UNIVERSITY OF WARWICK STUDENT LEARNING EXPERIENCE AND ENGAGEMENT COMMITTEE OPEN MINUTES OF THE MEETING HELD 10:30, THURSDAY, 13 OCTOBER 2022, ONLINE		
Present	Professor Gwen van der Velden (GvdV)	Deputy Pro-Vice-Chancellor (Education) (Co-Chair)
	Chih-Hsiang Lo (C-HL)	Students' Union Vice President for Education (Co-Chair)
	Dr David Bather Woods (DBW)	Academic Representative of the Faculty of Social Sciences
	Dr Rob Batterbee (RB)	Academic Fellow of the WIHEA
	Dr Adele Browne (AB)	Director of Student Experience
	Professor Andrew Clark (AC)	Deputy Pro-Vice-Chancellor (Education Policy)
	Professor Rebecca Freeman (RF)	Dean of Students
	Professor Lee Griffin (LG)	Academic Director (Postgraduate Taught)
	Dr Will Haywood (WH)	Student Engagement Coordinator (Faculty of Social Sciences)
	Jenny Hughes (JH)	Interim Director of Student Opportunity
	Karen Jackson (KJ)	Representative of the Library
	Dr Modupe Jimoh (MJ)	Academic Fellow of the WIHEA
	Dr Jennie Mills (JM)	Head of Academic Development (ADC)
	Rafig Niftaliyev (RN)	Student Representative (Faculty of Social Sciences)
	Hamza Rehman (HR)	Students' Union Vice President for Postgraduate
	Professor Sarah Richardson (SR)	Interim Academic Representative of the Faculty of Arts
	Dr Tom Ritchie (TR)	Academic Representative of the Faculty of SEM
	Matt Street (MS)	Head of Digital Learning
Attending	Katie Berlin (KB)	Assistant Secretary
	Lauren Botham (LB)	Secretary
	Vicky Marsh (VM)	Quality Enhancement and Review Manager (EPQ) (item 007)
	Yaz Yeahia (YY)	Students' Union Student Voice Manager
Ref	**Item**	

Ref	Item
001	**Apologies for absence** Apologies were received from Professor Jo Angouri, Dr Naomi de la Tour, Dr Gemma Gray, Professor Chris Hughes, Dr Rebecca Limb, Emma Mundy, Dr Kate Owen, and Dr Jianhua Yang. **Welcome and Membership Changes** • **Dr David Bather Woods** has replaced Dr Sarah Dahl as the Academic Representative of the Faculty of Social Sciences. • **Dr Rob Batterbee** has replaced Professor Azrini Wahidin as an Academic Fellow of WIHEA. • **Katie Berlin** has formally joined SLEEC as the Assistant Secretary. • **Dr Adele Browne** has formally joined SLEEC from 2022/23. • **Dr Naomi de la Tour** has replaced Dr Elena Riva as the Academic Representative of IATL for 2022/23. • **Dr Will Haywood** has replaced Dr Kate Mawson as the Student Engagement Coordinator for the Faculty of Social Sciences. • **Jenny Hughes** has stepped in as the Interim Director of Student Opportunity for Roberta Wooldridge Smith and will be attending SLEEC meetings in their place. • **Karen Jackson** has joined SLEEC as the Representative of the Library, replacing Ant Brewerton. • **Chih-Hsiang Lo** has formally replaced Isabelle Atkins as the Co-Chair alongside Professor Gwen van der Velden. • **Dr Jennie Mills** has replaced Dr Letizia Gramaglia as the Head of Academic Development (ADC). • **Rafig Niftaliyev** has replaced Jack Sperry as the Student Representative of the Faculty of Social Sciences. • **Hamza Rehman** has replaced Nathan Parsons as the Students' Union Vice President for Postgraduates.

	• **Sarah Richardson** is standing in as an interim Representative of the Faculty of Arts while a new Student Engagement Coordinator and Academic Representative are appointed. • **Dr Tom Ritchie** has replaced Dr Russ Kitson as the Academic Representative of the Faculty of Science, Engineering and Medicine. • **Matt Street** has replaced Dr Sam Hardy as the representative of the Flexible and Online Learning Division (FOLD).
002	**Declarations of Interest** No declarations were made.
003	**Minutes of last meeting on 26 May 2022** The minutes of the meeting held on 26 May 2022 (003-SLEEC-131022, Public) were **approved** with no amendments.
004	**Matters arising from last meeting on 26 May 2022** **(a) 053-SLEEC-270521 Decolonise Programme** Chih-Hsiang Lo will be providing a verbal update on how the SU is progressing decolonisation work under the Chair's Agenda item. **(b) 004-SLEEC-141021 Matters Arising (ethics in using student data)** An update will be provided at the November 2022 meeting. **(c) 004-SLEEC-141021 Matters Arising (engagement and support of PGT students in the student rep system)** Chih-Hsiang Lo will be providing a verbal update on how engagement and support of PGT students in the student rep system is underway under the Chair's Agenda item. Hamza Rehman will be further discussing the matter under item 010.
	Co-Chairs' Update
005	**Co-Chairs' Business** The Committee received and noted verbal updates from the Co-Chairs: **a) Students' Union updates:** • A governance regeneration project is currently underway in which the SU is exploring different democratic structures. As part of this restructure, a new system of student advisors has been implemented to merge the academic and democracy teams. An additional advisor – Daniel Docherty – has been recruited to assist in the course representative restructure. The SU intends to hire one more advisor to support PGT and international student representatives. • The SU is currently working on the TEF student submission. They have used an independent consultancy firm to provide draft data themes. • C-HL, HR and Tomi Amole have been reviewing approaches to decolonisation strategies alongside Yaz Yeahia and Polly Jones. Currently reviewing SU funding to rehire a decolonisation advisor and have been working on building relationships with decolonisation advisors across departments. The SU will provide a detailed update to the committee in November. • Autumn elections for course representatives are ongoing with high nomination numbers from WBS and Economics. This year, the SU tailored interactive resources and training times around the representative availability, along with improving online spaces for student representatives to promote accessibility and engagement. • The SU has seen a growth of PGT involvement in the rep system (one of the largest intakes of nominations), which is reflective of the work they did over Welcome Week to engage PGT, mature, and part-time students. They have received good feedback and are working on ways to keep engagement high over the year, including creating a mailing list.

	• C-HL gave an overview of the SU priorities for the upcoming academic year, including cost of living, departmental consistencies, and improved study spaces. A full list of these priorities is set out in item 014. **b) General updates:** • The decline in NSS response rate seen during the 2022 survey appears to be a sector-wide issue and not just a product of survey fatigue at Warwick, although Warwick's performance was on the lower side. This means the institution needs to be mindful of how representative views are from survey samples. • An important step in students seeing that their feedback affects change is the appointment of the Director of Student Experience. There is no set governance structure for student experience yet, so SLEEC will adopt this remit for the upcoming academic year until the governance review takes place (currently scheduled for 2023). • Work is underway on the ITLR and SLEEC was asked to note some of the bespoke themes emerging, including inclusion and student experience. • Aware of issues around rising cost of living and further announcements will be shared in the future. • Work on TEF is underway, with EPQ leading on writing the institutional response with support and input from various colleagues throughout the institution. • At a national level, new policies around freedom of speech, student data collection, and the autonomy of institutions and SUs are predicted to be on the docket and updates will be provided in due course. • The Warwick Award launched this year, with approximately 4,000 students having signed up already. Students are showing interest in having other, non-academic experiences on their HEAR statements. JH will provide the committee with an update in November.
	Items for Consideration
006	**Membership and Terms of Reference 2022-23** The Committee received the paper (006-SLEEC-131022, Public). Key points were as follows: • The Terms of Reference have not changed for 2022/23 but will be reviewed as part of the 2022/23 governance review. Outputs from the Away Day held on 6 October 2022 will have an influence on updating the terms. • Two roles have been added: Director of Student Experience and Head of Digital Learning. • Three roles have been removed: Director of FOLD; Head of Digital Learning Environment Services; and Student Engagement Officer. • Three positions are waiting to be filled – student reps for Arts and SEM, and the Student Engagement Co-ordinator role for the Faculty of Arts. The Committee was asked to approve the Terms of Reference and Membership for 2022/23. **ACTIONS:** The Committee **recommended** appointing a member of IDG to the Committee.
007	**Student Survey Results 2022 (NSS, PTES, PULSE, Term 3 Survey)** The Committee received the reports (007a-d-SLEEC-131022, Protected). Vicky Marsh reported on key points and discussions were as follows: **a) Response rates** • All survey response rates are down. Full-time students are getting closer to pre-pandemic rates, but part-time students are still lagging behind. Compared to the sector trends, Warwick is underperforming in response rates. • The Student Feedback Group have discussed these response rates and are thinking about survey strategies with Jess O'Brien and her team in the Marketing, Communications and Insight team. Other forms of feedback methods are being considered to encompass wider student groups and lessen

survey burden, alongside alternative methods for analysing student data so that non-traditional student groups can be better incorporated.

b) Satisfaction in teaching

- NSS and PTES surveys saw a drop in teaching satisfaction. Warwick's relative position is still high within the Russell Group, but more thinking and mindfulness needs to be given to the drops in these surveys.
- Term 3 survey results showed an increased satisfaction compared to 2021, particularly with the combined approach and online quality. This provides a forecast of what the students going into this year's NSS are feeling. Satisfaction with face to face and online teaching methods saw an increase compared to Term 1.
- Satisfaction with online teaching has declined, so it is recommended that the university investigates if certain groups or departments are impacted and why.

c) Satisfaction with assessment and feedback

- In the NSS, Warwick saw a minor drop in satisfaction with assessment and feedback, but it is still 1st in the Russell Group for this survey area. Closer examination of the component questions, specifically those related to timeliness and quality, shows reasonably large drops in satisfaction.
- PTES also saw marginal drops in this survey area but remains largely stable in the overall ranking.
- Term 3 is relatively high, but worth noting that it is not comparable to the external NSS and PTES surveys. Some of the questions asked in the Term 3 survey do not have equivalents in other surveys.

d) Student voice and community

- Warwick has increased in ranking in the Russell Group for NSS results on student voice, meaning that other universities are experiencing declines in student voice satisfaction.
- The "staff valued student opinions and feedback" question saw the biggest drop in data from 2021 to 2022. This requires further investigation into whether this is cohort or department specific.
- PTES does not have a specific student voice question, but Warwick asked a provider-specific question regarding belonging. There is no comparable data between Warwick and other institutions, but the question asked only received a 67% satisfaction rating compared to the 72% NSS satisfaction rating.
- Term 3 results are mixed, with satisfaction increased from 2021 but declining from Term 1 to Term 3. Again, this indicates how students are feeling prior to participating in the NSS.
- VM emphasised that the University needs to focus on the connection to the department as it is the area that saw the biggest drop from Term 1 to Term 2.
- Similarly, the SU Pulse survey also gathered feedback from Term 2 and flagged that students are much more positive about how the SU presents them. It is important to note that the Pulse survey encompasses all students and not just finalists, meaning it is less effective at flagging how finalists may feel going into the NSS.
- From a sector point of view, the scales are seeing a rise in satisfaction from 2021 and the student voice scale is plateauing. As part of TEF, the OfS has received preliminary data on student voice to model how Warwick students compare to students at similar institutions. So far, Warwick is scoring high across the board.
- The Committee agreed that student voice is one of the main areas the University looks at and continues to look at in these surveys and recommends VM to look at organisation and management.

e) Subject focus

- VM provided data on departments that require further investigation: Computer Science, WMG, and WMS. Computer Science scored low in NSS, PTES and Pulse.
- Anecdotal information has been pulled and indicates that these three departments have been hard hit by covid. Moreover, they all provide atypical provisions, in terms of apprenticeships, distance, mature, and part-time learners which may contribute to the lower scores.

	• VM suggests being mindful of the tools used to survey non-traditional groups, as some questions may not be as salient, and that caution should be used as interpreting low satisfaction as dissatisfaction as students may answer N/A or neither agree not disagree. • AC asked how far this trend analysis has gone as the watch list of poor performing departments is the same as it was pre-pandemic. VM assured the Committee she looked at the last four years, but not further back. GvdV voiced caution over singling out specific departments and instead to consider disciplinary and sector areas, as these could be indicative of sector trends. **f) Apprentices** • VM identified Apprentices as a group that is not suited to the traditional feedback mechanisms or current survey questions, highlighting a need to develop a specific strategy to cover apprentice provision. • The University has a statutory requirement to identify improvements through self-assessment, and the University has identified poor response and satisfaction rates amongst Degree Apprenticeships in NSS and PTES. • This year the University is opting out of including Apprenticeships in the TEF but may not have the option for future submissions. this means that it will likely be a requirement to include them in Warwick's next TEF submission. • As part of strategy development, VM recommends reaching out to other institutions to collaborate on and work to create new methods to evaluate these provisions, such as cognitive interviewing. • C-HL and GvdV agreed that there is a disconnect amongst Degree Apprenticeships. C-HL and HR recently met with Will Curtis to consider how course representatives can support distance, Degree Apprenticeship, and other non-traditional learners. C-HL noted that DA engagement has not been as high as the SU would like. • GvdV thanked VM for the overview, noting the Committee has never received such thorough thematic analysis of survey results before and found it extremely useful. • VM noted that future priorities include performing statistical modelling to model key drivers that are affecting areas like student voice, as the results may not reflect what colleagues believe to be the main drivers. GvdV suggests this needs further consideration outside of this meeting and maybe VM can feedback into another meeting. **DECISION:** The Committee **noted** the results of feedback surveys from the 2021/22 academic year.
008	**Student's Union Response to NSS 2022 Q26** The Committee received the report (008-SLEEC-131022, Public) and key points and discussions were as follows: • C-HL noted that the SU is looking at schools/departments where results were not as positive. • In response to Q26, the SU is working to create consistent communication with reps across the year; develop training and engagement opportunities for academic reps; host SSLC drop-ins so the SU can glean insights into what is happening on the ground; and run MS Teams sites for course reps to engage and escalate issues directly with the SU. • The SU is working to revamp academic engagement so that course representatives are more involved and engagement is more defined. • SLEEC will be updated appropriately on this progress. • RF commented on the signage on the SU building, indicating that their presence is more visible already. • GvdV noted that senior colleagues are committed to supporting the SU so that they can improve the Q26 results. **DECISION:** The Committee **noted** the Students' Union's response to the 2022 results for NSS Question 26.
009	**Student Experience Strategy** The Committee received a verbal update from AB and key points and discussions were as follows:

	a) Drivers & rationale • Looking at how the Student Experience division fits within institutional strategy, there are numerous links to social inclusion, TEF, ITLR, and the wider student experience. • Currently looking at what is needed to specifically support student groups that are not traditionally served or engaged as well as they could be. • The top institutional driver is to be the best in class in approach to diversity and inclusion. **b) Why create a Student Experience Division** • It provides the opportunity for single oversight of the wider student experience. • It removes or mitigates against certain risks that could occur without singular oversight, including duplicating work; inhibiting effective communication; and failure to comply with inclusive initiatives. • It facilitates a two-way dialogue with students so that the university knows it is providing what students want and need. • It creates trust within the broader community, particularly with those in central Professional Services. • It further strengthens the relationship between the University and SU by creating additional avenues for both institutions to work in partnership and develop initiatives together. • It supports ongoing work to improve the international student experience by bringing together numerous existing teams so that the University can support international student integration. **c) Principles** • Principles of the Student Experience division include decision-making seated in the future; not listening to siloed voices; identifying the different needs of different student groups; transparent dialogue; internationalisation and cross-integration; and the impact that Professional Services have on the student experience. **d) Strategic aims** • One main strategic aim is student user experience and creation. In this space, AB wants students to work collaboratively across the institution to design and co-create multiple facets of student life beyond academic study. **d) Objectives** • AB noted that their objectives are to value student voice; student co-creation and student-led approaches; streamlining extracurricular activities and combining activities under a single brand; move away from corporate messaging; and work across a variety of Professional Services groups to take a whole university approach to improving the student experience. **DECISION:** The Committee **noted** the Student Experience Strategy for 2022/23.
010	**PGT Student Experience Strategy** The Committee received a verbal update from LG and HR and key points and discussions were as follows: **a) General background** • The University is clear on UG and PGR provisions and structures, but PGT tends to be less defined in terms of student engagement and is therefore less supported. • Welcome Week is where most initial PGT engagement occurs, but there are several different times in which PGT courses begin, so some students miss out on early engagement opportunities. • PGT courses are intensive, with 1,800-hour workloads, so these students have limited time to engage with activities outside of learning. Moreover, students tend to dial back work over Easter which increases pressure and stress during dissertation writing. **b) Quick priorities** • Welcome Week 2022/23 saw an increase in PGT-specific events. The possibility of running a second Welcome Week for PGT students starting later in the academic year is being explored.

	• Push for PGT students to have Wednesday afternoons free to mirror the UG structure. • Promote targeted events around employment, as employers see PGT students as good candidates. • Improve support for international students. • Recruit PGT students to overlap more with incoming PGT students so that existing students can function like ambassadors to support new students. • Put more emphasis on the support available, ensuring that PGT students feel comfortable in accessing services and removing the perceived shame in asking for help academically. • Push for more consistency and infrastructure to support PGT programmes. • Improve and embed postgraduate students into the SU rep system, especially for the medical school. **DECISION:** The Committee **noted** the PGT Student Experience Strategy for 2022/23.
011	**Education Strategy Priorities 2022/23** The Committee received a verbal update from GvdV and key points and discussions were as follows: • Departments are engaging with the ITLR and TEF. • Colleagues in several professional service teams are preparing for an imminent Ofsted inspection of Degree Apprenticeship courses. • The Education Executive appreciates the demands on departments and so no new areas of development are being introduced this year. • Instead, work continues to further progress on the Curriculum Development Project (previously titled Curriculum Review); the Curriculum Management Project; furthering the Inclusive Education Model; and fully embedding the Warwick Assessment System across the University, replacing AUP. The Committee was invited to provide comments on these priorities to the secretariat of SLEEC so that they could be shared with Education Executive. **DECISION:** The Committee **noted** the 2022/23 Education Strategy priorities.
012	**ITLR Student Engagement Update** This item was removed from the agenda and an update will instead be provided at the November meeting. A paper was brought to SLEEC in May 2022 and GvdV assured the Committee that the engagement plan was on track. The Committee was encouraged to review that paper and to feedback any comments directly to GvdV or Vicky Marsh, ITLR Project Manager.
013	**Student Scams Working Group** The Committee received the report (013-SLEEC-131022, Public) and key points and discussions were as follows: • The Student Scams Working Group (SSWG) has been running since 2020 and currently does not report into a committee. • The threat of scams is extremely high and has the potential to impact very heavily on both the student experience and the student learning experience. As such, it is requested that the SSWG reports into SLEEC in the interim period, prior to a permanent home being identified during the 2022-23 governance review. • The committee noted that the business of the SSWG does not directly correlate with SLEECs remit, but that it is linked. **DECISION:** 1) The Committee **approved** the ToR and membership of the SSWG. 2) The Committee **approved** that the SSWG will report into SLEEC for 2022/23.
	Items below this line were for receipt and/or approval, without discussion
014	**Students' Union Priorities 2022/23** The Committee received and noted the report (014-SLEEC-131022, Public).

015	**Schedule of Business and SLEEC Priorities 2022/23**
	The Committee received and noted the report (015-SLEEC-131022, Public).
016	**Student Survey Schedule for 2022/23**
	The Committee received and noted the report (016-SLEEC-131022, Public).
017	**SSLC Annual Reports by Faculty**
	The Committee received and noted the report (017-SLEEC-131022, Public).
Other	
018	**Any other business**
	RF shared a link to the Personal Tutoring Enhancement training sessions for this term – open to all tutors.
Next meeting: Thursday, 17 November, 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
013 – Student Scams Working Group	**DECISION:** 1) The Committee **approved** the ToR and membership of the SSWG. 2) The Committee **approved** that the SSWG will report into SLEEC for 2022/23.		