



WARWICK
THE UNIVERSITY OF WARWICK

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**TEF 2023
PROVIDER SUBMISSION**
THE UNIVERSITY OF WARWICK



This submission draws on input from a wide range of staff, student and partner perspectives – including workshops with our leadership forum of 100+ senior staff and departmental education leadership teams. A TEF Coordination Group, including Warwick SU’s Education Officer, drafted the submission prior to subsequent approval by the University’s Executive Board. This submission does not include validated-only programmes, TNE, apprenticeships, and programmes that do not lead to the award of a qualification. Sources of evidence are cited in Section 7: References and denoted through the submission as S7.a – S7.r.

Section 1: A Warwick Education: Learning Beyond Boundaries

Teaching Excellence at the University of Warwick

1. The University of Warwick’s outstanding research-led teaching and student experience develops confident, capable graduates with the agency to learn beyond boundaries and succeed in the world around them, regionally, nationally, and internationally.
2. A Warwick Education is **inclusive and co-created**, enabling success for our diverse student community throughout and beyond their studies – with students from the most disadvantaged communities and part-time students progressing at higher rates into graduate employment and further study than their peers elsewhere. The many outstanding features of excellence of a Warwick Education are also reflected in the NSS indicators, which are above or materially above benchmark for Teaching, Assessment and Student voice for full-time students over four years, and we rank highly in the sector for Student voice. Our outstanding outcomes indicators show more than 95% continuation, more than 95% completion, and career Progression to managerial and professional roles at above 80% for full-time students, with outcomes indicators for part-time students all materially above benchmark.
3. Since its establishment in 1965, the University has promoted **disciplinary excellence in research-led teaching**. We have grown from our first intake of 450 undergraduates into a thriving and diverse community of 28,622 UG and PG students – full-time (25,649), part-time (3,153), mature (2,029, UG only), home (16,712) and international (11,910). We have 31 academic departments and over 50 research centres in three Faculties: Arts, Science, Engineering and Medicine, and Social Sciences.
4. Intellectual and academic challenge is reflected in our research-led education and forms the basis of our commitment to **disciplinary excellence**. Students rate intellectual stimulation and the opportunity to explore concepts and ideas in depth highly (NSS 2022 Q3 *“The course is intellectually stimulating”*: +4.9% vs. benchmark; ranked second in the Russell Group in 2021 and third in 2022. NSS 2022 Q5 *“My course has provided me with opportunities to explore ideas or concepts in depth”*: +3.3% vs. benchmark) (Source: S7.k). In the full-time overall indicator for *“The teaching on my course”*, Warwick is 2.4% above benchmark (Source: TEF Student Experience Indicators).
5. Our strategic focus across Warwick on **learning beyond boundaries** offers students intellectual, social, and cultural stretch through transcending the boundaries of their disciplines (**interdisciplinarity**), engaging with global and intercultural perspectives (**internationalisation**), and deepening their understanding of a topic of interest beyond the taught content (**student research**).

6. **Inclusivity and co-creation** underpin everything we do. Warwick's longstanding mission has been to widen access to university learning, and we are committed to removing economic, social and cultural barriers that prevent people from accessing higher education. At a strategic level, we are committed to developing education with students, students regularly drive enhancement, and co-creation is a central expectation for all educational innovation activity. Through our **Inclusive Education Model (IEM)**, we are leading a rigorous, holistic, and structural theory of change to ensure that all students benefit from a diverse and student-centred education and experience.
7. These four characteristics – **disciplinary excellence, interdisciplinarity, internationalisation, student research** – and two principles – co-creation and inclusion – are fundamental to Warwick's excellent education and frame our approach articulated throughout this submission.
10. The high level of student satisfaction maintained through these challenging years confirms the positive impact of our collaborative and inclusive approach throughout the pandemic. TEF student experience indicators show that we are materially above benchmark for full-time students in the Year 3 and Year 4 split indicators – for Teaching, Assessment and feedback, Academic support, and Student voice – the 2021 and 2022 full-time graduates who were most impacted by the pandemic.
11. Our high NSS results and recognition as the University of the Year for Teaching Quality by the Sunday Times Good University Guide 2022 were a welcome and further accolade for our commitment to education: "Winner of our University of the Year for Teaching Quality award, Warwick, has never been outside the top ten in our academic ranking and moves up two places this year. It landed our teaching prize, along with being runner-up for University of the Year, thanks to strong student endorsement of its Covid response, expressed through this year's National Student Survey."

Ensuring student success through the Covid-19 pandemic

8. Covid-19 presented many social and personal challenges to our community and sector. **Warwick staff excelled in recognising and responding to students' needs and ensuring their academic progress** through online, social and academic events, peer support, and continued personal tutoring. Proactive arrangements were made to build students' self-efficacy in adapting to new learning challenges, continue to progress, and achieve academic success.
9. Assessment and remaining teaching through 2019/20 were moved entirely online; new teams were rapidly established to support the development of online teaching and alternative assessment approaches, including the Learning Design Consultancy Unit (para 40); and policies were developed to assist students and ensure the integrity of academic standards. Students progressed and graduated with positive outcomes, aided by our robust framework to adapt programme and assessment requirements (resolutely endorsed by our External Examiners and Chief External Examiner). The Students' Union (SU) co-designed our response throughout the pandemic and worked with us to keep students well-informed through regular, clear communications.





Section 2: Student Experience: Academic Experience and Assessment

Outstanding teaching and learning [SE1]

- 12.** Our foundation of **excellent teaching produces high levels of satisfaction** (+2.4% vs benchmark for full-time students and +3.8% vs. benchmark for part-time students in the overall indicator for “The teaching on my course”) and **outstanding outcomes**. More than 95% of full-time students continue to complete their studies, and 83.5% of full-time students (+2.2% vs. benchmark) and 91.7% of part-time students (+3.3% vs. benchmark) progress into graduate employment or further study (Source: TEF Student Experience and Student Outcomes Indicators). Average graduate earnings after five years are £53,800 according to LEO data, which ranks us seventh in the sector (Source: S7.h). Section 4 further elaborates how we support successful outcomes.
- 13.** Our quality and standards framework builds on national standards and enables students to achieve exceptionally high completion, continuation, and progression. Enhancement is informed by educational research, co-creation, consideration of inclusion and diversity impact and peer review. Our policies on peer dialogue (peer review and observation of teaching), module evaluation and personal tutoring are examples of this research-based, co-created approach (para 43).
- 14.** Warwick students’ commitment to disciplinary excellence and intellectual stretch relies on robust management of academic standards and programme delivery. Academic governance structures oversee quality, standards, and inclusion, with student representatives playing a vital role at all levels. At the departmental level, trained student representatives chair Staff Student Liaison Committees (SSLC). At the institutional level, the Student Learning Experience and Engagement Committee (SLEEC) is co-chaired by the SU Education Officer and a senior member of the Education Executive. Chaired by the Pro-Vice-Chancellor (Education) and reporting to our Executive Board and Senate, the Education Executive coordinates senior academic, professional services, and student leaders to shape and implement our Education Strategy (Source: S7.d).
- 15.** Our **disciplinary excellence** approach and **signature pedagogies** provide diverse and outstanding teaching methods to engage and support student learning aligned to the thoughtful design of modules, programmes, assessments, and teaching within disciplines. The currency of students’ discipline-specific knowledge and skills is confirmed and commended through accreditation by 35 professional, statutory, and regulatory bodies (PSRB). Students on programmes as diverse as Energy and Power Engineering and Coaching benefit from the additional recognition recognition accreditation provides with employers. In disciplines such as Accounting, Law, and Medicine, accreditation provides direct entry to their regulated professions, contributing to very high levels of progression to graduate employment (Section 4).

The expertise of our sector-leading academic staff has shaped the accreditation criteria of several PSRBs and the latest iteration of QAA's Subject Benchmark Statements, thus ensuring qualifications hold their value in line with sector-recognised standards.

16. Warwick's Institutional Teaching and Learning Review (ITLR) – conducted in 2012, 2017, and 2023 – facilitates a periodic quality review of all academic and student-facing professional service departments. In 2017, ITLR supported every department to articulate their signature pedagogy and refine this through constructive feedback from a panel of internal and external peers, including students. Further focus on teaching quality in departments has been realised by strengthening leadership roles. Departmental Directors of Education focus on strategic planning, Senior Tutors on effective support for all students, Directors of Student Experience on learning community, inclusion, and engagement, and Directors of Studies on the effective delivery of programmes and modules. At the faculty level, Student Engagement Coordinators and Widening Participation Coordinators ensure the effective dissemination of good practice and delivery of strategic institutional objectives.
17. Teaching Excellence Group (TEG) meetings take place annually with staff and student representatives in all departments and interdisciplinary programmes to review quantitative and qualitative programme data and agree on areas for enhancement in accordance with institutionally agreed priorities. ITLR, TEG, and specific teaching roles collectively form an **interlocking and cohesive approach to embedding outstanding student learning**. This approach has enabled the delivery of recommendations from the ITLR, a greater focus on inclusion and the embedding of the four characteristics of a Warwick Education, as well as the rebalancing of online and on-campus learning post-Covid in line with student feedback and departmental reflections on student data.
18. Satisfaction in a limited number of subject areas and amongst some student groups is lower than for most Warwick students. The same issues impact more than one indicator in these specific cases. We address these at the end of Section 3 (para 86) and Section 4 (para 108).

Assessment for learning [SE1]

19. Students benefit from a strategic approach to designing assessments aligned with learning outcomes to assess and build knowledge, skills, and behaviours. High rates of continuation and completion underline the effectiveness of this approach. The full-time, overall indicator for Assessment and feedback is 2.6% above benchmark and materially above benchmark in the two most recent years (+5% in 2021, +4% in 2022) (Source: TEF Student Experience Indicators). Students rate Warwick top in NSS 2022 – the second year running – for Assessment and feedback among Russell Group institutions with comparable intake and research-led teaching missions (Source: S7.k).
20. A strategic Review of Assessment in 2018 and opportunities to make greater use of digital tools for assessment, have produced continuous improvement in this area. Core principles of assessment – including **assessment that is inclusive, transparent, proportionate, and for learning**, not just of learning – were agreed upon through the Review and underpin the design of assessment strategies for all programmes and modules. An Assessment Design and Diversification Toolkit and our programme and module approval processes help to embed these principles. Learning from the pandemic has further changed assessment practices, supported by a newly introduced digital platform, WiseFlow, which improves the student experience through consistent assessment environments. In the 2018/19 academic year, only 402 students used a PC to sit their examinations via alternative exam arrangements, whereas by 2021/22 63% of examinations took place online.
21. Our diverse student community manages their studies alongside various personal, academic, or economic circumstances, so increased flexibility around assessment further enables student success. Through student feedback and engagement, we have introduced a universal right to remedy failure in assessment, as well as options to defer examinations to the next session, self-certify unforeseen mitigating circumstances twice per year, and manage all mitigating circumstances claims within a single student-facing online portal. This work sits alongside the wider introduction of diverse assessment methods driven by our commitment to inclusive education (para 55).

22. Prior to 2017, students made clear in surveys that the quality and timeliness of feedback on assessed work needed to improve in some disciplines. The response has been a University-wide effort in partnership with students to raise the quality of feedback, and a 20-day feedback turnaround time with robust monitoring, which has improved satisfaction with the timeliness of feedback by 7.7% (NSS Q10: *"Feedback on my work has been prompt/timely"*; 2016: 70%; 2019: 77.7%). Despite the challenges of the pandemic affecting all providers, we remained committed to this support and are 8.7% ahead of our benchmark for this NSS question (Source: S7.k, Q10).

Inspiring education that engages and stretches [SE2]

23. In the spirit of co-creation, **students and staff collaborated in 2017 to articulate our vision for extending student learning beyond their programme.** Through campus-wide reflection and consultation, learning beyond boundaries became the overarching ethos of a Warwick Education.
24. In 2018 we formalised our shared commitment to **learning beyond boundaries** in our Education Strategy, which embeds three key characteristics – **interdisciplinarity, internationalisation, and student research** alongside **disciplinary excellence** – to further the experience and outcomes for all students. For each of the three aspects, students and staff have developed together a wide range of opportunities within and beyond the curriculum at departmental and institutional levels (para 25). In the interest of taking a student experience-centred approach to enhancing accessibility and information provision concerning learning gain opportunities available, an investigation was undertaken by a student project officer to enhance the presence and visibility within the students' departmental experience of **interdisciplinarity, internationalisation, and student research** activities, related to both departmental and institutional provision (Source: S7.g). The submission sets out below some of the principal ways these aspects are translated into provision for students.





Learning beyond boundaries of the discipline - interdisciplinarity [SE2]

25. Building on excellence in their discipline, all students can benefit from the opportunity to take up interdisciplinary modules or programmes, undertake projects of an interdisciplinary nature beyond their primary subject, or work in an environment alongside students from other disciplines who bring their disciplinary perspectives to solving real-world problems. **Our 2023 ITLR self-evaluation documentation shows that all departments include interdisciplinarity as part of their offer.**

- 35.5% of undergraduate students are currently on an explicitly interdisciplinary programme, and 44.15% take modules outside their discipline as part of their elective options.
- **The Institute for Advanced Teaching and Learning (IATL)** offers co-created, interdisciplinary credit-bearing modules using innovative pedagogical approaches and assessment. 326 students took IATL modules as electives in 2020/21, 378 in 2018/19, and 409 in 2019/20.
- **WIISP** (para 26), **URSS**, **ICUR** and **Reinvention** (para 27) are all interdisciplinary, with each regularly reviewed to enhance inclusivity to ensure all students wishing to engage can benefit.

Learning beyond cultural and national boundaries - internationalisation [SE2]

26. All Warwick students are enabled to explore their discipline from different angles and viewpoints to understand culture, language, professional life, and study in a global context within the curriculum and beyond. Students address global challenges, transcend disciplinary, language and national borders, and develop a global citizen mindset.

- **International mobility schemes:** Most exchange programmes are for a year or semester, with 887 placements taking place in 2021/22, the first year after the pandemic. With the aim of facilitating mobility experiences for all students, there has been a growth of non-standard exchange programmes, including short periods of mobility and additional bursaries for students meeting support criteria. 1,797 students engaged with mobility opportunities in 2021/22 in total, including year/semester abroad, short term and fully virtual opportunities. The new Turing scheme supported 425 students financially in 2021/22, including £115,000 of funding awarded to 61 students from a WP background. Following mobility placements, all students complete exit-surveys. Of these, 94% of Warwick Erasmus+ funded students expressed satisfaction with their exchange and 93% of European inbound students expressed satisfaction with their exchange.

- The Warwick **Intercultural Training Programme** develops students' abilities to articulate and contextualise intercultural competencies, skills highly prized by global graduate recruiters. 6,304 students benefitted between 2018 and 2022 from the stand-alone version of the programme, and departments are increasingly embedding training content in their curricula.
- The **Warwick International Intensive Study Programme (WIISP)** provides a wide range of cross-departmental intensive credit-bearing undergraduate interdisciplinary modules. Modules are open to students at all levels from Warwick together with key international partners (Monash in Australia, Cornell, and Concordia in North America, and our EUTOPIA partners across Europe). It offers students flexibility and access to mobility and immersive, active learning with no additional fees and without the need for travel, thus supporting global sustainability and inclusion. Since its 2020/21 launch, 1,175 Warwick students have participated in the scheme.

Learning beyond boundaries of taught content - student research [SE2]

- 27.** Undergraduate research allows students to build on a research-led curriculum to further develop effective research skills and independent, critical understandings of research quality, public engagement, and impact. Examples beyond core student projects and dissertations within academic programmes include:
- **The Undergraduate Research Student Scheme (URSS)** offers bursaries to students from any department seeking to carry out interdisciplinary research or public engagement projects. URSS supports 6-10 week-long projects and is open to all undergraduate students from any year or programme. Students devise and cost the projects, seek ethical approval, and conduct the projects individually or as part of a larger research team. Students' public engagement skills develop through the Warwick Institute of Engagement's (WIE) complementary programme, including a public showcase event for student research each autumn. To address any financial barriers to engagement, an enhanced bursary is offered to WP students and Warwick Scholars. Over £900,000 of funding has been awarded in the last four years, with 238 URSS bursaries awarded in 2022. The impact of the URSS on student outcomes and educational gain is significant. Among undergraduate students awarded a degree in academic years 2019/20 to 2021/22 (inclusive), 70% of those who

participated in the URSS in any academic year between 2019 and 2022 were awarded a first-class degree compared with around 30% of students overall.

- **Reinvention** is an online, peer-reviewed journal publishing high-quality undergraduate student research led by a student editorial board drawn from both our partner, Monash University, and Warwick. Since its launch, 222 academic papers by 294 students from 78 institutions across 16 countries and five continents have been published, including 54 students from Warwick over the last four years. Over 1,000 students have submitted their work and received feedback.
 - The **International Conference of Undergraduate Research (ICUR)**, established in 2013, is an annual two-day academic conference that showcases the best in undergraduate research from 14 institutions around the world (including in 2022 the USA, Singapore, France, Spain, South Africa, Canada, Sweden, Slovenia, Belgium, UAE, Romania, Portugal, Lithuania, and Australia). ICUR challenges undergraduate students to rethink their work from an international and interdisciplinary perspective. Since its conception, more than 3,000 students from twenty-two institutions have presented. Across ICUR's almost decade-long history, 795 Warwick students have given presentations of their independent research. Warwick students also publish at the British Conference of Undergraduate Research (BCUR) and the World Congress on Undergraduate Research (WCUR), both of which will be hosted at Warwick in April 2023 to bring around 1,000 students from across the globe to our campus to present their research.
- 28.** Through **learning beyond boundaries, students stretch their intellectual, social, and experiential learning, increasing their agency** for life during and after their studies and building their educational gain (Section 5). We focus on ensuring that opportunities are **inclusive, and available to all**, noting specific needs, challenges and interests and co-creating opportunities with students accordingly. For instance, students from a wide range of cultural, religious, and home country backgrounds will relate differently to internationalisation and global understanding. This diversity is reflected in the wide range of intercultural and international opportunities available. As an example, noting the desire by part of Warwick's Muslim student community to increase the availability of placements in a broader range of Islamic countries, we engaged in new partnerships globally to ensure such preferences can be fully accommodated.



- 29.** Students from all social and economic backgrounds should be able to engage equally with opportunities for **learning beyond boundaries**, so various support structures are offered to provide equity. Students from WP backgrounds who apply for undergraduate summer research projects can apply for funding not just for their project but also for additional support – potentially covering the loss of income from a summer job. This funding was established after an evaluation of the previous scheme that indicated a not fully equitable uptake of undergraduate summer research projects.
- 30.** We have taken great care to protect the strengths of an interdisciplinary ethos, while recognising a diversity of disciplinary approaches, and high degree of choice and mobility across departments, also creates variability of experience for some students. We continue as a high priority to work with student representatives towards structural changes that ensure all students benefit from interdisciplinarity, including simplifying the navigability and timing of optional module selection across academic departments, and interventions targeted on the barriers faced by specific student groups. In turn, this simplification will bring benefits to other areas, such as the earlier release of exam timetables, where we have made some progress but recognise there is more to do.

The role of research in our education [SE3]

- 31.** REF 2021 confirms that 50% of our research is assessed to be world-leading and 42% as internationally excellent. Our strong research culture is reflected in our teaching. Students are taught by academic staff who understand the process of knowledge creation and the value of research. Combining research and innovation with excellent teaching creates a rich learning environment for all students through disciplinary and interdisciplinary research-informed curricula, which is informed by pedagogical research (para 43) and our commitment to students as researchers (para 27).
- 32.** In this research-intensive context, scholarship of teaching and learning underpins education enhancement and the development of education policy. The scholarly research of Learning Circles (para 43) informs policy by engaging with existing research and undertaking research within Warwick. These practices build on extensive educational research, such as the work of Professors Naylor and Smith on contextual offers (2001 onwards) – now a widespread practice across the sector and **recognised with a National Teaching Fellowship** for Professor Naylor in 2020 (Source: S7.i).
- 33.** In 2005, the **Reinvention Centre** – a HEFCE-funded Centre for Excellence in Teaching and Learning – with Oxford Brookes University, developed the concept of Student as Producer (para 74, S7.j) with a significant focus on student

research. The Reinvention Centre merged into IATL in 2010. IATL now stands as a global centre of excellence for innovation in student research and has strengthened the embeddedness of research skills in our curricula.

34. We also draw upon learning from other institutional student research schemes. Our WP students have been able to access the Social Mobility Research Hub (Research England funded since 2021/22), which supports students from underrepresented groups to undertake research on the student experience from their perspectives ('nothing about us without us'). Research projects have focused on pre-entry school experiences and transition into HE, the influence of class and ethnicity on student choices, and ethnic disparities in HE. Recent Warwick on Wheels project outcomes are now informing discussions about the enhancement of the student experience for wheelchair users.

Innovation and enterprise [SE3]

35. Warwick students are central to our long history of **powering innovation and entrepreneurship** in the region and beyond. Recognising the value of entrepreneurship, we support students to develop these skills through core curricula and increasing diversity in our assessment methods. We have invested £25,000 of seed funding since 2020 to embed innovation in the curriculum for all students
36. Our dedicated student enterprise team, **Warwick Enterprise**, was established in 2019 under the umbrella of our **Warwick Innovation District**, which brings together academics, students, businesses, founders and investors to start, scale, and pivot businesses. All students can access a sophisticated suite of support - including idea generation workshops, incubation programmes and access to funding and coaching through exploration, start-up and scaling. Since 2018, attendance at Warwick Enterprise events increased by 84% to involve 5,835 students over four years, and awards to support start-up and innovation activity increased by 53% to 193 in the same period, totalling over £130,000.

Excellence in academic practice [SE4]

37. Our commitment to enabling excellence in academic practice across the university has underpinned the strategic enhancement of education at Warwick over the last decade. **The 2018 Education Strategy focused on structural change, investment in professional**

development support, creating spaces for innovation, and recognising and celebrating excellence. As a result of the consistent implementation of this Strategy, the status of teaching has been elevated and enjoys parity of esteem with research. Students reap the benefits of the excellent quality of our staff and our commitment to staff development, as is evident in high levels of satisfaction with teaching. (Teaching on my course, Year 4 split indicator, full-time: 83.7% (+3% vs. benchmark), part-time: 93.1% (+6.1% vs. benchmark) (Source: TEF Student Experience Indicators).

38. Academic staff and postgraduate researchers who teach build a **strong foundation of skills, knowledge, and reflective practice.** They are supported through our Academic Development Centre's Academic and Professional Pathway programmes for new and experienced staff (an equivalent teaching qualification) and by reflecting on their practice against the UK Professional Standards Framework. Of Warwick's academic staff, 1,677 (55.8%) have Fellowship of Advance HE, including 129 Senior and 15 Principal Fellows. This compares to averages of 36.2% in the Russell Group and 46.1% in the sector (Source: S7.1)
39. Academic staff regularly reflect on their teaching and other professional development needs through reviewing student feedback on modules, participating annually in an observation through **Peer Dialogue on Teaching** schemes, and annual Professional Development Conversations. Teaching staff also access specialist professional development and resources developed by our most outstanding academic staff, ranging from our **Cultivate** series of short workshops (covering areas such as assessment strategies, blended learning, and active bystanders in the teaching space) to credit-bearing postgraduate awards in technology-enhanced learning and curriculum development.





40. This wide-ranging professional development provision is complemented by internal consultancy support for programme teams. Staff draw on specialist advice from central teams and experienced communities of practice, including advice on using technology and designing blended learning through our **Learning Design Consultancy Unit (LDCU)**, which won an Advance HE Collaborative Award for Teaching Excellence in 2022 (Source: S7.c). Over the last year, we have added a suite of resources, workshops, and internal consultancy support on curriculum design.
41. We encourage our education community to provide **educational leadership and innovation** to ensure the continuous enhancement of academic practice. Warwick invests annually in support of this, including through development schemes available for applications from departments, teams, and individuals. For example, over the last four years, staff have received a total of £270,000 in seed corn project funding for incubating cutting-edge interdisciplinary modules through IATL.
42. The **Warwick International Higher Education Academy (WIHEA)** was launched in 2015 to enhance the student experience and raise the status of teaching, bringing together a wide community of staff and student leaders of education. Fellows of WIHEA are selected through a competitive process, and a three-year fixed-term fellowship ensures quality and commitment, engendering a sense of prestige in teaching leadership and innovation across the institution. We have appointed 218 WIHEA Fellows across the university since 2015, including the 93 Fellows currently fulfilling their three-year term (Source: S7.r).

43. We invest in Fellows through workshops, networking, coaching for promotions on the teaching track and project funding - conditional on the inclusion of staff and student co-creation. Many projects have led to enhancement, and twenty-five Learning Circles of Fellows have researched, conducted peer reviews, and produced academic practice guidance on topics including anti-racist pedagogy, learning analytics, and peer mentoring. Learning Circles play a significant part in **embedding innovation, scholarship of teaching and learning, and good practice** across the University. Learning Circles have contributed to the evolution of policies, such as the reward and recognition of excellent teaching (para 44) and module evaluation (para 13). The Academy model has since been introduced at several other universities, most notably at our partner, Monash University.
44. Excellent Academic Practice is demonstrated, celebrated, and formally recognised across the breadth of our university in several ways. Our Academic Promotions Framework was revised in 2018/19 to rebalance the esteem for teaching and research, with the criteria proposed by WIHEA Fellows. In the last three annual promotion rounds, 185 staff have been promoted on the teaching-focused pathway under the revised framework, including 19 staff to the professorial level.
45. WIHEA Fellows promoted to Professor on the teaching track are celebrated with inaugural lectures, with a dual focus on their disciplinary and educational leadership, which further raises the profile of teaching excellence and contributes to our sustained focus on building parity of esteem for teaching.
46. Through degree ceremonies over the last four years, we have celebrated over 100 staff through the **Warwick Awards for Teaching Excellence** from over 1,000 nominations and a competitive selection process. Similarly, we have recognised twelve staff with Warwick Awards for Personal Tutoring Excellence following 142 nominations by their students and peers. Seven Warwick staff have been awarded a National Teaching Fellowship (NTF) between 2018 and 2022, demonstrating their leadership and impact nationally and internationally. 24 Warwick academics have been awarded NTFs since 2007 and 18 are currently active within the institution (Source: S7.i).



Section 3: Student Experience: Resources, Support and Student Engagement

A supportive learning environment [SE5]

- 47. Students at Warwick are supported to become confident, capable members of the community with the agency to navigate the wide range of learning opportunities available to them within and beyond the curriculum.** Through our strategic focus on developing an inclusive learning environment, our wellbeing strategy, and significant investment in academic support, students benefit from tailored support that is responsive to their lived experiences, unique starting points, future ambitions, and the structural barriers they may face. This is exemplified in the flagship Warwick Scholars programme, which supports students from under-represented backgrounds in the region with financial, peer-to-peer, employability, skills, and academic support (para 94).
- 48.** Pre-entry, students receive pre-induction information and guidance from academic departments, access to online learning materials and specific targeted support. Examples include regular, personalised communications, our summer programme and early arrivals support for autistic students, pre-sessional English language programmes,

named staff contacts, and accommodation flexibility for students entering from the care system.

- 49.** On entry, students enjoy an increasingly refined and impactful transition into university life thanks to a substantial reimagining of our **Welcome Week** in 2018. The development of Welcome Week was a direct response to student feedback and SU campaigns for additional time for new students to settle in, transition to university life, and understand the support available to them. Welcome Week was co-designed with students, resulting in a rich programme of events to 'deliver an inclusive, enriching and vibrant welcome so that every student has the best possible start to life at Warwick.' Welcome Week in 2022 included 1,717 sessions, with 85% of students confirming the support met their expectations (11,930 students surveyed in our Welcome Week evaluation; 2,455 responses).
- 50. Outstanding personal tutoring** is key to ensuring students fulfil their potential. A comprehensive institutional review of personal tutoring throughout 2018 led to the introduction of a Code of Practice, co-created with students, and setting out staff and student roles and expectations in personal tutoring including a one-to-one meeting each term. The Code was followed by the launch of the annual **Warwick Awards for Personal Tutoring Excellence**. The review combined best practices in personal tutoring from across the sector with extensive consultation with students, academics, and services across the university to develop a comprehensive and supported approach.

51. All students are allocated a Personal Tutor who provides academic and signposting support for the duration of their programme, and intervention where students face difficulties impacting their progress. Each academic department has at least one Senior Tutor who oversees personal tutoring. Senior Tutors come together through the Senior Tutor Network, which is led by the Dean of Students and supported by Faculty Senior Tutors. All personal tutors must undertake core training on a 3-year cycle co-delivered with Wellbeing Support Services. A continuous programme of enhancement sessions on supporting key student groups (disabled students, international students) and supporting community and belonging are available throughout the year. Students' continued appreciation of the high quality of provision in this area is reflected in the NSS 2022 results for full-time students: 77.0% overall for Academic support (+3.6% vs. our NSS benchmark; ranked second in the Russell Group) with 87.3% reporting that they were able to contact staff when needed (Source: S7.k, Q12). This is an area of continuous development and co-creation with students, which has resulted in our 2022 launch of our co-created conversation starter and building rapport resources.

52. The Dean of Students also directs university-wide networks of Directors of Student Experience and Faculty Student Engagement Coordinators to support the continuous development of the student learning experience. Departmental Directors of Student Experience are academics who lead student engagement, learning community, inclusive education, transition, and progression support in their departments. The consolidation and recognition of this role is a noteworthy success of our Education Strategy as demonstrated in Academic support and Student voice indicators (paras 51, 73).

Specialist support [SE5]

53. Students are guided to reflect on their ambitions for their learning by their teaching staff, department, and institutional campaigns. They are made aware of the opportunities and support they might need to access learning within and beyond the curriculum:

- Academic support and opportunities are provided within departments and through learning beyond boundaries. These include the option of language learning, study years abroad (para 26), placements (para 103), volunteering (para 104), innovation and enterprise opportunities (para 35), and public engagement (para 27) activities.

- Academic, employability, and skills development are offered through the Student Opportunity division, while the Library and departmental Subject Librarian offer study, research, and information literacy. Mathematics support is available through the highly effective Maths Online Bridge for Individualised Undergraduate Support (MOBIUS) for students to address skills gaps. During 20/21 and 21/22, 1,368 students and offer holders accessed MOBIUS. Pre- and in-session English language support is well-established and accessed by students identified at admission or through a subsequent referral.
- **Wellbeing Support Services** offer support for all students, including Wellbeing Advisors who link with academic departments, an initial contact, a brief consultation approach which enables students to be connected quickly to appropriate support, and a programme of workshops and masterclasses designed to support students throughout the academic year. This extends to the Residential Community Team, who support students living on campus (most first year students live on campus) and create a safe and welcoming community.
- In the last academic year (2021/22) students attended over 8,000 appointments with our Disability Support Services, including study skills sessions, mentoring and drop-in appointments. The team are supporting more students to access funding: there has been a 29.4% increase in the number of students accessing the Disabled Students Allowance over the last five years.
- Social opportunities range from peer mentoring and departmentally run student societies, to over 200 Students' Union societies and liberation groups (Warwick Pride, Warwick Anti-Racism, Warwick Anti-Sexism) and university led social and inclusion activities, for example Warwick Scholars and the Warwick Presents annual programme of social and cultural events.
- In preparation for life beyond Warwick, we are committed to supporting all students whether they decide to engage in further study or employment. Students receive extensive career and employability support - within and alongside their curricula, including bespoke personal career preparedness routes. The twelve **Warwick Core Skills** were identified as crucial for continued success beyond graduation in 2019 through consultation with staff, students, and employers, and through research by Warwick's Institute for Employment Research (ranked fifth in REF 2022 by the Times Higher Education).

They ensure coherence throughout our curricular and co-curricular learning opportunities, and underpin The Warwick Award (para 122). The Warwick Core Skills are Critical Thinking, Information Literacy, Digital Literacy, Sustainability, Communication, Intercultural Awareness, Teamwork, Professionalism, Problem Solving, Ethical Values, Self-Awareness, and Organisational Awareness (Source: S7.q). We see the impact of this through higher levels of graduate employment and further study, higher levels of sustained employment, and higher levels of graduate earnings across our disciplines (paras 99, 107).

Providing an inclusive learning environment for all students [SE5]

54. Our strategic and comprehensive approach to ensuring a Warwick Education is inclusive has positively impacted on the student experience and improved equity for students. The gap in continuation rates between disabled students and non-disabled students has narrowed significantly from 6.3% in 2016/17, to 1.9% in 2019/20. Continuation rates for disabled students increased from 90% in 2016/17 to 96% in 2019/20 and are much higher when compared to national levels. The awarding gap for Black students narrowed from 11.6% in 2017/18 to 7.4% in 2020/21 (percentage of Good Honours compared to white students) and NSS 2022 shows Black students are more satisfied than their 2018 predecessors across many important features of a Warwick Education: Student voice (68.95% up from 64.52%), Learning resources (87.01% up from 83.55%), Academic support (72.51% up from 68.16%), Teaching on my course (80.03% up from 74.25%), and Learning opportunities (82.12% up from 75.85%). More broadly, TEF full-time split indicators show each of the five NSS indicators at or above benchmark for each ethnicity group over four years. (Source: S7.b, TEF Student Experience Indicators, and OfS release of NSS 2018 and 2022 results).

55. The Inclusive Education Model (IEM), or theory of change for inclusion and student success, aligns existing, new, and future interventions to achieve a single outcome: equitable opportunities for all students to achieve to the best of their abilities. IEM is a cross-institutional partnership setting out how structural and embedded change is achieved across all aspects of students' learning and wider experience. Core to the model is the elimination of awarding and continuation gaps. Developed with extensive consultation, co-creation with students is central to the model's development and delivery.

56. Inclusive education was a core theme in all TEG meetings (para 17) in the first year of TEG's implementation. Awarding gap dashboards enabling academic departments to understand outcomes by student characteristics and intersectionality were introduced with a workshop series to support appropriate use. All academic departments have submitted an inclusive education action plan to set their priorities for inclusion. All action plans are developed with student co-creation at their heart.

57. Further examples of how we purposefully engage with all students can be seen across the university:

- The WIHEA-funded Neurodiversity Student Experience project, co-created with students to improve outcomes and experience for neurodivergent students by creating an Inclusive Good Practice Pedagogical Toolkit for staff.
- Current work on a Code of Practice for supporting disabled students led by a WIHEA Learning Circle, co-created with students, and based on extensive consultation with disabled students.
- The co-created Queering University programme supports staff and students to develop, implement, share and sustain queer pedagogies and encourages teaching and learning, pastoral, and other practices that are inclusive of trans and LGBTQIA+ staff and students.
- Academic departments have appointed student representatives for disability, LGBTQIA+, and race and ethnicity to focus more on the experience of different students. Specific interventions include collaborative curriculum review and departmental communities for specific groups.
- The **Tackling Racial Inequality at Warwick** programme equips academic and professional services staff with the knowledge and tools to engage with anti-racist practices and pedagogy and to challenge racial inequality within and outside the classroom. By January 2023, almost 400 staff had undertaken the core modules of the programme.
- The university has funded a SU-led programme to champion and support the decolonisation of the curriculum in disciplines as diverse as Medicine, Politics, and English.

- Over the last four years, 6,304 students have engaged with our Intercultural Training Programme, enabling them to better understand and build effective relationships with those from diverse cultural backgrounds. Students and staff are also supported to use, respect, and correctly pronounce the names of others in our community through the Say My Name campaign.
- The Welcome Week programme includes Introduction to **Active Bystander** workshops which empower students to develop the knowledge, skills, and confidence to make safe, effective interventions in response to harmful behaviour and attitudes. This is offered in every academic department, with approximately 3,000 new starters participating in Term 1 of 2022/23.
- Our **Toolkit for Values-Based Teaching** helps to embed learning opportunities in the curriculum.
- Our work on inclusivity has been recognised through the award of the **Advance HE Race Equality Charter (Bronze) (2022), a Silver Athena Swan (2018)** award at the institutional level in recognition of our work on gender equality, and **Gold Employer** status from the Stonewall UK Workplace Equality Index (2022) for our work with bi and trans communities.
- Our work on inclusive education builds on our long-standing track record of **widening participation**, including through our flagship Warwick Scholars programme (Section 4, para 94).

Outstanding physical learning resources [SE6]

- 60.** Students benefit from **wide-ranging, high-quality physical spaces across our 750-acre campus and beyond**, transformed through an ambitious capital development programme and tailored to meet students' learning needs - including recent investment in new buildings and spaces for teaching and study spaces in Mathematical Sciences (£27.3m), Biomedical Sciences (£47.8m), the National Automotive Innovation Centre (£101.8m), and The Oculus (£18.7m) and The Junction (£3.3m) for university-wide student teaching, learning, assessment, and innovation. Students benefit from these excellent facilities: 86.5% of students agree with the statement "I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to" in NSS 2022 (+3.09% vs. our NSS benchmark). (Source: S7.k, Q20).
- 61.** Our most recent new building, the **Faculty of Arts Building** (£57m) embodies all aspects Warwick students and teaching staff value most

about the physical and digital learning environment. Designed in partnership with students, it contains not only a quarter of the university's teaching spaces but also large areas of student social learning spaces (over 1,100m²) spread throughout the building.

- 62.** A principal component of the 2018 Education Strategy is the redevelopment of study and social learning spaces - created and delivered in partnership with the SU - that allow students to further their learning by engaging effectively with their peers. The improvements in the time series split indicators for Learning resources (79.1% in Year 3 vs. 84.5% in Year 4) show the positive impact of this work (Source: TEF Student Experience Indicators). In response to student feedback, we have repurposed existing spaces across campus, prioritised social learning spaces in new builds, and invested £4m last year in a library refurbishment to increase study space and create new environments to meet evolving student needs. We are also upgrading teaching, student and social learning spaces to support blended learning, including by adding power supplies to study spaces and more than £3m of new AV technology to 180 centrally timetabled teaching rooms since 2020/21.





63. Students' learning is enriched by access to specialist research and industry facilities, enabled by our strategic partners' R&D functions on campus, our adjoining Warwick Science Park, and our industry-leading facilities such as our Warwick Arts Centre, eSports Centre, and Modern Records Centre.

64. The **University Library** is at the heart of students' experience of studying at Warwick alongside their home department. Students rate their library very highly in NSS 2022, with 85.5% agreeing that *"The library resources have supported my studies well"* (+2% vs. our NSS benchmark) (Source: S7.k, Q19). Students can access almost 2.5 million items in our collection (books, e-books, journals, databases, special collections), study skills development, and specialist academic subject librarians. Our diverse student community benefits from a physically accessible library building, a range of assistive technology and alternative formats, individual library inductions and support, and the diversification of the Library's collections to support inclusive reading lists.

65. Learning Grids extend library facilities and study space beyond the main library building, and are available across campus and in Leamington Spa, where many students reside.

66. **Students' experiences play a vital role in continuously improving the physical and digital academic resources available** to support their learning. As a direct response to NSS feedback that requested greater availability of module texts, the library launched the More Books–Your Books campaign. Over 1,000 requests were processed, with resources added to the library's collections. A 2020 staff-student task force ensured we now have electronic reading lists for over 75% of all modules and access to over 1.2 million e-books - contributing to high levels of student satisfaction.

67. To ease access to required print resources, all students can now use a range of services, including Click and Collect, free Postal Loans (and Freepost Returns), and free inter-library loans. These services are particularly helpful for part-time students and students with caring responsibilities.

Excellence in digital teaching and learning [SE6]

68. Students' learning is enriched by our long history of building a critical mass of skills in our staff through formal training, support, scholarship, and innovation in digital pedagogies. Our teaching staff have been supported for many years by our Academic Development and Academic Technology teams and the LDCU (para 40) to develop digital competencies and design digitally enhanced learning experiences.

69. Digital tools are curated and used thoughtfully to build digital literacy and enhance face-to-face learning for students across our programmes and disciplines. A student-centred approach and discipline-specific pedagogy determine the digital tools included in the Technology Enhanced Active Learning (TEAL) for each module and programme. **The use of digital tools is pedagogy-led, meaning that digital modes and tools are used where they best deliver learning outcomes effectively, inclusively, and sustainably.**

70. Our commitment to a **tailored, pedagogy-specific approach to digital learning** prepared us well for the Covid-19 pandemic. Students engaged with online teaching, learning and assessment through the first lockdown and then a dynamic blend of in-person and online learning as restrictions changed. This was supported by different teams collaborating to assist students and staff through both transitions -

rapidly and on-demand – so that students could progress. Students’ skills and confidence to be effective online learners were developed through a Warwick Online Learning Certificate. Staff were supported through a Teaching for Learning Online course, tailored workshops, and consultancy delivered by the LDCU. During 2021/22, the LDCU ran 80 sessions with 1,724 attendees. The 2022 NSS results showed that satisfaction with Learning Resources increased by 5.3% compared to 2021 and is 2.8% above the NSS benchmark. (Source: S7.k, Learning resources).

71. As with all HE providers emerging from the pandemic, we continue to learn from our approach to using digital tools and their impact on different student groups. We are part of the OfS-funded project Positive Digital Practices alongside colleagues from other institutions, researching holistic approaches to wellbeing for part-time, mature, commuter, and distance learning students. At Warwick, we have held a series of listening workshops with our Centre for Lifelong Learning students exploring inclusive practices, digital literacy and assessments, and wellbeing. The outcomes are being used to co-create a series of outputs to support part-time and mature learners.

72. Students have told us through surveys and focus groups the importance of the campus-based experience they sought when applying to Warwick. Exploring this in more depth has shown that scheduled, in-person teaching provides structure to a student’s day, creating anchor points that bring them together as part of a learning community. This drives our approach to using our outstanding campus and our thoughtful application of digital tools in the context of each discipline.

Student partnership, student voice and co-creation [SE7]

73. The TEF overall indicator for Student voice provides compelling evidence of outstanding quality against benchmark (+4.7%), and our 2022 NSS results place us first in the Russell Group. (Source: TEF Student Experience Indicators, and S7.k)

74. Students and staff at Warwick are proud of their long-standing collaborative ethos to work together on improving the learning experiences and outcomes for all students. The principles of **partnership and co-creation between students and staff are firmly embedded** in everything we do to design, deliver, evaluate, and improve the student learning experience.

From its origins in the work of the 2004 Reinvention Centre CETL on student research and Student as Producer (Neary & Winn 2009, S7.j), students continue to work with the University as active members of the community. This shone through during the most challenging times during the pandemic and will develop further as we embark on ambitious plans to refresh our curricula and the student experience in the coming years.

75. There are some departments where student voice data indicate that improvement is needed. This is addressed through TEG and ongoing collaboration between academic departments and central University teams, in conjunction with the evolution of the SU, which is undergoing a transformation of its own with the University’s support following significant staff turnover.

76. Learning from good practice elsewhere, and cognisant of how student groups engage differently, the SU sabbatical team are leading changes to student representation and their internal governance arrangements. For some departments, this will create opportunities to enhance the effectiveness of engagement with students and, consequently, further enhance the student experience.

University-wide impact through student voice leadership and accountability [SE7]

77. Meaningful student engagement and partnership require effective staff leadership and accountability for academic departments to meet University-wide expectations. Academic Convenors of SSLCs support student SSLC Chairs to achieve the best outcomes from ideas, feedback, and co-creation. DSEs and Faculty Student Engagement Coordinators support those working with SSLCs and lead on wider co-creation work for continuous enhancement within departments. The collective influence of this strong leadership network has been harnessed to embed robust approaches to continually engaging with student voices, drawing students into decision-making, closing the feedback loop in academic departments and spreading good practice across departments.



Students in governance [SE7]

- 78.** Elected and trained through the SU, Departmental Student Representatives, Faculty Student Representatives, Part-Time Officers, and Sabbatical Officers represent students as full members – and in some cases, as co-chairs – of institutional and academic governance structures up to and including our most senior bodies, the Senate, and University Council.
- 79.** Over the last four years, 1,350 students have represented their peers each year, including as members of SSLCs and departmental Education Committees. Student Chairs and Secretaries of SSLCs are embedded as a long-standing, prominent feature of university life and governance.
- 80.** Students are positioned as part of departmental leadership teams and actively involved in the leadership of education in their departments. Student representatives engage in full and frank dialogue about education quality, the student experience and department life through SSLCs, TEG meetings and ITLR (40+ students as panel members, 40+ students as lead representatives and 350+ students in meetings with review panels in ITLR 2023). SU Sabbatical Officers are long-standing members of the Education Executive, and the SU Education Officer co-chairs SLEEC.

Embedded student engagement mechanisms [SE7]

- 81.** In collaboration with the SU, **we encourage all students across all programmes to provide feedback and contribute to decision-making** about their modules, programme, and broader student experience:
 - End-of-module feedback contributes to annual module reviews and analysis of cross-module trends by each departmental Education Committee.

- Our 400-strong Student Panel is a diverse group from all Warwick departments who are called upon fortnightly to explore student sentiment on critical issues, including blended learning, the impact of the cost of living, and experiences of exams and assessment. The outcomes are reported directly to the Education Executive and key committees.
- Academic departments supplement institution-wide channels with local activities suited to their students and provision, ranging from regular drop-in sessions with staff to consultative curriculum development events and collaboration with disciplinary student societies.
- Student complaints and appeals outcomes are regularly analysed to inform continuous improvement through regular reporting into our governance structures.
- 82.** Engagement with students was our priority throughout the Covid-19 pandemic. Changes were made to ensure all students could regularly provide real-time feedback on their experiences and expectations, enabling more agile decision-making.
- 83.** Student representatives used WhatsApp and social media to gather instant insight from students, termly SSLC meetings were swapped for weekly conversations with programm teams, and the Student Panel engaged in weekly focus groups to inform policy decisions on blended delivery, reopening campus, and assessment mitigation policies. Termly all-student surveys validated the direction of travel with the wider student body and helped identify the differential impact on certain student groups. SU Sabbatical Officers worked with senior leaders to collaboratively decide on the University's institutional response to the pandemic.



These are exceptions and do not reflect the otherwise very high and sustained levels of satisfaction expressed by Warwick students. We take students' feedback very seriously in such cases and fully utilise our quality assurance and enhancement tools to require and support a timely improvement.

Co-creation with students as standard [SE7]

84. Our longstanding collaboration with the SU has been invaluable in the development of programmes of work such as the IEM, WIHEA Student Fellows, IATL Co-creation Officers, and Active Bystanders. For example, the SU and IATL collaboratively developed the Active Bystander pilot with external experts and the introductory session is now timetabled for all incoming taught students and the full programme delivered to over 700 sports and societies' executives annually.

85. All WIHEA and IATL academic practice development projects must include co-creation with students. Between 2018/19 and 2021/22, WIHEA awarded £215,000 across 44 co-creation projects involving 2,855 students. Additionally, since 2020/21 – when co-creation with students became a requirement of funding – IATL have invested £177,000 in education development projects. This investment has enabled student-centred work on curriculum design, quality enhancement, and work to amplify the voices of marginalised communities, all of which impact student learning across the institution.

Continuous Improvement [SE1-7]

86. Fluctuation in student satisfaction occurs from time-to-time in a large and diverse university like Warwick where cohort-specific issues arise on specific programmes, as seen in our recent NSS results for Computer Science, English, Performing Arts, and Engineering.

87. For instance, the subject of **Computing** at Warwick comprises programmes solely in the Department of Computer Science. 117 students (60% of those eligible) in the department responded to NSS in 2022 and 82 (70%) of these were on the BSc/MEng Computer Science programme. These data, therefore, reflect the experience of students on this programme, where a specific issue has impacted the student experience in recent years.

88. Changes in the leadership of the programme in 2019 led to a situation where a less experienced team navigated the impact of a Covid lockdown with a learning model that relied heavily on in-person lab-based teaching. Action to replace some of the learning opportunities was not as timely or effective as it should have been, which extended the impact over more than one year and limited the confidence that students then had in staff to deliver improvements. Through the University's quality assurance processes and additional focused interventions, the department has since been supported to strengthen programme leadership, re-engage students as partners in enhancing the learning experience and rebuild a strong student community. We have started to see the benefits this year through increased engagement in departmental events and are actively supporting actions taken in the department to sustain this more positive trajectory. Our expectation is that we will return to a more positive student experience in Computing, and that satisfaction rates will match the strong outcomes that students have continued to achieve, including 93.7% progression into graduate employment or further study (Source: TEF Student Outcomes Indicators).



Section 4: Student Outcomes - Positive Outcomes

89. Our student-centred, co-created approaches offer a platform from which to empower students to succeed and progress beyond their studies. As outlined above, core to Warwick's values and strategic mission is an inclusive education that enables all students to thrive. We tailor our approaches and provide targeted support to different student groups to maximise opportunities for all students to realise their potential. This section sets out students' achievements during their studies, on completion, and beyond Warwick.

Warwick student outcomes [SO1/2/3]

90. We are proud that our TEF student outcomes indicators reflect the **outstanding achievement** of our students, both full- and part-time:

- On **continuation**, our outstanding full-time (96.3%) and part-time (86.1%) indicators demonstrate that our students consistently continue with their studies. Particularly exceptional is our part-time indicator, which exceeds the benchmark by more than 18%.
- On **completion**, our full-time (95.8%) and part-time (83.1%) indicators similarly reflect our students' success, with the part-time indicator again substantially above benchmark (+13.8%).

- Our **progression** indicators demonstrate our students' success in attaining graduate-level employment or pursuing further study, with more than 83% of full-time and 91.7% of part-time (+3.3% over benchmark) students doing so.

Supporting all students to succeed through their studies [SO1/2/3]

- 91.** Students at Warwick are diverse in their backgrounds and ambitions; they start from different places, make the most of different opportunities while studying with us, and go on to enjoy success in a range of settings. Our student-centred, co-created approaches provide the platform from which students are empowered to succeed in and progress beyond their studies, with outstanding continuation and completion rates of over 95% for full-time students overall and in most split indicators. **Continuation and completion rates for part-time students are +18.6% and +13.8% above benchmark**, respectively, over four years.
- 92.** Meaningful, lasting interventions address the structural barriers faced by our diverse student community and **demonstrably improve equity**, including by closing gaps as outlined above (para 54). Continuation rate gaps for disabled students narrowed significantly from 6.3% in 2016/17 to 1.9% in 2019/20, and the awarding gap for Black students narrowed from 11.6% in 2017/18 to 7.4% in 2020/21 (percentage of Good Honours compared to White students). (Source: S7.b)

93. Section 3 demonstrates how **all students are systematically supported** to build their agency and gain maximum benefit from the learning opportunities available. These specific forms of support are complemented with holistic support programmes for student groups that have historically had lower levels of participation and success in higher education. Our WP team develops policy and practice that addresses barriers to access and success, including a range of flagship initiatives that students access before joining Warwick, alongside their studies, and through to graduation.

94. Warwick Scholars addresses educational, cultural, social, and financial barriers to university. Under this scheme, Warwick Scholars students are part of the Warwick community from Year 12, giving them an early insight into university life. Students join the university knowing they can connect with other students from similar and different backgrounds, strengthening a sense of belonging.

95. Since 2018, 379 scholars have benefitted from support to boost their Level 3 achievement, secure a place in one of our undergraduate programmes with a guaranteed reduced admissions offer, and a 50% tuition fee discount. Students are typically from some of the most deprived areas and/or lowest participation neighbourhoods in our region, and have received free school meals or experienced extenuating circumstances (e.g., young carers).

96. We provide a bursary of up to £2,000 per year (recently increased to take account of the cost-of-living crisis), and deliver **ongoing support to the community of Warwick Scholars, including study skills support, information, advice, and guidance from arrival through to graduation**, and priority access to careers support, including support with work experience and internships. 80% of Warwick Scholars have graduated with a first- or upper second-class honours degree.

97. Our provision in **supporting students from the most underrepresented groups**, including care leavers, students estranged from family, refugees and asylum seekers, is highly personalised and targeted. We have made institutional commitments for many of these groups, including signing up for the national Stand Alone Pledge for estranged students, and through to the University of Sanctuary status, which includes providing Sanctuary Scholarships. Students have access to a dedicated point of support when applying, transitioning into, and studying at Warwick, which allows us to understand and accommodate their unique needs.

As well as providing financial support (on top of standard Warwick bursaries), we prioritise students' access to student support services, guarantee continuous accommodation throughout their studies, and ensure the student has a Personal Tutor with specialist knowledge and skills to provide support.

98. We have made real progress in driving diversity in the student community, including more students from the most deprived and lowest participation neighbourhoods year after year. Outside of London, Warwick has the greatest racial diversity in the Russell Group. Moreover, **we have made a Warwick Education more accessible and inclusive for the most underrepresented groups in HE**, including care leavers. We are proud of this progress and are committed to do more. This is achieved through the Warwick Scholars Programme, contextual admissions, collaborative programmes like Realising Opportunities and Pathways to the Professions, and our partnerships with IntoUniversity, the Brilliant Club, and since 2022 our strategic partnership with University College Birmingham.

Supporting students to succeed beyond their studies [SO1/2/3]

99. While at Warwick, students develop into confident, capable graduates with the agency to navigate the world and opportunities they encounter. Opportunities begin right at the start of their studies through integrated and wrap-around approaches benefiting all students and targeted strategies to tackle the barriers experienced by specific student groups (paras 47-59). Approaches to supporting students to succeed beyond their studies deliver highly successful outcomes. Our overall indicator for full-time students' Progression (83.5%) demonstrates outstanding levels of graduate employment and further study after 15 months. We add real value for the diverse student communities who are typically underrepresented in the workplace, particularly for full-time WP and part-time students. Our full-time Progression split indicator for IMD Q1&2 is 3.4% above benchmark and for ABCS Q1 is 6.2% above. Our overall Progression indicator for part-time students is 3.3% above benchmark. (Source: TEF Student Outcomes Indicators)

100. Investment in the establishment and growth of our Student Opportunity Division in 2019 brought together support for students to develop a global perspective, become culturally aware, and have the confidence to achieve their full potential and vision of career success – an approach that understands and works with each student’s needs. We introduced the role of Academic Director (Employability & Skills) in 2017 and launched our Employability Strategy shortly after, successfully connecting our specialist central services with the work of programme teams.

101. The **Warwick Core Skills** (para 53) provide coherence to curricular, co-curricular, and extra-curricular learning opportunities that build students’ agency and employability.

102. The recently introduced **Dimensions of a Warwick Curriculum** require the core skills to be embedded in module and programme design. Employability-focused content in the curriculum, is developed and often delivered collaboratively between programme teams and their dedicated Careers Consultants in Student Opportunity. Our strategic development of student assessment (para 20) has increased the use of authentic assessment which allows students to apply their learning in meaningful, real-world contexts relevant to professional life across the full range of disciplines. Students reflect on their learning and future ambitions with their Personal Tutor, who connects them with the opportunities and specialist support most relevant to them. This embedded approach, ensures all students benefit from a durable foundation of employability and skills development, and enables us to build on this with targeted, specialist support.

103. Students can undertake **work-based learning** opportunities as part of or alongside their programme – from short internships to intercalated year-long placements. In addition to department and self-sourced opportunities, our Student Opportunity team helped 790 students to take up work-based learning opportunities in the last three years. Over the same period, 508 students completed our TeamWork Virtual Programme, which brings together small teams of students from Warwick and other universities around the world to collaborate on specific projects provided by an organisation.

104. Warwick has a long and proud history of student volunteering, which is rooted in our commitment to our community and region and builds students’ leadership and other skills.

We invest heavily in the Warwick Volunteers staff team, Student Executive, and 60+ Student Project Leaders, who have, in turn, enabled 6,143 student sign-ups in the last three years.

105. **Dedicated support for specific student groups** addresses the barriers they often face or connects them to our standard services in a more accessible way. For example:

- In the last three years, 486 female students completed the Sprint personal development programme. Sprint equips students with skills and confidence to accelerate their potential in all areas of life.
- Since 2017, 402 students from disadvantaged backgrounds have benefited from enhanced employability support through social mobility employability charity upReach (S7.o).
- WP students have priority access and are connected to careers support through the Warwick Scholars programme and WP Student Network (currently 523 members). This complements ringfenced funding to access student mobility and student research schemes (para 26).



106. Careers-focused fairs, events, individual appointments, and workshops run throughout the year, introducing students to a wide range of career options and employers. Every student has access to a dedicated Senior Careers Consultant from Student Opportunity in their academic department, who provides one-to-one confidential and impartial careers guidance allowing students to explore motivations, interests, and strengths. Overall, these services generated 40,235 student engagements over the last three years.

107. Warwick students' outstanding outcomes are evidenced by LEO data connecting education, employment, and earnings data (S7.h). The latest release in November 2022 shows:

- **High numbers of Warwick graduates, 88.8%, maintain sustained employment** or further study after one year (2017/18 cohort), 89.1% after three years (2015/16 cohort), and 89.8% after five (2013/14 cohort). (Populations 2,855, 2,560 and 2,600 respectively)
- After five years, average Warwick graduate earnings (upper quartile) across all subjects are £53,800, which ranks us seventh in the UK.
- We rank third in the UK for graduate earnings after five years in the subjects of Economics (£99,600), Philosophy (£54,200) and Politics (£61,100) and in the top ten for the subjects of Allied Health, Business and Management, Chemistry, Computing, English studies, History, Law, Mathematical sciences, Physics and Astronomy, Psychology, and Sociology.

Continuous improvement [SO1/2/3]

108. The vast majority of students experience successful outcomes from a Warwick Education. In most cases, this success remains evident when outcomes data are split by characteristics. However, for **full-time mature students** on the Centre for Lifelong Learning's (CLL) 2+2 Pathway to a Social Studies BA degree these outcomes fall below the benchmark. The degree takes place over four years, and the first two years are undertaken at an FE college partner.

109. Of the 17,120 full-time students graduating in the four years preceding 2021/2022 (Population for Completion), 210 (1.2%) were aged 31 years or over on entry. Of these students, 61% (n=129) were registered on the 2+2 Pathway to a Social Studies degree.

110. Over 80% of students in CLL have caring responsibilities, and many are returning to study after a long period away from study.

These circumstances were exacerbated by the Covid-19 pandemic which impacted upon rates of satisfaction, continuation, and completion. During this time, students were offered access to increased hardship funding through the Warwick Hardship Fund and IT Hardship Funds and support from personal tutors in the department to identify their specific needs. CLL have recently appointed a Director of Student Experience who is working with colleagues to develop student engagement and progression in the department.

111. The pandemic further tested our programmes delivered in partnership with FE colleges that have operated for some time in a challenging funding and policy landscape. Concerns became evident through our internal quality assurance procedures and a strategic review of lifelong learning provision is underway, focusing on revising and renewing our collaborative model with local colleges.

112. Across the sector, the profile of student outcomes tends to be different for non-traditional HE provision. We are committed to increasing high quality outcomes for mature learners in the West Midlands. Achieving this growth will include collaborations with colleges, degree apprenticeships, and our flourishing strategic validation partnership with University College Birmingham.

113. The specific issues with the 2+2 Social Science programme were evident for a limited number of students within CLL and are not systemic to the broader student population. Indicators for Continuation, Completion and Progression are materially above benchmark for students of the same age profile (31+) studying part-time, including many in CLL (Continuation +20.8%, Completion +16.0%, Progression +3.3% above benchmark) (Source: TEF Student Outcomes Indicators).



114. Continuation and Completion indicators for **part-time students in the subject of Engineering are erroneous following a data reporting issue** for the BEng Applied Engineering programme previously delivered with a partner college. These students had been included in HESA student returns between 2013/2014 and 2017/2018 by both Warwick and a partner institution. In 2018/2019, on the advice of OfS, it was determined that these students should correctly be returned only by the partner institution. This change created a discontinuity in the data - where there is no recorded outcome for students that have previously been returned - which resulted in these students being interpreted as non-completers. We have raised this with HESA and OfS, who acknowledge the issue but could not amend the data in the TEF dashboard. If this issue is corrected, we are confident the indicators will no longer be below benchmark for the subject.

Impact and recognition [SO1/2/3]

115. Our holistic approach to enabling student success for all is working. As well as high levels of Continuation, Completion and Progression overall, we can see how well our approach translates for specific student groups and enables us to quickly act to address issues where they arise.

116. We are proud of our impact on **typically under-represented WP and part-time students, whose outcomes at Warwick typically outperform the benchmark**. This was recognised in the 2022 English Social Mobility Index (S7.e), which ranked Warwick 20 out of 101 institutions overall, and sixth and eighth for graduate outcomes and continuation rates for students from the most deprived areas (IMD), respectively. We were also recognised for social mobility advancement in 2021 in the 'University of the Year' category of the UK Social Mobility Awards.





Section 5: Student Outcomes - Educational Gains

Agency developed beyond given boundaries as educational gain [SO4]

- 117.** Warwick students typically seek to increase their social and cultural capital to fulfil their current and future potential. They proactively seek to gain agency, intellectually and personally, through means within and beyond the core learning required within their disciplines. Agency is where we view the most significant educational gain for Warwick students can be found. Therefore, educational gain is co-designed to **stretch students' intellectual, personal, and cultural learning through learning beyond the boundaries of their discipline, the taught context, and cultural or national contexts, to enhance their agency for life during and after their studies.**
- 118.** Over the years, students and staff have co-created structural approaches that enable students to gain such agency. 'Beyond the boundaries of their discipline' refers to **interdisciplinarity**, 'beyond the taught context' relates to **student research** and 'beyond cultural and national contexts' relates to **internationalisation** - the provision for learning regarding these aspects is set out in Section 2.

- 119.** Taking ownership of one's learning and setting learning goals is crucial to developing agency. Warwick students come from a wide range of backgrounds and bring a diverse range of personal characteristics to their studies. Though all have an exceptional capacity for learning, as evidenced by their ability to undertake a Warwick degree (76.5% of 2021/22 entrants achieved AAA or greater at A-Level or equivalent), the starting point for enhancing agency is unique for each student.
- 120.** As a result, there is substantial freedom of choice to enable individual learning routes for students. For instance, students on interdisciplinary degrees, which typically include substantial student research opportunities, may prioritise international and intercultural options. Through the academic support we provide, students from various cultural or religious backgrounds are enabled to select opportunities in ways, times, and places that honour their beliefs. Consequently, opportunities are multimodal and resourced to accommodate diverse needs and interests.

Planning and recording educational gain [SO4]

- 121.** The extensive evaluation of co-curricular schemes at Warwick over many years provides evidence that these opportunities contribute to students' employability. They are also the most measurable student outcomes beyond traditional academic (and TEF) indicators. Our ambition is to enable students to see the totality of the value proposition that their academic, co-curricular, and extra-curricular learning represents and harness this to their future career ambitions – be that in work, further study, or other activities. We are developing an Educational Gain framework that more actively seeks to establish how students have achieved their own learning intentions. The recent development of the Warwick Award, as set out below, provides the structure for students to articulate learning intentions and educational gain.
- 122.** All students have access to the Higher Education Achievement Record (HEAR), allowing them to record their engagement in various curricular, co-curricular, and extra-curricular opportunities. However, students wanted to evidence how activities, often relating to the core Warwick characteristics of **disciplinary excellence, interdisciplinarity, internationalisation, and student research**, and the Warwick Core Skills – lead to specific skills, changed attitudes, and deeper insights. **The Warwick Award** – launched in 2021/22 – allows students to set structured goals, record achievements and activities and reflect on their learning (S7.p). The Award invites students to consider learning in the broadest possible manner. There is an intentional focus on employability and skills as these are central to students' perception of where evidence of their agency is initially needed post-study. Reflective elements allow students to develop their explicit narrative of educational gain in addition to the core curricular learning in their chosen subject.
- 123.** This year, 8,483 students have already registered for the scheme. Last year, of the 1,095 pilot Warwick Award participants, 469 were home-domiciled undergraduates under the age of 21 at the start of their programme, 94 of whom came from an area of low participation into HE (POLAR4 quintiles 1/2) (Source: S7.p). Inclusivity has been considered from the outset of design, and the Warwick Award recognises and supports reflection on caring responsibilities, part-time work, and other roles alongside skills development opportunities.

Evaluation framework [SO4]

- 124.** Warwick students value the opportunity to define what learning success and agency mean to them. Given the variety of goals inevitably generated, a highly personalised approach to educational gain cannot be straightforwardly measured. However, the introduction of the Warwick Award allows us to position self-defined student achievement as central to evaluating educational gain.
- 125.** The Warwick Award captures students' combined gain from different learning opportunities as well as their own experiences. It allows for evaluating the extent to which a participating student has achieved their personal agency goals. Notably, it records a representation of these educational gains by students, subsequently allowing them greater agency when negotiating their chosen futures – be it with employers, educational institutions or otherwise. The Warwick Award will enable us to analyse whether all students can benefit from the numerous opportunities or where adjustments are required to improve accessibility of provision.
- 126.** The next iteration of our Education Strategy, due in 2024, will ensure an institutional commitment is made to enhancing and monitoring the Warwick Award as a structural and co-created approach to monitor and grow our ongoing commitment to **learning beyond boundaries** for all students. In the coming five years, all programmes included in the TEF will undergo curriculum review. This process will ensure that **learning beyond boundaries** provision is further embedded in all programmes, and where possible builds on learning from student reflection through the Warwick Award.
- 127.** Some Warwick students will choose not to engage with the Warwick Award, yet they still engage with learning beyond boundaries and develop the agency we intend to measure. The findings of the Warwick Award will therefore be one indicator of educational gain rather than a full measure.
- 128.** Questions included in the Graduate Outcomes survey will be tested for relevance as we develop our educational gain approach. We view these questions as indicative of effective agency when acquiring professional positions post-graduation. The example below shows our intended approach, which is not limited to employment, but also evaluates post-graduation study and other activities.

2019/20 RESPONSES	CURRENT JOB	CURRENT STUDY	OTHER ACTIVITY	OVERALL
Is meaningful	92%	99%	92%	93%
Fits with my future plans	87%	99%	88%	89%
I am utilising what I learnt during my studies in this activity	73%	94%	74%	76%

(Source: S7.h)

129. In 2019/20, 15 months after graduation, 92% of graduates deemed their current job to be meaningful. Of the same cohort, 99% of students in further study, and 92% of graduates pursuing something other than work or study considered their activities meaningful. 73% felt their studies had relevance to their current job.

130. These responses are a **positive indication of the strength of influence on individual students' agency to achieve a future that they define as meaningful.** The addition of 89% of graduates overall deeming their current role as contributing to their future plans underlines that interpretation.

131. When subsequently asked why graduates had chosen their current job, students were provided with a range of responses from which they could select one. Of those, we deem the follow-up questions below as indicative of agency to achieve personal goals:

- 'The job fit into my career plan/it was exactly the type of work I wanted': 48% - this answer shows a personal goal has been achieved.
- 'To gain and broaden my experience in order to get the type of job I really want': 13% - this answer shows the graduate has been able to make a choice that leads to their personal goal.
- 'It was an opportunity to progress in the organisation': 6% - this answer indicates the graduate has a particular goal in mind (career promotion) and is moving towards achieving this goal.
- 'To see if I would like the type of work it involved': 6% - this answer shows the graduate is exploring their preferences in order to achieve a future goal - working in a role they would enjoy.

132. The combination of the Warwick Award and Graduate Outcomes indicators will provide further insight in future years into the additional learning students achieve at Warwick. The Graduate Outcomes survey shows us whether graduates perceive they have agency, and the Warwick Award indicates how the **learning beyond boundaries** opportunities contribute to such agency. In the longer term, through our curriculum development process, this approach could be extended to evaluating **learning beyond boundaries** within curricula.

132. We will continue to evaluate the effectiveness of learning beyond boundaries and the Warwick Award in partnership with students - ensuring that constant adjustment and enhancement occur in a way that aligns with developing student agency and providing high-quality, inclusive opportunities.





Section 6: Conclusion

134. Our long history of co-creating an intellectually stimulating, research-led education with students has consistently at its heart **disciplinary excellence** and **learning beyond boundaries**. The agency that students develop as a result to become **confident, capable graduates** provides excellent preparation to succeed in the world around them, regionally, nationally, and internationally.

135. We support outstanding outcomes through **higher levels of graduate employment and further study, higher levels of sustained employment, and higher levels of graduate earnings** across our diverse disciplines compared to benchmarks and the sector (TEF Progression indicator over four years, +2.3% for full-time students and +3.3% for part-time students; S7., para 107). para 107).

136. Students' many diverse starting points, prior life experiences, and ambitions upon graduating are fully embraced at Warwick through our holistic, sustained commitment to delivering an **inclusive education**. The results are demonstrated in the value added for different student groups: full-time students from **underrepresented communities are progressing into graduate employment or further study at higher rates than peers studying elsewhere** (Progression indicator above benchmark over four years for full-time students in IMD Q1&2 [+3.4%] and ABCS Q1 [+6.2%], para 99); and **part-time students achieve outstanding outcomes** with rates of continuation, completion and progression all materially above benchmark over four years (paras 91, 99).

137. We are tackling societal inequity and sector trends as well: **the gap in continuation rates for disabled students narrowed** from 6.3% to 1.9% (16/17-19/20, para 54) and **the awarding gap in good honours degrees for Black students narrowed** from 11.6% to 7.4% (17/18-20/21, para 54) and we are committed to continuing this work to eliminate gaps.

138. The quality and impact of a Warwick Education continues to be recognised by 35 PSRBs (para 15), the **Social Mobility Index ranked us and sixth and eighth** for graduate outcomes and continuation rates, respectively (S7.h, and para 116), and the Sunday Times Good University Guide named us **University of the Year for Teaching Quality 2022** (para 11).

139. Most importantly, students value the outstanding quality of a Warwick Education – with **high levels of satisfaction with teaching and assessment** (above benchmark, paras 12, 19) – and our commitment to co-creation – with **particularly high levels of satisfaction for Student voice**, ranking first in the Russell Group and materially above benchmark (para 73).



Section 7: References

140. We have drawn on and cited (S7.a – S7.r) these major sources of evidence in our submission:
- a. **'Access and Participation Plan 2020-25'**. 2020. Available at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/search-for-access-and-participation-plans/#/AccessPlans/provider/10007163>
 - b. **'Access and Participation Progress Report for Senate'**. 2022. Unpublished. Held in our TEF evidence repository.
 - c. **'Collaborative Award for Teaching Excellence Winner 2022'**, Learning Design Consultancy Unit. Available at <https://www.advance-he.ac.uk/cate-team/learning-design-consultancy-unit>
 - d. **'Education Strategy 2018: Learning Beyond Boundaries'**. 2018. Available at <https://warwick.ac.uk/about/strategy/>
 - e. **'English Social Mobility Index'**. Compiled by London South Bank University. Published by HEPI. 22 March 2022. Available at <https://www.hepi.ac.uk/2022/03/24/english-social-mobility-index-2022/>
 - f. **'Inclusive Education'**, Dean of Students Office. Details, including the Inclusive Education Model Committee Paper available at <https://warwick.ac.uk/services/dean-of-students-office/inclusiveeducation/>
 - g. **'Institutional Review of Opportunities for UG Research at Warwick'**, Warwick International Higher Education Academy. Unpublished. Held in our TEF evidence repository.
 - h. **'LEO Graduate outcomes provider level data for tax year 2019/2020'**. 24 November 2022. Available at LEO Graduate outcomes provider level data, Tax Year 2019-20 - Explore education statistics - GOV.UK (explore-education-statistics.service.gov.uk)
 - i. **'National Teaching Fellows of Advance HE'**, Warwick Winners. Available at <https://www.advance-he.ac.uk/awards/teaching-excellence-awards/national-teaching-fellowship/winners>
 - j. **'Neary, M., & Winn, J. (2009)'**. The Student as Producer: Reinventing the Student Experience in Higher Education. In L. Bell, H. Stevenson, & M. Neary (Eds.), *The Future of Higher Education: Policy, Pedagogy and the Student Experience* (pp. 192-210). London: Continuum. Available at: <https://core.ac.uk/download/pdf/55862.pdf>
 - k. **'NSS Provider Level Data'**. 2022. Additional NSS Results and benchmarks (beyond TEF Metrics) available at <https://www.officeforstudents.org.uk/advice-and-guidance/student-information-and-data/national-student-survey-nss/nss-data-provider-level/>
 - l. **'Review of Accredited CPD Schemes'**. Annual Reports to the Fellowship of Advance HE. 2018/2019 – 2021/2022. Held in our TEF evidence repository.
 - m. **'Social Inclusion at Warwick Report on Progress 2020-22'**. 2022. Available at https://warwick.ac.uk/services/socialinclusion/about/annualreport/socialinclusionatwarwick_2020-22.pdf
 - n. **'University Overview Report of Student Survey Data 2022'**. Unpublished. Held in our TEF evidence repository.
 - o. **'Upreach'** Social Mobility Charity. Details available at <https://upreach.org.uk/>
 - p. **'Warwick Award Pilot Report 2022'**. Report Produced for the Educational Quality and Policy Department. 24 August 2022. Unpublished. Held in our TEF evidence repository.
 - q. **'Warwick Core Skills'**. Graduate Employability and University of Warwick Graduate Skills. Report prepared for the Academic Director (Employability & Skills) by the Institute for Employment Research. 25 September 2019. Unpublished. Held in our TEF evidence repository.
 - r. **'Warwick International Higher Education Academy Annual Reports'**. 2018-2022. Available at https://warwick.ac.uk/fac/cross_fac/academy/about/annualreport/