

**UNIVERSITY OF WARWICK
EDUCATION COMMITTEE**

OPEN MINUTES OF THE MEETING HELD AT 2.00PM, THURSDAY 10 DECEMBER 2020, Via MS TEAMS

Present	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 Will Curtis	WC	Deputy Pro-Vice-Chancellor (Education Quality and Standards)
	Professor David Davies	DD	Chair of the Faculty Education Committee of Science, Engineering and Medicine
	Shingai Dzumbira	SD	Student Representative (Postgraduate Officer)
	Dr Rebecca Freeman	RF	Dean of Students
	Professor Jonathan Heron	JH	Representative of IATL, WIHEA and ADC
	Professor Matthew Nudds	MN	Chair of the Faculty of Social Sciences (items 001 – 011 only)
	Professor Sarah Richardson	SR	Chair of the Faculty Education Committee of Arts
	Professor Lesley Roberts	LR	Chair of WMS Education Committee
	Professor Penny Roberts	PR	Chair of the Faculty of Arts
	Professor Colin Sparrow	CS	Academic Director (Graduate Studies)
	Professor Patrick Tissington	PT	Academic Director (Employability)
	Professor Gwen Van der Velden	GV	Deputy Pro-Vice Chancellor (Education)
Dr Naomi Waltham-Smith	NW	Chair of the Faculty Education Committee of Social Sciences	
Attending	Katharine Gray	KG	Senior Assistant Registrar (Teaching Quality), [Secretary]
	Craig Franklin	CF	Administrative Officer (Courses and Modules), [Assistant Secretary]
	Paul Blagburn	PB	Assistant Director (Outreach), SROAS (item 007 only)
	Roland Ingram	RI	Programme Lead, Registrar's Group (item 013 only)
	Maureen McLaughlin	MM	Director of Education Policy & Quality
	Jo Richards	JR	Associate Director Market Research and Insight (item 015 only)
	Kulbir Shergill	KS	Director of Social Inclusion (item 007 only)
	Dr Chris Twine	CT	Academic Registrar
	Roberta Wooldridge Smith	RWS	Director of Student Opportunity (item 011 only)
Ref	Item		
001	Chair's Welcome and Introduction The Chair welcomed new members Megan Clarke (Education Officer), Shingai Dzumbira (Postgraduate Officer), Professor Jonathan Heron (Representative of IATL, WIHEA and ADC), Dr Naomi Waltham-Smith (FEC Chair, Social Sciences), Christopher Bisping (Academic Director, Postgraduate Taught).		
002	Apologies for absence Apologies were received from Christopher Bisping and Professor Caroline Meyer.		

003	<p>Membership and Terms of Reference 2020-21</p> <p>The Committee approved the membership and terms of reference for 2020-21 (003-EC101220).</p>
004	<p>Declarations of interest</p> <p>No new declarations were made.</p>
005	<p>Minutes of meeting held on 8 June 2020</p> <p>The minutes of the meeting held on 8 June 2020 (005-EC101220) were received and approved.</p>
006	<p>Matters arising from meeting held on 8 June 2020</p> <p>The matters arising from the meeting held on 8 June 2020 were as follows:</p> <ul style="list-style-type: none"> • 028 – It was reported that funding for the Library extension project may have been released. • 032 – The Director of Education Policy & Quality would provide an update on TEG in item 012.
Strategic Item for Discussion	
007	<p>Student Success and Inclusion</p> <p>The Committee received presentations from the Deputy Pro-Vice Chancellor (Education) and the Dean of Students, and a paper (007-EC101220) from the Assistant Director (Outreach). The key points and discussions were as follows:</p> <ul style="list-style-type: none"> • The Chair reported that much progress had been made in relation to access and that the focus was now on attainment, participation, and success. This work was intended to begin during 2019-20 but had been delayed given the pandemic. These areas were now a strategic priority for this year and colleagues were working towards a framework for change process. • The Dean of Students presented slides on the development of an inclusion model towards improving outcomes for all students. This work stems from discussions held with departments as part of the Teaching Excellence Group process and aims to develop a model for change. • The goals for this work as well as the foundations of the model were outlined to the Committee. Success would require whole institutional change, taking a holistic view of student experience and working together across all areas of the University. • A cyclical model had been developed aiming to raise institutional consciousness and understanding towards facilitation of continuous improvement through embedding processes of ongoing reflection and change. • Essential elements of the model were outlined to the Committee. The particular importance of partnership with students and shared ownership with departments in taking the work forward was identified. • The Deputy Pro-Vice Chancellor (Education) presented slides on assessment and inclusion. • During 2020 all assessment had to move online due to the COVID-19 pandemic. This required structural change at pace and an associated need to identify groups of students who could be disadvantaged ahead of implementation to ensure changes were made inclusively. • The move from hand-written exams to online assessment had led to a greater diversification of assessment methods and had enabled the use of assistive technologies, increasing inclusivity. • Student feedback had been largely positive and recent data had identified improvement in attainment gaps. Work to understand the cause of this improvement was still required. • Centralised marks management had produced more auditable data looking across the institution that could enable structural and sustainable step-changes. • Improvements made to the mitigating circumstances process and decision making had been positive and would be retained going forward. • The move toward blended learning had necessitated development to systems, guidance and training which had increased accessibility of resources for all students. It was noted however that lower offline engagements levels had a negative influence on overall student engagement.

	<ul style="list-style-type: none"> • The wider policy changes around awards and progression were outlined to the Committee, including the safety net and extended deferral arrangements. • The importance of considering access and participation collectively and ensuring the two areas work together was discussed by the Committee. Doing so could enable focus on removing barriers whilst preparing students to both enter and engage successfully in higher education. • The Committee emphasised the need for wider cultural change in terms of leadership, strategy, and behaviour to enable the inclusion model to be successful. Ongoing work in these areas would need to continue and should be joined-up with the work of the Education Executive and inclusion team. • The issue of incorrect auto-captioning affecting student assessment was discussed by the Committee and it was reported to the Committee that a bid for funding to improve captioning was ongoing. • The Committee discussed how departments could be supported to adopt the inclusion model. It was reported that new curriculum development posts within Education Policy & Quality were being appointed to and that these would be developing a model for curriculum development which could support the embedding of inclusive approaches. The Dean of Students was also holding ongoing discussions with the Academic Development Centre looking to embed support and bring departments together in a collaborative approach going forward. • The Committee highlighted that it would be useful to have examples of how to tackle more complex areas where less data exists. • The Chair noted that a good start had been made and highlighted the importance and complexity of this work. Progress would be continuous, and the Committee should revisit this area.
Chair's Update	
008	<p>Chair's Business</p> <p>(a) The Chair noted thanks to all members of the Committee and to the wider University community for their hard work and perseverance since March and the level of support provided for students.</p>
Substantive Items	
009	<p>Students' Union Update</p> <p>The Committee received a verbal report from the Student Representative (Postgraduate Officer). The key points and discussions were as follows:</p> <ul style="list-style-type: none"> • The Students' Union had been focused on its response to the recent protest regarding sexual assaults and harassment. • The priority had been to ensure students understand the Report and Support process. • A virtual town meeting had been held the day before the Committee meeting to air student queries. • The Students' Union had also been working to collaborate on student Covid-19 testing for Christmas travel.
010	<p>Education Strategy Priorities in 2020-21</p> <p>The Committee received a paper (010-EC101220) and verbal report by the Chair. The key points and discussions were as follows:</p> <ul style="list-style-type: none"> • The Committee noted the Education Strategy priorities for 2020-21 and the Chair emphasised focus on blended learning and inclusion.

011	<p>Brexit and Mobility Update</p> <p>The Committee received papers (011a-EC101220, 011b-EC101220, 011c-EC101220) and presentations from the Academic Director (Education and Internationalisation) and the Director of Student Opportunity. The key points and discussions were as follows:</p> <ul style="list-style-type: none"> • A new governance structure for internationalisation work had been established. Headed by the Internationalisation Steering Group, reported into by the Mobility Working Group and the Internationalisation at Home Working Group. • Work was underway to re-design mobility by embedding it in the curriculum beyond traditional models (e.g. year abroad) and to create more opportunities for transnational collaboration. • Lessons learning during the pandemic had enabled moving forward with educational relationships with international partners, including EU partners post-Brexit in terms of a model of mobility that goes beyond relying on international travel. Work in this area was attempting to engage in good practice and to future proof the student experience. • There had been strong student engagement with mobility despite the pandemic, particularly as more educational institutions had been unable to take incoming visiting students, more students had moved towards work placements. • Work was underway to support students in understanding the implications of Brexit with communications being the priority. It was noted however that there were many areas in which definitive government guidance was still unavailable. • Erasmus+ funding had been confirmed until May 2022. It was reported that Europe had been the only feasible mobility destination during the pandemic. • A review of European partner arrangements was underway towards assessing varying value profiles through a process of RAG rating. Work had been undertaken in collaboration with academic departments to understand the partner relationships. Modelling of outcomes dependent upon differentially weighted criteria had been undertaken. • Work in this area had identified the need for a new flexible model for transnational education founded on strong partnerships that serve the needs of departments and wider University strategy, where different partners support different elements of the student experience. • The Committee discussed ongoing student perception of opportunities for mobility. It was reported that students continued to express interest and that the impact and benefits of international experience had been a central message at open days. • New programmes such as the Alliance Intensive Study programme were looking strong in terms of engagement, and the EUtopia learning community continued to grow. It was noted by the Committee that the move toward online learning had afforded increased opportunity for international connectivity.
012	<p>Teaching Excellence Group Update</p> <p>The Committee received a paper (012-EC101220) and verbal update from the Director of Education Policy and Quality. The key points and discussions were as follows:</p> <ul style="list-style-type: none"> • It had been particularly important this year to balance quality assurance against recognition of the burden and volume of work in academic departments. • The focus would be on opportunities to discuss the blended learning and teaching experience and to think about enhancement and challenges. • There would be continued focus on active student engagement and the associated learning opportunities. • Meetings would be shorter with reduced demand for paperwork. • The process would be valuable preparation for TEF and would allow forward thinking towards the Institutional Teaching and Learning Review in 2022. • Three meetings had been scheduled before Christmas with the remainder to take place during January and February.

013	<p>Student Personalised Information Programme Update</p> <p>The Committee received a verbal report from the Head of Business and Process Analysis, Information and Digital Group. The key points and discussions were as follows:</p> <ul style="list-style-type: none"> • The programme began in March 2017 with a fixed budget, a five-year timeframe, and a vision for student experience. At the time of this meeting 18 months remained. • Project plans were being reviewed by the programme steering board given the impact of the pandemic and the associated diversion of resources. • Moving forward digital change would be a permanent business-as-usual function within the Information & Digital Group rather than being delivered through a temporary function such as the Student Personalised Information programme. • There would be a move to separate education projects from non-education projects in areas such as student finance, enabling work to be led by senior leaders in project specific areas. Education projects would be overseen by a group reporting to the Education Executive. • Work streams would consider process change alongside technology change. • The Learning Analytics stream would have a dedicated senior data analyst and look initially to draw out the quality of existing practice. This work would include an ethics strand. • The Module Selection stream had been paused given the diversion of resources during the pandemic. Work in this area would now look at how departments could be supported this academic year.
014	<p>Office for Students Consultation on Quality and Standards</p> <p>The Committee received a paper (014-EC101220) and verbal update from the Director of Education Policy and Quality. The key points and discussions were as follows:</p> <ul style="list-style-type: none"> • The Director of Education Policy and Quality invited Committee members to contribute to the institutional response to the consultation in advance of the deadline, 12 January 2021. • The consultation was part of a wider recalibration of the regulator’s relationship with higher education institutions. It represented a refresh on definitions of quality and a move away from the QAA Quality Code, towards an approach that enables the Office for Students to more easily regulate and review quality within the sector. • There was an intention to consult on the Teaching Excellence Framework in future and to look at data and outcomes at subject level as well as at the institutional level. • There was strong emphasis on the use of indicators which could be measured from admissions, complaints, student survey data, review activity by Professional, Statutory and Regulatory Bodies (PSRBs), continuation and completion, and student outcomes. This would include data at course level. • There was no indication that there had been prior consultation with students, PRSBs, QAA or HESA. • The Committee noted concern that this approach would diverge from the rest of the UK, Europe, and international quality standards. <p>ACTION: Members to provide input towards the institutional response to the Director of Education Policy and Quality</p>
015	<p>Student Experience Surveys</p> <p>The Committee received a paper (014-EC101220) and verbal update from the Associate Director Market Research and Insight. The key points and discussions were as follows:</p> <ul style="list-style-type: none"> • The term 1 survey had closed on Monday 7 December, comments would be available in the week following this committee meeting. • The survey focused on student experience in areas including blended learning, communication, academic support, and connectivity. • The survey has received over 1000 more responses than the term 3 survey. • The Associate Director Market Research and Insight noted thanks to all colleagues involved in promoting the survey.

	<ul style="list-style-type: none"> Initial analysis of results highlighted positive results in the areas of quality of online teaching, academic support, communication of changes and the blended approach. This indicated student endorsement of the efforts made by the University during a challenging term. Further the Associate Director Market Research and Insight reported that the Welcome Week survey as well as student focus groups had provided a sense of gratitude from students toward the efforts being made by the University.
Items below this line were for receipt and/or approval, without discussion	
016	Revised Terms of Reference and Membership for the Student Success Programme Board The Committee received and approved the revised terms of reference and membership (016-EC101220).
017	Students Union Academic Representation Agreement The Committee received the Students Union Academic Representation Agreement (017-EC101220) which would be recommended to Senate for approval .
Chair's Action	
018	Proposal for accreditation arrangement partnership with University College Birmingham (UCB) The Committee noted that the proposal (018-EC101220) had been approved by Chair's Action.
019	Revised Membership of the Student Learning Experience and Engagement Committee The Committee noted that the revised membership (019-EC101220) had been approved by Chair's Action.
Subsidiary and Sub-Committee Reports	
020	Business for report from Academic Quality and Standards Committee (AQSC) The Committee received and noted the agenda and minutes of meetings available online .
021	Business for report from Board of Graduate Studies (BGS) The Committee received and noted the agenda and minutes of meetings available online .
022	Business for report from Student Learning Experience and Engagement Committee (SLEEC) The Committee received and noted the agenda and minutes of meetings available online .
023	Business for report from the Partnerships Committee The Committee received and noted the agenda and minutes of meetings available online .
024	Business for report from the Widening Participation Committee (WP) The Committee received and noted the agenda and minutes of meetings available online .
025	Results of the National Student Survey The Committee received and noted a paper (025-EC101220) by the Assistant Registrar, Education Policy and Quality.
026	Degree Outcomes Statement The Committee received and noted a paper (026-EC101220) by the Senior Assistant Registrar (Teaching Quality).
Other	
027	Any other business There was no other business.
CLOSE BY 16:00 Next meeting: 09:30, Monday 1 March 2021, via MS Teams	

DECISIONS AND ACTIONS			
ITEM	DECISION/ACTION	LEAD AND DUE DATE	STATUS
2020-2021			
014- OfS Consultation on Quality and Standards	Members to provide input towards the institutional response to the consultation to the Director of Education Policy and Quality	M McLaughlin	
2019-2020			
015 – Collaborative Review of Degree Apprenticeships	ACTION: The Committee to consider further Section 18.1, focusing on actions for the Degree Apprenticeships Steering Group, the UEB and the Education Committee, following discussion at UEB.	Deferred	Deferred
028 – Development of Teaching and Study Spaces	ACTION: Colleagues from the Library to provide an update at the next meeting of Education Committee on plans for the new library and outcomes of initial discussions.	Deferred	Deferred
032 – Outcomes of Teaching Excellence Group 2019/20	ACTION: Management of joint honours provision should be included as a theme in the next round of TEG meetings.	MM 10 December 2020	Completed