UNIVERSITY OF WARWICK

Education Committee

<u>Minutes of the meeting of the Education Committee held on 5 December 2017</u>

Present: Professor C Hughes (Chair), Dr D Britnell (Chair of the Faculty Education Committee of Science), Dr W Curtis (Academic Director, Partnerships), Professor L Gracia (Dean of Students), L Jackson (Student Representative, Education Officer), Professor M Nudds (Chair of the Board of the Faculty of Social Sciences), Professor P Roberts (Chair of the Faculty Education Committee of Arts), Professor L Roberts (Chair of the Faculty Education Committee of Medicine),

Apologies: C Bisping (Chair of the Faculty Education of Social Sciences), Professor A Clarke (Chair of the Board of the Faculty of Medicine, E Dunford (Student Representative, Postgraduate Officer), Professor D Lamburn (Deputy Chair), Professor C Sparrow (Academic Director Graduate Studies), Professor G Van der Velden (Director of the Warwick International Higher Education Academy), Professor S Gilson (Chair of the Faulty of Arts),

In Attendance: K Gray (Secretary), G Connelly (Assistant Secretary), R Wooldridge Smith (Acting Academic Registrar), Professor P Tissington (Academic Director, Employability & Skills)

1/17-18   <u>Draft Education Strategy</u>

CONSIDERED:

The draft Education Strategy (paper EC.01/17-18) together with an oral report from the Acting Deputy Academic Registrar and Pro-Vice-Chancellor, noting:

(a) That the Education Strategy was currently in draft form having been reviewed by the University Council, AQSC and HoDs' Forum and, once approved, would be developed in a web-based format;
(b) That the Education Committee was invited to refine the strategy and assess what further detail was required;
(c) That the Education Strategy was building on the existing strengths, incorporating outcomes from the Institutional Teaching and Learning Review (ITLR) and identifying future priorities;
(d) That the Students' Personalised Information (SPI) project was acting as a clearing house for consideration of further systems developments;
(e) That the development of the Education Strategy coincided with that of the Research Strategy and that these were being taken forward in a way intended to ensure congruence of key themes, notably people, values and interdisciplinarity.

RESOLVED:

(f) That the strategy needed to include diversity and wellbeing of staff and a focus on parity of esteem for colleagues engaged in

teaching-focussed activities, noting that cultural change arising would take longer than the intended duration of the emerging strategy;

(g) That further work was required to provide guidance to staff on how to engage with emerging tools for teaching purposes

(h) That the strategy should:
   (i)   Ensure any intended outcomes are achievable ;
   (ii)   Ensure clear communication and the removal of jargon;
   (iii) Ensure inclusion of non-traditional students and their varying needs are recognised;

(i) That the draft contained some duplication which needed to be taken out;

(j) That further work was required in the 'level 4' detail for 'Excellence and training';

(k) That there was work to be done around the inclusion of 'local community' and detail within 'Showcasing communication and excellence';
   a.   That the strategy needed to capture the varying needs of different student groups and ensure sufficient sensitivity to these;

(l) That there was scope for greater ambition to be expressed;

(m) That once further developed, the draft strategy might be discussed by one of the student focus groups employed by University Marketing to ensure resonance with the student community;

(n) That further consideration be given to coverage of enterprise education and entrepreneurship given that a number of academic colleagues were already working in this space;

(o) That the draft Education Strategy would be considered by the Senate on 24 January 2018 and would then be reported to the Council in Summer 2018.

2/17-18   Terms of Reference, Constitution and Membership

CONSIDERED:

The Terms of Reference, Constitution and Membership of the Committee for 2017-18 (paper EC.02/17-18).

RESOLVED:

That the Terms of Reference, Constitution and Membership for the newly-constituted Education Committee be noted.

3/17-18   Freedom of Information

REPORTED:

(a) That the Steering Committee at its meeting on 29 October 2007 considered a paper outlining how the Freedom of Information Act 2000 applies to the publication of minutes of University bodies

together with the University Publication Scheme adopted by the Steering Committee in December 2003, paper SC. 60/07-08, and <u>resolved</u> that a standard item be included on the agenda of the first meeting of each University Committee at the start of each academic year to inform new members and to remind continuing members of the University policy on the publication of minutes.

(b) That all non-reserved minutes and agenda of the Committee were published on the University's Governance website at: https://warwick.ac.uk/services/gov/committees/ec/minutes

(c) That copies of paper SC. 60/07-08 were available from the Secretary on request.

4/17-18   <u>Conflicts of Interest</u>

REPORTED:

That, should any members or attendees of the Committee have any conflicts of interest relating to agenda items for the meeting, they should be declared in accordance with the CUC Guide for Members of Higher Education Governing Bodies in the UK.

5/17-18   <u>Chair's Business</u>

REPORTED:

(a) That, as identified by the Education Executive, the priorities for the year for the Education Committee were as follows:
(i)   Education Strategy
(ii)   Teaching Excellence Framework (TEF)
(iii)   Assessment Review
(iv)   Review of Personal Tutoring
(v)   Employability Strategy
(b) That, the purpose of the Education Committee was to frame and guide education strategy and improve communications with the University;
(c) That Professor Simon Gilson would shortly be leaving the University to take up the Agnelli-Serena Professorship of Italian Studies at the University of Oxford and that the thanks of the Committee be extended to Professor Gilson for his contribution over the course of his career at the University.

6/17-18   <u>Students' Union Update</u>

RECEIVED:

An oral report from Liam Jackson, Education Officer of the Students' Union.

REPORTED:

(a) That the Students' Union Sabbatical Team had published its top 11 priorities for the academic year 2017-18, available at https://www.warwicksu.com/news/article/warwicksu/Sabbatical-Officer-teams-top-priorities-for-2017-18/

(b) That the Students' Union would be holding the first Interdisciplinary Postgraduate Conference on 21 June 2018 at Warwick University;

(c) That the Students' Union were undertaking an Academic Representation Transformation Project (ARTP);

(d) That 4 new colleagues had joined the Students' Union and 400 course representatives had been trained in the current academic year;

(e) That work on proposals to develop an inclusive and 'liberated' curriculum was ongoing and that reports on this would be brought to a future meeting of the Education Committee.

7/17-18   Review of Personal Tutoring

CONSIDERED:

A paper and oral report from the Dean of Students on the Review of Personal Tutoring, (paper EC.03/17-18).

REPORTED:

(a) That the Personal Tutoring Review Group consisted of a mixture of staff, students and external colleagues;

(b) That the Review had identified a number of key challenges with Personal Tutoring and the varying practices and models employed across the University;

(c) That the review of Personal tutoring had resulted in 18 recommendations being made, captured in the Executive Summary, grouped thematically, a number of which would require an institutional response;

(d) That it was important that personal tutoring to be embedded within the Education Strategy;

(e) That the implementation of a case-management system, currently underway within Student Support, should reduce the student journey between various points of contact.

RESOLVED:

(f) That it be noted that the Manager of the Students' Union Advice Centre had been a member of the Review Group;

(g) That support within the Committee for the recommendations arising from the report be recorded, it being noted that resourcing and organisational implications (such as workload models) would need to be considered elsewhere;

(h) That further sustained discussion across departments regarding workload credit and limits on tutee numbers in the light of study leave and research considerations would be required but that the 1:25 model proposed would be best practice towards which Warwick should commit to move;

(i) That the report be considered by Faculty Education Committees and Boards in the Spring Term 2018 prior to consideration by the Senate later in the academic year.

8/17-18   Destination of Leavers from Higher Education (DLHE) Results for 2015/16

CONSIDERED:

A paper and oral report from the Head of Operations and Information, Student Careers and Skills, on the Destinations of Leavers from Higher Education (DLHE) survey results for 2015/16 Warwick graduates as reported to Steering Committee on 20 November 2017 (paper SC.27/17-18)

REPORTED

(a) That the survey results indicated that the University was performing poorly in terms of the HESA Performance Indicator;
(b) That whilst the benchmarks for Medicine were strong, and those for Social Sciences are increasing, there was a decline in Arts and Science;
(c) That a new Graduate Outcomes survey would be introduced for 2017/18 graduates with a 15 month census point that could produce more positive results, since Warwick graduates performed better in national measures of employment after a longer period of time had elapsed, as evidenced by the LEO data;
(d) That there was a requirement for career planning to be implemented early in students' courses of study, alongside the necessary support from the University in order for them to secure the best possible employment outcome and that the embedding of employability-oriented activities within departmental curricula as well as work placements would improve graduate outcomes;
(e) That consideration had been given to the effect that the new General Data Protection Regulation (GDPR) may have on approaching Warwick graduates after a longer period beyond graduation in order to obtain results for the Graduate Outcomes survey and that there remained some concern in Student Careers and Skills, who were liaising with Legal and Compliance Services in order to obtain the necessary consent;
(f) That colleagues in Student Careers & Skills should engage as a matter of urgency with Student Records to obtain data on students having transferred from 4-year to 3-year programmes following a second year Board of Examiners meeting and for whom career planning would recently have acquired greater urgency.

RESOLVED

(a) That the Head of Operations and Information, Student Careers and Skills, contact the Chairs of the Faculty Education Committees for their views on how to aid with response rates;
(b) That due to the possible implications the results could have on TEF, this item needs to be reported at TEF meetings;

(c) That academic departments be urged to encourage students to engage early with career planning; embed employability within departmental curricula and give consideration to facilitating appropriate opportunities for students to undertake work experience in order to put them in the best possible position to gain graduate-level employment upon graduation.

9/17-18   Student Surveys Strategy

CONSIDERED:

A paper from the Director of the Warwick International Higher Education Academy setting out a proposed student survey strategy, (paper EC.04/17-18).

RESOLVED:

(a) That consideration needed to be taken of the new General Data Protection Regulation (GDPR) to ensure that this was not being breached when students were contacted to complete surveys;
(b) That the established Oversight Group contact experts in Social Sciences in order to engage their expertise in survey design;
(c) That the proposed student survey strategy be approved as set out in paper EC. 4/17-18.

10/17-18   Student Communications Strategy

RECEIVED:

A presentation on the student communications strategy by the Director of University Marketing and Communication.

REPORTED:

(a) That the Student Communications Strategy aimed to ensure that the ways in which the University communicated with students reflected the values of the Education Strategy in a very rich communications environment;
(b) That the Director of the Warwick International Higher Education Academy was working closely with University Marketing and Communications to develop a focussed plan for student communications week-by-week to ensure the continuous adoption of consistent messaging which responded to students' interests and emphasised a partnership approach to the development of the student experience;
(c) That during the testing phase of communications with student focus groups, the key themes of the education strategy resonated strongly with students;
(d) That work would be undertaken across Professional Services teams to ensure consistent use of the planned communication strategy;
(e) That the next steps taken to improve the delivery of student communications would be as follows:

(i) Improvement of professionalism within the current model, including GDPR compliance;
(ii) Implementation of a personalised approach to student communication which was currently nuanced at most by level of study.

RESOLVED:

(f) That appropriate customisation of communications was required to ensure students were receiving timely and appropriate information and that efforts were not made to engage them on issues which were not current for them;

(g) That information about the themes being adopted in student communications needed to be shared on staff-oriented webpages in order to ensure that departments could support core messages;

(h) That the Director of University Marketing and Communications attend Faculty Education Committees to report on this item.

11/17-18   Report from Academic Quality and Standards Committee (AQSC)

REPORTED:

(a) Update on Review of Assessment (unconfirmed minute AQSC.33/17-18 referred)

That at its meeting on the 23 November 2017, the Academic Quality and Standards Committee reported the following:

(i) That the first meeting of the Review of Assessment had taken place on 15 November 2017;

(ii) That membership had now been fully agreed with the second representative for the Faculty of Arts being identified as Dr J Lee;

(iii) That Ms J Bowskill will continue to be a member of the Review of Assessment once her secondment finished in April 2018 and would then fill the role of FYBOE Secretary which was currently vacant;

(iv) That the Working Group on the Review of Assessment had agreed on the following four work streams:

(A) Assessment and Remedying Failure (Chair: Dr Phil Young from the School of Life Sciences);
(B) Examination Board procedures and IT systems (Chair: TBC);
(C) Mitigating Circumstances and Reasonable Adjustments (Chair: Professor Andy Clark);
(D) Assessment Strategies (Chair: Professor Gwen Van der Velden);

(v) That secretarial support for these four work streams would be sought from colleagues within the Teaching Quality and Examinations team and the Acting Deputy Academic Registrar would be consulted to identify relevant personnel;

(vi) That the highest priority for the Review of Assessment was the review of mitigating circumstances and remedying

failure and that potential members of these two groups would be approached in due course by the Chair and Secretary to the Working Group;

(vii) That a briefing document would be circulated to Directors of Undergraduate and Graduate in departments raising awareness of the Review of Assessment seeking nominations for membership;

(viii)   That the Chair of the Review Group would meet with the Students' Union to resolve student membership on the sub-groups;

(ix) That in due course, open workshops might be held to enable members of academic staff to feed back on the issues being explored within the Review of Assessment and to create a dialogue between the Review Group and the wider University;

(x) That expectations needed to be managed in relation to what could be achieved by each sub-group and whilst some were intended to deliver outcomes by the end of the current academic year, the work of others would potentially take up to 24 months.

(b) Credit and Module Framework (draft minute AQSC.34/17-18 referred)

REPORTED:

That at its meeting on the 23 November 2017, the Academic Quality and Standards Committee considered a discussion paper on the credit and module framework (paper AQSC.29/17-18) and resolved:

(i) That members of the Committee were broadly supportive of reviewing the complex module and credit framework with a view to developing a simpler model;

(ii) That work would need to be carried out across the sector to understand what kind of models were operating when considering module and credit volumes and ensure consistent implementation institution-wide;

(iii) That a new model would need to operate at undergraduate and postgraduate taught levels to support the student experience, facilitate periods of work experience, enhance timetabling and align workload with credit.

(c) Consultation on the UK Quality Code for Higher Education (draft minute AQSC.31/17-18 referred)

REPORTED:

That at its meeting on the 23 November 2017, the Academic Quality and Standards Committee resolved:

(i) That members of the Committee welcomed the move to simplify the Quality Code; yet it lacked detail on how to achieve appropriate quality and standards in teaching provision;

(ii) That the relationship with students in the draft Quality Code was not a partnership anymore, but was based on a transactional model which was not welcome and regressive;

(iii) That there was no evidence of externality within the draft Quality Code at present in the baseline requirements, e.g. involvement of external examiners, engagement with employers and any monitoring and review practices;

(iv) That a concise and user friendly practitioners' handbook was needed which might focus on the student lifecycle rather than themes as a meaningful guide;

(v) That the Students' Union would be making a separate response to the consultation and had expressed concern about the lack of the Student Voice and lack of reference to PGR provision;

(vi) That Appendix 3 of AQSC 27.17/18 should be strengthened and revised in view of the discussions for consideration at the Steering Committee on 4 December 2017;

(vii) That the Chair would be empowered to take Chair's action to approve the final version of the consultation to be submitted to the QAA pending changes made after the discussion of the response at Steering Committee.

12/17-18   Report from Student Learning Experience and Engagement Committee (SLEEC)

RECEIVED:

An oral report from the co-Chair (Students' Union Education Officer) of SLEEC.

REPORTED:

That the first meeting of the Student Learning Experience and Engagement Committee (SLEEC) had taken place on the 26 October 2017 and that the minutes of the meeting (paper EC.12/17-18) set out topics discussed including the student communications strategy and enhancements to the module evaluation process.

13/17-18   Report from Board of Graduate Studies (BGS)

REPORTED:

(a) Graduate Priorities for 2017/18 onwards (draft minute BGS.26/17-18 referred)

(i) That at its meeting on the 9 November 2017, it was reported to the Board of Graduate Studies that:

(A) That clearer communication of current scholarships funding would be beneficial to showcase funding opportunities thereby securing the best students, noting

that opportunities to secure additional funding would be welcomed;

(B) That the importance of understanding the postgraduate research student lifecycle was highlighted to identify current interactions with students and areas for further consideration;

(C) That the Board considered that additional international opportunities for postgraduate students could be offered, including exchange programmes, and that there should be further consideration of the length of time visiting students could be registered without having to pay fees;

(D) That the importance of the role of the supervisor was highlighted, noting that further consideration should be given to communications and training opportunities;

(E) That ongoing issues with BPM were noted

(ii) That the Board of Graduate Studies resolved:

(A) That the priorities set out in paper BGS 14/17-18 be approved (paper EC.05/17-18);

(B) That the Graduate School would look into instigating/tapping into an existing project to map out the PGR student lifecycle

RESOLVED:

That the report from the Board of Graduate Studies setting out its priorities for the year be noted.

14/17-18   Update on TEF Meetings

RECEIVED:

A report on the progress of TEF meetings with academic departments by the Acting Deputy Academic Registrar (paper EC.06/17-18)

REPORTED:

(a) That meetings were currently being held with all academic departments offering undergraduate courses of study relating to data would be published through the TEF process;

(b) That although the focus had predominantly been on undergraduate level, postgraduate provision was also being considered by means of outcomes of the Postgraduate Taught Experience Survey (PTES);

(c) That the intention of these meetings was to support departments in order to improve the student experience, ideally sharing best practice in order for all departments to move towards the upper quartile in scores recorded;

(d) That discussions to date had focussed principally on community and student voice; feedback on assessment; quality of teaching; employability and student support.

15/17-18   <u>Monitoring Progress from the Institutional Teaching and Learning Review (ITLR)</u>

RECEIVED:

A paper and oral report from the Pro-Vice Chancellor (Education) outlining the ITLR progress monitoring process (paper EC.07/17-18) noting:

(a) That the University needed to work to ensure that the hard work undertaken for ITLR, and the recommendations that arose from it, were capitalised on;

(b) That the Teaching Quality team would shortly be able to draw on additional resource to oversee this monitoring work between ITLR exercises on an on-going basis;

(c) In response to a question from the Chair of the Faculty Education Committee (Medicine) raising concerns as to departments' ability to act on recommendations made when no resource had been made available by the University, that it was crucial that any common themes preventing the progress of recommendations be highlighted and followed up;

(d) That the Education Committee noted its role in the proposed process;

(e) That the Faculty Education Committee Chairs feed back to departments from the Education Committee on its expectations;

(f) That any recommendations unable to be progressed should be followed up as a priority.

RESOLVED:

That the ITLR progress monitoring process be approved as set out in paper EC.7/17-18.

16/17-18   <u>Business for report from Academic Quality and Standards Committee (AQSC)</u>

RECEIVED:

(a) Minutes of the meeting of the Academic Quality and Standards Committee on 31 October 2017 (paper EC.08/17-18)

(b) Draft Minutes of the meeting of the Academic Quality and Standards Committee on 23 November 2017 (paper EC.09/17-18)

17/17-18   <u>Business for report from Board of Graduate Studies (BGS)</u>

RECEIVED:

(a) Minutes of the meeting of the Board of Graduate Studies on 9 October 2017 (paper EC.10/17-18);

(b) Draft Minutes of the meeting of the Board of Graduate Studies on 7 November 2017 (paper EC.11/17-18);

18/17-18   Business for report from Student Learning Experience and Engagement Committee (SLEEC)

RECEIVED:

Unconfirmed Minutes of the meeting of the Student Learning Experience and Engagement Committee on 26 October 2017 (paper EC.12/17-18)

19/17-18   Next meeting

REPORTED:

That the next meeting of the Committee would be held on Monday 26 February 2018 at 1.00pm in CMR 1.0, University House.