consider commitment and vision to include all students and to ensure cross-campus commitment. • Members were reminded that there are legal requirements within this area, and that there are currently inconsistencies in how departments are meeting the requirements. It would be useful for departments to have a clear structure that is shown within a code of practice of what their obligations are and how they can ensure they achieve what is necessary. • Further work will be completed on collecting feedback from students, including personal observations, to see what an inclusive experience should look like, bearing in mind that inclusion and inclusivity mean different things to different people when talking about disability. In addition, module evaluation, curriculum design, assessment, and the inconsistencies in reasonable adjustments will all need to be reviewed. • As disability is a large umbrella term, the learning circle will work alongside colleagues and groups, such as the SU Disability Officer and the ASD@Warwick group, to ensure a range of experiences of disability are covered and many perspectives are considered. It is hoped that students from a wide variety of programme areas, including degree apprentices and postgraduate courses, will be involved. • JJN and colleagues aim to bring groups of staff and students together by the end of Term 3 to produce a timeline and a set of clear principles by September 2022. <p>ACTION:</p> <p>Neurodiversity paper to be circulated to Committee Members.</p> <p>DECISION:</p> <p>The Committee noted the verbal update on the Learning Experience of Disabled Students.</p>
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Inclusive Education update

The Committee received the paper (052-SLEEC-070422{public}) and a verbal update. Key points and discussions were as follows:

- RF presented information on what Inclusive Education means in practice, the goals of the model and the subgroup structure for the different workstreams. It was noted that progressing the model is the responsibility of all colleagues, not just select individuals within departments.
- Inclusive Education was a priority theme on all TEG agendas. The data dashboard has been received positively, and departments have found it to be a helpful tool when considering their context. Inclusive Education findings from TEG will be brought to the May meeting of SLEEC.
- RF noted that the wider team are seeking funding to enable departments to employ students as co-creators in progressing the Inclusive Education agenda. Networking sessions will be organised to support departments in developing their action plans next term and a University Inclusion Conference will take place in June, where members of SLEEC are invited to attend and/or share relevant work in this area.
- A survey on student experience aimed to find what we know and what we need to find more on regarding the LGBTQUIA+ community. The survey received 340 responses, which is approximately 10% of the LGBTQUIA+ community. It was a particularly long survey which suggests individuals' willingness to share their experiences, noting that this was the first-time individuals felt they had been invited to share their experiences and had an opportunity to feel listened to by the University.
- It was clear from the findings that there is not one shared LGBTQUIA+ experience.
- Disability was a key indicator of how positive someone's experience would be.
- There appears to be a clear issue with mental health in the LGBTQUIA+ community.
- Interestingly, there was not a huge disparity in gender identity or sexuality. This may suggest a selection bias in the process and raises questions about individuals who completed the survey.
- With the results from the survey, the aim is to identify areas of good practice and areas where improvements are required.
- Headline findings from the report include:
 - 11.1% of the student population have declared they are within the LGBTQUIA+ community with a reporting confidence of just under 90%.
 - For temporary and permanent withdrawal, there was a marked difference in levels of temporary withdrawal for LGBTQUIA+ students compared to non-LGBTQUIA+ peers, particularly at the postgraduate taught level. 13.3% of LGBTQUIA+ students have taken temporary withdrawal compared to 2.9% of non-LGBTQUIA+ students. This could be linked to being in their first year at university and not knowing where to go for support. It may also be linked to the provision and access of information and the perception of support services amongst the LGBTQUIA+ community.
 - The University needs to improve how and where support service information is signposted for students, and how students can share their experiences of engaging with University support services.
 - Two out of three trans students have considered leaving their course because of poor mental health.
 - Students were asked if they felt the University policy protecting LGBTQUIA+ students was adequate. 75% of students said they were not familiar enough with the policy to comment.
- Members noted that it is important to recognise the recommendations and lessons from the survey and communicate them widely across the University, making it clear what actions need to be taken. It is also important that the LGBTQUIA+ community understand the lessons that have been taken from sharing their experiences and the outcomes of the survey.
- It was noted that this feeds into the work on Inclusive Education to ensure learning, teaching and assessment are inclusive for all students. In addition, this relates to work being carried out across the University by the WP committee and the WP student Advisory Group.

DECISION:

	The Committee noted the update on Inclusive Education and the Queering University findings.
Other	
053	<p>Any Other Business</p> <ul style="list-style-type: none"> The Committee was asked to note that there will not be a 3rd student representative present at SLEEC meetings for the remainder of this year. The Committee were in support of having at least one face to face meeting in the next academic year. The general preference was for the first meeting to be face to face to provide an opportunity for colleagues to meet each other. The Committee were asked to encourage students to complete PTES, which will run until 16th May 2022.
Next meeting: Thursday 26 May 2022, 10:30, online via Teams	

DECISIONS AND ACTIONS			
ITEM	DECISION/ACTION	LEAD AND DUE DATE	STATUS
2020/21			
049-SLEEC-270521 Role of Student Engagement Coordinators	<p>ACTIONS</p> <ol style="list-style-type: none"> Receive review of the Faculty Student Engagement Coordinator roles in academic year 2023/24 Recommend to Education Committee that workload recognition for SECs be considered as part of their wider discussion on workload recognition. 	SECs 2023/24 GvdV Summer 2021	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 – awaiting appointment to role.
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	Completed
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	Ongoing
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	Ongoing

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	Ongoing
031-SLEEC-100222 Welcome and Apologies for Absence	ACTIONS 1) Remove the Head of Digital Learning Environment Services, Academic Technology from the membership 2) Replace Ant Brewerton with Karen Jackson as the Representative of the Library (temporarily) 3) Notify SLEEC of the permanent Representative of the Library once in post	KS Term 3 KS Term 3 KS Term 3	Ongoing Ongoing Ongoing
051-SLEEC-070422 Learning Experience of Disabled Students	ACTION: Circulate the paper on Neurodiversity to Committee Members.	JJN Term 3	Ongoing