

UNIVERSITY OF WARWICK

EDUCATION COMMITTEE

OPEN MINUTES OF THE MEETING HELD AT 2.00PM, TUESDAY 14 JUNE 2022, Via MS TEAMS

<b>Present</b>	Professor Christopher Hughes	CH	Pro-Vice Chancellor (Education) [Chair]
	Professor Jo Angouri	JA	Academic Director (Education and Internationalisation)
	Professor Andrew Clark	AC	Deputy Pro-Vice-Chancellor (Education and Policy)
	Professor David Davies	DD	Chair of the Faculty Education Committee of Science, Engineering and Medicine
	Professor Rebecca Freeman	RF	Dean of Students
	Professor Lorenzo Frigerio	LF	The Vice-Provost and Chair of the Board of the Faculty of Science, Engineering and Medicine
	Lee Griffin	LG	Academic Director (Postgraduate Taught)
	Professor Jonathan Heron	JH	Representative of IATL, WIHEA and ADC
	Chih-Hsiang Lo	CHL	Societies Officer, Warwick SU
	Nathan Parsons	NP	Postgraduate Officer, Warwick SU
	Professor Sarah Richardson	SR	Chair of the Faculty Education Committee of Arts
	Professor Lesley Roberts	LR	The Chair of the WMS Education Committee
	Professor Penny Roberts	PR	The Vice-Provost and Chair of the Board of the Faculty of Arts
	Professor Patrick Tissington	PT	Academic Director (Employability)
	Professor Gwen Van der Velden	GV	Deputy Pro-Vice Chancellor (Education)
Professor Nick Vaughan-Williams	NV	The Vice-Provost and Chair of the Board of the Faculty of Social Sciences	
<b>Attending</b>	Mahfia Watkinson	MW	Head of Education Quality and Partnerships, Education Policy & Quality [Secretary]
	Dominic Sheehy	DS	Academic Partnerships Officer, Education Policy & Quality [Assistant Secretary]
	Dr Freeha Azmat	FA	Associate Professor, WMG (Observing)
	Megan Caulfield	MC	Senior Projects Officer (Student Success) [item 039]
	Dan Derricott	DDe	Director of Education Policy & Quality
	Dr Kerry Dobbins	KD	Assistant Professor, Academic Development (item 056)
	Dr Leda Mirbahai	LM	Associate Professor, WMS (Observing)
	Emma Mundy	EM	Director of Marketing and Student Recruitment (item 056)
	Dr Chris Twine	CT	Academic Registrar
	Roberta Wooldridge Smith	RWS	Director of Student Opportunity (item 056)
<b>Ref</b>	<b>Item</b>		
051	<b>Apologies for absence</b> Apologies were received from Professor Dan Branch, Dr Naomi Waltham-Smith and Professor Will Curtis.		
052	<b>Declarations of interest</b> There were no declarations of interest recorded.		
053	<b>Minutes of meeting held on 1 March 2022</b> <b>DECISION:</b> The minutes of the meeting held on 1 March 2022 (053-EC140622 {public}) were received and approved		
054	<b>Matters arising from meeting held on 1 March 2022</b>		

	<p>The action to review the consideration of PGT matters through governance structures would be discussed under item 058.</p> <p>The Chair provided an update to the committee regarding the Dimensions of a Warwick Curriculum, which had been designed to support curriculum review. On Senate approval the intention would be to enable delivery in term 1 in the 2022/23 academic year to support departments. The committee noted the impact curriculum review would have on departments and welcomed plans to ensure guidance and support would be provided. The committee noted that curriculum review would follow ITLR rather than run in tandem to support departments working on to prepare for ITLR and refresh their curricula.</p>
<b>Chair's Update</b>	
055	<p><b>Chair's Business and Actions</b></p> <p>The committee received the report of Chair's Actions taken to approve updates to Dimensions of a Warwick Curriculum and the membership for the Board of Graduate Studies (070-EC140622 {public}).</p> <p>The committee further noted changes to its membership for 2022/23:</p> <ul style="list-style-type: none"> <li>• Isabelle Atkins, Education Officer and Nathan Parsons, Postgraduate Officer would be stepping down from their positions on the committee representing the Students' Union.</li> <li>• Chris Twine, Academic Registrar, would be moving to a new role from September as Secretary to the Council and therefore no longer attend. Recruitment for a new Academic Registrar is undergone.</li> </ul> <p>The Chair and members recorded their thanks for leaving members contributions and support with the committee. The Chair noted the important role of the Education Committee during a busy year, particularly in relation to supporting the university community transition from the disruption caused by the Covid-19 pandemic.</p> <p>The Chair invited the committee to consider upcoming challenges in the 2022/23 academic year and to put forward items for discussion at future meetings to assist the committee's business. The Chair noted that following external activities which may be of interest to members:</p> <ul style="list-style-type: none"> <li>• The Office for Students' review and required changes to the Access and Participation Plan for which the University would review its plan and reflect school engagement and attainment.</li> <li>• The Department for Education had announced that Professor Edward Peck, Vice Chancellor of Nottingham Trent University, had been appointed England's first student support champion. The role will support government insight with what is hoped emphasis on gathering good practice from across the sector.</li> </ul>
<b>Strategic Item for Discussion</b>	
056	<p><b>Celebrating Education Excellence</b></p> <p>The committee received the report (056-EC140622 {public}). Key points from discussion were:</p> <ul style="list-style-type: none"> <li>• Education at Warwick is positive, and in recent years works to elevate teaching status and the learning experience across the university, support for students and increasing work in the inclusive education space had been welcome. The impact hopefully translating to improved TEF outcomes. Such positive works were not always celebrated and promoted within the university and members reflected that celebration events would both acknowledge the community's hardwork but also offer opportunity share practice.</li> <li>• The Warwick Education Conference (delayed since 2020 due to the Covid-19 pandemic) was focused on providing a space for colleagues to reconnect, celebrate achievements and stimulate conversation driven by the keynote speakers.</li> <li>• A campaign was created to pull together all activities on campus over Summer 2022 (Commonwealth Games, open days, and graduations) with a focus on teaching excellence and outputs from the recent REF exercise. Members noted that there would be promotion across campus such as through digital artwork with the strapline: Warwick. Excellence. Together. Members reflected on the strapline and offered feedback to inform the ongoing campaign.</li> <li>• Members proposed that in the 2022/23 academic year, consideration be included to recognise colleagues that are not operating at the forefront of their department, alongside ongoing appreciation of</li> </ul>

	<p>departmental concerns. Departments face pressures which members reflected should be noted in institutional activities, such as the work to develop a workload allocation model.</p> <ul style="list-style-type: none"> <li>It was agreed that exploring ways to celebrate educational excellence should continue to be an ongoing focus of the committee.</li> </ul>
<b>Substantive Items</b>	
057	<p><b>Students Union Update</b></p> <p>The committee received a verbal report with key points noted:</p> <ul style="list-style-type: none"> <li>Isabelle Atkins, Education Officer, and Charlton Sayer, Welfare and Campaigns Officer, were no longer in post.</li> <li>Chih-Hsiang Lo, Societies Officer, would be covering Isabelle’s role and taking up the permanent position next academic year. Jacob Jefferson, Democracy and Development Officer, would be covering Charlton’s role.</li> <li>The SU had been recruiting for positions in the Student Voice Team and once positions were filled, meetings with the Education Committee staff would be organised. Training for new officers was due to start in July 2022 and leading into term 1 of the 2022/23 academic year.</li> <li>Outcomes from the government funding review of HE would be communicated once complete alongside updates of the SU priorities.</li> </ul>
058	<p><b>Postgraduate Taught Update including the governance of PGT decisions</b></p> <p>The committee received the report (058-EC140622 {public}) and key points and discussions as follows:</p> <ul style="list-style-type: none"> <li>PGT student issues had been identified, and the next steps towards generating solutions would be to create a specific team focused on this task to support a tailored approach.</li> <li>the team would provide departments added support for their PGT students and an implementation group would be created in the first instance which would inform the actions taken.</li> <li>PGT lessons taken from the ITLR 2023 will help to inform the PGT Strategy and discussions with the ITLR project leads are underway.</li> <li>members recommended that the Faculty Education Committees be informed of the PGT strategy developments as decisions would impact other strategic discussions.</li> </ul>
059	<p><b>Operationalising online assessments</b></p> <p>The committee received an update noting that the paper ‘Operational Changes for Examinations for the Academic Year 2022/23’ (059-EC140622 {public}) had been approved by AQSC with a change to section 5. The committee were invited to review and approve the operational recommendations 1-10. The key points were:</p> <ul style="list-style-type: none"> <li>due to the nature of the changes (e.g. online assessments), the associated policies would need to be reviewed yearly to ensure currency and alignment with system requirements.</li> <li>departments that had had face-to-face exams approved based on academic integrity concerns, would still be valid for the 2022/23 academic year. However any form of differing re-assessment may require reappraisal to ensure standards are consistent.</li> <li>the new upload window of 25 minutes had been put in place to create a balance between not allowing excessive time for potential collusion or misuse to gain unfair advantage, whilst also giving students enough time to submit assessments. Departments would be able to request a 30-minute upload window if required, particularly for complex assessments.</li> <li>it will be mandatory for students to receive training on how to use the system to mitigate for user-errors. It was noted that departments who had offered mock assessments using AEP had students who were able to navigate the assessment better than those who did not have any experience.</li> <li>members requested that students and departments are provided clear advice and that where there is best practice this is share to support successful online assessments.</li> </ul> <p><b>DECISION:</b> The committee <b>approved</b> the operational recommendations</p>
060	<p><b>Warwick Assessment System</b></p> <p>The committee received a verbal report noting the following:</p>

	<ul style="list-style-type: none"> <li>the pilot phase for the project had concluded, involving 20 exam assessments affecting 300 students. Whilst the system would eventually be implemented across the university, the project would now be moving into the feedback and evaluation phase to test its scalability and ensure successful institutional implementation.</li> <li>at present no deadlines have been set for the project though there would be basic changes applied to the system to optimise system delivery with more students expected to be enrolled to use the new software in the 2022/23 academic year.</li> <li>members noted that managing departmental workload and apposite timing within the academic year would be key to successfully delivering phase two of the project. Members further noted the impact the new software could have on different types of assessment and were assured that the project will be implemented gradually across departments over time to ensure confidence and familiarity with the software and minimise disruption.</li> </ul>
061	<p><b>Internationalisation of Education Strategy update</b></p> <p>The committee received the report (061-EC140622 {protected}) and key details and discussions were as follows:</p> <ul style="list-style-type: none"> <li>Heads of Department and faculty committees had been informed of the proposed update to the education strategy which had received broad support.</li> <li>changes focusing on internationalisation lends itself positively to Warwick's priorities and brings the strategy into alignment with current works.</li> <li>the aim of the strategy was to connect, consolidate and grow what is important to the Warwick Community and ensure a coherent approach, avoiding where possible spreading into new areas without focussed rationale.</li> <li>next steps would be to gather resource to develop the strategy alongside institutional priorities to deliver the desired learning intention for students, whilst growing the university's reputational impact.</li> <li>members noted that different parts of the strategy would have an impact on some departments and invited discussions with those departments potentially affected, including the possibility of enabling departmental ambitions.</li> <li>the committee noted that following the pandemic, fulfilling this strategy, and focusing on inclusion would be paramount to continued success and welcomed the progress Warwick is making towards becoming a leader in internationalisation.</li> </ul>
062	<p><b>ITLR 2023 Blueprint</b></p> <p>The committee received the report (062-EC140622 {public}) and key details and discussions were as follows:</p> <ul style="list-style-type: none"> <li>the final proposed ITLR Blueprint has been updated to incorporate feedback after a six-week consultation and Town Hall events with analysis of approximately 200 comments. The Blueprint had been based on the initial concept paper approved by Senate in January 2022.</li> <li>members noted that feedback on the timescales for the project, clarity of the evaluation framework and a professional cluster approach had been used to develop guidance for the ITLR. The ITLR blueprint contained a combination of high-level communication and operational detail and on approval, clarity regarding the process would be expanded to support engagement. This would include presenting the Blueprint into a series of guidance tools that would be a more digestible format for the community through the ITLR website. It was acknowledged that the length of the Blueprint had been difficult for some stakeholders to appreciate the aims and value of the exercise, however it was reported that the added detail, which made the document longer, was as a direct response to the consultation responses received and finding a balance between requests for detail and high-level process had been a challenge.</li> <li>some members had concern about delivering ITLR given present demands on departments and that work on the ITLR would affect other departmental projects and priorities. Assuring quality of education was a collective responsibility and Council had agreed to delay the ITLR by one year due to the pandemic and the reason for why it was to be undertaken a year later than the norm, which is every five years. The Chair added that ITLR is required as a key evaluation exercise and was necessary to avoid external pressures</li> </ul>

	<p>such as from the OfS. ITLR would be important for academic quality and enhancement and setting of future university strategy such as the next Education Strategy.</p> <ul style="list-style-type: none"> <li>members requested that support for departments with the ITLR is provided so that the process is valuable and that closer collaboration with the academic community will ensure the ITLR is a supportive, structured and valuable exercise. Concern about workload arising from the ITLR was discussed. It was acknowledged that ITLR will require resource and time consuming but it was also an opportunity to allow Warwick to demonstrate its commitment to enhancing the student experience as well as to assure quality. With external pressures, such as the TEF, the ITLR will provide insight into areas and strategies that are having positive impact and help the university to improve its approach. The Chair advised that other projects had been delayed to free up resource for ITLR and added that once the planning process begins, the aim would be for departments to be supported and included in the planning and cross institutional discussions to stimulate progressive ideas, such as the three common themes that will be supported through workshops.</li> <li>members requested that specific workload pressures are considered with more communication about how ITLR will fit into other internal processes such as TEG and Academic Resourcing Committee. The committee noted that connecting relevant projects would be useful to streamlining pressures on departments such as the requirement to produce or review action plans as part of the Inclusive Education model or student surveys. Members also requested information about the external quality assurance compliance requirements. The committee acknowledged that more work could be done to link reviews together, which goes beyond the ITLR project and should feed into strategic planning. However it was agreed that information about ITLR and its relationship to other internal processes would be provided to Heads of Department alongside project implementation. It was agreed that the Chair and Director of EPQ would meet with the Vice Provosts and Chairs of the Board of the Faculties to explore and discuss this further.</li> <li>the project team had listened to consultation responses reflected in the final draft Blueprint, with the main request being to move the SED deadline from October, now planned for mid-November. Members requested that other feedback processes be embedded through the ITRL process so that the principle of consultation is not concluded through the approval of the final Blueprint. It was agreed that dialogue should be ongoing so that the ITLR was a positive and productive exercise. Plans to establish an Advisory Group, alongside the Project Board, would also strengthen communications. Members requested that specific support to departments should be provided regarding the evidence base and the Terms of Reference process. To minimise burden on academic departments, it was agreed that the ITLR Project Team would provide collated evidence sets to departments as part of the SED preparations.</li> <li>ITLR will aim to be as effective and add as much value as possible with careful management of the project to help departments. The committee agreed that continued collaboration and maintaining an ongoing dialogue about the implementation of ITLR was required. Future ITLR communications should emphasise where departments will benefit time and work in the long term and care should be given to ensure departments are informed.</li> <li>following approval of the ITLR blueprint, as part of the communications plan, the ITLR website will be updated with guidance and recruitment of the advisory group and panellists will commence.</li> </ul> <p><b>DECISION:</b> The committee <b>approved</b> the ITLR Blueprint 2023</p> <p><b>ACTION:</b> The Chair and the Director of EPQ will meet with the Vice Provosts and Chairs of Faculties to inform the implementation of the ITLR.</p> <p><b>ACTION:</b> The Director of EPQ to provide information about ITLR and its relationship to other internal processes to Heads of Department.</p>
063	<p><b>Update on Teaching Excellence Framework</b></p> <p>The committee received the report (063-EC140622{protected}). The following key points were noted:</p> <ul style="list-style-type: none"> <li>whilst TEF is a required activity as part of the OfS Conditions of Registration, it offered an opportunity for the University to be recognised for its educational excellence. The TEF requirements had been updated and a consultation recently completed, with decisions outstanding. It was anticipated the OfS would publish its consultation decisions in the summer with the criteria updated and published in the autumn. The deadline to submit the submission was not yet confirmed but anticipated to be in Term 1 of 2022-23.</li> </ul>

	<p>This provided a short window for the university to prepare and confirm its submission between the release of the TEF metrics and its updated criteria.</p> <ul style="list-style-type: none"> <li>work to prepare for TEF was underway. The TEF team would be producing a written submission using a combination of the TEF metrics that are benchmarked against the sector and institutional evidence. Some input may be needed from departments in autumn 2022 after the OfS have released the metrics. It was envisaged that departmental input would likely be minimal but needed to support where there are good practice cases or where there are metrics which need to be contextualised.</li> <li>there are five workstreams to inform the draft provider submission, as well as two further workstreams that will run alongside the development of the submission. TEF will require the inclusion of the student voice and the team are working with Warwick SU to support the student submission.</li> <li>the workstream looking at learning gain are carefully assessing the criteria, noting that there are challenges with how it is defined and might be evidenced. Members noted that departments should be able to define what educational gain meant for their programmes and agreed there was challenges with the TEF criteria. The working group is trying to avoid hard metrics to represent learning gain and once the TEF provision submission was complete, the outputs and findings from its working group would be shared with departments to inform and support institutional activity.</li> </ul>
064	<p><b>Inclusive Education Model update</b></p> <p>The committee received the report (064-EC140622{protected}) and key points and discussions were as follows:</p> <ul style="list-style-type: none"> <li>the new model was one year into delivery with the intended aim of the model being to enable successful learning outcomes for all students, reflecting the university's commitment to student success.</li> <li>the model would be focused on achieving five main goals: closing the attainment/awarding gap; ensuring inclusive curriculums and communities; inclusive teaching, inclusive support; and meeting commitments set out in the University's Access and Participation Plan.</li> <li>achieving the aims of the model was a whole organisational responsibility, with progress towards delivering targets being supported and enabled through the works of departments as well as the university.</li> <li>training for departments, professional service teams and students would be delivered, and inclusion as theme would be included in the annual Teaching Excellence Group (TEG) meetings with academic departments. TEG is an opportunity to identify good practice.</li> <li>the next steps for the project would involve action planning with departments, events, workstream planning and an inclusive education hub. It was reported that the aim would be to create a balance between impact and the burden for departmental input. It was recognised that the long-term plan for the project would be more ambitious and require more resource.</li> <li>members were keen to see that departments are provided enough time to reflect on how best to archive specific actions to enable the model aims and objectives. The committee noted that there would be funding for students to work with departments to enable time to prioritise activity as needed.</li> </ul>
065	<p><b>Assuring the quality of apprenticeships</b></p> <p>The committee received the report (065-EC140622 {protected}). Due to time allowing the item was not discussed however members were invited to contact the report writer with questions. It was noted that the University was preparing for its first New Provider Monitoring Visit from the Ofsted inspectorate, after the DfE and OfS announced Ofsted's statutory remit would include Degree Apprenticeships at Levels 6 and 7 from April 2021. Based on the Ofsted indicative timeline for visits, it was anticipated that the monitoring visit would nominally take place before 31 October.</p>
<b>Items below this line were for receipt and/or approval, without discussion</b>	
066	<p><b>ASQC report</b></p> <p>The committee received and approved the reports (066a-EC140622{public} and (066b-EC140622{public} from the AQSC.</p>
067	<p><b>Employability and Skills Working Group report</b></p> <p>The committee received the report (067-EC140622{public}).</p>

068	<b>Doctoral College Report June 2022</b> The committee received the report (068-EC140622{public}).
069	<b>Outcomes from Teaching Excellence Group Engagements 2021-22</b> The committee received the report (069-EC140622{public}).
<b>Chairs Action</b>	
070	<b>Chairs Actions since the last meeting of Education Committee</b> The committee received and acknowledged the report (070-EC140622{public}) detailing Chairs Action taken on behalf of the committee.
<b>Subsidiary and Sub-Committee Reports</b>	
071	<b>Business for report from Academic Quality and Standards Committee (AQSC)</b> The committee received and noted the agenda and minutes of meetings <a href="#">available online.</a>
072	<b>Business for report from Board of Graduate Studies (BGS)</b> The committee received and noted the agenda and minutes of meetings <a href="#">available online.</a>
073	<b>Business for report from Student Learning Experience and Engagement Committee (SLEEC)</b> The committee received and noted the agenda and minutes of meetings <a href="#">available online.</a>
074	<b>Business for report from the Partnerships Committee</b> The committee received and noted the agenda and minutes of meetings <a href="#">available online.</a>
075	<b>Business for report from the Widening Participation Committee (WP)</b> The committee received and noted the agenda and minutes of meetings <a href="#">available online.</a>
<b>Other</b>	
076	<b>Any other business</b> There was no other business to report.
<b>The meeting closed at 17:05.</b> The next meeting of the Education Committee was scheduled to take place at 14:00 on Thursday 08 December 2022. The meeting will take place either on-campus in University House, CMR 1.0 or online, which would be confirmed to members in the new academic year.	

DECISIONS AND ACTIONS			
ITEM	DECISION/ACTION	LEAD AND DUE DATE	STATUS
<b>2021-2022</b>			
<b>053</b>	<b>DECISION:</b> The minutes of the meeting held on 1 March 2022 (053-EC140622 {public}) were received and <b>approved</b>		
<b>059</b>	<b>DECISION:</b> The committee <b>approved</b> the operational recommendations set out in the report 059-EC140622 {public}		
<b>062</b>	<b>DECISION:</b> The committee <b>approved</b> the ITLR Blueprint 2023 detailed in the report 062-EC140622 {public}		
<b>062</b>	<b>ACTION:</b> The Chair, the Director of EPQ and the Vice-Provosts and Chairs of Faculty will meet to discuss the ITLR.  <b>ACTION:</b> The Director of EPQ to provide information to Heads of Department about the ITLR in relation to other internal processes such as TEG.		