UNIVERSITY OF WARWICK			
EDUCATION COMMITTEE			
OPEN MINUTES OF THE MEETING HELD AT 14:00, TUESDAY 7 MARCH 2023, Via MS TEAMS			

Present	Professor Christopher Hughes	CH	Pro-Vice Chancellor (Education) [Chair]
	Professor Jo Angouri	JA	Academic Director (Education and Internationalisation)
	Professor Daniel Branch	DB	Academic Director (Postgraduate Research)
	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
	Professor Letizia Gramaglia	LG	Representative of IATL, WIHEA and ADC
	Lee Griffin	LG	Academic Director (Postgraduate Taught)
	Chih-Hsiang Lo	CHL	Societies Officer, Warwick SU
	Professor Rachel Moseley	RM	Chair of the Board of the Faculty of Arts
	Hamza Rehman	HR	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 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
	Dr Naomi Waltham-Smith	NWS	Deputy Chair (Education), Faculty of Social Sciences
Attending	Adele Browne	AB	Director of Student Experience [item 033]
	Adam Child	AC	Academic Registrar
	Dan Derricott	DDe	Director of Education Policy & Quality
	Rhiannon Martyn	RM	Head of the Doctoral College [item 029]
	Kim Robinson	KR	Deputy Director and Head of Education Policy and Governance, EPQ [Secretary]
	Dominic Sheehy	DS	Academic Partnerships Officer, Education Policy & Quality [Assistant Secretary]

Ref	Item
024	**Apologies for absence** Apologies were received from Professor Nick Vaughan-Williams.
025	**Declarations of interest** There were no declarations of interest recorded.
026	**Minutes of meeting held on 08 December 2022** **DECISION:** The minutes of the meeting held on 08 December 2022 (026-EC07032023{public}) were received and **approved**
027	**Matters arising from meeting held on 08 December 2022:** One matter arising had been recorded and completed: • The Chair had requested the status of the report regarding the 'Cost of Living Support package for Students' (009-EC08122022{protected}) be changed to 'protected' to allow representatives from the Students' Union on the Education Committee to be included in the discussions.

The Chair also provided a general update relating to items discussed at the previous committee:

Institutional Teaching and Learning Review (ITLR)

- The ITLR is ongoing and several of the first review panel meetings had now been completed. The Education, Policy and Quality (EPQ) team continue to support the delivery of this project and the committee recognised the contribution of the Chairs, Secretariat and Departments towards the success of the review.

Student Communications

- The National Student Survey (NSS) window was open for feedback and colleagues could now encourage departments to remind students to participate. Targeted support is in place where engagement is lower compared to previous years and a recent event involving NSS departmental leads took place to help boost response rates. EPQ would continue to offer events for specific departments when required.

Cost of Living Support package for students

- Regarding the University's response to the cost-of-living crisis, the University is clarifying the current position on reasonableness, publication, and transparency.

Preparation for the Teaching Excellence Framework 2023

- The committee noted that the University's Teaching Excellence Framework (TEF) submission had been completed on 24th January 2023.

Inclusive Education Action Plan Update

- The Chair thanked the departments for their work on the Inclusive Education Action plans. Funding for departments to put these plans into action would be disseminated in the near future and an update below the line would be provided at the next Education Committee (June 2023).

	Chair's Update

028	**Chair's Business and Actions** The Chair noted that, as with all committees for the 2022/23 academic year, the agenda would be condensed to lighten the burden on members while work on the ITLR continues. The Director of Education Policy & Quality provided an update on the Academic Governance review: • This would be a light touch review (following a full review in 2016) requiring members to reflect on committee effectiveness individually and within the wider governance system. • The project would consider if the current committee structure was fit for purpose; 'effectiveness' was the key theme that would underpin this work. • Other areas of focus include the scheme of delegation, diversity of membership and the inclusivity of meetings. • The review would be launched in March 2023 (Chairs and Secretaries to be contacted initially) and a Senate working group would lead this project. The Academic Director (Postgraduate Taught) who is leading on work involving artificial intelligence, provided a brief update on the University's response to ChatGPT: • Work continues in this space and was raised at Senate. Warwick International Higher Education Academy learning circles had given this priority and the responses of other institutions are being considered. • The aim would be to look holistically at assessment design to understand if ChatGPT/AI could be incorporated into assessment or designed out. It was key that the University moves forward, without a reactive return to pen and paper exams as a long-term solution. • An area of focus would be looking at exams after submission. Turnitin would be adding a ChatGPT detection function in the future however, similar functionality would need to be bolstered by rethinking how University of Warwick (University of Warwick) assess students and assessment design.

	• Training and support through Moodle would be available; initially with guidance and then a University policy.
Strategic Item for Discussion	
029	**Proposed Postgraduate Strategy** The committee received two separate reports (029a-EC07032023/029b-EC07032023{protected}), containing draft strategies for both Postgraduate Research and Postgraduate Taught provision. Professor Dan Branch, Academic Director (Postgraduate Research) provided an overview of the Postgraduate Research Strategy: • Postgraduate Research is a key part of the University, contributing directly to the research strategy and enabling the education strategy. It also underpins key international partnerships (40% PGR students are international) and relationships with industry and employer partners. • PGR had received targets previously however, there had never been a central strategy that defines how the University supports and recruits PGR students. • PGR students usually form a small portion of a department and therefore, they could be overlooked when departments look at their own strategies. • Key elements that needed to be addressed would be scholarships, the variation in experience between departments, cohort size variation, EDI and interdisciplinary. • The aim of this strategy would be to make the University renowned for research, rather than having research as an option. • The plan to develop and implement this strategy centres on supervision, training, and the PGR experience. • Work on engaging with PGR students is underway, leveraging connections within faculties and a dedicated working group to meet KPIs. Lee Griffin, Academic Director (Postgraduate Taught) provided an overview of the Postgraduate Taught Strategy: • The majority of University of Warwick students are undergraduates (UG) and 10% of University of Warwick students are PGR students, that have an identity linked to teaching and are employed by the University. Postgraduate Taught (PGT) identity and clarity of defining this group would be key. PGT students study intensely with the University for one year only, and as such could be overlooked in the delivery of events and ssupport to students who are here for a longer period. • Much of the PGT strategy focuses on the student experience and support such as: the application stage, widening participation consistency and a clearer definition of metrics and expectations, understanding why students choose PGT and the strength of the University of Warwick brand at this level. • The University of Warwick Welcome Team would be putting resource into targeting PGT students. Results and feedback from these efforts would be available soon. • The transition from level 6 -7 (UG-PGT) qualifications could be challenging and University of Warwick needs to ensure the right support is in place. • University of Warwick work on careers support has a strong UG focus, PGT could be missed, largely due to the short term of study. The committee welcomed both strategies and provided feedback: • Steady PGR growth was commended as quality research students would be key to achieving this strategy. • A pressing PGT issue was diversification; if there was no diversification strategy at a PGT level this could fit here. • Part time and full-time students would be considered in the PGT strategy in the future. The main barrier to support for part time PGT students, would be their loyalty to the employer over the University. • Scholarships for 2029 would be welcome however, it was noted that if this deadline could be brought forward it would help to support departments that require funding and enable a secure pipeline. • Regarding internal funding for PGR, and length of time, there is work to be done on benchmarking

	against the sector. It would be best practice to have indications of what a good experience looks like, and from these baseline expectations, we would develop University of Warwick policy. • It would be a good opportunity to utilise University of Warwick's international partners, to look at the student experience. This would feed into, and connect, both strategies. • There is scope for developing a University of Warwick signature pedagogy however, reframing this as a student support framework could be preferred, as leveraging a signature pedagogy to create distinctiveness might cause confusion. There could, however, be scope for a complementary signature that sits comfortably alongside the discipline. The use of 'pedagogy' in this strategy would be reviewed, as some confusion could be curbed by reviewing the terms used. • University of Warwick's distinctives at a PGT level is a challenge as there would be a multitude of reasons why students take up PGT study; most PGR students are considered researchers. The PGT voice is explicitly covered within the academic governance review. • Both strategies are connecting with University of Warwick Grand Challenges and the PGR strategy would look at standardising the length of funding available for students. The committee welcomed the two reports, and there was strong support for both strategies and the committee noted positively the timing of these papers, as these strategies would tie in with the current University wide work on inclusivity through the departmental Inclusive Education Action plans. The committee members offered support to feed into the strategies, and the Chair noted that these reports would come back to the committee for review in the future.
Substantive Items	
030	**Students' Union update** The committee received a verbal update from Chih-Hsiang-Lo, Societies Officer, Warwick SU, regarding recent updates from Warwick Students' Union: • SU representatives had now been elected following a recent student vote with a 20% increase of votes received compared to the previous year. • A teaching and learning survey had been conducted, which provided insights into lecture capture, self-certification, and course fees. This would be distributed widely before the end of the month. • Phil Smith, would be the new CEO of Warwick SU, moving from University of Nottingham. • A GTA survey would be disseminated soon to better understand the positives, and challenges within the current system and how we can improve them. This report would be available in term 3.
031	**Optional Over-Catting: Implementation Plan** Adam Child, Academic Registrar, presented the report (031-EC07032023{protected}), which included a paper that was presented to the Academic Resourcing Committee (ARC) in December 2022, with insights from MCI and the main paper discussing overcatting for consideration which sets out the framework for the implementation plan for the committee to consider: • This paper follows discussions from ARC, looking at the administrative load and impact (wellbeing) of overcatting on students. • As part of the consultations, faculty boards had been included and raised concerns such as: secure future for language learning, value (to employers) associated with additional credits, added flexibility to students, the issue to create space for interdisciplinary learning (such as language). The boards noted that a complex conversation on curriculum design would be needed if overcatting was removed. • Key points lifted from the report stressed that current students would not be impacted (as would students in the current admission cycle) and a there would be a commitment from the University to access language learning. • The Academic Registrar noted that the future of language learning and interdisciplinarity, should be within 120 credits as we should not ask students to commit to extra workload, as this could be considered to not be inclusive. The core academic experience should cater for these requirements. • The committee noted that language learning needed to be maintained as an intellectual discipline and not be moved into a skills category. A strong vision for languages or how the University would support interdisciplinarity needed to be considered first before overcatting could be removed. Overcatting needs to be considered within a broader strategy.

	• The SU appreciated the wellbeing piece however, during a recent survey of over 500 students, 98% opposed the removal of overcatting mostly on the grounds of the added flexibility it provides. The SU noted its stance against the removal overcatting and would prefer alternative options such as timetabling or curriculum design. • It was noted that an option should be to think instead about the student experience and how the University could guarantee flexibility through a different model that doesn't include overcatting. The issue could be clarity on University of Warwick's commitment to interdisciplinarity and flexibility, not overcatting itself. Opportunities offered through the core curriculum would be a separate conversation. • It was raised that departments were concerned, needed input, and would prefer consultation has taken place at an earlier stage. • Concerns were raised regarding the impact of this proposal on students. Reassurances need to be given to current students that there would be no changes to their courses and modules they have committed to. • The committee noted that the removal of overcatting would not inherently boost the student experience and further consultation, with those close to this work, needed to be included. The Chair noted that this was a complex issue and welcomed the input from the committee and the debate on these issues. The concerns would be recorded as would the advice on considerations for the project going forward.
033	**Proposed Student Experience Strategic Framework** Adele Browne, Director of Student Experience, presented the report (033-EC07032023{public}) detailing the proposed student experience framework: • This framework seeks to tie in all student related activity that is not teaching and learning, and the research hopes to better understand the student offering and then present that back to students and departments. • The report tries to make the disparate work around the University linked to student activity more coherent. • The work encompasses and supports inclusive education, diversity, co-creation and the student voice and looks to connect these projects and bring in the student voice (not add/create anything new). • There are three main areas of work which include student and user experience, student community experience and student roundtables. • The committee commented that clarity between user and community experience would be helpful for University of Warwick to understand how to drive this work forward. • The framework was welcome as provision grows both through need and organically, therefore, it is worthwhile to focus on what specifically works for which students. The review of what the University has for students and what is works for them is valuable. The next steps would be to make is as simple as possible for staff to promote and students to access. • A focus should be on extracting what the student experience is and what University of Warwick would want it to be. There is scope for this project to tie in with other projects taking place across the University. • The committee noted the professional staff within departments are involved in this project, and this report recognised the role all staff play within the student experience. This ties in with the ITLR, with professional clusters looking at the student experience and having thought provoking conversations in this space. • Adele Browne, Director of Student Experience, concluded that being joining up was key, connecting professional services and academic work, to move forward collectively across all staff. There would be focus too on measuring impact and hearing the student voice. • The Chair noted the strong endorsement of this work from the committee. **DECISION:** The committee recommended approval (to Senate) of the Proposed Student Experience Strategic

	Framework.
034	**Mitigating the Impact of Industrial Action** Adam Child, Academic Registrar, presented the report (034-EC07032023{public}), looking at the University of Warwick's response to industrial action: • The key risks to industrial action would be the ability to process marks towards the Summer and a marking boycott and the admin support needed for a potential new board of examiners process. • The intention is to maximise the amount of recovered learning; this is a risk area going forward. • The EPQ working group looking at industrial action are taking into consideration impact upon other sections of the University and related issues (e.g. Professional Body requirements). The group could look at principles, board quoracy and therefore, the place to bring these issues would be to the EPQ working group in the first instance. • The committee stressed the importance of clear communication of policy, guidance and information relating to industrial action being disseminated across departments.
*Items below this line were for receipt and/or approval, without discussion*
035	**Internationalisation Steering Committee ToR & Membership 2022-23** The committee received and approved the report 035-EC07032023{public}.
**Subsidiary and Sub-Committee Reports**
036	**Business for report from Academic Quality and Standards Committee (AQSC)** The committee received and noted the agenda and minutes of meetings available online.
037	**Business for report from Board of Graduate Studies (BGS)** The committee received and noted the agenda and minutes of meetings available online.
038	**Business for report from Student Learning Experience and Engagement Committee (SLEEC)** The committee received and noted the agenda and minutes of meetings available online.
039	**Business for report from the Partnerships Committee** The committee received and noted the agenda and minutes of meetings available online.
040	**Business for report from the Widening Participation Committee (WP)** The committee received and noted the agenda and minutes of meetings available online.
**Other**
041	**Any other business** There was no other business to report.
**The meeting closed at 16:00** The next meeting of the Education Committee was scheduled to take place at 14:00 on Tuesday 14 jUNE 2023 online via Microsoft Teams.

DECISIONS AND ACTIONS			
ITEM	**DECISION/ACTION**	**LEAD AND DUE DATE**	**STATUS**
2022-2022			
026 - Minutes of the meeting held on 07 March 2023	**DECISION:** The minutes of the meeting held on 07 March 2023 (0XX-EC07032023{public}) were received and approved		
033 - Proposed Student Experience Strategic Framework	**DECISION:** The committee **recommended approval** (to Senate) of the Proposed Student Experience Strategic Framework.		
035- Internationalisation Steering Committee ToR & Membership 2022-23	**DECISION:** The committee received and **approved** the report 035-EC07032023{public}.		