UNIVERSITY OF WARWICK			
EDUCATION COMMITTEE			
OPEN MINUTES OF THE MEETING HELD AT 14:00, THURSDAY 8 DECEMBER 2022, 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 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
Attending	Mahfia Watkinson	MW	Head of Education Quality and Partnerships, Education Policy & Quality [Secretary]
	Dominic Sheehy	DS	Academic Partnerships Officer, Education Policy & Quality [Assistant Secretary]
	Katie Berlin	KB	Student Engagement Officer [item 008]
	Adele Browne	AB	Director of Student Experience [item 009]
	Megan Caulfield	MC	Senior Projects Officer (Student Success) [item 011]
	Dan Derricott	DDe	Director of Education Policy & Quality
	Naomi Grew	NG	Business Change Manager Information & Digital Group
	Nilpa Modhvadia	NM	Project Manager, Information & Digital Group [item 012]
	Emma Mundy	EM	Director of Marketing and Student Recruitment [item 008]
	Grace Nolan	GN	Strategic Campaigns Manager Student Communications [item 008]
	Jess O'Brien	JO'B	Market Research Manager (Staff and Student Experience) [item 008]
	Roberta Wooldridge Smith	RWS	Director of Student Opportunity / Interim Academic Registrar

Ref	Item
001	**Apologies for absence** Apologies were received from Professor Sarah Richardson and Professor Lorenzo Frigerio.
002	**Declarations of interest** There were no declarations of interest recorded.

003	**Minutes of meeting held on 1 March 2022** **DECISION:** The minutes of the meeting held on 14 June 2022 (003-EC08122022 {public}) were received and **approved**
004	**Matters arising from meeting held on 14 June 2022** There were two matters arising which had been completed: 1. The Chair, the Director of EPQ and the Vice-Provosts and Chairs of Faculty had met to discuss the ITLR in relation to staff workload in 2022-23. 2. The Director of EPQ provided an overview of Education at Warwick in 2022-23 to Heads of Department and the wider Education group for the upcoming year. Priorities included the Institutional Teaching and Learning Review (ITLR), the Teaching Excellence Framework (TEF), Inclusive Education and Degree Apprenticeships. Projects that would be slowing down to create space for these priorities would be curriculum development, pausing the National Student Survey (NSS) action planning, suspending the Teaching Excellence Group (TEG) meetings, and streamlining committees.
005	**Terms of References and Membership** **DECISION:** The committee **approved** the Education Committee Terms of Reference and Membership for 2022-23
	Chair's Update
006	**Chair's Business and Actions** The committee noted changes to the Education Committee membership for 2022-23: • Professor Penny Roberts, The Vice-Provost and Chair of the Board of the Faculty of Arts would be stepping down from her position as Chair and subsequently, her membership on the Education Committee. She would be replaced by her successor Professor Rachel Moseley. • Professor Jonathan Heron, would be steeping down from his role representing IATL, WIHEA and ADC, passing over to Professor Letizia Gramaglia • Hamza Rehman, Vice President, Postgraduate, Students' Union, would be attending the Education Committee as part of his remit within his new role The Chair and members recorded their thanks for the leaving members' contributions and support for the committee and welcomed the new attendees. The Chair reported several updates regarding ongoing projects in the education space: 1. Due to the educational priorities at University of Warwick (UoW) in 2022-23, committee meetings over the year would be shortened and agendas streamlined to help manage staff workload in response to the launch of ITLR. 2. The agenda had been curated to help inform the ITLR project, as departments write their Self Evaluation Documents (SEDs). The agenda would complement the bespoke themes required of the SEDs. 3. The Curriculum Development project was underway and the Toolkit and Guidance to support departments as part of the 'Dimensions of a Warwick Curriculum' project had been published to support departments when considering their provision. The project was in the Beta stage however, members would be encouraged to leverage this resource as it converges with ITLR. The project would develop further after the conclusion of ITLR. 4. The Academic Development Centre (ADC) support model could also be leveraged to support departments with workshops scheduled in Term 2. 5. There were positive outcomes following a new provider monitoring visit from Ofsted in late November/early December 2022 which focused on the quality of apprenticeship provision across the university. The Chair recorded thanks to all colleagues and members for their work involving these projects.
	Strategic Item for Discussion

007	**Building on the ITLR: evolving our approach to quality and enhancement** The committee received the report (07-EC08122022 {public}) and Dan Derricott, The Director of Education Policy and Quality (EPQ), reported on the progress of the ITLR project: • ITLR discussions that shaped the blueprint at the committee earlier in the year had focused on moving beyond Quality Assurance (QA) and into Quality Enhancement (QE). This would be the focus; leveraging ITLR to improve the quality of education at UoW over the coming years. • The ITLR evaluation framework had been approved, support to mobilise the project was in place, and 38 SEDs would be completed across the university. • Review panels would come together to review SEDs and meet with departments from January 2023. Conversations would aim to stretch departments and consider the future of education at UoW. • There was now a need to digest the overall strategic picture to benefit from the outcomes of the reviews and to add value to departments. The report set out the principles of how quality would be enhanced however, there would be areas that need particular focus to underpin QA and QE going forward. • The yearly Teaching Excellence Groups (TEG) would allow the long terms goals towards QE, informed by ITLR, to be achieved. Moving the conversation forward and monitoring progression. • The report asked the committee to agree on the principles of QA and provide a steer on the future of QE. The Director of Education Policy and Quality (EPQ) reported that that this was the beginning of the consultation on this work. A summary of the discussion was as follows: • Looking at how the principles of UoW's approach to QA and QE should evolve to become fit-for-purpose over the next 5-10 years, there was a need for more collaboration and consultation however, the principles within the report were welcome and uncontroversial. • It was noted that departments are required to complete numerous reviews throughout the year and any attempt to streamline these into fewer submissions and lighten departmental workload would be welcome. • Regarding how UoW should design ITLR follow-up activity to maximise long term impact, members noted that regular QE follow-up measures could result in a perpetual state of review however, opportunities for departments to reflect more regularly, could also be affirming and positive. • A risk-based approach to ongoing review could alleviate stresses and be less disruptive for departments. • A cyclical approach would be preferred to an annual approach to allow time for discussion. • The current model would be appropriate at a programme level rather than at a more granular departmental level. The onus to resolve common issues shouldn't sit with individual departments as a more holistic review of policies and structures would be more impactful. • With QA issues, these usually sit with programmes rather than departments, and departmental colleagues should therefore be included in the discussion however, findings from ITLR would be required first. • Interdisciplinary programmes involving multiple departments have the potential to fall out of scope during reviews (such as TEG). • UoW has seen a strengthening of the education leadership team within departments over recent years and the responsibility for the quality of education sits at the departmental/management level. There could be tensions between institutional and departmental aims, and following ITLR, the goal would be to better understand what measures to put in place to allow departments to function effectively. The Chair noted that this was the start of the conversation on QA and QE post-ITLR, and these discussions would be picked up again in the future.
	Substantive Items
008	**Student Communications**

	The committee received the report 008b-EC08122022{protected} and Emma Mundy, Director of Marketing and Student Recruitment and Grace Nolan, Strategic Campaigns Manager, Student Communications, updated the committee on the recent student communications campaign: • The 'Let's keep the dialogue going campaign' had been refreshed to reach engagement targets and boost national survey responses. UoW had seen a decline in engagement from students capitalising on feedback opportunities, and a consistent campaign was needed to boost responses. • The campaign centered around promoting a two-way dialogue, with students proving feedback and UoW keeping students informed of subsequent results and changes across the university. • There would be an annual integrated campaign which maintained a consistent aesthetic language, but integrated different and distinct feedback opportunities within the year. • The campaign would tie in all student opportunities for feedback throughout the year into a yearly calendar, and each survey had been assigned a different colour and promotional timeframe. • The team would be proactive in informing students in advance of any feedback opportunities. • New graphics were being produced involving images of students and staff to reflect the two-way ethos driving the refresh. The campaign development had also been created in close collaboration with the Students' Union (SU). • All feedback would be shared with the wider university through the correct channels to inform departmental reviews and improve the quality of education and the student experience across campus. Katie Berlin, Student Engagement Officer, and Jess O'Brien, Market Research Manager (Staff and Student Experience), provided an update on student feedback (008a-EC08122022{protected}): • The update centred around internal surveys through Pulse (UoW SU), the Term 3 Survey and external surveys comprising the National Student Survey (NSS) and the Postgraduate Taught Experience Survey (PTES). • Looking at results from 2021-22 the team were able to draw out key themes and messages, one of which, was a drop in response rates in 2022 (in line with the sector). Alongside the campaign refresh, the team would be working with colleagues to analyse data to boost responses post-pandemic. • There had been successes, such as the Term 3 survey showing an increase in satisfaction with: the combined teaching approach, the quality of online teaching, face-to-face teaching, internet connectivity and quite spaces for assessments and how connected students' feel with others on their course. • UoW's overall results from NSS and PTES performed well against the sector however, there was a declining trend which was consistent with other universities. • Apprentices would be a focus going forward as engagement from this group had been lower compared to other student groups. Ofsted would be monitoring the training of apprentices going forward and building better engagement into our Quality Improvement Plan would be a positive step towards improving our provision. • Subsequent analysis of the survey responses had also led to identifying other lower performing departments. Greater resource would be directed towards these groups to boost response rates. • Examples of how the team would be addressing these issues included: refreshing the campaign materials, NSS targeted response rate campaign, Student Insight plan from the Chief Communications Officers (CCO) group, leveraging the Student Insight Group to feed into the University Executive, reviewing apprentice feedback mechanisms and a Postgraduate Research (PGR) SU survey. The committee noted the positive collaboration between different professional service departments and the SU to build better mechanisms for capturing and implementing student feedback.
009	**Cost of Living Support Package for Students** Adele Brown, Director of Student Experience, updated the committee on the how the cost-of-living support package for students had been rolled out and received (reports 009a-EC08122022{public}, 009b-EC08122022{public} and 009c-EC08122022{protected}):

- The Cost-of-Living Group continues to grow and increases in relevancy over the colder months. There had been an initial package released to students at the start of the academic year which focused on: Student Communications, Student Funding, Warm Spaces and Food.
- The student hub had been updated to include cost saving advice for students and student awareness would be monitored and communications maintained.
- The group made a commitment to create warm hubs for students which followed the success of the student games hub over welcome week. Logistical barriers had prevented the creation of several warm spaces.
- The group continued food-based initiatives which included free soup offered through the Campus Conference Services and would be discussing other topics such as a zero-waste shop and period poverty.
- Transport had been a serious issue for students; waiting in the cold for buses and the general expense to get on and off campus. Students had been logging their experiences and the group would analyse these in the new year and use this information to inform conversations with the bus companies, UoW transport team and improve the student experience.
- There had been no spike in the use of UoW wellbeing services however, it was recognised that students might not be proactively pursuing help.
- The next steps would be to take a risk-based approach to help direct resource to have the greatest impact. The cost-of-living crisis directly impacts students' affordability of general amenities however, outside of direct funding, there are other areas where UoW could offer meaningful support, such as through campus improvements.
- The package contained a 10% uplift to the Warwick Bursary which was applicable to over 3000 students.
- It would be important to monitor sentiment among prospective students, and the actions of competitor universities.

The committee recognised the importance of this work and offered full support to help maintain positive progress towards assisting students and improving their university experience. It was noted that reaching all students, such as those on atypical courses, would also be important in maintaining student welfare.

ACTION: The Chair requested that the status of the report be amended and changed to protected. SU representatives would, therefore, be allowed to partake in the update and discussion.

010	**Preparation for the Teaching Excellence Framework 2023** Dan Derricott, The Director of EPQ, reported on the ongoing activity to prepare UoW's provider and independent student Teaching Excellence Framework (TEF) submissions. The paper (010-EC08122022{protected}) followed earlier reports to the Education Committee, providing an update on strategy and preparation: - The Office for Students (OfS) consulted in Spring 2022 on the next iteration of TEF, which assesses the quality of the student learning experience and student outcomes in English higher education providers. Outcomes of the consultation were published in July 2022 and were followed by submission guidance and TEF indicator data dashboards. - The submission deadline for this exercise was 24 January 2023. - The TEF Coordination Group is providing oversight and direction for the development of the UoW submission, which would be delivered across several workstreams. - A draft TEF submission would be finished in December 2022 and this would include a student submission lead by colleagues at the SU. - An external review of the UoW provider submission against the TEF criteria would be conducted and the final submission would be signed-off by University Executive Board (UEB). - TEF focuses on ensuring all students receive an excellent experience regardless of background or circumstance. This includes the production of 'split metrics' that show UoW performance by demographic groups and types of study. This would help UoW to understand and improve the experience of diverse student communities.

	• Demonstrating how excellence was delivered at Warwick would be framed around the Education Strategy and how effectively this criterion was being fulfilled. • Positive narratives were being drawn out such as, leveraging the Warwick International Higher Education Academy (WIHEA) to allow teaching to thrive. • Embedding the student voice was a key strength UoW could lean into, performing highly against the sector as demonstrated by recent NSS outcomes. • There were some minor areas of agreed concern however, overall, a strong narrative of excellence at UoW would come through. • This submission provides the option to include apprentices. The decision was taken to exclude apprentices from the UoW submission whilst provision is being developed and enhanced. The inclusion of apprentices in future TEF submission would likely be mandatory. The committee noted the progress towards UoW's TEF submission in January 2023 and agreed with the decisions and narratives extracted.
011	**Inclusive Education Action Plan Update** Megan Caulfield, Senior Project Officer, provided an update on departmental inclusive education (IE) priorities (011-EC08122022{public}) over the next three academic years 2022-25: • The IE model had been approved by Senate in 2021 and departments had shown commitment to improving participation and positive outcome for students. • Building on IE conversations embedded into TEG discussions at the start of 2022, a light-touch action plan was required from departments, detailing IE priorities over the next three academic years. The submission date would be the beginning of term 1. • The plans detailed how departments intend to achieve the four priorities set out in the Access and Participation Plan (APP) in addition to any individual inclusive related departmental priorities. • All IE plans had been submitted (27 total), with £5000 funding available for each department. • The action plans demonstrated an enthusiasm, understanding and willingness to adapt and become more inclusive. There was a high level of student engagement throughout, with many examples of working in partnership and co-creating with students. This could be seen through sharing insights, discussing solutions, collaborating on projects, and producing resources. • Of the four priority groups, most attention was placed on the black attainment/awarding gap. Much of the activity for this group focused on decolonising the curriculum, working with student societies or committee subgroups, and completing training programmes such as Tackling Racial Inequality at Warwick. • Outside of the four priority groups, the most common themes were community, belonging and LGBTQUIA+ inclusion. • An overview of the feedback following a review of the submissions included: The Faculty of Arts, could be bolder in their plans, as funding is provided yearly. The Faculty of Science Economics and Maths could lean into the co-creation space further and the Faculty of Social Sciences could be more effective with how they distributed funding. • Communicating and sharing best practice within and outside of faculties (and UoW) would be a key focus going forward. • The next steps would be to feedback to departments, communicate action plans more widely, offering relevant training and support and maintaining yearly (light touch) reviews alongside funding allocation. • This project would overlap with the ITLR process, particularly departments that have selected inclusion as their bespoke theme. The committee noted the importance of this work and were keen to begin conversations on how departments could quickly administer funding.
012	**Online Assessment Project** The committee received an update on the implementation of the Warwick Assessment System (WAS) (012-EC08122022{public}) outlining the next steps and high-level risks. In attendance to present the item was:

	Roberta Wooldridge Smith, Interim Academic Registrar, Nilpa Modhvadia, Project Manager, Information & Digital Group and Naomi Grew, Business Change Manager Information & Digital Group. • In April 2020, an online assessment portal (AEP) was designed and built at Warwick, enabling all exams to be hosted online during lockdown. The project was in phase 2 of its implementation focusing on integration. • Consultants had been recruited, working with the team to look at inputs and outputs of data. • The system was demoed to the committee, and the extensive capabilities of the system was showcased. Functions included: visibility of exam progression, start and end times, viewing and downloading files including different media, ability for staff to add extra supporting material, the ability of examiners and staff to message students, the ability of staff to see an overview of all students' exam progression including submissions and the ability of staff to award extra time to students. • The software would contain extensive marking tools for academics to use. • The next steps of the project would be to begin testing the software with pilot departments that would use the programme in the most simple and straightforward way. • The committee noted that having the correct accessibility functions available to students would be a key requirement. The software would enable the use of different coloured backgrounds and other functions to assist students; the team would also be able to continually adjust the system and react to student needs. • A consistent approach to rolling out the new software would be important. The backing of the university to invest in the correct infrastructure to integrate the software into both online and on-campus exams would be required. • There would be potential compromises in the future that need to be considered, such as computer labs, collaborative spaces and ensuring secure assessment. The committee noted the considered and thorough approach to integrating the new software across the university.

Items below this line were for receipt and/or approval, without discussion	
013	**SLEEC Terms of Reference and Membership** The committee received and approved the report 013-EC08122022{public}.
014	**AQSC Terms of Reference and Membership** The committee received and approved the report 014-EC08122022{public}.
015	**Employability and Skills Working Group** The committee received and approved the reports 015a-EC08122022 {public} and 015b-EC08122022 {protected] and received the report 015c-EC08122022 {public} for information.
016	**Postgraduate Taught Update** The committee received the report 016-EC08122022{public}.
017	**Doctoral College Update** The committee received the report (017-EC08122022{public}.
Subsidiary and Sub-Committee Reports	
018	**Business for report from Academic Quality and Standards Committee (AQSC)** The committee received and noted the agenda and minutes of meetings available online.
019	**Business for report from Board of Graduate Studies (BGS)** The committee received and noted the agenda and minutes of meetings available online.
020	**Business for report from Student Learning Experience and Engagement Committee (SLEEC)** The committee received and noted the agenda and minutes of meetings available online.
021	**Business for report from the Partnerships Committee** The committee received and noted the agenda and minutes of meetings available online.
022	**Business for report from the Widening Participation Committee (WP)** The committee received and noted the agenda and minutes of meetings available online.
Other	
023	**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 07 March 2023 online via Microsoft Teams.

DECISIONS AND ACTIONS			
ITEM	**DECISION/ACTION**	**LEAD AND DUE DATE**	**STATUS**
2022-2022			
003 - Minutes of meeting held on 1 March 2022	**DECISION:** The minutes of the meeting held on 14 June 2022 (003-EC08122022 {public}) were received and **approved**		
005 - Terms of References and Membership	**DECISION:** The committee **approved** the Education Committee Terms of Reference and Membership for 2022-23		
009 - Cost of Living Support Package for Students	**ACTION:** The Chair requested that the status of the report be amended to protected. SU representatives would be allowed to partake in the update and discussion.	Dominic Sheehy, December 2022	Completed