<table>
<tr><td colspan="3" align="center">UNIVERSITY OF WARWICK
STUDENT LEARNING EXPERIENCE AND ENGAGEMENT COMMITTEE
OPEN MINUTES OF THE MEETING HELD 12:30, THURSDAY, 09 FEBRUARY 2023, ONLINE</td></tr>
<tr><td>Present</td><td>Professor Gwen van der Velden (GvdV)</td><td>Deputy Pro-Vice-Chancellor (Education) (Co-Chair)</td></tr>
<tr><td></td><td>Dr David Bather Woods (DBW)</td><td>Academic Representative of the Faculty of Social Sciences</td></tr>
<tr><td></td><td>Dr Rob Batterbee (RB)</td><td>Academic Fellow of the WIHEA</td></tr>
<tr><td></td><td>Dr Adele Browne (AB)</td><td>Director of Student Experience</td></tr>
<tr><td></td><td>Professor Rebecca Freeman (RF)</td><td>Dean of Students</td></tr>
<tr><td></td><td>Dr Gemma Gray (GG)</td><td>Student Engagement Coordinator (Faculty of SEM)</td></tr>
<tr><td></td><td>Dr Lee Griffin (LG)</td><td>Academic Director of PGT Studies</td></tr>
<tr><td></td><td>Roberta Wooldridge-Smith (RWS)</td><td>Director of Student Opportunity</td></tr>
<tr><td></td><td>Karen Jackson (KJ)</td><td>Representative of the Library</td></tr>
<tr><td></td><td>Dr Modupe Jimoh (MJ)</td><td>Academic Fellow of the WIHEA</td></tr>
<tr><td></td><td>Dr Jennie Mills (JM)</td><td>Head of Academic Development (ADC)</td></tr>
<tr><td></td><td>Professor Sarah Richardson (SR)</td><td>Interim Academic Representative of the Faculty of Arts</td></tr>
<tr><td></td><td>Dr Tom Ritchie (TR)</td><td>Academic Representative of the Faculty of SEM</td></tr>
<tr><td></td><td>Kiranjit Shergill (KS)</td><td>Student Representative (SEM)</td></tr>
<tr><td></td><td>Matt Street (MS)</td><td>Head of Digital Learning</td></tr>
<tr><td></td><td>Dr Jianhua Yang (JY)</td><td>Student Engagement Coordinator (Faculty of SEM)</td></tr>
<tr><td>Attending</td><td>Katie Berlin (KB)</td><td>Assistant Secretary</td></tr>
<tr><td></td><td>Lauren Botham (LB)</td><td>Secretary</td></tr>
<tr><td></td><td>Megan Caulfield (MC)</td><td>Senior Projects Officer, Dean of Students' Office (item 037)</td></tr>
<tr><td></td><td>Ali Collins (AC)</td><td>Head of Skills, Student Opportunity (item 039)</td></tr>
<tr><td></td><td>Prof Caroline Elliot (CE)</td><td>Professor, Economics (item 036)</td></tr>
<tr><td></td><td>Olivia Gunn (OG)</td><td>Psychology Student (item 035)</td></tr>
<tr><td></td><td>Dr Jagjeet Jutley-Neilson (JJN)</td><td>Associate Professor, Psychology (item 035)</td></tr>
<tr><td></td><td>Dr Elena Riva (ER)</td><td>Director of Education, IATL (item 035)</td></tr>
<tr><td></td><td>Yaz Yeahia (YY)</td><td>Student Voice Manager, Warwick SU (in attendance)</td></tr>
</table>

Ref	Item
030	**Apologies for absence** Apologies were received from Prof Jo Angouri, Amie Arnold, Prof Andrew Clark, Dr Naomi de la Tour, Dr Will Haywood, Prof Chris Hughes, Chih-Hsiang Lo, Emma Mundy, Dr Kate Owen, Rafig Niftaliyev, and Hamza Rehman. **Welcome** • GvdV welcomed members to the first meeting of term two and reminded members that the meeting will close by 14:00. The April meeting will also be shortened to alleviate time constraints due to the ITLR.
031	**Conflicts of Interest** No conflicts were identified.
032	**Minutes of last meeting on 17 November 2022** The minutes of the meeting held on 17 November 2022 (032-SLEEC-090223, Public) were **approved** with no amendments.
033	**Matters arising from last meeting on 17 November 2022** There were no matters arising from the meeting held on 17 November 2022.
	Co-Chairs' Update
034	**Chair's Business** The Committee received and noted verbal updates from GvdV:

	• Roberta Wooldridge-Smith was welcomed back, as she has resumed her role as Director of Student Opportunity. Jenny Hughes was thanked for her contributions in the interim.
	• Two new student representatives were welcomed – Amie Arnold representing Arts and Kiranjit Shergill representing SEM.
	• NSS launched on Monday, 6 February, and members were encouraged to visit the NSS resources webpages for information and guidance.
	• Adele Browne's Cost-of-Living Working Group provided an update:
	    o Hardship funding: half of the hardship funding has been spent. Student demand for hardship funding is being monitored.
	    o Additional funding from the Office for Students: Warwick received £39,500 in funding to distribute to students in hardship as part of the OfS' Strategic Priorities grant for 2022/23. It is currently being decided how to target this additional funding.
	    o AB and the Student Funding team are analysing students' perception of the accessibility of hardship funding and how to improve this.
	    o The team is working on securing evidence to build cases for support where it is most needed. So far, they have looked at the Student Feedback Survey and the SU's Cost-of-Living survey results.
	    o GvdV noted that active and innovative work is going on as the team works to solve external issues, especially as it can be difficult to identify students most affected.
	• In CH-L's absence, GvdV noted that the work to improve students' awareness and experience of the SU is underway and proposed for CH-L to update the committee at the April meeting to provide a fuller picture.
	• The SU recently conducted a Teaching and Learning survey under CH-L's leadership. YY noted that there were 190 respondents, which was lower than expected, but that CH-L would update the committee at the next meeting with headline findings.

	Items for Consideration
035	**Development of a Code of Practice for Disabled Students** The Committee received the paper (035-SLEEC-090223, Public). Dr Jagjeet Jutley-Neilson, Dr Elena Riva, Dr Gemma Gray and Olivia Gunn, a second-year student working on the Neurodiversity and Student Experience Project, reported on key points and discussions were as follows: • The code was created in response to the Neurodiversity and Student Experience Project, in which the project team spoke to disabled students on several courses about their lived experiences. Questions regarding academic studies and wider student experience were considered. The biggest issue identified was inconsistency in departmental policies and accommodations. This is substantiated by the TEF 2018 submission, in which differences in student experience between disabled and non-disabled students were identified. • To mitigate these inconsistencies, the project team decided to create one document where key information, including summaries of policies, guidance, legislative requirements, best practice, and student testimonials, was included to encourage inclusive teaching environments. • JJN, ER, and GG worked with several students, using participatory action research, to develop questionnaires, identify stakeholder groups, and attend meetings in order to ensure that disabled students' voices were consistently centred. Participants in the project included the president of ENABLE, Autism at Warwick, and current students, including students from biological sciences and psychology. With IATL's funding, the team conducted meetings with 49 students and 11 staff members. GvdV requested that the project team include more language in the draft to indicate how involved students were in the code's development. • The project team believes this is the first co-designed code of practice for disabled students in the higher education sector. The code itself was written to address areas that students identified as problems, meaning that the code was driven by student experience. • Next steps include socialising the code and gathering feedback. JJN noted that they already collected feedback from the SU, including the Disability Taskforce, and that some members of SLEEC have already provided feedback and collaboratively co-produced the document. The committee gave two pieces of feedback, including that the links in the code should be more descriptive and that the code may benefit addressing ways in which students' disabilities can be more appropriately communicated to teaching staff, so they know how to accommodate their students.

	• RF thanked the project team for their work in such a short period of time. Two points of consideration were raised to the project team: is there anything the University could do structurally to enable the embedment of the code more easily and what would be needed to ensure the code is embedded into different elements of the University (e.g., academic development, personal tutoring training). GvdV requested that the first question be raised with the wider Learning Circle with a response to come back to SLEEC regarding a strategy for embedding the code. For the second question, JJN noted they have begun to consider this and that some departments have had CPD events with JJN and GG to begin socialisation, training and support. They observed that these events are the most successful way to socialise the code, and that they also provide opportunities for them to identify and celebrate good practice and identify areas that need enhancement. ER noted that they are communicating with departments and that a new Head of Disability has been appointed at the University and is working with them to address risks and issues to embedment so that they can think strategically about solutions. • The committee thanked the project team for their time and effort on this code, including stakeholder engagement and ensuring that the code's language is accessible to staff and students. There were no major concerns from the committee. The committee requested the project team discuss the code with EPQ, as they are reviewing the University regulations, and gather feedback from the Faculty Education Committees. GvdV suggested reaching out to Faculty Education Committee chairs to discuss the best way to collect feedback. If no contentious issues are identified, GvdV requested to recommend the code to Education Committee as a chair's action. The committee approved. • Due to the committee circuit timings, this would be implemented as a soft implementation for 2023/24 so that staff and students can access the guidance and will look to receive full implementation for the 2024/25 academic year. The Committee was asked to **discuss, provide opinion, and recommend** the proposed code to Education Committee. **ACTIONS:** 1) The Committee **recommended** the WIHEA Learning Circle to consider strategies for embedding the code and return to SLEEC with a plan for consideration. 2) The Committee **recommended** the project team collect feedback from the Faculty Education Committees and discuss the code with Education Policy and Quality. 3) Once feedback is collected, GvdV **to recommend** the code to Education Committee for soft implementation in the next academic year via Chair's Action.
036	**Online Assessment Data Ethics** The Committee received the report (036-SLEEC-090223, Public). Prof Caroline Elliot reported on key points and discussions were as follows: • The Online Assessment Data Ethics Group is split into two sub-groups: one focused on the ethics framework work done elsewhere and one focused on existing academic literature. UG and PGT students had the opportunity to consult with each group. • The remit of the group only covers online summative assessment data and does not cover academic integrity. The group explores themes of privacy, data ownership and control, transparency, consent, anonymity, and non-maleficence and beneficence. • There is already an ethical framework in place, which has been used as the starting point and the overarching principle that supports the seven further principles. • The group proposed four recommendations: creating a subgroup of SLEEC to extend the remit to cover all online assessment data; to work jointly with Faculty Research Ethics Committees to create guidance for writing research ethics applications; for the principles to be reviewed in two-five years; and the creation of a University of Warwick Student Data Group. • The committee voiced concerns regarding ethical approval, as researchers may have ethics approval but access to data may still be bound by terms of agreement with students. GvdV noted that the principles need to

	be much clearer on who owns data. GvdV and CE agreed these are two separate issues that should not be conflated, but that it is difficult as data can be stored in different places. The creation of the Warwick Student Data Group would help clarify the second point. • The committee also questioned the principle regarding the deletion of data, specifically about what data this covers and how the principle interacts with data we do not have control over, e.g. Turnitin data. CE clarified that the principles only relate to data the University houses, and that external bodies deletion schedules are covered in business contracts. • The committee agreed that the principles should be reviewed again in two-five years following their implementation. • No major concerns were identified by the committee. The Committee was asked **to recommend** the document to the Education Committee. **DECISION:** The Committee **approved** the recommendation of the principles to Education Committee once minor revisions are received.
037	**Inclusive Education Action Plan Analysis** The Committee received the report (037-SLEEC-090223, Protected). Megan Caulfield and Professor Rebecca Freeman reported on the key points and discussions were as follows: • All 27 departments submitted their plans in term one and funding has been disseminated to encourage student co-creation at department and faculty levels. • Overall findings suggested that many plans were well thought out, demonstrating enthusiasm, understanding and willingness to be more inclusive. Most plans had a high level of student engagement and co-creation throughout. Some areas were identified as needing more support, but the engagement was overall positive. • Of the four priority groups listed in the APP, most attention was given to the black attainment/awarding gap and the least attention was placed on mature students. • Key themes observed included community and belonging, gender via Athena Swan, and LGBTQUA+ inclusion. • Examples of good practice were highlighted from each faculty, with activities including recruiting student networks with diverse representatives, accessible teaching materials, co-creating and co-designing curriculum, UG peer mentoring schemes, and enhanced academic advice were identified. Departments highlighted include the School of Modern Languages and Cultures, Warwick Medical School, and Philosophy. • Next steps include feeding back to faculties and departments; communicating wider work across the University; supporting departments through training, networking, and support sessions; and using existing mechanisms to conduct light touch annual review on progress towards the action plans. • Central developments currently in the pipeline to further inclusive education include: several trainings regarding anti-racism and inclusive teaching and learning, analysing retention and progression data, several inclusion-focused projects (such as the Positive Digital Practices project and Code of Practice for Disabled Students), personal tutor training enhancements, and increased support for faculties to deliver and evaluate inclusive education work. • GvdV noted that it is incredible how much inclusivity work is happening across the University. Data shows that retention, progression and awarding gaps are closing and that the University is moving in the right direction to fully close them. MC and RF, along with the entire community and those within SLEEC who have impacted on this work, were thanked for their contributions. The Committee was asked **to note** the update and next steps. **DECISION:** The Committee **noted** the update on the findings of the inclusive education action plans.
038	**PGT Strategy Update** The Committee received the report (038-SLEEC-090223, Public). Dr Lee Griffin reported on the key points and discussions were as follows: • PTES 2022 benchmarking was released in December 2022, which caused delays in departments and committees receiving this information.

	• Some potential issues have been identified in the infrastructure of PTES 2023, but KB is monitoring the situation to mitigate any possible risks. • The request for HEAR statements has been brought to IDG and LG is hopeful it will be processed soon, along with the Warwick Award. • LG is pushing forward with the website and is presenting the PGT strategy to Education Committee at their next meeting. • GvdV thanked LG for their work and ongoing updates, as the committee has not historically received regular PGT updates. The Committee was asked **to note** the update on the PGT strategy. **DECISION:** The Committee **noted** the update on the PGT strategy.
039	**Update on the Warwick Award** The Committee received the report (039-SLEEC-090223, Public). Ali Collins reported on the key points and discussions were as follows: • The main point of the paper was to identify how the Warwick Award is progressing against the initial targets. The team intended to engage 10% of each faculty, which they have relatively achieved, with 30% engagement with a fairly even split across all three faculties. SEM was originally underrepresented, but eventually evened out. • Finalist students have been involved and the Student Opportunity is eager to receive completion data once finalists graduate. • The team has expanded and recognised a variety of new activities and has been in consultation with the SU to add some of their paid and voluntary roles. • A caring workbook aimed at helping students with caring responsibilities engage with the Warwick Award will be released soon and was made in conjunction with the Carers Trust. • Activity preferences have been broad, which is encouraging, as students are engaging with a wide variety of activities just as the team predicted. This data has been useful for putting together a Skills Profile, which has also picked up areas in common that students feel less confident in, such as sustainability and organisational awareness. • A strand of the award for foundation students launched this week, with 65 students already signed up and promotion set to begin next week. • JY asked if there were any statistics on part-time and Degree Apprenticeship students, to which AC confirmed that the Skills Team is working on a dashboard for Student Opportunity to track data from GradIntel and will be able to run termly reports to circulate to departments, which would include this type of information. • LG offered support in promoting the award for PGT students, as WBS and WMG students primarily represent PGT participation. AC agreed they could use support with smaller departments – to be picked up for next academic year. The Committee was asked **to note** the update on the Warwick Award. **DECISION:** The Committee **noted** the update on the Warwick Award.
	Items below this line were for receipt and/or approval, without discussion
040	**Welcome Week 2023** The Committee received and noted the report (041-SLEEC-090223, Public).
	Other
041	**Any other business** **1) WIHEA Lecture Capture Learning Circle Consultation** TR shared the context of the WIHEA Learning Circle on Lecture Capture that he's leading with Jess Humphries and Chih-Hsiang Lo. The group intends to share a set of recommendations with the University by June. Other WIHEA

members were encouraged to join the Learning Circle, and other members were invited to contact TR if they were interested in getting involved.

2) Education Conference

JM shared a message from Kerry Dobbins about the upcoming Education Conference. This included a call for submissions on lightening talks from students; the recruitment of six student Event Advisors; and to signpost members to the website to sign up and submit papers.

3) Welcome Week 2023 Paper

LG thanked Will Thomas and his team for the consideration given to PGT students during Welcome Week and for their work and paper.

4) Student Engagement Coordinator for Arts Vacancy

GvdV noted that the Student Engagement Coordinator role in the Faculty of Arts is still open and encouraged members to share the opportunity with colleagues in Arts who might be interested. For more information, prospective colleagues were encouraged to contact Rachel Moseley, SR, or GvdV.

Next meeting: Thursday, 06 April 2023, 10:30-12:30, MS Teams

DECISIONS AND ACTIONS			
ITEM	**DECISION/ACTION**	**LEAD AND DUE DATE**	**STATUS**
2020/21			
049-SLEEC-270521 – Role of Student Engagement Coordinators	**ACTIONS:** 1) Receive review of the Faculty Student Engagement Coordinator roles in academic year 2023/24.	SECs 2023/24	Ongoing
	2) Recommend to Education Committee that workload recognition for SECs be considered as part of their wider discussion on workload recognition.	GvdV Summer 2021	Ongoing
2022/23			
006 – Membership and Terms of Reference 2022-23	**ACTION:** Consider appointing a member of IDG to the Committee.	LB Nov 2022	Ongoing
023 – OfS Positive Digital Practice Project	**ACTION:** Update the Committee on project policy points and development needed in 6 months.	ER/SW May 2023	Ongoing
035 – Development of a Code of Practice for Disabled Students	**ACTIONS:** 1) The WIHEA Learning Circle to consider strategies for embedding the code and return to SLEEC with a plan for consideration.	ER/GG/JJN May 2023	Ongoing
	2) The project team to gather feedback from the Faculty Education Committees and discuss the code with Education Policy and Quality.	ER/GG/JJN April-May 2023	Ongoing
	3) Once feedback is collected, GvdV to recommend the code to Education Committee for soft implementation in the next academic year via Chair's Action.	GvdV June 2023	Ongoing

036 – Online Assessment Data Ethics	**DECISION:** The Committee **approved** the recommendation of the principles to Education Committee once minor revisions are received.