

**UNIVERSITY OF WARWICK
EDUCATION COMMITTEE**

OPEN MINUTES OF THE MEETING HELD AT 9.30AM, MONDAY 1 MARCH 2021, Via MS TEAMS

Present	Professor Christopher Hughes	CH	Pro-Vice Chancellor (Education) [Chair]
	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		
028	Apologies for absence Apologies were received from Professor Jo Angouri and Professor Caroline Meyer, Rhiannon Martyn.		
029	Declarations of interest No new declarations were made.		
030	Minutes of meeting held on 10 December 2020 The minutes of the meeting held on 10 December 2020 (030-EC010321) were received and approved .		

031	<p>Matters arising from meeting held on 8 June 2020</p> <p>There were no matters arising from the meeting held on 10 December 2020.</p>
Chair's Update	
032	<p>Chair's Business</p> <p>There were no matters raised by the Chair.</p>
Substantive Items	
033	<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"> • Spring Elections for the new full-time and part-time officer team had taken place. • Planning was underway for the student led teaching awards and Union awards. • The Transforming Education event was due to take place on Thursday 4 March 2021. • Discussion was ongoing with the library about study space on campus and the need to open more study space where possible to meet demand. The Business Continuity & Recovery Programme was looking at this and awaiting government guidance on returning staff to enable more space to open. • Concerns about funding and deadline extensions had been raised by several postgraduate research finalists. The Academic Director (Graduate Studies) was happy to meet with the Student Representative (Postgraduate Officer) to discuss further.
034	<p>Student Attainment and Inclusion</p> <p>The Committee received a paper (034-EC010321) and presentation by the Deputy Pro-Vice Chancellor (Education) and the Dean of Students. The key points and discussions were as follows:</p> <ul style="list-style-type: none"> • The paper was a first draft of an inclusive education strategic approach aimed at aligning existing and future activities to enable students to attain to the best of their abilities. • The paper set-out the need to design curricula in the context of a participation plan that seeks to best support students from different backgrounds. This should also include inclusive study space, co-curricular and extra-curricular opportunities, and resources for students. • The paper described a principles-based approach targeting structural and cultural change, and the need to take a holistic view of the student experience. • There was a need to bring together all current activity in the inclusive education space to understand possible connections and identify existing gaps. This work would enable discussion about moving forward. • The educational change model was intended to be cyclical in enabling and embedding change, and further facilitating continuous reflection. • The identified essential elements of model included: <ul style="list-style-type: none"> - Leadership at all levels of the University. - Governance and strategy embedded through committees, policy, and everyday business. - Partnership and co-creation with students. • The model had been received positively thus far in Faculties and aligned with ongoing work and priorities. There has been demand for commonly produced departmental data that is reliable and used to drive change. Further there was appetite for networks for sharing good practice and exchanging experience. • Feedback identified the need to think about how international and postgraduate students are represented and considered in the model. • Next steps for work in this area included information gathering from Faculties and further consultation with taskforce chairs, WIHEA fellows, and professional services, as well as identification of departmental leadership and development of networks. • The Committee was pleased to see work in this area evolving and discussed the need to ensure behavioural and attitudinal change takes place alongside structural change to maintain progress. • The Committee discussed the importance of targeting those most in need and enabling and facilitating participation from groups less likely to feel able to engage. It would be important to ensure the environment at Warwick encourages participation by all students.

	<ul style="list-style-type: none"> The Committee discussed the importance of data and the need to understand how and when it is produced. The ability to look at in-course change and learning analytics would be very important.
035	<p>Term 3 Co-curricular and Employability Update</p> <p>The Committee received a paper (035-EC010321) from the Academic Director (Employability) and the Director of Student Opportunity. The key points and discussions were as follows:</p> <ul style="list-style-type: none"> The paper and verbal report outlined the development of a co-curricular programme of activities for Term 3 and a number of areas of work relating to employability. Work was underway to deliver new and distinctive features of existing programmes as well as entirely new initiatives. The emphasis had been on developing a predominately digital offer with sufficient flexibility to deliver within a blended environment should circumstances permit. Employer engagement remained strong and Warwick continued to remain attractive to employers through delivery of an integrated approach to skills development. Within the graduate labour market, opportunities remained available but did not match the volume of applications and students were having to work particularly hard to secure employment. The prioritisation of success within their academic programmes had been a focus for many students and had led to an observed reduction in engagement with co-curricular activities. The importance of these opportunities continued to be articulated and it was hoped that increasing reassurance in relation to academic study would enable students to maximise the value of programmes open to them. The Committee discussed the need to work with graduates who had been unable to access offers during their time at Warwick due to the pandemic. The Committee was reassured that graduates had been well supported this year and noted the advantage of digital working in enabling this support and offer.
036	<p>Graduate Outcomes</p> <p>The Committee received a paper (036-EC010321) from the Academic Director (Employability) and the Director of Student Opportunity. The key points and discussions were as follows:</p> <ul style="list-style-type: none"> The paper provided a summary of the results of the inaugural Graduate Outcomes survey of 2017/18 Warwick graduates. The Guardian league table published in September 2020, ranked Warwick joint 9th in the sector and 8th in the Russell Group for the percentage of UK, full-time first-degree graduates in graduate-level employment or study. The data also highlighted that the percentage of BME Graduates entering highly skilled occupations compared closely with that of white graduates. Though representing a significant rise in terms of rankings, it was noted that the data and related methodology was not comparable with previous years. Whilst Warwick had performed well in this inaugural exercise, some settling of the methodology was anticipated and institutional performance continued to hinge on the outcomes of a relatively small number of students, with top institutions closely clustered. Data collection for the next cohort was underway and indicated an increase in response rates against targets. There was a need to press ahead with work on embedding to maintain and improve positioning. The Committee noted that comparative data for postgraduate taught students was unavailable and that this represented a shortcoming in the data. It was recognised however, that direct comparison between postgraduate taught courses at national level was more difficult given differences between courses.

037	<p>Future Blended Learning Offer</p> <p>The Committee received a presentation from the Academic Director (Employability). The key points and discussions were as follows:</p> <ul style="list-style-type: none"> • The presentation outlined a project underway focused on the future of blended learning activity at Warwick. Key questions posed by the project related to lessons learned during the Covid-19 pandemic and consideration for which elements of teaching practice should be retained whilst new approaches are adopted. • It was reported that both students and staff were keen to return to face-to-face learning and that a principle of this work was that Warwick would remain a campus-based university where the core learning paradigm was in-person. In parallel, recognition was afforded to the significant skill development of both students and staff with respect to learning and teaching online. • The presentation outlined two initial phases for this work planned for Term 3. Phase 1 would collate the findings of reflective exercises across the institution alongside pedagogical considerations and learning from external sources. Phase 2 would focus on how pedagogy might develop, with consideration for technology, staffing structures, and implications for physical infrastructure. • The Committee discussed the importance of social inclusion and capturing the needs of those who are not engaging in consultation, particularly given the tight timetable for this work.
038	<p>Postgraduate Taught Strategy Update</p> <p>The Committee received a paper (014-EC101220) and verbal update from the Academic Director (Postgraduate Taught). The key points and discussions were as follows:</p> <ul style="list-style-type: none"> • The paper outlined the scope, terms of reference and membership of the Postgraduate Taught Strategy Group. • There had been limited progress in terms of strategy development owing to obstacles including a change of Chair and the ongoing Covid-19 pandemic. The focus had been on work to improve postgraduate taught experience in areas including admissions, induction, and communications. • It was the intention to complete the work of this Group by looking at practical elements this year and then a reconstituted group would look at strategy in the next academic year. Faculty Education Committee Chairs were happy to suggest nominees for a revised membership. • The Committee noted the importance of not reducing the interdisciplinary element of existing membership.
039	<p>Doctoral College Update</p> <p>The Committee received a presentation from the Academic Director (Graduate Studies). The key points and discussions were as follows:</p> <ul style="list-style-type: none"> • The presentation outlined the activity of the Doctoral College over the past 12 months and its priorities for 2021. • The Doctoral College had developed a much-enhanced digital presence over the last year that had enabled continued delivery of support and the varied services offered to research students. Consideration was being given to which aspects of digital provision should be retained in the future. • Priorities for 2021 included a focus on equality, diversity and inclusion and work was underway to produce data on the ethnicity of the research student population as a foundation for future initiatives. The size and shape of the research student population would be a point of focus in discussions with academic departments. • Annual reviews would be considered by the Board of Graduate Studies for the first time, with summaries provided to Faculty Education Committees. • Work was underway with the Course Proposal Scrutiny Panel to develop the formal process for approval of research degrees. A process of consideration and recommendation by the Board of Graduate Studies and formal approval by the Course Proposal Scrutiny Panel had been piloted and was being developed further.

	<ul style="list-style-type: none"> • The Committee noted the post of Academic Director (Doctoral College) was being advertised with an application deadline of 14 March 2021. • The Committee discussed the retention of online viva voce examinations in the future. The importance of flexibility with regard to student and examiner needs was highlighted.
040	<p>Teaching Excellence Group Update</p> <p>The Committee received a 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"> • 11 meetings had been conducted so far, with a further four expected in the coming week. The Group was on schedule to complete all meetings before the start of Term 3. • Although timing had been challenging for some departments, meetings had been generally well received, offering an opportunity to discuss the move to blended learning and to hear from students. • A decision was taken in January to recalibrate the meeting schedule, avoiding January to give departments time to respond to lockdown. • Meetings had been conducted using an agenda focusing on quality enhancement of blended learning and building student community. Student participation had been maintained and members had reported the enhancement of meetings in terms of valuable student feedback. • Emerging themes from meetings highlighted significant gains in staff experience of learning from one another and use of resources and services provided by the Academic Development Centre and the Learning Design Consultancy Unit. • Technology skills among staff and students had developed in this period and some staff had welcomed the opportunity to reconsider pedagogy. • Student feedback indicated that the move to online and blended learning had been high quality. • Recorded sessions had offered an advantage in consolidation of learning and the move away from traditional exams had been welcomed. • Among the science subjects, students had appreciated a more standardised model for delivery and had found video demonstrations helpful. • Several meetings reported student led engagement in curriculum design and creative strategies in departments for student focused communications. • Some meetings had highlighted there was more to do around workload management for staff and students, and that some levelling up was required for postgraduate students in line with progress seen for undergraduates. • There was a need to continue to develop and monitor engagement strategies with students. • The Committee discussed the positive reception of the meetings in departments which had offered the opportunity to share successes. Student engagement had been helpful in affirming this in meetings. • The Committee discussed the interrelationship between the Teaching Excellence Group, the Institutional Teaching and Learning Review (ITLR), and the Teaching Excellence Framework (TEF). There was a need to think about shape and scope of TEF in the context of departmental strategic reviews. ITLR should take account of this work and look to add value. The curriculum coordination project feeds into this work. • The Committee discussed a forward looking and strategic enhancement focused ITLR, that might better inform central University projects to better support departments. Student engagement and membership on panels would be very important.
041	<p>Teaching Excellence Framework Update</p> <p>The Committee received a 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 Pearce Report and associated government response had been published in January 2021. The report was thorough and had included representation from Warwick. • Subject level TEF would not be implemented formally at this time, but elements of this approach were likely to be present.

	<ul style="list-style-type: none"> • The Office for Students (OfS) was set to consult on a streamlined, improved, low-burden TEF in 2022 later in Spring 2021. • TEF was likely to become a formal element of the regulatory system, with OfS interventions in institutions that achieve lowest rating. • There was likely to be a new four-rating system, with titles to be determined. There would be a move away from gold, silver, bronze. • The primary purpose of TEF would be enhancement with a focus on new principles of transparency, relevancy, robustness, and proportionality. • Reviews would no longer run each year but would take place periodically. The Government had tasked the OfS with devising a provider level TEF.
042	<p>Digital Strategy: Continuation of SPI Projects</p> <p>The Committee received a presentation from the Director of the Information and Digital Group. The key points and discussions were as follows:</p> <ul style="list-style-type: none"> • A phased approach would be undertaken to deliver technology against the 2030 strategy. A need to architect for ambiguity and to build an underpinning flexible structure that is sustainable had been identified. There would need to be a strong foundation that could respond to changing policy and institutional needs. • The initial focus would be to stabilise existing technology structures and services through a risk-based approach, before building the foundation above toward transformation. • Committee Members welcomed the new way of working and the associated transparency, noting there would be a lot of change to adopt. • The Student Personalised Information programme had been subsumed into the Information & Digital Group. Learning and best practice would be retained and taken forward as a theme of projects within wider a portfolio. • There was a desire to be able to budget and plan 12-18 months ahead at any one time to enable focus on priorities. • The online assessment project was discussed as being an exciting opportunity to deploy a solution which meets immediate needs and builds a strong foundation to enable more transformative change in the future. • Learner Analytics could not yet be deployed as more work was required on ethics and data management. The ability to deliver personalised learning was currently limited by a lack of data and systems to allow this. • The Committee discussed the importance of engagement with Faculty Education Committees and visibility and transparency in approach.
<i>Items below this line were for receipt and/or approval, without discussion</i>	
043	<p>Response to the Office for Students Consultation on Quality and Standards</p> <p>The Committee received a paper (043-EC010321) detailing the University's response to the Office for Students Consultation on Quality and Standards.</p>
Subsidiary and Sub-Committee Reports	
044	<p>Business for report from Academic Quality and Standards Committee (AQSC)</p> <p>The Committee received and noted the agenda and minutes of meetings available online.</p>
045	<p>Business for report from Board of Graduate Studies (BGS)</p> <p>The Committee received and noted the agenda and minutes of meetings available online.</p>
046	<p>Business for report from Student Learning Experience and Engagement Committee (SLEEC)</p> <p>The Committee received and noted the agenda and minutes of meetings available online.</p>
047	<p>Business for report from the Partnerships Committee</p> <p>The Committee received and noted the agenda and minutes of meetings available online.</p>

048	Business for report from the Widening Participation Committee (WP) The Committee received and noted the agenda and minutes of meetings available online .
Other	
049	Any other business There was no other business.
CLOSE BY 12:00 Next meeting: 14:00, Tuesday 15 June 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	Completed