

**UNIVERSITY OF WARWICK**

**STUDENT LEARNING EXPERIENCE AND ENGAGEMENT COMMITTEE (SLEEC)**

**OPEN MINUTES OF THE MEETING HELD 10:30, THURSDAY 26 MAY 2022, online via Teams**

<b>Present</b>	<b>Professor Gwen van der Velden</b>	GvdV	Co-Chair, Deputy Pro-Vice-Chancellor (Student Learning Experience)
	<b>Chih-Hsiang Lo</b>	CHL	Co-Chair, Students' Union Societies Officer
	<b>Dr Sarah Dahl</b>	SD	Academic Representative of Social Sciences
	<b>Lucy Davis</b>	LD	Student Engagement Coordinator
	<b>Naomi de la Tour</b>	NdIT	Academic Representative of IATL
	<b>Professor Rebecca Freeman</b>	RF	Dean of Students
	<b>Dr Letizia Gramaglia</b>	LGr	Head of Academic Development (ADC)
	<b>Dr Gemma Gray</b>	GG	Student Engagement Coordinator (SEM) (role share)
	<b>Lee Griffin</b>	LG	Academic Director (Postgraduate Taught)
	<b>Dr Cathy Hampton</b>	AW	Academic Representative of the Faculty of Arts
	<b>Nichola Howell-Manning</b>	NHM	Student Communications Manager
	<b>Karen Jackson</b>	KJ	Representative of the Library
	<b>Dr Modupe Jimoh</b>	MJ	Academic Fellow of the WIHEA
	<b>Dr Russ Kitson</b>	RK	Academic Representative of the Faculty of SEM
	<b>Dr Gavin Schwartz-Leeper</b>	GS	Student Engagement Coordinator (Faculty of Arts)
	<b>Professor Azrini Wahidin</b>	AW	Academic Fellows of the WIHEA
<b>Roberta Wooldridge Smith</b>	RWS	Director of Student Opportunity	
<b>Attending</b>	<b>Lauren Botham</b>	LB	Secretary
	<b>Russel Boyatt</b>	RB	Senior Enterprise Architect (IDG) (item 059)
	<b>Adele Brown</b>	AB	Director of Student Experience
	<b>Megan Caulfield</b>	MC	Senior Projects Advisor (Student Success) (item 060)
	<b>Professor Caroline Elliot</b>	CE	Research Fellow (WIHEA) (item 059)
	<b>Alison Greenhalgh</b>	AG	Senior Policy Advisor (EPQ) (item 059)
	<b>Katharine Stratford</b>	KS	Assistant Secretary

Ref	Item
054	<p><b>Welcome and Apologies for Absence</b></p> <p>Apologies were received from Professor Jo Angouri, Isabelle Atkins, Professor Andrew Clarke, Dr Sam Hardy, Professor Chris Hughes, Dr Rebecca Limb, Professor Kate Mawson, Emma Mundy, Grace Nolan, Nathan Parsons, Sidney Pycroft, Jack Sperry, Dr Jianhua Yang.</p> <p><b>Welcome and Membership Changes</b></p> <ul style="list-style-type: none"> <li>• <b>Adele Brown, Director of Student Experience</b> attended the meeting and will be formally joining SLEEC in 2022/2023.</li> <li>• <b>Katharine Stratford</b> was thanked for their hard work, support, and commitment to SLEEC. They will formally be stepping down from the Assistance Secretary role from 2022/2023. Lucy Davis will be the new Assistant Secretary for the next academic year.</li> </ul>
055	<p><b>Declarations of Interest</b></p> <p>No new declarations were made.</p>
056	<p><b>Minutes of the last meeting on 7 April 2022</b></p> <p>The minutes were approved subject to two minor points:</p> <ul style="list-style-type: none"> <li>• Members were informed that the Students' Union nominated SP as a Representative from the Faculty of Social Sciences due to the joint nature of their degree, but that their home department is situated within the Faculty of Arts.</li> <li>• C-HL confirmed that the minutes of the April 2022 SLEEC meeting would be updated to record C-HL as the Societies Officer.</li> </ul>
057	<p><b>Matters arising from the last meeting on 7 April 2022</b></p> <p>No matters were discussed.</p>
<b>Co-Chairs' Update</b>	
058	<p><b>Co-Chairs' Business and Actions</b></p> <p>The Committee received and noted verbal updates from the Co-Chairs:</p> <p><b>a) Students' Union updates:</b></p> <ul style="list-style-type: none"> <li>• Charlton Sayer (Welfare and Campaign Officer) and Isabelle Atkins (Education Officer) have left the Students' Union. C-HL is the main contact for the Students' Union for matters of Education. The resourcing in the Students' Union is currently stretched but the team will endeavour to keep all important business on track.</li> <li>• Recruitment for the Academic Voice Team is underway and will merge with the Democracy Team. Yaz Yeahia is the manager of the new Student Voice team and is off to a good start in their role.</li> <li>• Polly Jones has been appointed to restart the Decolonisation Project. Their title will be Advocacy Project Advisor. The role will support projects more widely and will aim to develop students as change partners to work on wider projects as well as decolonisation.</li> <li>• The HEA Governance Regeneration Project review is being progressed and will lead to change. Details will be communicated in due course.</li> </ul> <p><b>b) General updates:</b></p> <ul style="list-style-type: none"> <li>• Work to deliver the Institutional Teaching and Learning Review 2023 (ITLR) is underway. Student engagement will be integral to its success, which SLEEC is best situated to consider and help shape. A SLEEC away-day will therefore be scheduled over the summer to support ITLR development in this area, as well as discuss ideas to support students joining or returning in 2022/23.</li> </ul>

	<ul style="list-style-type: none"> <li>• SLEEC will have two face-to-face meetings next academic year, one in October and one in May. However, this will remain flexible if advice is received to not meet face-to-face during the winter months.</li> <li>• The final NSS response rate was 62.14%, with all departments achieving 50% or above. This was lower than the institutional aim, but numerous institutions across the sector also reported lower response rate scores so this is not an immediate concern. Departments were thanked for their hard work and support during the survey.</li> <li>• The NSS results release day is Wednesday 6th July at 9:30am and the dissemination of results will be led by EPQ as usual.</li> <li>• The final response rate for PTES was 29.85%. The raw data will be received by late July and benchmarking data will be disseminated to colleagues in August.</li> <li>• The Chair noted that this is the last meeting of the year and thanked all Committee members for their hard work and valued contributions to the Committee's business.</li> </ul>
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<b>Items for Consideration</b>
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059	<p><b>Student Data Ethics</b></p> <p>The Committee received the paper (059-SLEEC-260522{public}) and a verbal update. Key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>• The Online Assessment Data Ethics Group is made up of 10 academics and student volunteers split into two working groups: the Ethics Framework Document Review subgroup and the Academic Literature Review subgroup.</li> <li>• Colleagues are looking at analytics work that has been carried out at the University previously and similar work in other institutions to see what they can learn to develop documentation for the University. Once available, a document of proposed principles will be brought to SLEEC for discussion before a final document is published.</li> <li>• The remit, issues, themes, and target audiences were presented by CE noting that they are focusing on student assessment data, not all student data, and that this will be used for the students' benefit. Eight principles were outlined including the ethical use and transparency of collecting data and the use of the data.</li> <li>• CE and colleagues discussed the importance of involving PG students and suggested reaching out to those joining the University in October. Members also discussed the focus on online assessment as many SEM subjects are moving away from online assessments, meaning there is a need to ensure non-online assessments are considered. Further thought is needed on this as focusing on online assessments is a sensible start, but it may not be indicative of the overall picture.</li> <li>• CE outlined the recommendations for who will have responsibility of this data and the plan of the work to be completed over the summer.</li> <li>• It was suggested that this should be seen as an opportunity to do something very different and to introduce a Warwick Student Data Group that would have responsibility for student online assessment data and become a home for colleagues who want to use the data for pedagogical research. Colleagues who want to access student data for pedagogical research need to apply to faculty research ethics committees to gain approval, which the subgroup felt takes too long and therefore will consider recommending the creation of the Warwick Student Data Group.</li> <li>• GvdV noted there were many changes underway including a subgroup of the Academic Resourcing Committee on Interdisciplinary Learning, including systems used and how data is collected.</li> <li>• CE and colleagues noted the subgroups will be meeting in the next few weeks and the UG student volunteers will meet over the summer. A draft document will then be put together using feedback from both subgroups, SLEEC, Dean of Students Office, Academic Development Centre, and other roadmap groups. The aim is to take a final document to the Education Committee in September.</li> </ul> <p><b>DECISION:</b></p> <p>The Committee <b>noted</b> the verbal update on Student Data Ethics.</p>
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**TEG 2021-22 Outcomes**

The Committee received the papers (060a-SLEEC-260522{public}; 060b-SLEEC-260522{public}; 060c-SLEEC-260522{public}) and verbal updates. Key points and discussions were as follows:

**a) Overall findings:**

- This was the fourth iteration of the Teaching Excellence Group (TEG) and the last before ITLR 2023.
- The engagements focussed on the future of the curriculum, inclusive education, and student engagement.
- Departments continue to face challenges post-pandemic and are feeling pressures delivering hybrid learning.
- Much good practice was shared and captured during the meetings.

**b) Inclusive education findings:**

- The early analysis is positive and there is good momentum with many departments actively engaging with the inclusive education dashboard and throughout events, workshops, and training. Priority themes have been identified and workshops are being developed to support departments in the thematic areas.
- All departments are at different stages of the journey and there is a real opportunity to develop and learn together with the peer and central support that is available.
- The current main challenges identified are time, networking, and practical advice. MC explained that they encourage all staff to take responsibility for inclusive education, for colleagues to run calendar events and for a suite of workshops to be created to overcome these issues.
- MC outlined the next steps to develop online resources that collate shared good practice into one space for departments to access and to communicate better with students looking at the type of language used.

**c) Student engagement and Student Survey Action Plan findings:**

- LD informed members that it was clear to see throughout the TEG meetings that departments were striving to provide an excellent student learning experience. Departments were praised for involving students with decision making, working collaboratively with students, and employing various mechanisms for hearing the student voice.
- There were some clear emerging themes from the Student Survey Action Plans submitted by departments including a particular focus on the Learning Community NSS 2021 result, and the approach to blended learning.
- The student voice was frequently mentioned in the Student Survey Action Plans with a strong appreciation across all departments for the need to rebuild the sense of community and relationship between staff and students. Departments noted that this will take time to rebuild, however they are feeling positive about the efforts being made to work collaboratively with students.
- Common themes on the strengths shown within departments were that students felt supported throughout the pandemic, and they were able to approach department staff during these challenging times. In addition, departments said they provided extra support during online learning through extra supervision and increasing the number of personal tutor meetings.
- Finally, common themes within the Student Survey Actions Plans on areas that require improvement were ensuring students are aware of the value of their voice within departments, ensuring feedback provided from students is acted upon and the feedback loop is closed.
- Departments were hopeful for positive feedback on the student learning experience within the NSS 2022 results after the reintroduction of in-person teaching.

The group were invited to comment on the effectiveness of the Student Survey Action Plans when discussing the strengths and priorities for enhancement within departments. Members of SLEEC noted that the Student Survey Action Plan should be a working document that staff and students engage with at regular intervals throughout the academic year, rather than being a document that is only used once per year for the purpose of submission.

	<p><b>DECISION:</b></p> <p>The Committee <b>noted</b> the verbal update on the TEG 2021-2022 outcomes.</p>
061	<p><b>Student Engagement Plans for ITLR 2023</b></p> <p>The Committee received the paper (061-SLEEC-260522{public}) and a verbal update. Key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>• LD provided an overview of what ITLR aims to deliver with a focus on student engagement. Students will be involved throughout the process to ensure the greatest value and impact across all review outcomes.</li> <li>• The paper explained the purpose, benefits, scope, and timescales of ITLR alongside the method developed for embedding students as partners throughout the review.</li> <li>• There will be three student roles: Student Co-creation Officer, Student Panel Member and Departmental Student Lead. The Student Co-creation Officers will be a paid role whereby LD and the students will work collaboratively to build a Student Blueprint and a project plan to engage a wider community of students. Students will be recruited via Unitemps and members of SLEEC are asked to promote this opportunity within their areas of the institution.</li> <li>• All students involved in ITLR will receive training and guidance as well as attend ongoing meetings and workshops where they can come together to discuss their experiences within ITLR and receive advice or support if necessary.</li> <li>• Members of SLEEC suggested working with IATL to share good practices for the Student Co-creation role and that students working in pairs may provide additional support.</li> <li>• Members also noted the importance of reaching out to postgraduate students as the timeline proposed may be challenging. LD aims to work alongside LG to ensure the postgraduate community are aware and involved throughout the ITLR process.</li> <li>• Committee members are invited to speak directly with LD for ideas on how to evaluate student engagement throughout the reviews.</li> </ul> <p><b>DECISION:</b></p> <p>The Committee <b>noted</b> the verbal update on the Student Engagement Plans for ITLR 2023.</p>
062	<p><b>PGT Strategy Update</b></p> <p>The Committee received a verbal update. LG noted that there are no outcomes to report yet, but the priorities and initiatives are noted below:</p> <ul style="list-style-type: none"> <li>• LG is working with Paul Blagburn on what is meant by Widening Participation in the PGT space as it is not currently clearly defined.</li> <li>• LG and NP are working with the welcome team on issues around students arriving at the University over an extended period.</li> <li>• LG is working with RW-S on improving how we promote opportunities available to PGT students.</li> <li>• There is work being done on the governance structure of PGT provision, and LG is gathering resources to bring together and build on the work already completed by the Doctoral College.</li> </ul> <p><b>DECISION:</b></p> <p>The Committee <b>noted</b> the verbal update on the PGT Strategy.</p>
<b>Other</b>	
064	<p><b>Any Other Business</b></p> <ul style="list-style-type: none"> <li>• A final thankyou to KS for all the work that they have done for SLEEC as the Assistant Secretary.</li> </ul>

Next meeting: Thursday 13 October 2022, 10:30, f2f room TBC

DECISIONS AND ACTIONS			
ITEM	DECISION/ACTION	LEAD AND DUE DATE	STATUS
<b>2020/21</b>			
049-SLEEC-270521 Role of Student Engagement Coordinators	<b>ACTIONS</b> 1) Receive review of the Faculty Student Engagement Coordinator roles in academic year 2023/24 2) 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	<b>ACTION:</b> 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	<b>ACTION:</b> The Committee requested an update in 2021/22 of the transcription pilot review.	KS / Despina Weber Term 1 2021	Completed
<b>2021/22</b>			
004-SLEEC-141021 Matters Arising	<b>ACTION:</b> 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	<b>ACTION:</b> 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	<b>ACTION:</b> 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	<b>ACTIONS</b> 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	<b>ACTION:</b> Circulate the paper on Neurodiversity to Committee Members.	JJN Term 3	Ongoing

Learning Experience of Disabled Students			
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