

UNIVERSITY OF WARWICK

STUDENT LEARNING EXPERIENCE AND ENGAGEMENT COMMITTEE

OPEN MINUTES OF THE MEETING HELD 13:30-15:30, Thursday 14 November 2019, CMR 1.0

Present	Professor Gwen van der Velden	GvdV	Deputy Pro-Vice-Chancellor (Student Learning Experience) and Co-Chair
	Chloe Batten	CB	SU Education Officer and Co-Chair
	Alice Churm	ACh	SU Postgraduate Officer
	Professor Andy Clark	ACI	Academic Director (Undergraduate)
	Emma Mundy	EM	Representative of University Marketing (<i>for items 031-038</i>)
	Dr Imogen Davies	ID	Academic Fellow of WIHEA
	Dr Rebecca Freeman	RF	Dean of Students
	Dr Cathy Hampton	CH	Academic Representative of the Faculty of Arts
	Dr Dave Wood	DWo	Academic Representative of the Faculty of SEM
	Dr Sarah Dahl	SD	Academic Representative of the Faculty of Social Science
	Dr Elena Riva	ER	Academic Representative of IATL
	Dr Lydia Plath	LP	Student Engagement Coordinator (Faculty of Arts)
	Dr Ian Tuersley	IT	Student Engagement Coordinator (Faculty of SEM – <i>role share</i>)
	Amber Thomas	AT	Head of Academic Technology and Digital Transformation, ITS
Attending	Dan Derricott	DD	Assistant Registrar, Education Policy and Quality (Secretary)
	Katharine Stratford	KSt	Administrative Officer (QA Reviews) (Assistant Secretary)
	Laura McGowan	LMG	WIHEA Graduate Management Trainee
	Maureen McLaughlin	MML	Director of Education Policy and Quality
	Sophie Hannah	SH	Stakeholder Engagement Officer, SPI Programme
	Despina Weber	DWe	Head of Disability Services (<i>for item 037</i>)
	Kulbir Shergill	KSh	Director of Social Inclusion (<i>for item 037</i>)
	Heather Green	HG	Head of Client Services, Library (<i>for item 041</i>)
	Jess Humphreys	JH	Senior Academic Developer, ADC (<i>for item 041</i>)
Ref	Item		
031	Apologies for Absence Apologies were received from Ant Brewerton, Dr Jane Bryan, Professor Will Curtis, Professor Chris Hughes, Adam Jones, Dr Meleisa Ono-George, Dr Kate Owen, Dr Karen Simecek, Professor Colin Sparrow, Dr Elke Thonnes, and Roberta Wooldridge Smith.		
Standing Business for Reporting			
032	Declarations of Interest None.		
033	Minutes of last meeting on 09 October 2019 The minutes of the meeting held on 09 October 2019 were received and approved.		
034	Matters arising from last meeting on 09 October 2019 The matters arising were as follows: (a) A more detailed plan for operationalising the Student Engagement Model be presented to a meeting of the Committee in the first term of 2019-20 (GvdV / RF) A verbal update was given at this meeting under agenda item 039, with a paper to follow at the next meeting. (b) Consider how to progress inclusivity for disabled students, either through SLEEC or an alternative route (Co-chairs). Initial discussions were held under agenda item 037 of this meeting.		

	<p>(c) Consult with SSLCs, the Student Council and Faculty Education Committees on the Academic Representation Partnership Agreement and present revised version to the November SLEEC meeting for final approval (CB). Consultation is underway, with the revised version postponed to the February meeting.</p> <p>(d) Consider and agree the length of post for Faculty Student Engagement Coordinators (SLEEC members). The Committee agreed that three years would be an appropriate term, however a transition period will be used for the current post-holders to avoid all changing at once and their experience being lost. DECISION: The Committee Agreed a term of 3 years for Faculty Student Engagement Coordinators ACTION: Plan a staggered transition to a new group of Faculty Student Engagement Coordinators (GvdV Term 2).</p>
035	<p>Chairs' Business</p> <p>The Committee received and noted verbal updates from the Co-Chairs on the following items:</p> <ul style="list-style-type: none"> • A Faculty Student Representative on SLEEC from SEM has been elected, but is unable to attend this meeting, and the SU are endeavouring to fill the remaining two posts as soon as possible. • TEG (Teaching Excellence Group) meetings are taking place and with more student involvement than last year, which is welcomed. Various student learning experience matters have arisen from these discussions, part of which have been dedicated to successful student outcomes and employability, and will be collated in the coming weeks. • In particular, the insights gathered about the relationship between social inclusion and successful student outcomes (namely continuation and good honours) will inform institutional plans in these areas. • Industrial action will be taken shortly by UCU and all staff are reminded that they should follow the guidance provided. The Academic Continuity Working Group are overseeing communications and planning, including work to support academic departments in communicating with their students. • A new Brexit guidance website for students and staff has gone live. • The Warwick Student Experience Survey is now open to students, and members are asked to ensure that response rates are as high as possible. • Following SLEEC's work on gender inclusion last year, a new teaching guidance website has been launched: https://warwick.ac.uk/fac/cross_fac/academy/funding/2016-17fundedprojects/interdisciplinarityprojects/genderinclusiveteaching
Items for Discussion	
036	<p>Warwick Core Skills</p> <p>The Committee received a consultation paper from Student Opportunity on the articulation of the Core Skills that all Warwick students should develop during their studies. While several committee members had engaged individually and others were still encouraged to do so, SLEEC was well-placed to offer a holistic view as a senior committee with expertise in and oversight of the student learning experience.</p> <p>Overall, the Committee welcomed the development of such a framework as a helpful reference point to inform the design and approval of curricular and extra-curricular learning opportunities. However, the Committee concluded that further work was needed overall to ensure the skills were tailored to Warwick's context and educational ambitions, as set out in the Education Strategy and embodied in innovative practice.</p> <p>In reviewing the detail of the proposed Core Skills, and the underpinning research that had informed the proposals, the Committee offered feedback that the final version should:</p> <ul style="list-style-type: none"> • Use more active language throughout to ensure impact and student ownership of their own learning. • Include skills more explicitly related to innovation, creativity and entrepreneurialism, which are skills that help to define Warwick graduates. • Expand the definition of Critical Thinking to go beyond evaluating situations as they are presented, so that it includes questioning the legacy and assumptions behind the information presented about the situation.

	<p>This should lead students to look wider and deeper than what is presented, and therefore assess, and where necessary challenge, the inherent value and legitimacy of it. This will help students to more comfortably navigate through ambiguity.</p> <ul style="list-style-type: none"> • Be presented in a more engaging, dynamic format so as to not appear like a checklist. The Research Development Framework was suggested as a helpful example of this. • Inform each student's HEAR (Higher Education Achievement Report), in which the skills developed in particular modules can be mapped and automatically included alongside other academic and extra-curricular achievements. • Review and amend (or add critical comments to) the white-western, Anglo-centric focus of the research used in the report linked from the paper, and the potentially neo-colonial implications of some of the now outdated language used. The Co-Chair, Chloe Batten, offered to provide support. <p>Additionally, individual members offered the following suggestions to inform the refinement of the Core Skills:</p> <ul style="list-style-type: none"> • Information Literacy (Research Skills) could include a greater focus on digital research skills. • Intercultural working could include optional language learning, and should be extended from inwards looking 'working productively' to an outwards looking position of students understanding and shaping their place in society. • The feasibility of assessing Citizenship and Ethical Values was should be assured before they are committed to. <p>The Committee expressed its concern that the research report underpinning the proposals had drawn on a narrow, white Western perspective and that its conflation of developed countries with Anglophone countries was culturally insensitive. It would be helpful if the report were amended and the Co-Chair (CB) offered to support this.</p> <p>ACTION: Relay the Committee's feedback to the team leading on the development of Warwick Core Skills. (KSt, November 2019)</p> <p>ACTION: Share information on mapping core skills in SITS and reporting on HEARs with the Academic Director (Employability) (ACI, Term 1).</p>
037	<p>Learning Experiences of Students with Disabilities</p> <p>The Head of Disability Services and the Director of Social Inclusion verbally shared their perspectives on the learning experience of disabled students at Warwick and the challenges they face. The SU Disabled Students' Officer also shared written comments but was unable to attend in person. SLEEC considered these insights and their place within SLEEC's priority to review the learning experience for groups of students, and agreed that the Committee should consider the area in more detail at a future meeting.</p> <p>Key points included:</p> <ul style="list-style-type: none"> • The uniqueness of each disabled student's experience so generic solutions are often not appropriate, and therefore wide consultation has taken place. • The University's strengths in this area, which include considering the whole student journey and transition points; active engagement from services such as Accommodation and the Library; providing in-house support, and; where possible providing financial support to mitigate reductions in disability benefits. • Challenges in this area, including the size of the campus and amount of building work that limits quiet spaces; embedding accessibility and inclusion in learning including assessment and curricula, rather than acting reactively; inconsistencies in the application of reasonable adjustments and awareness of disabilities, and; considering off-campus learners including degree apprentices and distance learners.

	<p>While progress has been made with accessibility, the University needs to move beyond only adapting key rooms to also having fully accessible common areas.</p> <ul style="list-style-type: none"> • Regulations can prevent greater flexibility in departments using extensions to assessment submission deadlines and maximum periods of registration as means for making reasonable adjustments. • Inclusive and accessible assessment to accommodate individual learning differences, as per the Universal Design for Learning framework, should have increasing prominence in assessment design. • Some students are entitled to reasonable adjustments but do not identify as 'disabled' and so the language used should not be limiting, while bearing in mind HESA reporting criteria. • Responsibility for monitoring the outcomes of work to support disabled students lies with the Director of Wellbeing Support Services. Relevant groups working in this space include the Students' Union, the new Disability Taskforce, the Disability Standard Steering Group, as well as a widening participation project and the non-continuation project group. • The Disability Standard Steering Group has undertaken self-assessment, which is being reported to the University and to the Social Inclusion Committee, and the Co-Chair (GvdV) asked this also be shared with SLEEC, and with Personal Tutors who may reach students who do not engage with central services. <p>DECISION: The Committee will receive the institutional Disability Standard self-assessment from the Disability Standard Steering Group at a meeting in the Spring term and consider how it can enable the enhancement of the student learning experience based on this.</p>
038	<p>Decolonising the Curriculum</p> <p>The Co-Chair & SU Education Officer, Chloe Batten, summarised the Project Evaluation Report (038-SLEEC-141119) which reviews the pilot phase of the project, emphasising that a great deal of momentum has been gained since the report was written in the summer, and with some recommendations already underway. The SU has worked closely with departments, and ensured that the project complements and drives other work across the University, and seeks SLEECs input into next steps for the project.</p> <p>Key recommendations of the project included: stronger leadership buy-in; increased resourcing; ensuring a strong legacy through SU integration; and advocate-delivered training on their own experiences; revised timings of the project activities to avoid exam season; and engaging with other universities and organisations to share best practice.</p> <p>The Committee was supportive of the project and progress made, and suggested that early engagement of the whole departments may have greater impact than progressing the project through a single contact, and help to further enhance legitimacy and reduce the pressure on DSEPs.</p> <p>DECISIONS: The Committee notes the report and progress made and endorses the next steps proposed.</p>
039	<p>Operationalising Student Engagement</p> <p>A verbal update was provided by the Co-Chair & Deputy PVC (Student Learning Experience) and the Dean of Students on the work underway to implement the Student Engagement Framework previously approved by SLEEC. The project is working closely with SPI and Exams, and the next steps will be to develop these further and socialise these examples to other professional services teams. In the work with Exams on exam scheduling, SSLC feedback had provided the foundations from which to move forward and they will continue to be engaged through the work. A formal plan for implementing the Framework will be presented to the Committee at its next meeting in February 2020.</p>
040	<p>Academic Representation Partnership Agreement</p> <p>This item was postponed.</p>

041	<p>Professional Services Survey Action Plans: Student Opportunity, Library and ADC</p> <p>Survey Action Plans from Student Opportunity, the Library, and the Academic Development Centre (ADC, formerly LDC) were received (041-SLEEC-141119), with plans from other professional services departments to be requested for the next meeting. The Committee considered areas which would benefit from its input.</p> <p><u>Library</u></p> <p>The Head of Client Services (Library) summarised the plan and the actions contained, noting the progress since last year's plan and that resource and space remained the main issues. Reservation of study space and methods of indicating of availability are being refined and expansion into other terms considered, in conjunction with other services such as timetabling where needed. Talis usage is slightly up from last year, and the Library has been able to smooth the September peak resulting in a better user experience, and with further refinements planned for next year. The Library is working closely with students and the Students' Union and is moving from a consultation model to that of co-creation - the Committee asked that the Library's Representative on SLEEC provide an update on the success and impact of co-creation.</p> <p><u>Academic Development Centre</u></p> <p>The Senior Academic Developer (ADC) summarised their plan and noted that resourcing is the main issue. Quick wins are underway, greater collaboration with Education Policy and Quality is being built, and dissemination of ADC's strengths will be increased. Professional development opportunities are being expanded through the creation of the PGA in Curriculum Development, and ADC supports university staff in applications for HEA fellowships. The Committee noted that a great deal of positive work is underway in ADC, and that ADC are playing a pivotal role in curriculum development – the benefits of which will be seen through NSS.</p> <p><u>Student Opportunity</u></p> <p>The Director of Student Opportunity was unexpectedly unable to attend and the plan was received without introduction. No concerns or issues were noted by the Committee. The Secretary added that NSS Optional Bank questions on placements will be included in the next NSS to provide data relating to the plan.</p> <p>ACTION: Provide an update on the success and impact of policy co-creation with students (AB, Feb 20).</p>
042	<p>Students' Union Response to NSS Q26 Results</p> <p>The Co-Chair and SU Education Officer, Chloe Batten, presented a paper (042-SLEEC-141119) in response to the low scores for NSS Q26 <i>"the Students' Union Represents Students' Academic Interests"</i>. A dip was experienced across the sector, with a 21% fall at Warwick primarily attributed by the SU to the change of the wording from a general question about students' experience to representing academic interests. The Academic Representation Transformation Project and the strengthened SU staff team is expected to boost the score but more work will be done to maximise gains, including clarifying the role of the Students' Union, clarifying the connection between academic reps and the SU, and encouraging closing the loop of SSLC feedback.</p> <p>The paper asks that NSS Optional Bank questions relating to SU activities be included for NSS 2020 to more accurately represent student views and the role of the SU, however questions have already been agreed for NSS 2020 and so SLEEC is not able to progress the request for this year. The Co-Chairs and the Postgraduate Officer will discuss alternative sources of data beyond NSS and PTES.</p> <p>DECISIONS: The Committee:</p> <ol style="list-style-type: none"> 1. Notes the paper

	<p>2. Is unable to recommend changes to NSS 2020 optional questions.</p> <p>ACTION: Consider ways of collecting useful data on the SU independent of NSS and PTES (GvdV/CB/ACh, Feb 20).</p>
043	<p>Any Other Business</p> <p><u>UCU Industrial Action</u> The Students' Union policy is to support the imminent UCU strike action, however they are keen to protect the experience of students including postgraduate students who also teach.</p> <p><u>'The Monster and Me' wellbeing pamphlet</u> Elena Riva shared a comic created as an IATL student assessment to raise awareness of mental health issues. Thanks were given to the Deputy Pro-Vice-Chancellor (Student Learning Experience) for their support and funding. Additional copies are available on request. The Committee were very supportive, noting it would be a useful tool in opening up discussion between students and their peers and staff. Copyright is retained by the former student, Hattie Rowan. Further information can be found at: https://warwick.ac.uk/students/news/newsevents/wellbeing_themonsterandme</p> <p><u>Wellbeing Strategy Group</u> Elena Riva reported that the group is being established to consider staff and student wellbeing experiences and to develop a Wellbeing Strategy. The Strategy and other relevant updates will be shared with SLEEC.</p>
Next meeting: Thursday 06 February 2020, 13:30 – 15:30, CMR 1.0	

DECISIONS AND ACTIONS			
ITEM	DECISION/ACTION	LEAD AND DUE DATE	STATUS
Operationalising Student Engagement <i>010-SLEEC-220519</i>	ACTION: That a more detailed plan for operationalising the model be presented to a meeting of the Committee in the first term of 2019-20.	GvdV, (Term 1 2019-20)	Expected at February meeting
Building Learning Communities <i>011-SLEEC-220519</i>	ACTION: Present a further paper to the Committee on the issues arising from departmental discussions on building learning communities by the middle of term two in 2019-20.	DD / RF, (Term 2 2019-20)	Not yet due
Sub-Group to Oversee the Ethics of Using Student Data in Learning Analytics <i>025-SLEEC-091019</i>	ACTION: Ethics in Using Student Data in Learning Analytics Sub-Group to report back to SLEEC after first few meetings.	RF (tbc)	Not yet due
Academic Representation in Partnership <i>027-SLEEC-091019</i>	ACTION: Consult with SSLC and FECs and the Student Council on the Academic Representation Partnership Agreement and present revised version to the November SLEEC meeting for final approval.	CB (Nov 19)	Expected at February meeting
Term of FSEC (Matters Arising) <i>034d, Nov 19)</i>	DECISIONS: The Committee: Agreed a term of 3 years for Faculty Student Engagement Coordinators ACTION: Plan a staggered transition to a new group of Faculty Student Engagement Coordinators.	 GvdV (Term 2)	 New

Warwick Core Skills 036-SLEEC-141119	DECISIONS: The Committee: Notes the draft core skills grid, and recommends that the priority suggestions identified by SLEEC be included/amended and that other suggestions also be considered as part of the consultation.		
	ACTION: Relay the Committee's feedback to the team leading on the development of Warwick Core Skills	KSt Nov 19	New
	ACTION: Share information on mapping core skills in SITS and reporting on HEARs with the Academic Director (Employability).	ACI (Term 1)	New
Learning Experiences of Students with Disabilities 037-SLEEC-141119	DECISION: the Committee: Will receive the institutional Disability Standard self-assessment from the Disability Standard Steering Group at a meeting in the Spring term and consider how it can enable the enhancement of the student learning experience based on this.		
Decolonising the Curriculum 038-SLEEC-141119	DECISIONS: The Committee: Notes the report and progress made and endorses the next steps proposed.		
PS Survey Action Plans: Library 041-SLEEC-141119	ACTION: Provide an update on the success and impact of policy co-creation with students.	AB (Term 2)	New
Students' Union Response to NSS Q26 Results 042-SLEEC-141119	DECISIONS: The Committee: 1. Notes the paper 2. Is unable to recommend changes to NSS 2020 optional questions.		
	ACTION: Consider ways of collecting useful data on the SU independent of NSS and PTES.	GvdV / CB / ACh (Term 2)	New