



# Education Strategy

Learning beyond boundaries

A Warwick education will be more research-led and international in outlook, achieved through our staff and students working in partnership to co-create the educational experience. The effects will be truly transformative and enriching – for our students and their impact on society.

**WARWICK**  
THE UNIVERSITY OF WARWICK

# Welcome

“ Our Education Strategy provides a framework and a road map for the enhancement of Warwick education over the next five years. We will provide our students with an internationally outstanding teaching and learning experience across the entire lifecycle from applicant, to student, to alumni, supported by an institutional culture and systems, making for continuous enhancement of quality. ”

**Professor Chris Hughes**  
Pro-Vice-Chancellor (Education)

**Liam Jackson**  
President of the Students' Union

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# People and Values

Students  
Staff  
Partnership  
Excellence

Our Education Strategy demonstrates the University's values and its commitment to the people - staff and students - who create in partnership the excellence of a Warwick Education

## 1.1 Students

The effects of a Warwick Education will be truly transformative and enriching – for our students and their impact on society



### 1.1.1 Diversity

#### We will ...

- Sustain a talented and diverse student and staff community and support all students to achieve at the highest level

#### We will achieve this by ...

- Setting clear and ambitious targets and developing plans to enhance support for all learners, including Widening Participation, BAME and Part-Time students
- Diversifying our overseas student population
- Embedding diversity and equality aspects in all enhancement and policy activity
- Ensuring our information provision and communication with students is inclusive

### 1.1.2 Attributes

#### We will ...

- Enable our students to develop attributes to facilitate their future success:
  - Analytical
  - Critical

- Collaborative
- Resourceful
- Ambitious
- Adaptable
- Inclusive

### **We will achieve this by ...**

- Engaging all our students in a range of opportunities within and outside of the curriculum to develop Warwick Graduate attributes
- Regular review of our programmes and extra-curricular provision of learning opportunities for relevance and development of our graduate attributes

## **1.1.3 Community and Global**

### **We will ...**

- Develop graduates and postgraduates who are community-minded, enterprising, inclusive and global in outlook, and able to make a positive social contribution

### **We will achieve this by ...**

- Encouraging engagement with volunteering, community, and regional activities
- Celebrating the diversity of our international community on campus, and providing opportunities for students to engage with each other's cultures
- Addressing community and global outlook aspects in curriculum development where appropriate
- Facilitating student social enterprise
- Developing the positive advantages of global understanding through Welcome Week
- Celebrating achievement in the Outstanding Student Contribution Awards (OSCA's)

## **1.2 Staff**

Warwick's staff are rightly renowned for their teaching excellence and we will continue to build a culture of parity of esteem for teaching and research and continuous professional development in teaching



## 1.2.1 Parity of Esteem for Teaching

### We will ...

- Develop a culture of parity of esteem for teaching and research across the institution

### We will achieve this by ...

- Reviewing probationary, promotions, and reward criteria relating to teaching, to include an expectation of strong teaching evidenced for all promotions (bar research only)
- Strengthening mechanisms to evidence and communicate teaching excellence
- Revising staff recruitment processes to focus equally on teaching and research

## 1.2.2 Research-Led Teaching

### We will ...

- Continue to be a community of leading scholars focused on effective, research-led teaching and the success of our students

### We will achieve this by ...

- Ensuring all students engage in research-based learning during their studies
- Increasing accessibility to and the number of students engaging with research beyond their discipline, and diversifying the way these opportunities are communicated to students
- Celebrating students' success in engaging and contributing to research
- Working in partnership with the Research Strategy

## 1.2.3 Continuous Development of Teaching Excellence

### We will ...

- Engage in continuous enhancement of teaching and learning through partnership with students and staff and informed by peers and teaching-related research

### We will achieve this by ...

- Recruiting, supporting, recognising and rewarding talented teachers and outstanding teaching
- Ensuring that mechanisms for the enhancement of teaching and learning and the student experience are consistent and effective across all disciplines and all levels of study
- Providing academic and professional support services teams with the pedagogical, technical and organisational expertise necessary to review, enhance and innovate in teaching practice
- Enhancing and embedding common quality management mechanisms (peer observation, module evaluation, teaching accreditation) to strengthen teaching and learning
- Developing leadership capacity and succession planning in the support of teaching excellence across the University
- Increasing the number of National Teaching Fellows/HEA Fellowships
- Working to align education and resourcing strategies at Departmental, Faculty and University levels

## 1.3 Partnership

Education at Warwick will be characterised by staff and students working in partnership to co-create the educational experience



### 1.3.1 Reciprocal Engagement

#### We will ...

- Ensure reciprocal engagement between staff and students, and that student representation is embedded within our governance structures and communication practices

#### We will achieve this by ...

- Continuing to support the student representative system, the network of Student-Staff Liaison Committees and the introduction of Faculty Student Engagement Coordinators
- Ensuring there is student representation and participation in all our review processes, including the Institutional Teaching and Learning Review, survey action planning, and module and programme reviews
- Supporting the training of student representatives and agreeing sharing of information between the University and SU so as to develop a fully-informed student voice at all levels
- Communicating the principles of reciprocal engagement and model reciprocal engagement throughout governance efforts

### 1.3.2 Student Experience Consistency

#### We will ...

- Demonstrate commitment to the provision of a consistent high-quality education experience for all students

#### We will achieve this by ...

- Exchanging good teaching practice across the disciplines and all levels of study and utilising our new academic governance structures
- Embracing academic and pedagogical differences between disciplines and departments and clarifying such differences to students to advance their learning
- Reviewing the needs of students on interdisciplinary programmes, joint programmes and students who engage in modules across the disciplines, to inform us where convergence on infrastructural arrangements are required

- Ensuring that external accountability needs (PSRBs, employers, alumni, TEF and others) inform our information provision for students, and information-gathering about students and their studies

### 1.3.3 Inclusive Curriculum

#### We will ...

- Sustain and increase our efforts to ensure that a Warwick Education is effective, ambitious, and accessible for all students

#### We will achieve this by ...

- Developing methods of inclusive engagement to ensure academic practices perform better for our diverse community of students
- Engaging in rigorous review of cross-sector data to establish which groups of students at Warwick achieve less well than others and learn from peers where similar students achieved better
- Developing clear expectations for staff who teach or support learning, on ensuring a Warwick Education is inclusive and open to all
- Engaging with student interests (such as curriculum liberation aims) to explore how curriculum enhancement can be achieved

## 1.4 Excellence

A Warwick Education and student experience are highly sought after and valued by learners and employers, not just in the UK but across the world



### 1.4.1 'Warwick Education' as Renowned and Distinctive

#### We will ...

- Ensure that a 'Warwick Education' is internationally renowned, transformational, and distinctive

#### We will achieve this by ....

- Engaging students in challenging learning within their chosen degree through the use of transformational teaching and assessment
- Providing a range of well communicated and accessible opportunities to engage in internationalisation, interdisciplinarity, and student research

- Proactively communicating institutionally, nationally, and internationally the excellence of a Warwick Education

## 1.4.2 National and International Performance and Reputation

### **We will ...**

- Enhance student experience and as a consequence strengthen Warwick's position at the top of national university league tables and international teaching-related frameworks
- Enhance our national survey results and measures of graduate outcomes
- Work towards securing a Gold award in the Teaching Excellence Framework
- Assist in improving Warwick's position in other non-teaching focussed tables by improving academic and employer reputation measures

### **We will achieve this by ...**

- Monitoring and reviewing our position in UK and international teaching-related frameworks and league tables
- Implementing strategies and planning processes for improvement, taking into account sector-leading pedagogical research and input from external peers
- Implementing action plans to improve results in student experience and employability surveys



# Welcome Week

September 2018 saw the introduction of the University of Warwick's inaugural Welcome Week. This development is a response to student feedback; calling for additional time to settle in, transition to University life, and to better understand what a degree, the Students' Union, and University has to offer.

The development of Welcome Week was organised as a significant collaborative effort, involving all academic and professional service departments. Every step was co-designed with students and staff, resulting in a packed programme of events designed to meet one of seven headline objectives.

## Departments and colleagues involved:

Welcome Team in the Student Experience Team (International Student Office); colleagues from every academic and professional service have been involved through nominated Welcome Representatives

## Our aim was to ...

Design and organise a coherent, inclusive, vibrant and distinctive Welcome Week that meets students' expectations and needs. Welcome Week aims to enable all new students to: settle into university life; make friends; understand what is expected of them as students on a degree programme; understand the breadth of Warwick's offer (opportunities and support) and how to access it; learn their way around; adapt to life in a new country/environment; be part of inclusive community building and be prepared for day one of term.

## What we did ...

We recruited 111 Welcome Representatives from all interested and affected academic and professional service departments and the Students' Union and invited them to a series of initial design workshops with students. Here we gathered thousands of ideas of activities, events, and messages that could be included during Welcome Week. We also gathered a long list of challenges facing teams and the University generally with the addition of Welcome Week.

Next, we looked at submitted ideas and grouped these into one of five areas dependent on their topic: finding your way, community building, academic induction, communications, and independence. These five then became workstreams of our overarching Welcome Project, with a dedicated project manager from the Welcome Team.

Each workstream then held topic-specific workshops and focus groups with students and staff to co-design events relevant to our objectives.

Working with IT Services, we developed functionality to support the scheduling and timetable view of Welcome Week. This enabled students to build their own Week on the basis of individuals wants and needs – a real point of difference in the sector.

## The outcome has been ...

A coherently designed Welcome programme that supported student transition and provided a fun, welcoming start to life as a student in residences, in departments, and in the University generally.

We collectively delivered over 1,100 events (making us, we believe, the largest Welcome Week in UK Higher Education). Student, staff, and parent satisfaction is high with a detailed Welcome Report available from the Welcome Team.

“Everyone around, newcomers or helpers, were incredibly friendly and welcoming. All the events worked their magic to help people familiarise with the environment in almost every

aspect. It amazed me how fast I started to feel like a part of the community”

“I expected less attention to the single needs of each student. I was really impressed to see how much care you take about each of us”

Staff quote:

“Great enthusiasm and organisation from the team, we need more events like this that pulls together all of the Warwick teams as ultimately we are here for one purpose and that is the students”

## The benefit/impact has been ...

- Acting upon student feedback
- Providing more time for students to settle into life at Warwick and to understand what support is available to them.
- A more consistent transitional experience for all students regardless of degree discipline.
- Significant reduction in duplicated communications activity and events, saving time and money whilst also presenting a more accessible offer to students.

## This supports the Education Strategy by ...

Providing a platform to showcase student experience opportunities and support services available at Warwick.

Demonstrating responsiveness to student feedback.

A genuine enhancement to our offer: a week devoted to the student experience.

## Our next steps will be ...

To test ideas and recommendations with students for Welcome 2019 before confirming plans and transitioning from a project to business-as-usual delivery model.

## To find out more, you can contact ...

[Welcome2019@warwick.ac.uk](mailto:Welcome2019@warwick.ac.uk)

# Strategic Directions

**Disciplinary Excellence**  
**Interdisciplinarity**  
**Internationalisation**  
**Student Research**

A Warwick Education will be characterised by excellence and distinctiveness in four thematic areas

## 2.1 Disciplinary Excellence

Our departments and disciplines are the foundations of Warwick's distinctive strengths in education



### 2.1.1 Strong Disciplinary Identities and Excellence in Pedagogy

#### We will ...

- Develop and articulate research-informed and sector-leading disciplinary identities and 'signature pedagogies'

#### We will achieve this by ...

- Departments clarifying the distinctive teaching philosophy and transformative nature of education in their disciplines for staff and students
- Engaging in discipline-related scholarship and peer exchange for developing best practice in teaching and learning nationally and internationally
- Attaining consistency in the organisation, administration and infrastructure for teaching and learning, whilst championing diversity derived from discipline-specific and sector-leading pedagogies
- Departments maintaining and improving performance in student experience and employability surveys and metrics, teaching-related domestic and international league tables, and the Teaching Excellence Framework
- Celebrating and promoting the award of prizes and distinctions to our departments and students

## 2.1.2 Maintaining and Expanding Key Disciplines

### We will ...

- Maintain our portfolio of excellent disciplines and be prepared to expand into new strategic opportunities presented by the evolving academic, industrial, and wider environments

### We will achieve this by ...

- Offering an existing comprehensive range of disciplines alongside interdisciplinary departments and programmes
- Maintaining existing excellence of student intake and recruitment market share
- Monitoring the external landscape for higher education and the size and shape of the University, and seeking to expand sustainably existing disciplines and the potential to diversify into new disciplinary and interdisciplinary provision
- Engaging in regular strategic review of our curricula and different delivery models to facilitate flexibility and responsiveness in maintaining excellence and exploiting new disciplinary opportunities

## 2.2 Interdisciplinarity

Interdisciplinary education is essential to help meet the grand challenges of the 21st century



### 2.2.1 Interdisciplinary Pedagogy and Vision

#### We will ...

- Sustain and enhance our excellence in interdisciplinary teaching and learning culture and practices

#### We will achieve this by ...

- Supporting departments to formulate and communicate clear interdisciplinary statements of vision and practice
- Supporting pedagogical research in interdisciplinary learning and building on our existing legacy of outstanding scholarship
- Developing and disseminating exemplars of good practice internally and by working with peer institutions
- Engaging in ongoing evaluations with students and staff to enhance cross-disciplinary practices in the interest of the student learning experience
- Encouraging strategic cross-disciplinary collaboration and joint cross-disciplinary investment where the student market allows

## 2.2.2 Student Learning Beyond Disciplinary Boundaries

### We will ...

- Offer our students a wide range of opportunities to engage in interdisciplinary learning both within and outside the curriculum

### We will achieve this by ...

- Communicating clearly for students the advantages of and opportunities for interdisciplinary learning
- Ensuring interdisciplinary opportunities are accessible to all students
- Reviewing the credit framework to ease student access to interdisciplinary modules and options outside their discipline
- Developing new interdisciplinary pathways and modules for all students at all levels
- Supporting greater harmonisation of practice, timetable construction, and administration
- Reviewing resourcing models for joint degree administration

## 2.3 Internationalisation

The frontiers of knowledge are international and Warwick will ensure that its students experience international and intercultural learning from on our own campus to across the globe



### 2.3.1 International Pedagogy and Vision

#### We will ...

- Sustain and enhance our international and intercultural learning and teaching ethos and practices

#### We will achieve this by ...

- Supporting departments in formulating and communicating clear statements of internationalisation vision and practices
- Supporting pedagogical research on internationalisation, internationalising the student experience, and the experience of international students
- Developing and disseminating exemplars of good practice internally and by working with peer institutions

## 2.3.2 Student Learning Beyond the Boundaries of Nation and Culture

### We will ...

- Offer all of our students high quality and meaningful international and intercultural learning opportunities that broaden global perspectives and outlook

### We will achieve this by ...

- Increasing student international mobility opportunities that are high-quality, inclusive, scalable, and diverse, involving flexible lengths of study, placements and work experience
- Building on our successful Monash-Warwick Alliance to strengthen student collaborations and engagement through the curriculum, projects, and exchanges
- Strengthening the experience of international students at Warwick and valuing the intercultural contributions they make to our student community
- Developing our range of interdisciplinary modules which focus on global citizenship and intercultural learning
- Supporting all academic staff and students to proactively support and promote intercultural learning within the classroom
- Encouraging and enabling all Warwick students to learn a second or third language

## 2.4 Student Research

Warwick's research-intensive environment is intrinsic to equipping students with sector-leading knowledge, skills, and opportunities to conduct research in partnership with the academic community



### 2.4.1 Students Learning from Research Engagement

#### We will ...

- Ensure that all students engage with research to enjoy intellectual stretch, work independently, reach beyond the boundaries of the curriculum, and challenge their critical abilities

#### We will achieve this by ...

- Revising curricula to ensure all students develop research skills within their degree
- Further growing extra-curricular opportunities to engage in research, including working alongside university researchers, scholarships for independent research, and team-based research activity

- Ensuring the value of student research is well understood by enhancing communications for both staff and students
- Addressing inequalities of opportunity for students relating to financial, social, cultural, religious or other factors, for instance through targeted funding, international placement, preparation and other support as relevant

## 2.4.2 Undergraduate Research Support Scheme (URSS)

### **We will ...**

- Expand extra-curricula opportunities for students to contribute to Warwick's research culture, postgraduate talent pipeline, and the University's work experience and placement portfolio

### **We will achieve this by ...**

- Increasing the numbers of students participating in URSS
- Developing the capability of the Student Research Working Group to fully connect departmental and central opportunities for student research activities
- Re-modelling student research opportunities to ensure they are accessible to all students



# ICUR: International Conference of Undergraduate Research

ICUR is an exciting event where research is shared on a global platform by undergraduates involved in a hugely diverse range of projects. Using the latest video-conferencing technology, ICUR enables students from institutions in eight countries, across five continents to communicate with each other in real time. Undergraduates present their research in joint sessions alongside peers on the other side of the world in a single 48-hour forum. Students are a vital part of the success of the event, holding key positions of responsibility in developing and organising the conference.

## Departments involved:

Institute of Advanced Teaching and Learning (IATL), Monash-Warwick Alliance, Audio-Visual Services, CURIE at Monash, Students from across departments

## Our aim was to ...

Ensure that our students felt part of the academic community, with a voice and the ability to contribute to research discussions in the sector. We also wanted to give them a meaningful global experience without leaving their home campus; side-stepping the often significant financial obstacle of travel. ICUR aims to help students look beyond their experiences, to see the complexities and interconnectedness of the wider world, challenging them to examine their work from an international perspective and to consider potential impact globally.

## What we did ...

Staff from Warwick's Institute for Advanced Teaching and Learning (IATL) worked in partnership with colleagues at Monash University and our own Audio Visual team. We set up our first event in May 2013, including presenters from the UK, Australia, South Africa and Malaysia. Following the success of the first conference, we built on that experience, developing a 5-year plan for the initiative. Each year we forged relationships with new institutions across the world and developed support and training materials for participating students. ICUR 2018, the 6th conference, was our largest event yet, with around 500 students involved as presenters, volunteers and audience members around the world.

## The outcome has been ...

Staff in IATL, and our colleagues at Monash, have developed the programme to support the learning needs of student presenters. The 'ICUR Experience' covers a wealth of activities, including a wide range of research training activities that span 9 months: workshops designed to impart crucial research conduct and communication skills, student-led research and mentoring networks, grant-writing training schemes, publication training and support, masterclasses with academics and industry – all these events, and others, orbit the conference, serving as rich educational preludes and epilogues.

## The benefit/impact has been ...

In the past six years, ICUR has given over 1600 students from 15 institutions in Japan, Singapore, Malaysia, South Africa, the US, Indonesia, Australia, and the UK the opportunity to present research on a global stage. From ICUR we have developed new initiatives, including the Compass mentoring programme and a joint Monash-Warwick module, as well as creating international relationships with institutions on 5 continents. ICUR's impact has also been recognised in the sector through the IIE's Heiskell Awards, the Australian Financial Review Higher Education Awards, the Victorian International Education Awards and the Wharton-QS Stars Reimagine Education Awards.

## This supports the Education Strategy by ...

We have had presentations from students in 24 departments at ICUR, and all presentations are themed into interdisciplinary panels. The internationalisation experience offered includes the benefit of students being able to connect with each other across the world, training sessions on intercultural communication, and The Compass Programme gives students the opportunity to work in mentored international groups. As for student research, ICUR has given hundreds of Warwick students the opportunity to present their research on the world stage, creating a culture that says that all students have something to contribute to academic discussions within the sector.

## The response of students and staff has been ...

Brilliant! We have received extensive feedback that by presenting at ICUR (from the point of submitting an abstract and considering how their research fits in to the ICUR Research Streams, to going through the abstract revision process, to presenting, to the international Q&A), the impact on the global and multidisciplinary outlook of individual students is significant and long-lasting. Students' confidence is boosted, and they enjoy meeting and interacting with their peers from different disciplines, creating new academic friendships and experiencing new research perspectives.

## Our next steps will be ...

We are very excited to be developing a 'Virtual Conference Centre'. This is a conceptual space and we're hoping that the virtual building terminology we use will help to demystify the complexity of hosting and attending a video conference event. Rather than giving delegates a set of very IT-centric instructions, they can be presented with recognisable things such as floor plans and room numbers. The Virtual Conference Centre should give even more students the opportunity to interact with us without leaving the comfort of their home!

## To find out more ...

Caroline Gibson, [c.a.l.gibson@warwick.ac.uk](mailto:c.a.l.gibson@warwick.ac.uk)

Emma Barker, [e.barker@warwick.ac.uk](mailto:e.barker@warwick.ac.uk)

[www.icurportal.com](http://www.icurportal.com)

# Facilitators

**Academic Systems**  
**Student Experience**  
**Quality Assurance**  
**TEF Strategy**  
**Employability and Skills**  
**Widening Participation**  
**Alternative Pathways**

To achieve our goals, we will undertake a programme of change across a range of underpinning systems, processes and in our teaching and learning infrastructure

## 3.1 Academic Systems

Strong disciplinary identities and excellence will be strengthened by reform of core processes and continued investment in digital innovations and evolving facilities for teaching and learning



### 3.1.1 Academic Governance

#### We will ...

- Implement the Academic Governance Review to enable effective, collaborative, and agile decision-making on teaching and learning

#### We will achieve this by ...

- Fully implementing our new Academic Governance structures and undertaking a review of their implementation and effective operation
- Developing the Education Executive to plan and co-ordinate Education Strategy, agree operational priorities, co-ordinate Education activity, report on progress of Education initiatives, and prioritise team resources in support of Education projects
- Ensuring Departmental Education Committees are established to support Education Strategy implementation
- Developing Faculty Education Committees to assist in driving Education Strategy within Faculties and across all levels of study
- Establishing a Student Success Programme Board to enable professional services departments to support the operationalisation of the Education Strategy

- Developing a diverse and representative pipeline of committee chairs, members and secretaries to secure expertise in the longer term
- Enhancing reporting of Education Strategy developments to the University Council
- Reviewing University Regulations to address issues of clarity and accessibility

### 3.1.2 Student Personalised Information (SPI) Programme

#### We will ...

- Enhance student experience by utilising the SPI Programme to develop a robust and consistent core of data processes to underpin a seamless and personalised learning interface across the lifecycle from admission to alumni status

#### We will achieve this by ...

- Integrating and building on the foundation of existing student-facing systems across the core themes of: Admissions and Arrivals; Critical Infrastructure; Student Interface; Employability, Skills & Transition; Welfare & Support; and Alternative Pathways

### 3.1.3 Virtual Learning Environment (VLE)

#### We will ...

- Continue to develop and embed Moodle as the University's common VLE platform, supported by Tabula and other aspects of the Extended Classroom suite

#### We will achieve this by ...

- Developing and actively supporting good practice in the use of Moodle for modules, programmes, and departments
- Increasing the effective use of Lecture Capture in academic departments

### 3.1.4 Timetable Improvement Programme (TIP)

#### We will ...

- Construct an efficient and effective central timetable to facilitate teaching excellence and the student and staff experience

#### We will achieve this by ...

- Delivering personalised timetables for students and staff, containing lectures, practicals and group activity, and accessible via the internet and on a PC, phone or tablet
- Allocating rooms across the normal teaching week based on agreed priorities and principles so that students and staff have an efficient, equitable, user-friendly timetable
- Incorporating returning student module choices into the construction of the timetable to minimise clashes
- Implementing a new Module Selection system

## 3.2 Student Experience

Warwick students will have co-ownership of their education, working in partnership to achieve excellence. Their voices will be heard and they will be engaged, represented and supported throughout their educational experience



### 3.2.1 Education Communications Strategy

#### We will ...

- Communicate with staff and students using a wide array of media to ensure transparency and inclusivity, celebrate excellence and achievement, provide clarity of direction, and demonstrate reciprocal engagement

#### We will achieve this by ...

- Introducing an integrated and pro-active Education Communications Strategy, linked to key points in the student lifecycle and calendar and reinforcing the overall Education Strategy
- Agreeing core messaging with academic departments and professional services, and working to embed these across all our communications
- Incorporating student voices in our communications to focus on the student learning experience
- Supporting staff to develop inclusive, clear and well-organised communication practices for educational purposes
- Utilising MyWarwick, Insite and social media to deliver the communications strategy, as well as academic and governance networks
- Regularly evaluating and adjusting the effectiveness of our communications by seeking feedback from various stakeholders

### 3.2.2 Student Surveys Strategy

#### We will ...

- Rationalise and steer the use of student surveys to focus on the enhancement of the student experience

#### We will achieve this by ...

- Establishing a Survey Steering Group to oversee and approve cross-institutional survey activity, limit consumerist use of surveys, and ensure appropriate learning from surveys and results are communicated to all relevant stakeholders
- Establishing a managed survey data repository for relevant stakeholders to retrieve data for educational enhancement purposes
- Establishing good practice guidance on the use of surveys, with an emphasis on inclusivity and equality and follow-through on results

### 3.2.3 Assessment Strategy

#### We will ...

- Review assessment practices to create a flexible, innovative, robust, effective, valid and efficient Assessment Strategy in order to support student experience, staff development, and transferable skills

#### We will achieve this by ...

- Considering progression requirements and approaches to resit opportunities
- Reviewing exam board procedures and data supporting exam board decision-making
- Reviewing approaches to handling mitigating and special circumstances
- Simplifying assessment strategies and diversifying types of assessment to ensure relevant learning outcomes

### 3.2.4 Joint and Interdisciplinary Degrees

#### We will ...

- Provide consistent and harmonised support for students on joint and interdisciplinary degrees

#### We will achieve this by ...

- Codifying the responsibilities of lead departments and staff for joint and interdisciplinary degrees
- Ensuring designated academic and administrative staff are responsible for management and communication in joint and interdisciplinary degrees
- Ensuring assessments are timetabled consistently between disciplines on joint and interdisciplinary degrees
- Developing and disseminating exemplars of good practice in joint and interdisciplinary degrees
- Ensuring resourcing models support and encourage the development of joint and interdisciplinary degrees

### 3.2.5 Staff roles in support of the Student Experience

#### We will ...

- Build a network of Directors of Student Experience and Progression and Faculty Student Engagement Co-ordinators to promote student experience, including recruitment, teaching quality, assessment and feedback, progression, employability, and alumni relations

#### We will achieve this by ...

- Ensuring that all academic departments have access to a Director of Student Experience and Faculty Student Engagement Co-ordinator or equivalent role
- Developing a coherent and standardised Director of Student Experience role description

## 3.2.6 Personal Tutoring

### We will ...

- Provide personal tutoring to support students' academic development and progression; facilitate the accessibility of learning to students; and enhance the quality of the learning environment and learning experience of all our students

### We will achieve this by ...

- Implementing agreed recommendations of the Personal Tutoring Review
- Re-positioning and resourcing personal tutoring as a valued and mainstream strand of academic work directly connected to the student experience and learning environment
- Encouraging the development of a staff-student partnership approach in our model of personal tutoring, connecting students to their programmes of study, and engendering institutional belonging
- Developing closer working with the full range of student support and development services across the University to facilitate more effective student referral and signposting

## 3.2.7 Student Wellbeing and Inclusive Curriculum

### We will ...

- Support student wellbeing by enhancing collaboration between academic departments and central support services

### We will achieve this by ...

- Supporting the personal tutoring system to enhance the working relationship between Wellbeing Support Services, the Dean of Students, Faculty Senior Tutors, and Academic Departments
- Develop an initial 'hub and spoke' model of wellbeing referral support for students, with the appointment of faculty outreach workers to deliver a preventative, psycho-educational programme as well as a 'drop in' facility with easy access to facilitate signposting and improved referral routes to the more specialised central service
- Delivering a wellbeing component as part of Welcome Week
- Foster student resilience by developing online self-help materials and workshops related to personal development and the enhancement of the student experience at all levels
- Supporting the development of an inclusive curriculum through implementation of a cross institution strategy that will mitigate related risks, address the needs of students with disabilities but also embed inclusive practice as a route to excellence for the student population as a whole

## 3.2.8 Education Space Strategy

### We will ...

- Develop a campus that is configured to support the student learning experience

## **We will achieve this by ...**

- Providing a high quality student and teacher classroom experience
- Ensuring that all teaching rooms are accessible and suitable for all staff and students
- Ensuring provision for future advances in pedagogic practice and developments in technology enhanced learning
- Providing a range of high quality specialist teaching spaces such as laboratories and performance spaces
- Providing sufficient teaching rooms of suitable capacities to support growth in teaching programmes
- Providing a variety of high quality study space
- Ensuring that there are sufficient study spaces in accessible locations that flex to support demands at different times of the year
- Facilitating an integrated student enquiry and support service by identifying and allocating appropriate spaces to engage with students
- Providing suitable rooms for holding centrally managed and special arrangement exams and assessments
- Ensuring value for money investment in existing and new teaching spaces

### **3.3 Quality Assurance**

The quality of our education will continue to be assured and enhanced by robust systems and processes, which will be appropriately sensitive to disciplinary cultures



#### **3.3.1 Institutional Teaching and Learning Review**

##### **We will ...**

- Implement the recommendations of the ITLR 2017 across the life of the Education Strategy

##### **We will achieve this by ...**

- Addressing the recommendations of ITLR Review Panels at departmental and institutional level
- Monitoring progress against recommendations on a regular basis via the University Education Committee, AQSC, SLEEC, Student Success Programme Board and Faculty Education Committees
- Plan and prepare for the next ITLR in 2022, enhancing the process in line with learning from the 2017 review, and taking into account any changes in external quality assurance requirements

## ■ 3.3.2 Processes Innovation

### **We will ...**

- Be innovative in improving existing processes through the use of new systems and data

### **We will achieve this by ...**

- Reviewing approaches to assessment to include timing of assessments and resit opportunities, operations of exam boards, data analysis on assessment outcomes, mitigating circumstances and plagiarism
- Supporting the development of expertise around the range of assessment methods used to diversify approaches to assessment
- Implementing the new course approval process and develop a new module approval system
- Providing central PSRB oversight and support for engagements and proactively monitor recommendations arising from engagements
- Developing education dashboard and learner analytics to integrate dynamic data and implement the Teaching Excellence Group process
- Ensuring information provision on courses is compliant with regulatory requirements of the CMA

## ■ 3.3.3 Module Evaluation

### **We will ...**

- Introduce a new approach to module evaluation

### **We will achieve this by ...**

- Providing a system for collection and analysis of module evaluation and guidance for the use of data, allowing for both institutional and departmental feedback, and aligning to related, existing policies

## ■ 3.3.4 Credit Framework

### **We will ...**

- Develop a credit framework to enhance flexibility and responsiveness of curricula to support assessment, timetabling, employability, international mobility, and quality assurance

### **We will achieve this by ...**

- Reviewing, simplifying and harmonising the credit framework

## 3.4 TEF Strategy

Our enhancements in education and the student experience, together with our operational preparations, will drive transformation and bring us closer to the attainment of TEF Gold



### 3.4.1 Design of TEF Strategy

#### We will ...

- Formulate a TEF Strategy with the objective of attaining Gold at subject-level and institutional-level

#### We will achieve this by ...

- Putting our TEF Strategy in place
- Setting targets for the institution and departments
- Ensuring that interventions are research and evidence-based, benchmarked against 'what works' internally and externally
- Supporting interventions related to the size and impact of departments
- Developing and collecting of TEF 'counter-metrics' and information to support submissions
- Developing a TEF resources and communications strategy
- Providing central resource for TEF submission drafting
- Integrating TEF Strategy into ARC and other planning processes

### 3.4.2 Teaching Quality and Learning Environment Metrics Improvement Measures

#### We will ...

- Consistently improve our results for Teaching, Assessment and Feedback, Academic Support and Continuation to rank in the top quartile sectorally and above benchmark
- Continue to act upon feedback from students received through a wide variety of engagement mechanisms

#### We will achieve this by ...

- Implementing our Surveys Strategy for NSS and PTES
- Teaching
  - Encouraging the use of peer observation by all departments
- Assessment & Feedback
  - Maintaining 20-day timeliness rule
  - Developing and spreading the use of exams feedback

- Ensuring clarity of assessment and marking criteria
- Enhancing student voice and related actions in all departments
- Academic Support
  - Implementing the agreed recommendations of the Personal Tutoring Review
- Continuation
  - Introducing CertHE and DipHE as standard exit qualifications
  - Clarifying progression rules and student number returns
  - Developing targeted interventions to support learners at risk of non-continuation

### 3.4.3 Employability, DLHE, LEO and Supplementary Metrics Improvement Measures

#### We will ...

- Seek attainment of DLHE/Graduate Outcomes metrics consistently above benchmark

#### We will achieve this by ...

- Delivering the Employability and Skills Strategy
- Embedding at departmental level a commitment to the employability agenda in terms of supporting disciplinary skills awareness, employability in the curriculum, and internships and placements
- Ensuring optimal returns of alumni for the DLHE/Graduate Outcomes

## 3.5 Employability and Skills

Student academic success at Warwick, supporting students into excellent careers, and through developing lifelong learning opportunities, are our key drivers



### 3.5.1 Employability as Integral to a Warwick Education

#### We will ...

- Embed professional development and employability within the Warwick curricula

#### We will achieve this by ...

- Putting the Employability and Skills Strategy in place
- Develop and embed at departmental and University level the building blocks of employability: disciplinary skills, employability in the curriculum, internships and placements, employer and alumni engagement

- Monitoring and taking action to improve DLHE at institutional and departmental level
- Establishing a common institutional language for skills and employability
- Promoting strong collaboration between academic departments, Student Careers and Skills and other professional service departments

### 3.5.2 Employability, Skills and the Curriculum

#### We will ...

- Ensure that students and staff are able to articulate and access key skills for professional development and employability

#### We will achieve this by ...

- Developing a minimum standard for academic departments to implement that ensures professional development and employability are integral to the students' academic and University experience
- Encouraging and enabling departments to make explicit in academic curricula the development of disciplinary and transferable skills
- Developing a suite of Departmental, Faculty or University modules in skills development and employability to effectively support the student lifecycle
- Moving to communicate, consolidate, and co-locate central skills provision to maximise accessibility and engagement for students and complement departmental provision
- Connecting with global, national and regional trends to ensure skills providers are effectively supporting student success and preparing them for current and future job opportunities

### 3.5.3 Work Experience

#### We will ...

- Maximise the availability and accessibility of all modes of work experience for every student during their studies

#### We will achieve this by ...

- Providing students with clear information to promote the importance of work experience, including alumni stories and graduate case studies
- Creating a range of opportunities for work experience—including internships, placements, consultancy, volunteering, and part time work—available to all students regardless of their study and personal circumstances
- Providing prominent support and guidance to employers, ensuring opportunities are of graduate quality and meet student interest and study commitments
- Extending the value-added by engagement with work experience to every student through Technology Enhanced Learning supporting effective reflection
- Facilitating information-sharing and development of a University network of good practice around administration of all modes of work experience and placements

## 3.5.4 Employer and Alumni Relations

### We will ...

- Offer students opportunities to meet, learn about, and develop links with diverse employers, matching the variety of graduate destinations

### We will achieve this by ...

- Ensuring the Warwick Curriculum is connected to and informed by industry trends and needs
- Analysing student priorities, graduate outcomes, recruitment practices and market trends, to respond to major recruiters' demands whilst reaching out to under-represented sectors and employers in line with student preferences
- Obtaining employer feedback on our services and students' performance in selection processes, building strong relationships and simultaneously tracking the labour market and comparator institutions to identify employer needs
- Redesigning the current financial model for Employer Engagement towards an approach which supports diversity of student opportunity
- Partnering with industry on the development of new curriculum models and modules
- Providing students with access to alumni and other professionals providing mentoring and constructive insights into current industry practices

## 3.5.5 Student Careers and Skills 'Hub and Spoke' Model

### We will ...

- Provide support for employability and skills readily accessible and personalised for students, responsive to student needs and sector trends, visible on campus, and technologically assisted

### We will achieve this by ...

- Developing 'hub and spoke' models for the delivery of services, including a main campus hub focusing on CV and applications advice, work experience and employer relations
- Continuing to embed Student Careers and Skills staff within academic departments and creating delivery spaces in disciplinary location clusters
- Complementing face-to-face delivery with engaging, online content, including investment in technology and use of data and research to provide relevant, targeted support

## 3.5.6 Student Enterprise 'Hub' and 'Innovation Campus'

### We will ...

- Ensure all students are able to engage in and contribute to Warwick's entrepreneurial culture and 'Innovation Campus'

### We will achieve this by ...

- Developing an Enterprise Strategy
- Providing opportunities for all students to develop their entrepreneurial mind-set and capability

though in-curricula and extra-curricula activity

- Introducing infrastructure to accelerate the development of student and graduate start-ups, including physical space, staff, and consolidation of the Warwick Enterprise Eco-system
- Sustaining and building upon the University of Warwick Enterprise Partnership
- Establishing a Flagship Innovation Centre/Enterprise Hub on campus to connect students, staff and industry
- Engaging with the Industrial Strategy, Regional Strategy, and the Midlands Engine to ensure students can benefit from and contribute to this element of the University's mission

## 3.6 Widening Participation

At the heart of our approach will be a major drive to increase the diversity of our student and staff population and to remove the barriers to a Warwick education



### 3.6.1 Core to University Mission and Beacon of Excellence

#### We will ...

- Ensure that widening participation and social mobility are core to the University's mission and aspire to be a beacon of excellence in the sector

#### We will achieve this by ...

- Putting the Widening Participation Strategy in place
- Ensuring that widening participation is central to core University and departmental priorities and connects with other related strategies
- Establishing ambitious targets for widening participation categories, including State Schools, Low Socio-Economic Class, Low Participation Neighbourhoods, Mature, Low performing schools, Local entrants, and BAME entrants
- Championing our widening participation approach internally and externally

### 3.6.2 Targeted and Lifecycle Approach (Outreach, Access, Retention, Success, Progression)

#### We will ...

- Adopt a targeted and evidence-based 'lifecycle' approach to widening participation for the benefit of all our students

#### We will achieve this by ...

- Ensuring that our progress against Widening Participation targets are evidence-based
- Ensuring that provision is underpinned by robust evaluation and research-led practice at the forefront of national policy
- Equipping departments with specific data that promotes evidence based approaches
- Widening demand and increasing support to facilitate a talent pipeline for widening participation target groups
- Accelerating access to Warwick for students from a range of widening participation backgrounds
- Improving student retention (non-continuation rates) and success (good honours) for widening participation targeted groups
- Enhancing progression in further study and employment (DLHE/Graduate Outcomes) for widening participation groups
- Enhancing opportunities for target groups in the region to access and progress to higher education

### 3.6.3 Governance Structures and Coordination

#### We will ...

- Adopt a holistic and embedded institutional approach to widening participation across all levels of the University

#### We will achieve this by ...

- Developing the Widening Participation Committee and establishing complementary governance structures and coordination mechanisms to facilitate the delivery of the Widening Participation Strategy
- Establishing a Widening Participation Evaluation and Research Working Group
- Establishing Steering Group and Faculty Operational Groups
- Resourcing of Faculty and Departmental widening participation structures

## 3.7 Alternative Pathways

Warwick will steadily grow in the number, type and range of opportunities that we offer to all our students - be they full-time or part-time, mature or straight from school, local or international - but at a pace which matches demand and never compromises on quality



### 3.7.1 Pathways to Warwick

#### We will ...

- Build on existing strengths to develop accessible routes into degree-level study for 'non-traditional' learners

#### We will achieve this by ...

- Continuing to develop and invest in proven successes like the International Foundation Programme, Pathways to Law, 2+2 degrees, Foundation degrees, Gateway to HE and WBS' Foundation Year Programme
- Learning from these programmes to support the development of departmental and cross-departmental foundation year provision
- Developing accredited and non-accredited short course and lecture series programmes to extend Warwick's visibility and accessibility within the region

### 3.7.2 Pathways through Warwick

#### We will ...

- Develop and enable ladders of progression through pre-degree, undergraduate, taught postgraduate and research degree level study

#### We will achieve this by ...

- Articulating and signposting exit points on undergraduate and postgraduate programmes, such as CertHE, DipHE, PGA, PGCert and PGADip
- Increasing the quantity and breadth of Integrated Masters programmes
- Working with local, national and international partners to develop flexible and innovative collaborative provision
- Removing barriers to progression by developing extra curricula support for students alongside their core studies (for instance, GCSE and A-level English and Maths provision)

### 3.7.3 Degree Apprenticeships

#### We will ...

- Diversify our educational offer through the development of sector-leading degree apprenticeships

#### We will achieve this by ...

- Developing a joined up, coherent and planned approach to degree apprenticeships responsive to the changing external landscape
- Aligning the University with key national government policy changes in higher education, specifically in relation to vocational education
- Developing partnerships to enhance alternative pathways, entry points and student experiences
- Developing central infrastructure to support departments in developing and implementing specialist degree apprenticeships, including the establishment of a University-wide 'Skills and Apprenticeship Hub'
- Aligning the University with employment trends (including the increase in demand for degree apprenticeships in the Engineering, professional services, healthcare and management sectors) and contribute to local and regional employment needs by addressing the skills gap
- Utilising degree apprenticeships as a means of widening access and participation and enhancing student employability

### 3.7.4 Responsive and Flexible Provision

#### We will ...

- Become a sector leading research-intensive University in the development of innovative, responsive, flexible and student-centred provision

#### We will achieve this by ...

- Establishing a University working group to survey policy landscapes and support the development of new and innovative provision
- Assessing the desirability and feasibility of alternative flexible study pathways at Warwick



# Warwick Bright Stars

The Warwick Bright Stars programme is our primary schools outreach programme which is in its fifth year. The programme annually supports over five hundred Key Stage 2 (age 8-11) pupils from targeted schools in the Coventry and Warwickshire areas. Activities are delivered by a group of trained students who have an interest in Education or in developing teaching skills, as well as our academic staff and the Arts Centre outreach team.

## Departments and colleagues involved:

Student Recruitment, Outreach and Admissions Service (SROAS) – Widening Participation Team - Marie Diebolt (Manager), Paul Blagburn (Head of Widening Participation)

## Our aim was to ...

Create long-term sustained partnerships with local primary schools with a high percentage of pupils on Free School Meals or from low participation areas to raise aspirations and awareness of the advantages of studying at university in young pupils. Our goal is to help schools inspire the scientists, engineers and teachers of tomorrow and by sending students into schools we aim to provide participants with a diverse and enthusiastic group of positive role models.

## What we did ...

We offer a range of activities designed to inspire excitement and interest in learning, including in-school modules and on-campus visit days.

**The campus day:** These days offer primary schools a chance to bring a year group or class on campus to show them what university is like, give them the opportunity to interact with university staff and spark their pupils' interest for a subject taught at university. Pupils also discover our campus by taking part in the Warwick Art Treasure trail designed by Warwick Arts Centre.

**The in-school module:** These are developed in partnership with Lloyd Scholars and the following departments: Law, French, Economics and History. Every module is cross-curricular and uses interactive activities, role-play and games. Parents, teachers and pupils are invited on campus for a graduation ceremony at the end of the module.

**The newsletter:** In October 2017 we launched the Outreach Primary school newsletter listing targeted primary school activities once a term offered by departments, the Arts Centre and the Sports Centre.

**The budget:** The programme budget in 2016-2017 was £12,000. This was increased to £16,000 in 2017/2018 to enhance and extend the programme.

## The outcome has been ...

In 2017, we delivered 4 Science Campus days to 484 pupils and held 3 Arts and Engineering campus days for 176 pupils. All these pupils completed our Arts treasure trail. In 2018, 120 pupils took part in our 5-week subject modules and 80 attended our primary school graduation with their parents and teachers. 16 Warwick students contributed towards the design and delivery of the programme.

## The benefit/impact has been ...

"The children all had an amazing experience and many of our children were unaware of what a university campus was, yet left with aspirations of attending a university in the future! " Teachers on the Science Campus day.

"The children had the opportunity to develop their communication skills and collaborative working through the module and aspirations for the future increased as a result for some of the students too!" Year 5 teacher.

90% of pupils said that their confidence has increased and that they would like to come to study at university when they are older. Schools and parents have become more aware of what the University has to offer and view it as a learning destination at the centre of the community. Student ambassadors benefit from in-depth training sessions and skills development. Many have decided to train as a teacher as a result of taking part in the programme.

## This supports the Education Strategy by ...

**Enhancing** Warwick students' experience by enabling them to develop the following skills and attributes: collaborative skills, resourcefulness, adaptability, analytical skills and fulfil their ambitions.

**Promoting** an inclusive environment by encouraging engagement with the local community.

**Supporting** the development of Teaching Excellence and employability via student engagement with teachers and schools, promoting interdisciplinary learning within and outside their course.

**Fostering** collaboration and partnership by working across a range of departments.

**Sustaining** engagement with younger groups to raise aspirations and promote making positive decisions and informed choices is a core facet of WP work

## The response of students has been ...

"It truly was one of the best decisions I took during my time in university - working with you and meeting the pupils was so enriching." Yasmine, student volunteer 2016

"I really enjoyed the experience and it helped solidify my desire to go into teaching". Fariha, student ambassador 2018

## Our next steps will be ...

To further our links with departments to embed the programme within courses as part of our students' professional development and get their support for training the ambassadors. To seek additional funding to expand reach and involve more departments across the university.

## To find out more you can contact ...

Marie Diebolt [M.L.Diebolt@warwick.ac.uk](mailto:M.L.Diebolt@warwick.ac.uk)

<https://warwick.ac.uk/study/outreach/whatweoffer/primary/>



# Degree Apprenticeships

The Degree Apprenticeship Development Programme started in October 2017 with the aim of getting the University ready for the widespread delivery of degrees through the newly established apprenticeship route. Alongside this we committed to establish two Degree Apprenticeship programmes in Civil Engineering and Social Work, both of which will help address significant skills gaps in the Midlands. This was part-funded by HEFCE. It cannot be overemphasised just how different the provision of degrees through the apprenticeship route is to our traditional degrees. The result has been a challenging, but equally rewarding programme that has drawn in tremendous support from academic and professional service colleagues across the institution. This work on Degree Apprenticeships has put Warwick at the forefront of one of the newest and most profound changes to Higher Education that the sector has seen.

## Departments and colleagues involved:

Strategy & Policy, School of Engineering, Centre for Lifelong Learning, the Education Group, IT Services, Finance Office, Chemistry, WMG, PVC (Education) & Education Executive and other colleagues from across the institution.

## Our aim was to ...

Develop two entirely new Degree Apprenticeship (DA) programmes in Civil Engineering and Social Work, of the very highest quality, and to develop in parallel the systems and processes required to make DAs an integral part of our educational provision. We view DAs as very important to contribute to meeting the changing requirements of students, to improve our engagement with industry, to broaden our sector-leading social inclusion activities, and to help us address profound skills gaps both in our region and nationally.

## What we did ...

Supported in part by a grant from HEFCE, we have worked closely with colleagues from across the University and beyond, to develop two new high-quality degree apprenticeship programmes in a very short space of time. Enabling activities for this include building new Virtual Learning Environments, developing a new course approvals process for degree apprenticeships, creating a work-based learning framework, writing a new admissions statement, and where necessary re-writing University Regulations to support the introduction of these new degrees.

## The outcome has been ...

The Civil Engineering DA launched in November 2018 and the Social Work DA is set to launch in March 2019. The hard work continues as we engage with more employers and prospective apprentices, and behind the scenes with University colleagues to ensure that these and other DAs can be delivered smoothly and with minimal disruption.

## The benefit/impact has been ...

Degree Apprenticeships provide a debt-free route to obtaining a high-quality degree and we believe that they should be open to people from all backgrounds. We have worked hard to open new pathways into the University by measuring the capability of prospective apprentices in ways that are not reliant on A-Level achievement.

In some academic disciplines we believe that the creation of degree apprenticeships could result in a new stream of student entrants wishing to study at universities on pathways that differ from our more traditional degrees. Similarly, recent evidence suggests that the number of job opportunities originating through DAs could increase significantly. By diversifying our educational offer through degree apprenticeships, we are ensuring that the University remains competitive.

## The response of students and staff has been ...

The response of staff from across the University has been very positive, and colleagues have worked exceptionally hard to make such a challenging project a success. We have also received valuable support from the Students' Union.

## Our next steps will be ...

There's still a huge amount of work to be done, but we are confident that the programmes will be a success. We have plans to develop DAs in a number of other academic areas, so we'll be working hard to build strong links with employers and other potential partners. We will also be looking at schools engagement to raise awareness of this alternative route into HE, and to increase applications from women onto our STEM DA programmes.

## To find out more ...

If you'd like to find out more about Degree Apprenticeships then contact a member of the team:

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