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<tr><td colspan="3"><strong>UNIVERSITY OF WARWICK<br>STUDENT LEARNING EXPERIENCE AND ENGAGEMENT COMMITTEE<br>OPEN MINUTES OF THE MEETING HELD 10:30, THURSDAY, 17 NOVEMBER 2022, ONLINE</strong></td></tr>
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| **Present** | | |
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| | 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) |
| | Professor Jo Angouri (JA) | Academic Director (Education and Internationalisation) |
| | 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 |
| | Dr Gemma Gray | Student Engagement Coordinator (Faculty of SEM) |
| | 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 |
| | Kiranjit Shergill (KS) | Student Representative (SEM) |
| | Matt Street (MS) | Head of Digital Learning |
| | Dr Jianhua Yang | Student Engagement Coordinator (Faculty of SEM) |
| **Attending** | Katie Berlin (KB) | Assistant Secretary |
| | Lauren Botham (LB) | Secretary |
| | Vicky Marsh (VM) | Quality Enhancement and Review Manager (EPQ) (item 026) |
| | Sam Parr (SP) | Staff Lead, Queering University Programme (item 024) |
| | Dr Elena Riva (ER) | Director of Education, IATL (item 023) |
| | Dr Sharron Wilson (SW) | Programme Manager, Dean of Students' Office (item 023) |

| Ref | Item |
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| 018 | **Apologies for absence**<br><br>Apologies were received from Amie Arnold, Dr Naomi de la Tour, Lee Griffin, Dr Cathy Hampton, Professor Chris Hughes, Jenny Hughes, Dr Rebecca Limb, Dr Jennie Mills, Emma Mundy and Dr Kate Owen.<br><br>**Welcome**<br><br><ul><li>GvdV welcomed members to the last meeting until February 2023 and informed members that agendas and meetings may be shorter in Term Two to alleviate committee pressure during the ITLR.</li></ul> |
| 019 | **Conflicts of Interest**<br><br>No conflicts were made. |
| 020 | **Minutes of last meeting on 13 October 2022**<br><br>The minutes of the meeting held on 13 October 2022 (020-SLEEC-171122, Public) were **approved** with no amendments. |
| 021 | **Matters arising from last meeting on 13 October 2022**<br><br>**006-SLEEC-131022 Membership and Terms of Reference** |

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| | • The committee Co-Chairs are still considering adding a member of IDG to SLEEC and identifying which colleague would be appropriate. The addition would need to be warranted by items requiring IDG expertise. |

| | **Co-Chairs' Update** |
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| 022 | **Co-Chairs' Business**<br><br>The Committee received and noted verbal updates from the Co-Chairs:<br><br>**a) Students' Union updates:**<br><br>• A succinct version of the SU Education Priorities shared with this committee in October (item 014) were circulated to SSLCs, Education Executive, the SU Education Council and Academic Council.<br>• Primary focus is lecture capture, with consideration to how feedback is collected and how lecture capture initiatives fit within wider ongoing accessibility policy discussions. A WIHEA learning circle has been established to consider and enhance existing University lecture capture policy. Next steps include surveying students to gather data that supports progress of SU initatives and encouraging academic representatives to get more involved.<br>• Academic rep training is nearing completion, with a few new co-opted posts.<br>• HR reported on a recent SU survey conducted on PGR experience and cost of living. Prominent highlights were summarised: workload issues; concerns about financial and research support, including stipend rates, extended funding, NHS costs, and energy surcharges; and issues regarding supervisor/student relationships were all highlighted for consideration. The full report was recently brought to the Board of Graduate Studies and members of the committee requested HR to circulate the report to this committee. C-HL requested revisiting some of these issues in February.<br>• The SU continues to work on the TEF submission and has made good progress.<br><br>**b) General updates:**<br><br>• Sarah Richardson and Rachel Moseley released an advert for the Faculty of Arts Student Engagement Coordinator role, which will close on 25 November. The committee is hopeful that someone will be appointed to join for the Term Two meetings. This search emphasised the need to include this role in the workload allocation model, which GvdV has brought for consideration to the Academic Resourcing Committee before and will do so again this year.<br>• An update on the Warwick Award engagement to date was shared. The pilot closed on 26 August with 1,095 participants, 155 of whom achieved the pilot Pioneer Award. A further 685 students carried over points gained from the pilot into this academic year and continue to make progress on the award, which was formally launched on 3 October. Currently there are 6,011 students participating, with best represented departments including WBS, Economics, WMG, Philosophy and Law. Departments with the highest proportion of their population taking part are Applied Linguistics, Economics, SCAPVC and WMG. Engagement has been good, with 249 activities completed and submitted by week four of term.<br>• Announcements on the focus for the newly established Government Cabinet are expected imminently, with freedom of speech expected to remain prominent on their agenda. It was noted that it may report on the role of research innovation and development of education more widely. |

| | **Items for Consideration** |
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| 023 | **OfS Positive Digital Practice Project**<br><br>The Committee received the paper (023-SLEEC-171122, Public). Dr Elena Riva and Dr Sharron Wilson reported on key points and discussions were as follows:<br><br>• The two-year, OfS-funded project investigates the needs of part-time, commuter, distance and mature students to understand what can be done to support mental wellbeing in teaching and learning environments. ER and SW focused on part-time and mature students at Warwick, particularly in CLL.<br>• Focused on enabling positive interactions and experiences, the project team identified inclusive practice, digital literacy and assessment and wellbeing as three main areas of exploration, as digital literacy and assessment were identified as major stressors for students. |

|  | • The project team identified key points beyond the scope of the project: ageism when interacting with the wider University; lack of ownership over the University outside of their department; difficulties with peer support and connections; and concerns over digital literacy.<br>• SW shared examples of co-created resources, including a digital literacy map and an assessment good practice guide. The project embedded student co-creation in every phase and will continue to uphold this principle in its next phase, which the committee highly commended.<br>• In the next phase, ER and SW will share resources with other departments to trial, including WMS. The project has been so successful that other universities have also requested use of these materials. Several committee members noted that these resources would be beneficial for all departments, staff, and students. AB offered to support the project to think about other ways the University targets student groups and KJ recommended the project connect to IDG to link up resources.<br><br>The Committee was asked to **discuss** the findings of the project.<br><br>**ACTIONS:** The Committee **recommended** the development of policy related to this area, which should be reported to SLEEC in the new calendar year. |
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| 024 | **LGBTQUIA+ Student Experience**<br><br>The Committee received the report (024-SLEEC-171122, Public). Sam Parr reported on key points and discussions were as follows:<br><br>**a) Disclosure rates**<br><br>• Warwick's demographic data disclosure rates are exceptionally high, with only 10% of students providing insufficient information to be categorised as LGBTQUIA+ or non-LGBTQUIA+ students.<br>• Disclosure was higher for the trans identity question than it was for the sexual orientation question. It is unclear if this is correlated to the phrasing of the sexual orientation question or the places it is asked.<br>• There is currently no intersex demographic question, which makes it difficult to fully understand intersex student experience and communicate with intersex students.<br><br>**b) Permanent Withdrawals for 2021/22**<br>• UG and PGR LGBTQUIA+ students were 2.9 and 2.5 times as likely to permanently withdrawal in comparison to their non-LGBTQUIA+ peers, whereas PGT LGBTQUIA+ students were only 1.9 times more likely to permanently withdraw.<br>• Overrepresented reasons for permanent withdrawals included finances, mental and physical health, and juggling study and part-time work. SP noted there is currently no category for estrangement as a reason for withdrawal and that the programme intends to explore that addition. SP also intends to investigate withdrawals due to 'withdrawn after lapse of time.' LGBTQUIA+ students comprise 11.1% of the student population but they comprise 44.1% of students who withdraw via this route.<br>• The Student Feedback Survey affirmed the data, with 59% of LGBTQUIA+ students and 67% of trans students considered dropping out of their course, citing poor health.<br><br>**c) Temporary Withdrawals for 2021/22**<br>• LGBTQUIA+ students were 1.5-1.7 more likely than their non-LGBTQUIA+ peers to temporarily withdraw. There was no significant disparity in withdrawal rates amongst LGBTQUIA+ UGs, PGTs, and PGRs.<br>• Overrepresented reasons included finances and poor health.<br>• On the Student Feedback Survey, 1 in 11 (9%) of LGBTQUIA+ students indicated that they had taken a period of temporary withdrawal at Warwick, citing poor mental or physical health.<br><br>**d) Queering University Programme proposals**<br><br>• The programme intends to address these findings by researching experiences of health and wellbeing and financial stress and hardship, with a particular focus on mental health. 'Withdrawal after lapse of time' has been identified for further exploration to better understand how and why it is used, and to propose interventions. Challenges have been identified in surveying students who have permanently withdrawn, and the programme intends to explore research options to collect this data. |

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| | • The LGBTQUIA+ WIHEA learning circle recommended researching resits without residence experiences and outcomes, the student experience of returning from temporary withdrawal, and engagement and barriers to mitigating circumstances for LGBTQUIA+ students. SR noted that resits without residence is a wider university concern and was recently raised in the Senate subgroup on exams by an external examiner. RF confirmed that the Academic Registrar is looking into available support for temporary withdrawals and resits with and without residence.<br>• RF's office is exploring personal tutoring support for the LGBTQUIA+ community and temporary withdrawal and proposed working with SP and current students to identify what messages need to be shared to effectively support students. The committee recommended looking at continuation data and reasons for withdrawal more closely, though SP noted that previous research noted reasons about sense of belonging and mattering as being prevalent, but not necessarily in reference to LGBTQUIA+ experiences. One possible mitigation to this is the new Student Feedback Survey running in November 2022 that includes questions about community and belonging to be analysed by demographic.<br>• It was agreed that Warwick successfully represents itself as a welcoming place for LGBTQUIA+ communities, but that messages of belonging break down before students decide to withdraw. More work needs to be done to identify where and when this happens, and what support is needed to mitigate it.<br><br>**DECISION:** The Committee **noted** the recent findings of the Queering University programme and its next steps. |
| 025 | **TEF 2023 Submission – Educational Gain**<br><br>The Committee received the report (025-SLEEC-171122, Protected) and key points and discussions were as follows:<br><br>• The Educational Gain section is new to the TEF and requires Warwick to commit to direction setting for what is special about Warwick's educational gain. This will be revisited in the next TEF to demonstrate that the University achieved the goals set out in the 2023 submission.<br>• GvdV invited the committee to comment on if the draft is student centred in learning beyond boundaries, if the outcomes are appropriately focused on students, and if the draft definition of Educational Gain is feasible for the University to deliver.<br>• The Warwick Award was put forth in the paper as the proposed mechanism used to evaluate educational gain. The committee had no objections, but vocalised concerns over the award being new and possibly not easily recognisable nor representative of the whole student body. It is also not unique in the sector.<br>• There were no objections to the current submission, but members were invited to email comments or feedback to the secretariat.<br><br>The Committee was asked to **discuss** the TEF Submission Educational Gain draft.<br><br>**DECISION:** The Committee **noted** the current draft with no objections. |
| 026 | **ITLR Student Engagement**<br><br>The Committee received a verbal update from Vicky Marsh and key points and discussions were as follows:<br><br>• In Academic ITLR reviews, the student learning experience will be highlighted in the student experience and success, student support and quality assurance aspects of the baseline assurance evaluation area. In the strategic improvement evaluation area, student experience will be evaluated in the strategy for education and students and enabling culture aspects.<br>• In Professional Services reviews, each Professional Service team will evaluate their impact on the student learning experience in the engagement aspect of baseline assurance. As a cluster holistically, student learning experience will be addressed by the strategy for education and students and enabling culture aspects of strategic improvement.<br>• There are three direct ways that students are involved: student co-creators employed by EPQ to co-create student roles, guidance, training and support for the student ITLR community, student panellists, and student leads in departments who participate in their department's review.<br><br>**DECISION:** The Committee **noted** the ITLR student engagement update. |

| 027 | **Decolonisation Update** |
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| | The Committee received a verbal update from Chih-Hsiang Lo and key points and discussions were as follows: |
| | • The SU is collating information on how departments conduct Decolonisation projects and are looking to align their work, where possible. |
| | • Decolonisation resources from the Faculty of Social Sciences have been shared with the SU. |
| | • The SU is looking to secure support and funding to take on this work. |
| | • Multiple departments have selected social inclusion as their bespoke theme for the ITLR, and the SU is encouraged to reach out and link to these initiatives. |
| | • C-HL will keep the committee informed of ongoing work. |
| | **DECISION:** The Committee **noted** the SU's update on the Decolonisation project. |
| 028 | **Cost of Living Crisis Update** |
| | The Committee received a verbal update from Adele Browne and key points and discussions were as follows: |
| | • The University has released multiple initiatives to help with the cost-of-living crisis, including bursaries and food packages. These have been well received by those who have engaged with them, but many students are still unaware of these resources. |
| | • Work with Estates is ongoing to set up warm spaces on campus, which will include hot water and microwaves. |
| | • Jess O'Brien, the Market Research Manager, recently conducted student focus groups and collected high-level findings on the cost-of-living crisis. These findings included a need for more relevant communications about what support students are entitled to and student frustrations with arduous bureaucracy regarding the hardship fund, which was not part of this offer but provides insight into what students think may be covered. |
| | • Students voiced concerns regarding public transport, food costs, impacts on mental health, and impacts on social life. Final year students communicated fears about the future. These conversations also dovetailed into further considerations of issues like transport and period poverty. |
| | • The committee asked if digital poverty has been identified as an issue. AB noted that it has not at this time but acknowledged that sample sizes were small, and more work was required to identify student concerns. |
| | • GvdV encouraged the committee to share these resources with students, personal tutors and senior tutors. The committee commended AB and her working group. |
| | **DECISION:** The Committee **noted** the Cost-of-Living Crisis Working Group update. |
| | *Items below this line were for receipt and/or approval, without discussion* |
| 029 | **NSS 2023 Institutional Questions** |
| | The Committee received and noted the report (029-SLEEC-171122, Protected). |
| | **Other** |
| 030 | **Any other business** |
| | C-HL shared the outcomes of the recent SU All Student Vote. The SU has been mandated to support the UCU striking action, mitigate against the effects of the strike, and ensure self-certifications are maintained across departments. The SU will keep the committee informed of any updates. |
| | **Next meeting: Thursday, 9 February, 12:30-14:30, MS Teams** |

| DECISIONS AND ACTIONS | | | |
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| **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 |
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| **2022/23** | | | |
| 006 – Membership and Terms of Reference 2022-23 | **ACTION:** Consider appointing a member of IDG to the Committee. | LB Nov 2022 | Ongoing |
| 020 – Minutes of meeting held on 13 October 2022 | **DECISION:** The Committee **approved** the minutes with no amendments. | | |
| 022 – Chair's Business and Actions | **ACTION:** Circulate the SU's PGR cost of living survey findings with the Committee. | HR/KB 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 |