**UNIVERSITY OF WARWICK** **STUDENT LEARNING EXPERIENCE AND ENGAGEMENT COMMITTEE** **OPEN MINUTES OF THE MEETING HELD 10:30, THURSDAY, 25 MAY 2023, 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 Rob Batterbee (RB)	Academic Fellow of the WIHEA
		Dr Adele Browne (AB)	Director of Student Experience
		Dr Gemma Gray (GG)	Student Engagement Coordinator (Faculty of SEM)
		Dr Cathy Hampton (CH)	Academic Representative of the Faculty of Arts
		Dr Will Haywood (WH)	Student Engagement Coordinator (Faculty of Social Sciences)
		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)
		Hamza Rehman (HR)	Students' Union Vice President for Postgraduates
		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 (JY)	Student Engagement Coordinator (Faculty of SEM)
Attending		Katie Berlin (KB)	Assistant Secretary
		Lauren Botham (LB)	Secretary
		Tomi Amole (TA)	Students' Union Vice President for Welfare & Campaigns (item 052)
		Dr Gavin Schwartz-Leeper (GSL)	Associate Professor, Liberal Arts (standing in for Rebecca Freeman)
		Dr Sharron Wilson (SW)	Programme Manager, Dean of Students' Office (item 050)

Ref	Item
045	**Apologies for absence** Apologies were received from Prof Jo Angouri, Amie Arnold, Prof David Bather-Woods, Prof Andrew Clark, Dr Naomi de la Tour, Prof Rebecca Freeman, Dr Lee Griffin, Prof Chris Hughes, Emma Mundy, Rafig Niftaliyev, Dr Kate Owen, and Roberta Wooldridge-Smith. **Welcome** • C-HL welcomed members to the last meeting of the academic year and thanked them for their time and contributions. • GvdV thanked C-HL for stepping in last year to co-chair the committee and for his continued commitment to agenda setting and chairing this year. • GvdV thanked HR their contributions this year.
046	**Declarations of interest** No declarations were raised.
047	**Minutes of last meeting on 09 February 2023** The minutes of the meeting held on 09 February 2023 (047-SLEEC-250523, Public) were **approved** with no amendments.
048	**Matters arising from correspondence from 06 April 2023** **023-SLEEC-171122 OfS Positive Digital Practice Project** • The requested update regarding project policy points was addressed in item 050. **035-SLEEC-090223 Development of a Code of Practice for Disabled Students**

	• The requested update highlighting consultation and received feedback was addressed in item 052. **043-SLEEC-060423 Student Experience Framework** • Members agreed to support the recommendation for approval of the Student Experience Framework to Senate. **044-SLEEC-060423 SU Teaching and Learning Survey Report** • Members noted the findings from the Teaching and Learning Survey Report. • It was confirmed that the Library will follow up with the SU to agree actions.

	Co-Chairs' Update
049	**Chair's Business and Actions** The Committee received and noted verbal updates from the Co-Chairs: **a) Students' Union updates** • The SU's update on the strategy to address NSS Q26 has been postponed until the next academic year as the new CEO, Phil Smith, has been recently appointed. His agenda includes examining how the SU functions and how students engage with the SU, which will cover responses to the NSS Q26. • Several wins have been implemented to address the Teaching and Learning survey results, including resolving small issues around quality of study space and sharing lecture capture results with the Lecture Capture WIHEA Learning Circle to support upcoming guidance. **b) Academic Governance Review requirements** • GvdV updated the committee on the Academic Governance Review, which will include annual evaluation and a broader reflection on committee structure, remit, terms of reference and effectiveness. The review will also ask members to reflect on the changes in context of the committee over the last five years, which has expanded to include broader student experience. These reflections will be happening soon, with a member of EPQ submitting mapping documentation by the end of July. • An anonymous survey will be circulated by the Academic Governance Review team and the findings will be shared with the Senate Working Group overseeing the Review. GvdV encouraged members to complete the survey to reflect on their experiences in the committee. **c) Course handbooks** • A review of the course handbook template was delayed due to Covid but will be added to the committee's agenda for next academic year. The review will consider the information included in the handbooks and if the language is inclusive, effective, and has the correct tone. **d) Industrial Action update** • The Education Executive and the Education Group have been working to mitigate the impacts of the marking assessment boycott and to ensure students progress and are awarded. GvdV noted that industrial action is not impacting all departments or all students, but where it is, the work is complex and extensive. Industrial action is not a major worry for students yet and they are continuing with assessments and exams. • C-HL noted that the main sentiment shared in the SU Education Committee was that students want clear communications about what is happening, the plans that are in place, and how it is being handled. • GSL believed that there is a misunderstanding about the impact of the industrial action on students. They noted that students do not know what the impact will be and therefore do not know how worried to be. It was emphasised that communications to students should be transparent about the University not knowing what the impact of the marking and assessment boycott will be until Exam Boards take place. • HR shared that PhD students are requesting information and clarity on how the boycott affects dissertation marking and viva assessments. • GvdV agreed to take these comments forward and assured members that policy will be released soon.
	Items for Consideration

050	**Update on OfS Positive Digital Practice Project** The Committee received a verbal update from Dr Sharron Wilson and key points and discussions were as follows: • Data provided by SPA, including NSS 2022 results, indicated that there are gaps in part-time and mature students' satisfaction with teaching and learning. The greatest difference was identified in the organisation and management and student voice survey areas. The data also showed an attainment gap amongst these student groups. • One of the most prevalent themes extracted from student comments was students feeling a lack of voice and opportunity to express their needs. Students also commented on discrimination amongst peers due to their age. • GSL chaired the Centre for Lifelong Learning's ITLR panel and noted that student comments mirrored SW's findings. SW commented that there is ongoing work to address these comments, but there is no apparent ownership of part-time and mature student experiences, so there is no cohesion or agency in highlighting these issues. • AB noted ongoing work happening in Student Opportunity, including the recruitment of executive officers to focus on part-time and mature student experiences and the upcoming mapping of support services offered to students. AB expects the results will indicate that these services focus mainly on "typical" UG students and that other student groups will be less represented. The aim will then be to work with students to determine how to best support underrepresented groups. AB also voiced concerns over connecting with students to address these problems, as central University staff do not have the same level of familiarity as departments do and offered to discuss this further with SW. • The project team recommended developing a policy to support mature and part-time students, including having a dedicated member of staff to represent student views and refreshing marketing campaigns to ensure mature and part-time student representation. The last point acknowledged that students are not always aware of the diversity in their courses and is a subtle way to address representation. AB noted that marketing often does not include mature students, so it can feel exclusionary. • SW noted that commuter and distance students were also identified as needing additional consideration in this policy. CH-L asked SW how these findings relate to Degree Apprenticeship students, as they only come onto campus some of the time and may face similar issues. SW noted that they have reached out to the central team regarding Degree Apprenticeship students but that they are undergoing staffing changes and therefore consultation has been minimal. • The committee discussed the available options for carrying forward this project, which include the production of policy, practice, or principle. Policy was considered to enable cohesion, but GvdV noted that the findings of the project can be mapped to several student experiences, not just those of part-time and mature students and thus, the project team may first consider raising awareness of the project more widely. SW voiced concerns about raising awareness, as they indicated that promoting the resources to the wider community has already been an identified challenge of the project. The committee recommended the project team to seek buy-in from Directors of Student Experience & Progression, align project outcomes with ITLR outputs, and consider how the project may influence the next Education Strategy. The anticipated challenge with a policy is how to enable embedment and follow up. The Committee was asked to **discuss** the concept of a mature students' policy based on the findings of the project. **ACTION:** The Committee **recommended** the project team, Adele Browne, and Gwen van der Velden discuss the possibility of strategic commitment and policy development, and to identify University stakeholders to be included.
051	**Update on Disabled Students' Code of Practice** The Committee received a verbal update from Dr Gemma Gray and key points and discussions were as follows: • Following the February SLEEC item, the project team have presented the code to the Faculty Education Committees or Faculty Boards and have gathered feedback from the Disability Taskforce, the Students'

Union, the Dean of Students' Office, and several WIHEA Learning Circles. This feedback was incorporated into the final draft of the Disabled Student's Code of Practice, which is now finalised.

- Several areas that the Code of Practice cannot address were identified:
  - FEC feedback requested further clarity on lecture capture, but the project team could not be prescriptive about how departments utilise the system.
  - The project team could not address the manual process for disability disclosures and adjustments as this is a central system that would need infrastructural changes. Comments regarding difficulty with the systems and the request to make reasonable adjustments clearer to lecturers were fed back to Disability Services. Similarly, comments regarding level of disclosure require system updates that were outside the scope of the Code, such as the learning label system on Tabula.
- Next steps for the project include using two student social ambassadors to socialise the Code in departments. The committee voiced concerns regarding ambassadors' knowledge of context and support as some areas of the Code may be contentious. GG assured the committee that the student ambassadors are well supported and the communications with departments will focus on what the Code can and cannot control.
- SR asked GG if the project team has a sense of the anticipated timeline for embedment as there are some quick wins, such as integrating it into departmental handbooks, but that would need to be done before Term 1. SR suggested that the project team consider how to embed the code after it goes through Education Committee so that departments can begin to undergo low level socialisation.
- The project team intends to take the Code to the Education Committee in June with the view to make it guidance for the 2023/24 academic year and embed it as a policy in the 2024/25 academic year. GvdV voiced concerns about the timing and indicated that it may not go into effect as a policy until 2025/26. This is due to requests to tie this into the broader conversations regarding student population in item 050. Additionally, the project team still needs to consider what resourcing is required to embed the policy and where it would sit – in the disability or education sphere. The committee recommended that the Code be considered as part of the next Education Strategy.
- The committee thanked the project team for their work, especially their engagement with students, departments, and other stakeholders.

The Committee was asked **to discuss** the update and **to approve** the Co-Chairs recommending the code of practice to the Education Committee in June via Chair's Action.

DECISION: The Committee **approved** the Co-Chairs recommending the Code of Practice to the Education Committee in June via Chair's Action.

052	**Cost-of-Living Update**
	
	The Committee received the reports (052a-SLEEC-2505223 and 052b-SLEEC-250523, Public). Dr Adele Browne and Tomi Amole reported on the key points and discussions were as follows:
	
	- AB introduced the risk register that the Cost-of-Living Working Group has been developing. The intention is to bring the risk register to Senate in June.
	- Key highlights noted in the risk register include:
	  - Food insecurity was highlighted as a concern. Particularly, students voiced concerns over food options on campus. GSL noted that concerns around procurement of microwaves and hot water taps were identified in the recent Widening Participation Committee meeting. AB provided an update on the status of these installations.
	  - The number of students who have clicked on part-time work on the Student Opportunity webpages has greatly increased.
	  - In term 1, the Student Feedback Survey only asked students about finances during and after university, so the group did not receive granular detail. In term 3, the team will be asking more questions about finances as the group saw a correlation between students who were worried about their finances and self-reporting poorer mental health and sense of belonging.
	  - The hardship funding was identified as a source of discontent. Students were not aware of it, or they felt it was too invasive, time consuming, and a negative experience. There was also a

perceived stigma for using the funding, which the group believes discouraged students from applying. However, there is a disconnect as the hardship funding has not been exhausted. AB is aware that there are barriers in terms of accessible the funding. This year the hardship funding had an increase at the start of the year but because students were not aware that this increased happened, they did not know whether to use it or if they could access it. WH noted that PGCE students are suffering because of the way that they are funded. GSL noted a similar issue for WMS students on NHS bursaries and HR acknowledged that self-funded PGR students and international students are also affected by financial hardship. TR shared examples of the ongoing work within the Chemistry department to mitigate against these impacts.

- AB requested endorsement from the committee to keep planning mitigations for food insecurity and to collect more data regarding students' need for part-time work.
- TA shared key findings from the SU's Cost-of-Living survey, which received 750 responses:
    - General student hardship was identified as students reported that they are struggling to access necessities. Lower proportions of students identified struggling with rent compared with food security, transportation costs and social activities.
    - Students identified knowing what the hardship funding was but the negative perceptions about applying for it kept them from doing so.
    - Students were cutting back on social experiences, especially international students, which could negatively affect overall student experience. TA noted that more resourcing and support is needed socialise options on campus.
    - 64% of students indicated that their finances have a negative impact on their mental health.

The Committee was asked **to recommend** the risk register to the central Risk and Audit Team and **to note and discuss** the SU Cost-of-Living survey results.

ACTIONS:

1) The Committee agreed to **recommend** the risk register to the Risk and Audit Team.

2) The Committee **noted and discussed** the SU's Cost-of-Living survey results.

053	**Student Scams Working Group Update**

The Committee received a verbal update from Adele Browne and the key points and discussions were as follows:

- Numerous scams target international students making pre-arrival tuition payments, and it is not always clear that a scam has occurred until much later.
- A focus meeting took place in March 2023 with several internal and external stakeholders, including the Student Collections Team and the police. There was a push for harder messaging from the University, warning incoming students about scam schemes to raise awareness and ensure students are safe.
- Warning communications can be viewed negatively, but Emma Mundy and the marketing team are exploring ways to effectively communicate scams with the China hub. This request has also acknowledged that pre-arrival student communications are not linked up and can cause confusion, so teams across the University are working to make communications more cohesive.
- The Finance department has requested that electronic guidance is produced and circulated to outline ongoing scams and how to avoid them. The University is deciding whether to publish this guidance.

The Committee was asked **to note** the update from the Student Scams Working Group.

 DECISION: The Committee **noted** the update from the Student Scams Working Group.

054	**OfS Blended Learning Guidance Overview**

The Committee received the report (054-SLEEC-250523, Public). Matt Street reported on the key points and discussions were as follows:

- The recommendations are based on the Office for Students' B1 and B2 conditions, the acceleration of blended learning, Jisc's work and learning design, and digital transformation work occurring in the sector.

- The results have indicated that it is difficult to disaggregate emergency modes of blended learning from other teaching resources. GvdV agreed that the move to online learning during covid was an emergency response and that this differs from purposefully developed content to be delivered via different modes.
- MS discussed the themes that came out of the OfS review, including organisational perspectives that encourage staff to be confident in critically assessing, designing, and bringing together different modalities to achieve educational goals. They also noted that coherence across and within courses, clearly communicated expectations, equal consideration given to physical and digital spaces, blended learning based on pedagogical principles, and developing community, people and practice were all emergent themes from the review.
- Based on these recommendations, MS noted that the University should consider:
  - Further implications of blended learning and how it relates to student learning experiences. This includes mapping out the student journey to think about how blended learning is built into educational experiences.
  - How the ITLR blended learning theme outcomes may influence or relate to these recommendations.
  - Explore implications for organisational projects, like curriculum management and consider technical infrastructural implications such as timetabling and space design.
  - How blended learning fits into the next Education Strategy.

The Committee was asked **to note and discuss** the OfS' recommendations on blended learning.

DECISION: The Committee **noted and discussed** the OfS' recommendations on blended learning.

Other

Any other business

1) Postgraduate Taught Experience Survey update

KB shared that the PTES survey is currently at a 33% response rate, which is nearly at the University's target response rate of 35%. KB reminded members who work with Postgraduate Taught students to encourage them to complete the survey.

2) Marking Assessment Boycott quality assurance concerns

GSL noted that colleagues have some quality assurance concerns regarding the marks coming through during the marking assessment boycott. They noted that colleagues asked to pick up marking work may not have the expertise required or be equipped to do the marking.

3) Library Co-Creation Symposium

KJ invited members to the Library's Co-Creation Symposium taking place on 20 June 2023. The event will showcase how the Library can facilitate co-creation and will gather feedback from the community to explore further strategy development.

4) Government announcement to changes in international student immigration

HR shared the government's decision to stop allowing international students to bring dependents with them during their studies. This is believed to disproportionately affect women applicants. AB assured HR that the University will be lobbying against this legislation as it will affect international student recruitment and is generally alarming to the sector as a whole.

DECISIONS AND ACTIONS			
ITEM	**DECISION/ACTION**	**LEAD AND DUE DATE**	**STATUS**
2020/21			
049-SLEEC-270521 – Role of Student	**ACTIONS:**	SECs	Ongoing

Engagement Coordinators	1) Receive review of the Faculty Student Engagement Coordinator roles in academic year 2023/24. 2) Recommend to Education Committee that workload recognition for SECs be considered as part of their wider discussion on workload recognition.	2023/24 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
043 – Student Experience Framework	**ACTION:** Committee agreed to support the recommendation for approval of the Student Experience Framework to Senate in June 2023.	AB June 2023	Ongoing
050 - Update on OfS Positive Digital Practice Project	**ACTION:** Dr Sharron Wilson, Dr Elena Riva, Adele Browne, and Prof Gwen van der Velden to discuss the possibility of strategic commitment and policy development, and to identify University stakeholders to be included.	SW/ER/AB/GvdV June 2023	Ongoing
051 – Development of a Code of Practice for Disabled Students	**ACTION:** Co-Chairs to recommend the Code of Practice to Education Committee in June 2023 for soft launch in the next academic year via Chair's Action.	GvdV/C-HL June 2023	Ongoing
052 – Cost-of-Living Update	**ACTION:** The Committee agreed to recommend the risk register to the Risk and Audit Team.	GvdV June 2023	Ongoing