

FOR CONSULTATION

April 2022



Institutional Teaching and Learning Review

Draft Blueprint for ITLR 2023

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Foreword



We are delighted to be able to share this draft Blueprint for consultation. It sets out our proposed approach to the next Institutional Teaching and Learning Review (ITLR). We want to thank the many colleagues who have worked with us and the Education Policy and Quality team, to shape and inform a design for ITLR that will continue to drive our ambitions for a high-quality and truly transformative Warwick Education.

At the heart of this is our firm commitment to excellence for our students, our academic and professional staff, and our partners. Rare are the occasions when, as an institution, we can come together like this to explore, collaborate and consider the ways in which we assure academic quality and standards, and identify how we want to enhance the quality of education and the student experience over the coming years.

The last ITLR in 2017 was a catalyst for the current Education Strategy, which has successfully guided so much of our work to enhance the student learning experience and elevate the status of teaching at Warwick in recent years. Of course, in 2017 who among us could have predicted the impact that the Covid-19 pandemic would have had on our curricula, our academic systems, and, most importantly, on our students and staff. The spirit of the Warwick community which enabled us to support and uplift one another as we rapidly adapted our arrangements for our students was without question inspiring.

And so, as we look ahead to ITLR 2023, now is the time to reflect on our efforts, celebrate our achievements, and collectively shape the future vision for a Warwick Education. We invite you to share your thoughts, ideas, and suggestions to inform the design.

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Executive Summary

This draft Blueprint sets out our current thinking and intended approach to the ITLR which, in its third iteration, has notable differences to the 2012 and 2017 reviews in recognition of the considerably stronger place we find our education in today.

We are designing ITLR to be **a catalyst for connection and collaboration** across the whole University, complementing the conversations in individual academic and professional services departmental reviews. We will use ITLR to move forward from the disruption caused by the Covid-19 pandemic, so that it represents an institutional space to discuss and think creatively about the future of teaching and learning at Warwick, not just a series of departmental reviews. From this, we will form the University's next Education Strategy and inspire the interdisciplinary collaboration needed to achieve our ambitions. ITLR's aims, objectives and outputs are set out in [section 2](#).

ITLR 2023 will involve 52 academic and professional services departments in 38 **structured and supported departmental reviews**, starting with a self-evaluation and concluding with a report from an independent review panel. Table one in [section 3](#) provides a full list.

Each academic department will be supported to evaluate its current **strengths and opportunities for development in education, student experience and student support**, and to explore its future ambitions for these areas, within the context of its overall strategy. ITLR has an important function to provide assurance that academic standards and quality are being upheld in each academic department but we will complement this with consideration of a bespoke thematic area chosen by the department and of ITLR's three common themes.

We are taking a different approach to professional services reviews this time by defining our reviews around aspects of student and staff experience, rather than our organisational structures. **We will group - or cluster - professional services departments** together into six reviews that enable a collaborative, holistic evaluation of how they collectively enable high quality education, student experiences and support. Table two in [section 3](#) sets out the clusters, its focus and the proposed departments in scope.

For all departments, the Evaluation Framework sets out what the review panel will consider. Each of the four evaluation areas complement and build upon the other to enable a holistic and proportional approach: baseline assurance; strategic improvement; bespoke theme; and common themes. Those common themes have been confirmed by the University's Education Committee as **interdisciplinary learning, blended learning, and Education for Sustainable Development**. Each theme will be led by a Theme Convenor, who will bring together the university community to develop our vision in these areas and propel us forward towards that vision. We provide a detailed breakdown of the evaluation frameworks are set out in tables four and five in [section 4](#).

The Review Method sets out how departmental reviews will be undertaken in practice. This ITLR will make full use of the technology now available to include **both online and in-person meetings between review panels and departmental groups**. Online meetings will take place earlier in the process to deliver and conclude the assurance aspects of ITLR. Where this confirms there are strong foundations in a department, the remainder of the review will then be forward-looking and focused on quality enhancement in the coming years. This **risk-based approach to quality assurance** respects the significant progress made across the board since our last review in 2017.

Review reports will be more advisory in nature to **inform the holistic development of education and the student experience in the department**. They will not use recommendations in the same way as the 2017 review, but will instead offer commentary and advise in the body of the report to provide departmental leadership teams with food for thought. Where the panel has concerns about potential risks to academic standards or quality, they will be able to include conditions in their report and required urgent action to be taken, but we envisage these being few and far between. Further details about the review method, including documentation and the review report outcomes, are set out in [section 5](#).

The 38 departmental reviews will be divided between and overseen by a group of senior university leaders who will act as Review Sponsors. They will appoint a Review Panel for each of their reviews comprising staff, student and external members. Each review panel will have an external subject matter expert nominated by the department as in previous reviews, and we will pilot the inclusion of a second external member in some academic departments to bring expertise in pedagogy, quality or the bespoke theme chosen by the department. We will go further than before to recruit and support an excellent group of student members of panels, and to support those students who meet with the panels reviewing their departments. **There will be a considerable number of opportunities for staff and students to be involved in ITLR outside of their own department** and we will shortly invite expressions of interest. Information about the people involved in the reviews, including the panel composition, can be found in [section 6](#).

Summary Timeline

A more detailed timeline is available under Table 11 on page 32.

January 2022	The ITLR concept approved by Senate.
March	The ITLR Themes, Draft Evaluation Framework and Review Method considered by the Education Committee; development of the draft Blueprint.
April / May	Draft Blueprint published for department and professional services feedback. (Consultation closes 16 May.) ITLR Town Hall events will also provide opportunity for questions and feedback.
June / July	Final ITLR approach approved by Education Committee and published. Review panel recruitment commences and departmental leads confirmed.
For reviews	
September 2022	ITLR Terms of Reference agreed and review panel composition confirmed.
Late October	Submission of self-evaluation documents and evidence.
November / December	First meeting (online) between review panel and department/cluster takes place (1-2 days).
February 2023	Second meeting (in-person) for academic departments (1-2days).
March	Review panel reports for academic departments drafted. Second meeting (in-person) for professional services (1-2days).
April	Department responses to draft review report received and Review Sponsor review and sign off. Draft review panel reports for professional services drafted
May / June	Professional service responses to draft review report received and Review Sponsor review and sign off. AQSC moderate review reports. Initial summary report to Senate.
For common themes workshops	
September 2022	University-wide workshops on the common themes.
February 2023	
May	
ITLR conclusion	
September 2023	Full report of outcomes and project evaluation to Senate. Action plans to be folded into usual monitoring processes e.g. TEG and Student Success Programme Board.

Feedback

ITLR is one of the biggest university-wide activities we undertake together and must be designed in a way that works across the board. We are sharing this Blueprint in draft form with the explicit intention of inviting feedback to help shape the final version.

Please do [share your thoughts with us online](#) or directly to itlr@warwick.ac.uk. To prompt your thinking and to help us with our next steps, we have posed a series of consultation questions in [section 9](#). The consultation will close at 10am Monday **16 May 2022**, to allow time for analysis before Education Committee meets in June 2022 to approve the final version of the Blueprint.

1 Introduction

- 1.1 Following Senate approval that the next ITLR exercise will take place in 2022/23, we are sharing this draft Blueprint with the University community for contribution, feedback, and discussion. This document sets out how we propose to run ITLR and reflects the design thinking that has taken place, and which has been the focus of discussions at several University Committees, including the Faculty Education Committees (FEC), the University Education Committee, the Academic Quality and Standards Committee (AQSC), the Student Learning Experience and Engagement Committee (SLEEC), and the Student Success Programme Board.
- 1.2 ITLR is of great importance to the University because it offers us an opportunity to pause and reflect on the distance we have travelled since our last exercise in 2017, and to consider our collective ambitions for the future of a Warwick Education. Through this consultation, we welcome your thoughts, ideas, and suggestions on our approach, and there are questions posed in section 9 for your input. Your feedback will help inform the final draft Blueprint that will be taken to the University Education Committee in June and support our next steps to operationalise the ITLR.
- 1.3 Throughout this document we use a number of education specific or Warwick specific terms. To support engagement with this document there is a **Glossary** which explains key terms. The terms will be highlighted in a [different font colour](#) (as we have modelled here), so that you quickly and easily identify where the glossary can help.
- 1.4 Please submit your feedback via either the form on the EPQ website at <https://warwick.ac.uk/services/aro/dar/quality/categories/review/itlr2023> or you can email itlr@warwick.ac.uk. **The consultation will close at 10am on Monday 16 May 2022**, to allow time for analysis and preparation of the final submissions to the University Education Committee.
- 1.5 Alongside this consultation, we are also hosting Town Hall events in May, where you will have the opportunity to hear more about the University's plans, to ask questions and provide feedback. Further information about the events, and how you can register, is available on our website (link above).

2 What is ITLR and why are we doing it?

The purpose of ITLR

- 2.1 To ensure our education remains high quality and continues to improve, we use a range of evaluation and enhancement tools at different intervals. For example, we collect feedback from students, [External Examiners](#) and employers; we monitor trends in student outcomes data close to the point of delivering teaching; and we have annual conversations with academic departments to reflect on the next steps for improving education quality through [Teaching Excellence Group](#) (TEG) meetings.
- 2.2 To complement this, we periodically undertake a thorough review – the Institutional Teaching and Learning Review (ITLR) – with academic departments and relevant professional services, to evaluate how effectively quality is assured and how the student learning experience could be further enhanced. This happens every five years. Ordinarily we would have scheduled ITLR to take place in 2022, however due to the Covid-19 pandemic, Senate agreed to postpone the exercise until 2023.
- 2.3 This is our third iteration of ITLR and we are making the purpose bolder. To complement the conversations that will come through departmental reviews, we are designing ITLR as a catalyst for connection and collaboration between departments – across the whole University. The Covid-19 pandemic brought significant disruption to our education community, and we will use ITLR to move forward from this by ensuring it truly represents an institutional space to discuss the future of teaching and learning at Warwick, not just a series of departmental reviews. From this, we will form the University's next [Education Strategy](#) and inspire the interdisciplinary collaboration needed to achieve our ambitions.

The last ITLR was undertaken in 2017 and since then, we have used the annual TEG meetings with academic departments to support departments as they maintain academic standards and continuously improve the quality of the student learning experience.

How ITLR will work in practice

- 2.4 As a quality assurance and enhancement (or continuous improvement) exercise, ITLR will continue to use a structured and supported review process for each department and professional service to assure quality, to identify risks to standards, and to evaluate opportunities for strategically enhancing the quality of education, the student learning experience and student support.
- 2.5 Departmental reviews will feature a general evaluation and a [Strengths, Weaknesses, Opportunities and Threats \(SWOT\) analysis](#); an assessment of how effective quality assurance, governance and leadership are; an evaluation of a small number of common themes; and a specific evaluation of a theme determined by the department. The format of reviews will include a documented [self-evaluation](#); the appointment of a panel of staff, students and external reviewers; online and in-person meetings between the panel, the department and stakeholders; and a

panel report to inform the department's or professional service team's future development.

- 2.6 Each review will include a specific evaluation of three thematic areas common across all departments which will help set a future direction for the department and the University in the years following ITLR. These are **interdisciplinary learning**, **blended learning**, and **education for sustainable development** (we explain these further in section 4). It is these three themes that will provide the platform for conversations and collaborations between departments. Convenors for each theme will bring the University's education community together to lead institutional conversations on a future vision for that area before, during and after the departmental reviews. The thematic discussions will both inform and be informed by the departmental reviews.
- 2.7 The remaining sections of this draft Blueprint expand on this summary to set out the detail of how the third iteration of ITLR will work.

Overall aims and objectives

- 2.8 The ITLR will provide a structured, supported process to identify and evaluate the opportunities for strategically enhancing the quality of education, student experience and student support in each department over the following years – informed in part by a thorough assessment of current provision and any risks to academic quality and standards.
- 2.9 The ITLR will **enable**:
- a. Our plans for enhancing education at Warwick in the coming years to be based on a coherent and comprehensive assessment of our recent progress, current position and future opportunities that has drawn in a wide range of staff, student and stakeholder voices. This will inform and drive our strategic intent and enhancements going forward.
 - b. Us to have created new connections and conversations across academic departments and faculties around common areas of interest that are catalysts for future collaboration.
 - c. Us to be able to provide continued assurance to our students, the [University's Council](#) and our regulator – the [Office for Students](#) – that we continue to secure academic standards, deliver high-quality education and address weaknesses or risks identified.
- 2.10 Through the ITLR we will **deliver**:
- a. An objective assessment of the strengths, weaknesses, opportunities and threats of our educational provision in each of our academic departments, including external verification by subject experts.
 - b. An objective assessment of the strengths, weaknesses, opportunities and threats in the support of our student-facing professional services for a high-quality student learning experience, including external verification by subject experts.
 - c. Identification of weaknesses in and risks to academic quality and standards and the actions needed to address these robustly.

- d. A comprehensive view of the gains and good practices established in recent years so that we can celebrate, share and embed these more widely.
- e. An assessment of progress towards the University's 2018 Education Strategy and its supporting plans (e.g. employability, widening participation, internationalisation).
- f. Thematic analyses of the review findings across academic departments to inform the work of central professional services and the development of the University's next Education Strategy.

3 Who will be included in the ITLR?

- 3.1 Alongside each academic department that will be reviewed, it has been agreed that professional services teams will be included, with the reviews being staggered so that professional services follow academic departments (see timetable for proposed timings in section 7).

*In total there will be **52 departments** involved in the ITLR, through **38 reviews**.*

Scope

- 3.2 As in previous reviews, all levels of higher education provision are covered (Undergraduate (UG), Postgraduate Taught (PGT), and Postgraduate Research (PGR)), together with foundation level provision. This includes apprenticeships as standard. Collaborative provision delivered by Warwick staff with a partner will also be included in scope (e.g. MBChB, PGCEs, 2+2 degrees, franchised, double degrees). Assessment of validated provision delivered wholly by a partner (e.g. iheed, London Film School and University College Birmingham) will be out of scope and will instead be covered through the regular schedule of Collaborative Reviews. This does not preclude departments or panels from considering specific, strategic relationships and provision as part of a department's overall strategy for education where appropriate. Table One below sets out the teams and departments that Education Committee, the Registrar, and the Student Success Programme Board have agreed should be in scope of ITLR.

Table 1: Academic Departments and Professional Service Teams in scope for ITLR 2023

#	Faculty	Department	UG	PGT	PGR	DAs	Collab
Academic Departments							
1.	None	Academic Development Centre	N	Y	N	N	N
2.	SocSci	Applied Linguistics, Department of	Y	Y	Y	N	N
3.	Arts	Study of the Renaissance, Centre for the, with * Midlands 4 Cities CDT	N	Y	Y	N	N
4.	SEM	Chemistry, Department of, with * Molecular Analytical Sciences Centre for Doctoral Training (CDT)	Y	Y	Y	N	N
5.	Arts	Classics and Ancient History, Department of, with * Midlands 4 Cities CDT	Y	Y	Y	N	Y
6.	SEM	Computer Science, Department of, with * Computer Science CDT * CDT & Research in Computer Science * CDT in Urban Science and Progress	Y	Y	Y	Y	N
7.	Arts	Creative Arts, Performance and Visual Cultures, School of, incorporating: * Cultural and Media Policy Studies (CMPS) * Film & Television Studies * History of Art	Y	Y	Y	N	Y

		* Theatre & Performance Studies * Warwick Writing Programme And with, * Midlands 4 Cities CDT					
8.	Arts	Cross-faculty Studies, School for, with * Institute for Global Sustainable Development - Research Centre (RC) * Diamond Science and Technology CDT * Midlands 4 Cities CDT	Y	N	Y	N	N
9.	SocSci	Economics, Department of	Y	Y	Y	N	N
10.	SocSci	Education Studies, Department of, with * Centre for Educational Development, Appraisal and Research (CEDAR)	Y	Y	Y	N	N
11.	SEM	Engineering, School of, with * Future Mobile Technologies CDT	Y	Y	Y	Y	Y
12.	Arts	English and Comparative Literary Studies, Department of, with * Yesu Persaud Centre for Caribbean Studies - RC * Midlands 4 Cities CDT	Y	Y	Y	N	N
13.	Arts	History, Department of, with: * Centre for History of Medicine - RC (No PhD, but UG and PGT modules) * Global History and Culture Centre - RC * Midlands 4 Cities CDT	Y	Y	Y	N	N
14.	N/A	Institute for Advanced Teaching and Learning	Y	Y	N	N	N
15.	SocSci	Institute for Employment Research	N	N	Y	N	N
16.	SocSci	Interdisciplinary Methodologies, Centre for, with *ESRC DTC	N	Y	Y	N	N
17.	SocSci	Law, School of	Y	Y	Y	N	Y
18.	SEM	Life Sciences, School of, with * Warwick Crop Centre - RC * Midlands Integrative Biosciences DTP * Synthetic Biology CDT * Systems Biology CDT	Y	Y	Y	N	N
19.	SocSci	Lifelong Learning, Centre for	Y	Y	Y	Y	Y
20.	SEM	Mathematics Institute, with * Maths CDT * Mathematics of Systems (MathSys) CDT	Y	Y	Y	N	N
21.	Arts	Modern Languages and Cultures, School of * including the Language Centre And with, * Midlands 4 Cities CDT	Y	Y	Y	N	N
22.	SocSci	Philosophy, Department of, with * Centre for Research in Philosophy, Literature and The Arts - RC	Y	Y	y	N	N
23.	SEM	Physics, Department of, with * Centre for Fusion, Space and Astrophysics - RC * Solid State NMR Group - RC * Modelling of Heterogeneous Systems CDT	Y	Y	y	N	N
24.	SocSci	Politics and International Studies, Department of, with * Centre for Studies in Democratisation	Y	Y	Y	N	Y
25.	SEM	Psychology, Department of	Y	Y	Y	N	Y
26.	SocSci	Sociology, Department of, with * Centre for the Study of Women and Gender - RC	Y	Y	y	N	N

27.	SEM	Statistics, Department of, with * Centre for Research in Statistical Methodology (CRISM) - RC * CDT in Mathematics and Statistics	Y	Y	Y	N	N
28.	SocSci	Teacher Education, Centre for	N	Y	N	N	Y
29.	SocSci	Warwick Business School, with * Industrial Relations Research Unit - RC * Innovation, Knowledge and Organisational Networks Research Unit - RC	Y	Y	Y	N	Y
30.	SocSci	Warwick Foundation Studies	N	N	N	N	N
31.	N/A	Warwick International Higher Education Academy (WIHEA)	N	N	N	N	N
32.	SEM	Warwick Medical School, with * Warwick Centre for Global Health - RC * Centre for Health Economics at Warwick (CHEW) - RC * Centre for Mechanochemical Cell Biology - RC	Y	Y	Y	Y	Y
33.	SEM	WMG	Y	Y	Y	Y	Y
Professional Service Departments							
34.		Admissions					
35.		Dean of Students' Office					
36.		Doctoral College					
37.		Education Policy and Quality					
38.		Flexible and Online Learning Division					
39.		International Strategy & Relations					
40.		IT Teams (across IDG)					
41.		Library					
42.		Regional Strategy					
43.		Social Inclusion					
44.		Space Management & Timetabling (SPA)					
45.		Student Administrative Services					
46.		Student Communications (in Marketing, Communications & Insight)					
47.		Student Complaints & Academic Casework					
48.		Student Discipline and Resolution					
49.		Student Opportunity					
50.		Warwick Enterprise					
51.		Wellbeing Support Services					
52.		Widening Participation					

- 3.3 Though the Academic Development Centre (ADC), the Institute of Advanced Teaching & Learning (IATL) and the Warwick International Higher Education Academy (WIHEA) will be reviewed as academic departments, we anticipate delivering a custom review method that recognises their institutional service role in support of teaching, learning and student success. We will work with these departments to devise a method that is proportional.

Professional Services - A Clustered Approach

- 3.4 We are taking a different approach to professional services reviews this time by defining our reviews as aspects of student and staff experience, rather than our organisational structures. We will group - or cluster - professional services teams together into six reviews that combine focus on the individual teams with a larger focus on a collaborative, holistic evaluation of how they collectively enable high

quality education, student experiences and support. This will enable teams to contextualise their work in relation to others and to the aims and objectives of the ITLR.

- 3.5 Many of our professional service teams have a critical role in supporting or enabling a high-quality student learning experience or student support. Each cluster will deliver a more coherent approach when implementing the evaluation framework, and, most importantly, make best use of each teams' distinct expertise to identify strengths and share best practice.

Each cluster will deliver a more coherent approach and make best use of each teams' distinct expertise to identify strengths and share best practice.

- 3.6 There will be six thematic clusters and we have aligned teams to a cluster where it naturally lends itself to the work of that team. This will mean that clusters will be evaluated holistically to ensure that the ITLR is rooted in the student experience. Table Two outlines the respective clusters and teams. The clusters will be organised to:
- Facilitate a genuinely collaborative, cross-team approach to evaluating the student experience.
 - Represent areas where we wish to propel the student experience forward as a result of ITLR.
 - Complement and contribute to the common themes in the Evaluation Framework.
- 3.7 Our approach is based on assumptions that the future of a Warwick Education will be:
- Increasingly interdisciplinary.
 - Increasingly diverse and flexible in modes of study.
 - Increasingly inclusive of diverse student communities.

Table 2: Proposed clusters and themes for Professional Services ITLR

Cluster		Focus	Departments in scope
1	Student Transitions, Community and Wellbeing	Fostering belonging and confidence for our diverse communities of student before throughout their time at Warwick.	<ul style="list-style-type: none"> Wellbeing Support Services Dean of Students' Office Widening Participation Social Inclusion Student Communications (MCI) Student Complaints & Academic Casework Student Discipline and Resolution
2	Learning Beyond Boundaries	Maximising the engagement with and impact of diverse opportunities for applying learning and developing rounded, successful students.	<ul style="list-style-type: none"> Student Opportunity Warwick Enterprise International Strategy & Relations Regional Strategy
3	Seamless Physical and Digital Learning Environments	The seamless blend of physical and digital learning environments, resources, and infrastructure.	<ul style="list-style-type: none"> Flexible and Online Learning Division Library Space Management & Timetabling (in SPA) IT Teams (across IDG)

4	A Culture of Education Leadership and Innovation	Enabling staff and students to drive change and embed excellence in education across disciplinary boundaries.	<ul style="list-style-type: none"> Education Policy and Quality <p><i>Subject to agreement with the departments, we propose that ADC, IATL and WIHEA participate in this cluster as it aligns with their cross-institutional support role.</i></p>
5	A Strong Administrative Foundation for student success	Building consistency, efficiency, and effectiveness in administering the student lifecycle.	<ul style="list-style-type: none"> Admissions Student Administrative Services IT Teams (across IDG)
6	Enabling Postgraduate Researchers to Thrive	Supporting an inclusive, interdisciplinary culture for our postgraduate researchers.	<ul style="list-style-type: none"> Doctoral College

4 What will be reviewed?

4.1 Senate has agreed that the ITLR review reports will assess:

- a. The effectiveness of the academic department's/professional service team's approach to quality assurance, [\(academic\) governance](#) and education leadership, and any risks arising from these.
- b. A general evaluation of strengths, weaknesses, opportunities and threats of the department's education provision and the student learning experience, or their support for these in the case of professional services.
- c. A specific evaluation of a thematic area determined by the department in relation to an area where they would value feedback.
- d. A specific evaluation of three thematic areas which will be common across all departments.

4.2 To enable a consistent approach to findings and to support post-ITLR analysis and action planning, we intend to group these outputs into four areas of focus as part of the Evaluation Framework. These areas are below and Table Three demonstrates how each area of focus aligns to the respective outputs set out in paragraph 4.1:

1. Baseline Assurance;
2. Strategic Improvement;
3. Bespoke Themes; and
4. Common Themes.

Table 3: How the four areas of focus align to the four outputs agreed by Senate

Outputs / Areas of Focus	1. Baseline Assurance	2. Strategic Improvement	3. Bespoke Themes	4. Common Themes
A	√	√		
B	√	√		
C			√	
D				√

A Closer Look at the Evaluation Frameworks

Evaluation area 1: Baseline Assurance

4.3 The ITLR must address both quality assurance *and* enhancement. In order to determine where there are strengths and opportunities for enhancement - or continuous improvement - we must first assess the extent to which quality is effective and where there may be risks that potentially undermine or impede efforts to maintain academic standards and deliver a high-quality experience. As part of the review, each panel will identify where there are risks and their causes to enable a solution-supported approach. This will establish the baseline evidence from which review panels, together with the departments and clusters, can evaluate where there are opportunities for strategically enhancing the quality of education, the student learning experience and student support.

Evaluation area 2: Strategic Improvement

4.4 The sustainability of enhancement-led activity is underpinned by a range of information. Through the review of evidence such as the SWOT, stakeholder feedback, and mechanisms that support strategies for success, departments have in place plans that deliver continual improvement. Together with the department

or cluster, the panel will consider the effectiveness of the approach taken and make an evidence-based assessment as to the extent to which strategic improvement is enabled to strengthen the student learning experience. The panel's review will include an exploration of additional relevant opportunities, either within the university or the sector which could, for example, inform other activities such as [ARC](#) or a [Grand Challenge](#).

Evaluation area 3: Bespoke Theme

- 4.5 Academic departments can identify an area of strategic interest or value which will assist with their development, possibly as part of strategies emerging from a Grand Challenge or Strategy Development exercise. In due course, departments will be asked to nominate their own bespoke theme for discussion. Support will be available to departments where needed to help refine the theme to ensure that ITLR can offer useful input. Possible examples might include:
- Assessment diversification and inclusive education
 - Co-creating the student learning experience
 - Developing student resilience through teaching, learning and assessment
 - Enhancing learning and career potential through alumni networks
 - Internationalisation of the curriculum
 - Students as Researchers
 - Embedding work-based learning models in curriculum delivery.

Evaluation area 4: Common Themes

- 4.6 We will continue to utilise thematic analyses to enhance the review findings. Our approach will be to enable opportunities for even more depth of reflection through focused interactions that enable departments and clusters to come together, collaborate, and share practice. Education Committee have agreed that there will be three common themes which align with institutional priorities and are considered through a shared lens. The themes are:
- Interdisciplinary Learning** to explore how we incorporate models for increasing breadth and depth of disciplinary connections in learning so that our students expand subject awareness as they critically apply their learning to their practice, and enable progression and positive outcomes.
 - Blended Learning** to draw on the existing works of departments and teams to reflect on the evolution of teaching, learning, assessment, and student support to deliver the University's future ambitions and models for blended learning, including the relationship between digital and non-digital aspects of the student experience.
 - Education for Sustainable Development** to provide space for us to consider how we can enable our students to develop the knowledge, skills, and values that will empower them to critically engage with civic responsibilities through a global lens.
- 4.7 A high-level overview of the evaluation framework is set out in Tables Four and Five. A more detailed framework will be developed incorporating feedback received from this consultation and our [Advisory Group](#). Although we have proposed separate frameworks for academic departments and for professional services to reflect operational context, the approach will be structured around the same four areas of focus to support analysis, review and findings.

Table 4: Proposed Evaluation Framework for **Academic Departments**

Evaluation Area	Aspect	Focus of Evaluation	Outputs
1 Baseline Assurance	a Programme Health	<ul style="list-style-type: none"> Disciplinary excellence and programme currency Academic standards, levels and rigour Dimensions of a Warwick Curriculum Definitive programme & module records PSRB accreditation 	<p>Evaluation Rating, Risk Rating and Narrative.</p> <p>Conditions may be stipulated to address serious risks.</p>
	b Student Experience and Success	<ul style="list-style-type: none"> Student Outcomes Data Student Satisfaction Data Sector Benchmarking (inc. Teaching Excellence Framework) 	
	c Student Support	<ul style="list-style-type: none"> Transition and Induction Personal Tutoring Inclusive education Co- and extra-curricular learning 	
	d External Delivery Partners	<ul style="list-style-type: none"> Academic partnerships Employer & NHS partnerships Workplace/placement supervisors, mentors and tutors. 	
	e Quality Assurance	<ul style="list-style-type: none"> Module and programme review cycle External Examiners Exam Boards Track record of addressing opportunities and concerns 	
	f Education Management	<ul style="list-style-type: none"> Academic leadership and management of programmes and student support Professional services support Cohesive design and management of joint programmes 	
	g Academic Governance	<ul style="list-style-type: none"> Effectiveness of departmental bodies in assuring and improving quality Student engagement Staff engagement Employer or Partner engagement 	
2 Strategic Improvement	a SWOT	<ul style="list-style-type: none"> Staff, student and stakeholder perspectives on the department 	<p>Evaluation Rating, Risk Rating and Narrative</p> <p>Conditions may be stipulated to address serious risks.</p>
	b Strategy for Education and Students	<ul style="list-style-type: none"> The department's ambitions How the department defines and demonstrates successful outcomes Alignment to University strategy 	
	c Enabling Culture	<ul style="list-style-type: none"> Opportunity for staff to innovate and learn. The role of students as partners. Growth and visibility of pedagogic expertise, scholarship and leadership 	
	d Strategic Capacity	<ul style="list-style-type: none"> Recent history and success of strategic improvements Capacity, distribution, agency and impact of educational leadership 	
3 Bespoke Theme	a Theme determined by department	<ul style="list-style-type: none"> The department's ambitions in this area How the department defines and demonstrates successful outcomes How the department verifies and learns from these outcomes Future plans in this area 	Narrative only
4 Common Themes	a Theme A - Interdisciplinary Learning		Narrative only
	b Theme B - Blended Delivery		Narrative only
	c Theme C - Education for Sustainable Development		Narrative only

Table 5: Proposed Evaluation Framework for **Professional Services Clusters**

Evaluation Area	Aspect	Focus of Evaluation	Outputs	
Each professional service team will contribute their own assessment for evaluation area 1				
1	Baseline Assurance	a Clarity of purpose	<ul style="list-style-type: none">Contribution to and impact on the student learning experienceJoined up working with other teams Evaluation Rating, Risk Rating and Narrative <u>for each team</u> . Conditions may be stipulated to address serious risks.	
		b Service effectiveness		<ul style="list-style-type: none">Understanding and evaluating successful outcomes for service usersTrack record of addressing opportunities and concerns
		c Engagement		<ul style="list-style-type: none">Staff, student and stakeholder feedbackStudents as partners in service designDeep, productive and proactive relationships with faculties and academic departmentsExternal engagement with and leadership of professional networks, best practice and research
		d Strategic Capacity		<ul style="list-style-type: none">SWOT analysisThe department's ambitionsRecent history and success of strategic improvementsOpportunity for staff to innovate and develop.
		e Strategic alignment		<ul style="list-style-type: none">Contribution to implementing the University Education Strategy
The cluster will collaborate on a single submission for evaluation areas 2-4.				
2	Strategic Improvement	a SWOT	<ul style="list-style-type: none">Staff, student and stakeholder perspectives on the cluster's themeExisting strategy and collaboration on the cluster's themeThe cluster's ambitionsHow the cluster defines and demonstrates successful outcomesAlignment to University strategy Evaluation Rating, Risk Rating and Narrative <u>for the cluster overall</u> . Conditions may be stipulated to address serious risks.	
		b Strategy for Education and Students		<ul style="list-style-type: none">Opportunity for staff to innovate and learnCollaboration and joined-up working across teams and departmentsThe role of students as partnersThe role of academic leadership and governance
		c Enabling Culture		<ul style="list-style-type: none">Recent history and success of strategic improvementsCapacity, distribution, agency and impact of professional services leadership
		d Strategic Capacity		
3	Bespoke Theme*	a Theme determined by the cluster	<ul style="list-style-type: none">SWOT analysis of the current stateThe cluster's ambitions in this areaHow the cluster would define and demonstrate successful outcomes, including for its service usersEnablers and blockers to joint working Narrative only	
4	Common Themes	a Theme A - Interdisciplinary Learning	Narrative only	
		b Theme B - Blended Learning	Narrative only	
		c Theme C - Education for Sustainable Development	Narrative only	

* The thematic clustering of professional services will, in effect, determine a bespoke theme that drives the focus of professional services reviews. The cluster may in *addition* elect to specify a bespoke theme separate to the cluster, but this is not essential.

4.8 As noted through the evaluation framework, common themes will be considered in every review undertaken, including in the clustered approach with Professional Services.

5 How will the reviews be delivered?

- 5.1 We are developing a **Review Method** that sets out the common aspects of process for all reviews of academic departments and professional service clusters. This is how reviews will be conducted and complements the Evaluation Framework that sets out what will be looked at. The Review Method will be implemented through guidance, training for review panels and a series of templates that guide reviews in a consistent way.
- 5.2 We have set out our initial thinking about the Review Method below. A more detailed document will be finalised using feedback from this consultation and the Advisory Group, and approved by Education Committee in June.

What has changed from ITLR 2017?

The assessment of the effectiveness of a department's or cluster's approach to quality assurance will be a risk-based and, where practicable, largely a desk-based exercise that draws on our improved access to information about quality and quality assurance. This will free up the time in review meetings to focus on forward-looking discussions about quality enhancement and help us to achieve a balance between a rigorous and proportionate approach to quality assurance and quality enhancement.

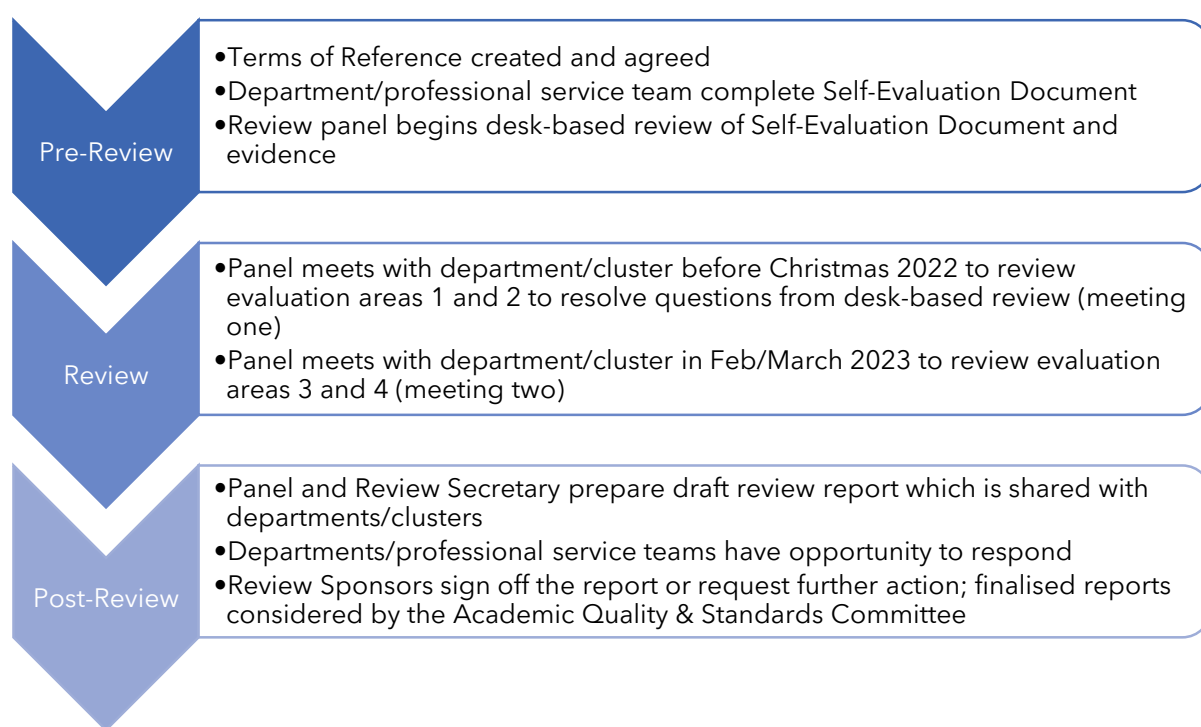
- 5.3 To help achieve the aims, make best use of the technology now available and to minimise the demand on department's and professional service teams' time, we will implement some differences for this ITLR:
- We will retain some in-person engagement between the panel and the department/team and use the meeting to focus on the most value-adding, forward-looking aspects of the review, such as the common and bespoke themes and enhancement opportunities.
 - We will use online meetings to convene the panel and facilitate initial meetings between the panel and the department earlier in the process to support a smooth experience, resolve questions, and to help evaluate aspects related to quality assurance.
 - We will prioritise the central collation and supply of supporting evidence that already exists to minimise the burden on departments to supply this and enable consistency. Departments will be familiar with this support already as it is in line with the approach taken for TEG meetings. We recognise that this may be more challenging for professional services reviews and will look to work in partnership with Cluster Leads to agree the most effective approach.
 - We will use the review reports to focus [conditions](#) on the areas of most significant risk to academic quality and standards adopting a rating-based approach, which differentiates between actions and [advisory suggestions](#).
- 5.4 ITLR will retain:
- The self-assessment process undertaken by each academic department or professional service team in scope.

- b. A review panel of staff, students and external peers to review each department/cluster.
- c. Meetings between the review panel, the department/cluster, and stakeholders.
- d. A panel produced review report to inform the department's/cluster's future development and action planning, where necessary.
- e. A thorough analysis of outcomes will also be undertaken, which will be shared with university committees and beyond and will play an important role in informing the next University Education Strategy.

Stages of the review

5.5 The review process can be summed up in three stages, which will be supported through facilitated common theme workshops. Table Six sets out a brief overview, which are expanded upon in the following paragraphs. (You may find it helpful to read section 6 first because it covers the people involved in the review and the titles used for the different roles.)

Table 6: Brief Overview of the Review Process



Prior to the Review Panel Meeting

5.6 EPQ will commence each review by liaising with the Head of Department or Cluster Lead to agree a [Terms of Reference](#) (ToR) document for the review. This will set out the aims, focus and key dates of the review, including the bespoke theme determined by the department and any adjustments made to the process (e.g. combining a Collaborative Review into the process). This will also confirm a list of programmes in scope for the review for academic departments, and departments in scope for professional service clusters. To enable consistency, we will use a standard ToR template to inform discussions.

- 5.7 The department/professional services team will produce their [Self-Evaluation Document \(SED\)](#) through an open, collaborative process with its staff and students (and other stakeholders where appropriate, e.g. apprentice employers, service users). This will be uploaded with any additional supporting evidence by the date agreed in the ToR. EPQ will share – or coordinate – the provision of centrally provided information to assist with the completion of the SED.
- 5.8 The Review Panel Chair and Secretary will convene the panel to commence their desk-based review of the SED and supporting evidence. Each panel will approach and divide this work in different ways, but it is anticipated that one or two online meetings of the panel will help to arrive at a shared set of initial findings and prepare for the first meeting with the department/cluster online.

During the Review

- 5.9 The Review Panel Secretary will confirm a timetable of meetings for a **first** ‘visit’ online (preferably before Christmas) and a **second** visit in-person (after Christmas). They will work with the Department’s Admin Lead, or nominated contact, to organise these. The timetable will indicate meetings with students and stakeholders to help departments/clusters to facilitate the schedule.
- 5.10 Prior to either meeting, all attendees will be informed of the broad areas intended for discussion ahead of the meetings, but this does not preclude a panel from exploring other areas or for the department/cluster to raise other areas. Where possible department/cluster leads are asked to let the Secretary and Chair know in advance to manage the meeting time effectively.
- 5.11 The first visit will take place online through Microsoft Teams before Christmas 2022. This is likely to be across one or two days with time for the review panel to meet different groups of staff, students, and stakeholders. The focus of this first visit will be context-setting and predominantly focussed on evaluation area 1 (Baseline Assurance), though questions about evaluation area 2 (Strategic Improvement) may be explored where it helps to address questions associated with quality assurance e.g. exploration of the SWOT or initial feedback from stakeholders.
- 5.12 Following the first visit, the review panel will be asked to ‘close down’ – or resolve – as many aspects related to quality assurance as they can based on the evidence considered and discussions held so far. Secretaries will be asked to summarise the findings so far and may opt to begin drafting the review report for the panel. Further consideration of these aspects should only be carried forward for documentary scrutiny or for discussion at in-person meetings where a possible risk to academic standards or quality is identified. This is likely for example where a high-risk rating might be assigned to an aspect.
- 5.13 Between the first and second visit, the review panel will be able to request a small amount of additional evidence for desk-based scrutiny where there is a specific need to help evaluate an aspect in the Evaluation Framework. This is optional and review panels may decline to request additional evidence if they feel sufficiently well informed. Where evidence is not available, to facilitate the evaluation of an aspect, the Review Panel Chair and/or the Review Secretary may wish to explore alternative information to support or resolve the panel request with the department Senior Lead/Cluster Lead.
- 5.14 A second visit will take place in-person in February or March 2023. This is likely to be across one or two days with time for the review panel to meet different groups

of staff, students and stakeholders. The focus of this second visit will be evaluation areas 2-4 (Strategic Improvement and the themes). At the end of the in-person visit, the review panel will meet privately to agree its headline conclusions for each evaluation area.

After the Review Meetings

- 5.15 Within one week of the second visit concluding, the Review Secretary will produce a short summary (one or two pages) of the headline conclusions for the review panel to agree. This will then be shared with the department Senior Lead/Cluster Lead and EPQ, noting the formulation may change as the report is drafted.
- 5.16 Within four weeks of the second visit concluding, the Review Secretary and the panel will draft the full review report for sign off. A draft will be shared with the department Senior Lead or Cluster Lead, and in the case of academic departments also the Head of Department, Student Lead, and the Admin Lead, to check for factual accuracy before a finalised version is considered by the Review Sponsor for approval and issued. The final version will be submitted to EPQ at the same time to inform analysis.
- 5.17 The department/cluster will be asked to provide a short response to the review report within four weeks of receiving the final version, paying particular attention to any required actions specified. Thereafter, the department/cluster should focus on using the review report and its own learnings from the review process to inform future planning and enhancement. Progress and support will be overseen through the TEG meetings, or through the Student Success Programme Board for professional services.
- 5.18 The review report and departmental/cluster response will be read by the Review Sponsor. They will have the option of signing off the report or request further clarification. The Review Sponsor will be responsible for presenting the review outcomes to Academic Quality & Standards Committee and for signing off any required actions as complete. This will extend the support to departments and clusters following the ITLR.

Review Documentation

Self-Evaluation and Supporting Evidence

- 5.19 A Self-Evaluation Document (SED) will be required from each department or team and cluster to inform the review. This will set the context of the department/team and provide a critical self-evaluation, structured around the four evaluation areas and each aspect as set out in the Evaluation Framework.
- 5.20 For professional service clusters, a single SED will be produced for evaluation areas 2-4 with a contribution from each department towards evaluation area 1. Each cluster should aim to produce a cohesive submission in collaboration with cluster members and overseen by the Cluster Lead.
- 5.21 SEDs should be critical, evaluative and supported by evidence where appropriate, noting that the review panel will consider a range of information (evidence) alongside the submission. Departments/teams should develop the SED with students or stakeholders. A template will be provided and should normally be used, unless agreed in advance with the Review Panel Secretary. Guidance and support will also be provided to support teams undertaking self-evaluations.

- 5.22 EPQ will provide a standard evidence set for each academic department/cluster to inform the SED, agreed with the department Senior Lead/Cluster Lead in the ToR. This will be available to the department/cluster and the review panel. Academic departments will be able to supplement this with additional supporting evidence where they wish to. It is not anticipated that a standard evidence set can be provided for professional services. EPQ will liaise with the Cluster Lead to identify evidence as part of the ToR development.

Review Reports

- 5.23 A review report will be produced for every review. It will be structured around the Evaluation Framework and convey the Review Panel's clear conclusions on each evaluation area, based on an evidenced analysis of their findings through the review process and include an evaluation rating and a risk rating. A report template will be produced by EPQ and must be used for consistency.
- 5.24 The report, like ITLR overall, has a two-fold purpose: to provide assurance to the University (or highlight risk) and to inform the future enhancement of education and the student experience. Its content will therefore comprise two parts for each evaluation area, an evaluative analysis highlighting strengths and weaknesses at present, and an advisory narrative that offers an expert view to the department/cluster on how it can move forward.
- 5.25 The review panels will specify a 'condition' where there is a cause for concern or risk to academic standards and quality. These should be used sparingly and if they are ratified by AQSC, they will form the focus of regular follow-up activity with the department/team until the Review Sponsor signs off the action as complete. Under the heading 'Recommendations and Outcomes' we explain why review reports will not contain the term 'recommendations' but may instead record 'advisory suggestions'.
- 5.26 The Review Secretary will manage the report drafting process working with the entire Review Panel to share responsibility for its production and integrity.
- 5.27 The review report should be shared widely within the department/cluster - including with Student Reps or Stakeholders - and should inform the development of the department/team in the years to come. Where content is sensitive or could cause harm to the University's reputation if widely circulated, the Review Sponsor can recommend to AQSC that a redacted version or a summary statement be circulated instead. Such a request will usually be initiated by the department or team for whom the report pertains. AQSC will always see a full, unredacted version of every report.

Recommendations and Outcomes

- 5.28 A review report will be produced by each review panel that draws together their findings and conclusions against each evaluation area in the Evaluation Framework. The report serves two purposes: to provide helpful advice to the department/cluster on how it can enhance the quality of education, the student experience and student support going forward, and to highlight to the department/cluster and University whether there are gaps, issues or risks in meeting the University's baseline expectations for academic standards and quality. We anticipate any concerns about the latter will be few and far between across the 38 reviews, so most reports will be discursive, forward-looking, and advisory in

nature. Where there are concerns, we will use the report template and guidance to review panels to ensure these are addressed and reported in a consistent manner.

Recommendations

- 5.29 We have reflected on ITLR 2017's use of the term 'recommendation', which was interpreted differently by the review panels and consequently resulted in variable levels of understanding, making it difficult to discern the level of action expected. So that departments and teams can make most effective use of the findings from the ITLR, we propose that the review panels make clear that where a risk to quality or the student learning experience is identified for example, the review panel must determine whether the risk requires a specific action (and specify that action explicitly) or whether the risk is a matter for consideration and forms an advisory suggestion in the text of the report. We believe greater clarity and differentiation will continue to enable the same level of flexibility under the 2017 ITLR approach, but, most importantly, help departments/teams manage their resource to deliver impact where it is most needed. This means ITLR reports will not use the term 'recommendation' and any follow-up activity will prioritise seeking assurance that the much smaller number of conditions have been addressed.

Consistent Outcomes

- 5.30 The first two evaluation areas - Baseline Assurance and Strategic Improvement - will provide assurance to the University (and in turn our regulator) that baseline expectations of academic standards and quality are met. To track that this assurance can be provided across the 38 reviews, it is helpful to promote consistency of approach between review panels in determining whether these expectations are met. We propose to ask review panels to choose one of a small number of standard outcomes for these two evaluation areas and to assess whether there is a significant risk to that outcome changing in the future.
- 5.31 The inclusion of an outcome, or 'grade' as it was called in ITLR 2017, is not new. In 2017 the review panel made a finding against a number of areas to support institutional analysis and to help prioritise action planning. We think it is timely to update the approach and we have further set out our proposals below.

Evaluation Outcomes

- 5.32 Table Seven outlines four potential options for your feedback. It reflects our current thinking and will help to frame both the evaluation framework and the post-ITLR analysis and reporting.
- 5.33 Option four is our **preferred approach** because it would adopt a simplified and harmonised approach that rests somewhere between options 1 and 2. While the [Ofsted](#) model would align with the way our apprenticeship and teacher education provision is assessed externally, we do not think it is appropriate or productive for the majority of our higher education provision.

Table 7: Options for ITLR 2023 Outcomes

Option 1	<p>Retain the 'grades' used in ITLR 2017:</p> <ul style="list-style-type: none"> •Excellent / Commended •Good •Meets Required Threshold •Requires Some Improvement •Requires Significant Improvement
Option 2	<p>Update ratings to align with external review methods (e.g. QAA):</p> <ul style="list-style-type: none"> •Commended •Meets Requirements •Meets Requirements with Conditions •Does Not Meet Requirements
Option 3	<p>Adopt the ratings used by inspectorates, such as Ofsted:</p> <ul style="list-style-type: none"> •Outstanding •Good •Requires Improvement •Unsatisfactory
Option 4	<p>Use a harmonised approach:</p> <ul style="list-style-type: none"> •Commended •Meets Expectations •Action Required to Meet Expectations

Risk

5.34 Where a department meets expectations, review panels will be asked to consider whether their findings show any significant risk to that continuing to be the case. For example, where the leadership of quality assurance or capacity for strategic development is currently strong but overly dependent on a small team or individuals with no clear succession planning in place. Another example would be a lack of planning and agreement on how to respond to changing regulatory or PSRB expectations, which puts the continued accreditation of programmes at risk.

5.35 We accept that risk does exist and is, in most cases, managed through careful mitigation to reduce the likelihood and impact. We are particularly interested in identifying where the level of risk is moderate or major, rather than minor, and will develop a framework to guide review panels' evaluation of this.

Good Practice

5.36 Good practice will continue to be highlighted in review reports for all four areas of focus to celebrate our strengths, support enhancement or continuous improvement, and inform ongoing curriculum, policy, or operational delivery.

6 People involved in the reviews

Staff

- 6.1 The key people involved in the review will be confirmed in Summer 2022, however we anticipate the following roles supporting the ITLR process:
- a. EPQ will appoint a **Review Panel** for each review (see below for composition). As far as possible, the panel composition will be tailored to the context of the department/cluster and the bespoke theme/cluster theme agreed in the ToR. The Head of Department/Cluster Lead will have the opportunity to raise concerns about conflicts of interest before the panel is finalised.
 - b. The Review Panel **Chair** and **Secretary** will hold a short introductory meeting with the Head of Department (or Senior Lead)/Cluster Lead to learn more about the context of the department/teams in the cluster and to candidly discuss the areas that will be valuable to address during ITLR.
 - c. For Academic Departments: The **Head of Department** will nominate a **Senior Lead** (possibly the HoD themselves), a **Student Lead** and an **Admin Lead** for their department. For Professional Services: The **Cluster Lead** will nominate a **Deputy Cluster Lead**, and an **Admin Lead**.
 - d. Each review will be assigned a **Review Sponsor**, who will be a senior university leader with experience of quality review activities (or similar methodologies) and knowledge of the University's education policy and quality expectations. They will perform a high-level governance role – signing off the Terms of Reference and panel composition at the beginning of the review, and signing off the review report and departmental/team response at the end of the review. Additionally, they will be available to the department/cluster and review panel as a point of escalation should a steer or resolution be needed.
 - e. Each common theme will be assigned a **Theme Convenor**, usually a subject expert or the institutional senior policy lead, who will oversee the execution of the theme as part of the review process, advise review panels and prepare a thematic analysis with strengths, weaknesses and opportunities supporting enhancement activity in the years to come. (See Appendix B for specific responsibilities.)
 - f. The **Project Board** will oversee the design, delivery, and operation of the ITLR. The Project Board will seek input from a variety of sources, including the ITLR **Advisory Board**. (More information regarding ITLR governance can be found in Appendix A).

Review Panel Composition

- 6.2 A Review Panel will be composed by EPQ and signed off by the Review Sponsor, with the opportunity for the Head of Department or Cluster Lead to identify any conflicts of interest before the panel is finalised.
- 6.3 The standard composition of panels for **academic departments** will be:

Table 8: Required Composition of Panels

Role	Criteria	Drawn from
1. Panel Chair	A senior academic from outside the department under review.	Pool of Warwick staff expressing interest in, nominated or invited to join ITLR panels following an open call.
2. Internal Member 1	An academic colleague from outside the department under review.	
3. Internal Member 2	An academic or professional services colleague from outside the department under review.	
4. Student Member	A student member from outside the department under review.	Pool of Student Panel members recruited.
5. External Member 1	An external member of academic staff, who has expert knowledge in the subject area of the department.	Nominations from the department – agreed by the Review Sponsor.

Table 9: Optional Composition of Panels for Academic Departments (see para 6.7)

6. External Member 2	An external expert in pedagogy, quality enhancement or the bespoke theme identified by the department.	Sourced by EPQ – agreed with the HoD and Review Sponsor.
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6.4 The standard composition of panels for **professional service clusters** will be:

Table 10: Required Composition of Panels for Clusters

Role	Criteria	Drawn from
1. Panel Chair	A senior professional services or academic leader from outside the departments under review.	Pool of Warwick staff expressing interest in, nominated or invited to join ITLR panels following an open call.
2. Internal Member 1	An academic colleague from outside the departments under review.	
3. Internal Member 2	A professional services or academic colleague from outside the departments under review.	
4. Student Member	A student member not employed by the departments under review.	Pool of Student Panel members recruited.
5. External Member 1	An external expert, who has expert knowledge in the thematic focus of the cluster.	Nominations from the departments – agreed by the Review Sponsor.

6.5 Each review panel will also include a Secretary and Assistant Secretary, who will be drawn from the University's professional services community to support the panel, service meetings and draft the report. We will shortly issue a call for expressions of interests, details of which will be available on our website.

6.6 Each review panel will include at least one external member, appointed for their independent expertise and assurance. They will be appointed and paid for by EPQ but will be led by the Review Panel Chair once in place. EPQ will approach possible external panel members based on nominations sought from the department under review to ensure appropriate subject matter expertise. For academics bringing disciplinary expertise, there are no restrictions on the type of institution they work at or the seniority of academic appointment they hold. The Review Sponsor will use

their judgement to confirm the appropriateness of nominees where there is a query. The Review Secretary and Assistant Secretary will facilitate this process including the Review Sponsor sign off.

- 6.7 For reviews of academic departments, there will be a limited pilot of appointing a second external member from outside of the discipline who brings a different type of expertise. This will typically be aligned to the bespoke theme chosen by the department to ensure the panel has sufficient expertise to offer a credible and useful evaluation back to the department. As a limited budget exists to fund these additional appointments, departments will be asked to express their interest in this option when agreeing the Terms of Reference of their review so that EPQ can target the resource where it will have the most impact. The Review Secretary and Assistant Secretary will facilitate this process including the Review Sponsor sign off.

Support that will be provided to panel members

- 6.8 All panel chairs, members and secretaries will be required to engage with a minimum level of training before commencing their involvement with ITLR to help ensure a consistency of approach across reviews. In addition, supplementary training, briefings and fora will be offered throughout the life of ITLR for those who feel they would benefit from it. This is likely to include targeted 'just in time' sessions on topics such as understanding student outcomes data, asking effective questions in review meetings, and drafting impactful review reports.

The role of students and stakeholders

- 6.9 Incorporating our stakeholders' feedback and reflecting on their voice is a central component of delivering a robust and meaningful ITLR. Without their feedback, we cannot truly assess the impact of what we do, determine our strengths, weaknesses, or opportunities, or deliver on our priorities and ambitions for a high-quality Warwick Education.
- 6.10 As part of this process there will be many different stakeholders and each department and professional service team (or cluster) will be best placed to determine who their relevant stakeholders are and how their voice will be reflected upon throughout the process (e.g. in the SED or via the review meetings). EPQ, the Review Chair, the Review Secretary, and the Review Sponsor will work with departments and clusters to facilitate a best practice approach.
- 6.11 We propose that as a minimum:
- The student voice must be central (below we have shared our plans to partner with students as part of the ITLR).
 - Where there are collaborative programmes, joint/shared programmes, or apprenticeships, departments (and where applicable professional service teams) should engage with their employer clients or apprentice employers or partner departments.
 - For professional service clusters this may be less clear cut, and to facilitate a proportional approach, we will liaise with Cluster Leads to identify the key stakeholders as part of the Terms of Reference. We anticipate that in the main stakeholders will mostly fall into students and/or academic departments or other professional service teams as service users.

Enhancing the ITLR through student partnership

- 6.12 Involving students in university quality assurance processes is a long-held practice and commitment. We want to build on the success of student representatives in our TEG meetings and the previous ITLRs to develop a model for ITLR 2023 which could innovate our approach to assuring quality and delivering enhancement through processes such as TEG, but also in other review methods like our Collaborative Reviews.
- 6.13 We want to encourage student co-creation so that their contribution delivers the impact intended, is valued, and directly enhances the outcomes of ITLR, through a collaborative process. Accordingly, for ITLR 2023, we will be working with students to help us develop all aspects of the ITLR process from the design, implementation and review stages. Ahead of the ITLR commencing in full, we will be recruiting students as co-creation officers who will work with us through the summer and part-time alongside their studies next year to advise the project board, help to recruit and train student members of review panels, and support students engaging with their own department's review.

7 Practical Arrangements and Timescales

- 7.1 A central project team is being established in EPQ to manage the overall delivery of ITLR. This team will deliver much of the preparation for individual reviews ahead of them commencing, including the appointment of panels, booking of travel and catering, payment of fees, supply of standard evidence sets, initial population of templates and creation of online shared workspaces. Review Secretaries will be responsible for bringing this together and ensure the smooth running of their review once they are established in post, working closely with the Department's nominated Admin Lead, Senior Lead/Cluster Lead, and the ITLR Project Team.
- 7.2 All appointments, fees, hotel bookings and travel bookings for external panel members will be administered by EPQ directly.
- 7.3 A single online space will be established for each review by EPQ (likely to be a SharePoint or Teams site, or similar). This will be used for EPQ to upload and share the standard evidence set agreed in the ToR, for departments/clusters to upload their Self-Evaluation and additional supporting evidence, and for review panels to plan, prepare and collaborate ahead of a review meeting, during a review and after a review when preparing the finalised report.

Timescales

- 7.4 We are proposing the following timeline, which has been consulted on with various university committees and is based on the following principles:
 - a. We are aiming for the best possible compromise and balance around other pressures through the academic year recognising that there is no perfect solution.
 - b. We are splitting the review visits into two parts, an online part and an in-person part, with a gap in between to allow the review panel and the department or cluster to digest and reflect on initial discussions.
 - c. We are staging individual reviews of departments so that professional service reviews follow slightly after academic departments. This is to maximise our learning from the review method and manage the scale of operation.
 - d. We are incorporating thematic collaboration sessions for common themes before and during the individual reviews, in addition to a post-hoc wrap up, which is an innovation for this year ITLR.

Draft timeline

- 7.5 We are sharing the proposed timeline for ITLR (Table Eleven), with the final schedule to be published in the summer following University approval.

Table 11: Tentative Timeline for ITLR 2023

January 2022	Senate approval of the concept.
March	Themes, Draft Evaluation Framework and review method considered by Education Committee.
April / May	Draft Blueprint published to departments and professional services for feedback.
	Town Hall events to raise awareness and answer questions.
	16 May - feedback form on the draft blueprint closes.
	Open call for expression of interest to be a panel chair, member, secretary or assistant secretary.
Early June	Open call for expression of interest closes.
July	Full Evaluation Framework and Review Method approved by Education Committee and published with supporting guidance and templates.
	Review panel recruitment commences for all reviews.
September	Review panel composition complete for all reviews.
	University-wide workshops on the common themes.
Late October	Submission of departmental self-evaluations and evidence.
November/ December	Review panels meet online and consider initial findings.
	Online meetings between review panel & department/professional service cluster (First meeting).
February 2023	University-wide workshops on the common themes.
	In-person review meetings for academic departments (Second meeting).
March	In-person review meetings for professional services (evaluation areas 2-4).
	Panel reports for academic departments drafted and checked.
April	Panel reports for professional services drafted and checked.
	Response to panel reports due from academic departments.
May	Response to panel reports due from professional services.
	Academic review reports signed off by Review Sponsor.
	University-wide workshops on the common themes.
	AQSC taskforce moderate reports.
June	Committee review of reports and responses; Initial summary to Senate.
	Professional services review reports signed off by Review Sponsor.
	AQSC taskforce moderate reports.
September	Full report of outcomes and project evaluation to Senate. Action plans to be folded into usual monitoring processes e.g. TEG and Student Success Programme Board.

Future impact of ITLR

- 7.6 The ITLR review reports will enable us to enhance education at Warwick in the coming years based on a coherent and comprehensive assessment of our recent progress, current position and future opportunities that has drawn upon a wide range of staff, student and stakeholder voices. This will inform and drive our strategic intent and enhancements going forward.
- 7.7 The ITLR offers the opportunity to:
- a. review and consolidate lessons learned since the last ITLR and celebrate all that we have achieved as we move forward with our ambitions for a Warwick Education and an updated Education Strategy;
 - b. create new connections and conversations across departments, faculties and teams around common areas of interest as catalysts for future collaboration;
 - c. provide continued assurance to our students and stakeholders, the University's Council and our regulator - the Office for Students - about our robust academic standards and high-quality education and student experience.
- 7.8 Alongside the plans for development and action planning that will be led by departments and professional services teams, we propose that regular discussion, support and oversight should be facilitated through the annual Teaching Excellence Group (TEG) for academic departments and via the Student Success Programme Board for professional services teams as part of the University's quality assurance and quality enhancement processes.
- 7.9 The scope for ITLR is wide ranging and we propose that the findings from ITLR feed into the activity of other groups such as Faculty Education Committees, Board of Graduate Studies, and ARC to inform the direction of the University and areas in which the University needs to provide support to departments/teams.

8 Equality, Diversity and Inclusion

- 8.1 ITLR will help us to understand the different education experiences and outcomes for our diverse student and staff communities and will identify actions needed to address risks to academic standards or quality and the student learning experience. It will also provide invaluable opportunity to explore and enhance our offer and the future of a Warwick Education that builds on our identified strengths and good practice. We are keen to ensure there is opportunity for a range of reviewers to participate in the review process, the panel composition and to seek to enable a genuinely collaborative, cross-team approach to evaluating the student experience.

9 Your Feedback

- 9.1 We have structured these questions to facilitate feedback and to minimise burden. Feedback may be provided via the online form at <https://warwick.ac.uk/services/aro/dar/quality/categories/review/itlr2023/blueprint/feedback> or by email to the ITLR resource account itlr@warwick.ac.uk. Where possible we would encourage feedback through the online form to facilitate analysis. Responses should be returned by **10am Monday 16 May 2022**.

1. **Professional services cluster approach (page 14):** The aim of a clustered approach is to support teams through a focussed and collaborative model that will add value and enable future development. How can we ensure clusters maximise the opportunity so that our Professional Service teams, and our academic departments and students, can benefit?
2. **Common themes:** How might we shape each theme so that it will add the most value to your department or team?
3. **Consistent Outcomes (page 25):** We propose to use consistent outcomes to support the ITLR, do you have feedback or suggestions that you would like the Project Board to consider? (E.g. thoughts on our preferred option, the approach to risk and advisory suggestions.)
4. **Stakeholder engagement:** How might we facilitate stakeholder engagement so that we can deliver on the aims and objectives of the ITLR? (E.g. Students, Employers, Delivery Partners, Internal Customers, PSRBs.)
5. **Equality, Diversity and Inclusion:** We welcome your thoughts, ideas, and suggestions to ensure that the considerations undertaken as part of each review are inclusive of our diverse staff and student experiences.
6. **General comments:** Please use this space to share any further thoughts, ideas, or suggestions that you may have about the ITLR design and approach that you think the Project Board should consider. (e.g. the Evaluation Framework, the Review Method, or the Panel Composition.) If there are factual inaccuracies in Table One, you will have opportunity to note these via the online form.

10 Appendices

Appendix A - Outline of the ITLR governance and oversight arrangements

- 10.1 This is a brief overview of the three main groups that will oversee and steer the ITLR procedures and reviews.

Project Board

- 10.2 We have established a Project Board to maintain the pace needed to deliver ITLR. It is responsible for providing direction, challenge and assurance on behalf of Education Committee so that the ITLR is delivered in way that will add value and effectively deliver the aims and objectives. The Project Board is chaired by the Pro-Vice Chancellor (Education) and brings together senior staff and student leaders from across the faculties.

Advisory Group

- 10.3 An Advisory Group is being established to act as a sounding board for the Project Board and Project Team in developing the review methodology, support for academic departments and support for review panels.
- 10.4 This Group draws together diverse staff, student, and external perspectives from across disciplines, including colleagues who have prior experience of leading academic departments or review panels through ITLR.

Project Team

- 10.5 The Project Team, made up of Education Policy and Quality staff, will engage regularly with other governance bodies and fora, not least AQSC, SLEEC, Faculty Education Committees, Student Success Programme Board, and meetings of student representatives.
- 10.6 As we anticipate that much of the feedback will be facilitated through Education Executive, Faculty deliberative structures (formal or informal) such as via FEC Chairs, HoDs Forums, or Directors of Education meetings, the Project Team will be responsible for collecting and collating feedback. This may also include feedback from the EPQ Forum and Town Hall events, along with facilitating feedback collection through the new website, link to which is available below.
- 10.7 Responsibility for managing the overall delivery of ITLR and coordinating the contribution of various stakeholders rests with Education Policy and Quality.
- 10.8 You can read more about the memberships on our website at <https://warwick.ac.uk/services/aro/dar/quality/categories/review/itlr2023>.

Appendix B: Theme Convenor Responsibilities

- 10.9 Theme Convenors are responsible for ensuring that the appropriate bodies are brought together to workshop and collaborate on the thematic elements of ITLR. Each common theme will be assigned a Theme Convenor by the ITLR Project Board. The Theme Convenor will be responsible for the following, with support from Professional Services teams with expertise in the theme:
- a. Establishing and drawing together the networks, expertise and body of work already in existence across the University to inform the development of the common theme (e.g. academic experts, WIHEA Learning Circles, student societies).
 - b. Drafting a guidance note for the Evaluation Framework setting out the context and focus of the theme, and the aspects that should be evaluated through ITLR.
 - c. Leading ITLR workshops that bring together academic and professional services departments to collaborate and support each other's engagement with the thematic aspects of ITLR (Inter-departmental Workshops).
 - d. Developing and leading training for Review Panels that promotes a consistent approach to the evaluation of the theme.
 - e. Overseeing the analysis of findings and trends from departmental reviews to inform a thematic analysis report and proposals for next steps, and to lead the advocacy of those next steps.

11 Glossary

Academic Awards

These are [higher education qualifications awarded by the University](#) where a qualification, or academic credit, is granted in formal recognition that a student has achieved the intended learning outcomes and passed the assessments required to meet the academic standards set for the programme or unit of study. Examples include a Bachelor of Arts (BA), Master of Science (MSc) or Doctor of Philosophy (PhD).

Academic Governance

The deliberative structure by which academic matters such as academic standards, academic quality, or the student learning experience are governed under Senate. Committees such as the University Education Committee, AQSC, SLEEC or Faculty Education Committees are all examples of committees which sit within the academic governance structure of the University.

Further information about our governance structure can be found at:

<https://warwick.ac.uk/services/gov/committees/diagram/>

The terms and references of specific committees, can be found at:

<https://warwick.ac.uk/services/gov/committees/>

Academic Resourcing Committee (ARC)

ARC oversees the strategic, financial and performance resource planning processes that support academic department strategies and approaches. Further information about its membership and specific responsibilities are available at:

<https://warwick.ac.uk/services/gov/committees/arc/>

Advisory Suggestions

Review reports will differentiate actions between 'required actions' that must be undertaken to address or reduce a risk to academic standards, or 'advisory suggestions' where departments are invited to consider further as part of their plans for development. Advisory suggestions replace the use of the term 'recommendation', and there is no specific action required for followed up by the University.

Apprenticeships

Apprenticeships are professional programmes of study where an 'apprentice' will work and study concurrently. Apprentices are employed to work towards an occupational standard that is set by the [Institute for Apprenticeships and Technical Education](#) (IfATE) normally for a specific job role and may take up to four years to complete depending on its level. The University offers both 'higher' (level 5) and 'degree' (levels 6 and 7) apprenticeships. Further information about our apprenticeship can be found at:

<https://warwick.ac.uk/study/degreeapprenticeships/>

Collaborative Provision (Described at 'Collab' in Table One)

Programmes usually leading to a Warwick award that are delivered by or in partnership with another education organisation such as a Further Education College, a university partner or an employer partner. Models can include franchised or validated partnerships. Further information about different types of collaborative provision can be found at:

<https://warwick.ac.uk/services/aro/dar/quality/categories/collaborative/definitions/>

Typical examples of programmes would include our:

- 2+2 degrees in the Centre for Lifelong Learning (where students undertake the first two years of study with the partner before understanding the remainder of their study at Warwick).
- MB ChB (Bachelor of Medicine and Bachelor of Surgery) which at Warwick is a graduate entry medical training programme delivered by the Warwick Medical School in partnership with NHS Trust Partners such as University Hospital Coventry and Warwickshire.
- Double degrees (or Joint/Dual) where students receive a final award that bears the name of Warwick and another HE institution, or where more than one award, from multiple institutions, is made for the completion of a single programme of study.

Collaborative Review

The review process that collaborative provision undergoes to ensure that it adheres to Warwick's expectations in terms of academic standards, quality and management.

Condition(s)

The Review Panel will identify conditions where action is needed in order to address a significant risk to the University's expectations for academic standards and quality.

Education Strategy

Our strategic vision for a Warwick Education and the roadmap to achieving that vision. The Education Strategy was developed following the 2017 ITLR and agreed in 2018. It is available at: <https://warwick.ac.uk/about/strategy/education/detail/>.

External Examiner

An independent subject expert appointed by the University to comment on the approaches to assessment and academic standards for a programme so that we can ensure we maintain standards and educational quality relative to the UK higher education sector.

Foundation Level

A higher education programme of study designed to prepare students for a further programme of study for which they do not have the usual entry qualifications. Foundation level programmes sometimes constitute a preparatory 'Year 0' of a degree programme. They are not the same as foundation degrees.

Franchised Provision

A programme that the University has designed and approves a partner or other organisation to deliver on behalf of the University. Academic standards and the award are overseen by the University.

Grand Challenges

A series of strategic programmes (or challenges) that develop and deliver on the University's ambitions. For example, the STEM and Social Sciences Grand Challenges are developing a vision for the future of research and education at Warwick. Further information about the University Grand Challenges can be found at: <https://warwick.ac.uk/about/strategy>

Module ('Unit of Study')

A self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria. Programmes will be made up of a series of modules which will typically include core or core require and optional modules. Modules will usually have an assigned level (4-7) and credit value. A breakdown of

module achievement will be displayed on a student transcript as a record of their achievement, alongside a certificate of an academic award, where eligible. Further information about modules is available at:

<https://warwick.ac.uk/services/aro/dar/quality/categories/courseapproval/>

Office for Standards in Education, Children's Services, and Skills (Ofsted)

An independent English education inspectorate that reports directly to Parliament. It inspects educational standards and quality in compulsory education and skills, including overseeing the quality of apprenticeship training for degree apprenticeships.

Office for Students (OfS)

The regulator of higher education institutions in England established as part of the 2017 Higher Education Research Act (HERA). The OfS replaces the Higher Education Funding Council in England (HEFCE). Warwick is a registered provider with the OfS and is obliged to comply with its regulatory framework, including the Conditions of Registration. Further information about the OfS can be found at:

<https://www.officeforstudents.org.uk/>

Partner

A university, company, or organisation that works in conjunction with Warwick to design or deliver programmes that lead to a Warwick award. This may for example be a higher education provider without degree-awarding powers, such as a Further Education College, or another University or organisation with degree-awarding powers (perhaps overseas) or an employer approved by the University.

Postgraduate Research (PGR)

Research degrees at level 7 and 8 which typically encompasses Research Masters (MRes or MPhil), Doctorates or Professional Doctorates ((PhD), that usually requires original academic research output.

Postgraduate Taught (PGT)

Taught degrees at level 7 which encompasses Masters, Postgraduate Diploma (PGDip), Postgraduate Certificate (PGCert), Postgraduate Award (PGA) qualifications.

PGCE ('Postgraduate Certificate in Education')

Programmes leading to the award of a teaching qualification which is eligible for Qualified Teacher Status (QTS) in England. PGCEs are delivered by Warwick's Centre for Teacher Education for either primary or secondary school pathways.

Programme (or 'Course')

An approved course of study that provides a coherent learning experience and normally leads to a higher education qualification. See Academic Award for further information for examples of programme titles. Further information about the University's course approval process is available at:

<https://warwick.ac.uk/services/aro/dar/quality/categories/courseapproval/course/>

Professional Statutory and Regulatory Bodies (PSRBs)

Organisations that set the standards for, and regulate entry into, particular profession(s) and are authorised to accredit, approve or recognise specific programmes leading to the relevant professional qualification(s) - for which they may have a statutory or regulatory responsibility. Many Warwick awards hold PSRB accreditation, such as in medicine, engineering, teaching or accounting.

Quality Assurance Agency for Higher Education (QAA)

An independent pan-UK higher education sector representative body with expertise in academic standards and quality and the student experience. In England, they have two distinct roles: to support the OfS oversight of the maintenance of academic standards and quality as the Designated Quality Body in England (DQB) which is a separate arm of the QAA; and to provide services and advice to its member institutions across the UK HE sector, to facilitate best practice and enhancement. The UK Quality Code, Subject Benchmark Statements, and Characteristic Statements are resources frequently used by the University and the Sector in the design and delivery of academic programmes.

Warwick is a member of QAA. Further information about QAA can be found at:

<https://www.qaa.ac.uk/en/home>

Self-Evaluation

The process through which departments and teams will critically assess their own strengths and weaknesses and identify areas for development in relation to the evaluation framework. As part of the ITLR, each department/cluster self-evaluation will be shared with their Review Panel at the outset of the review to inform the review meeting discussions. A template document will be provided.

Student Success Programme Board

This group brings together the leaders of professional services supporting education and students to inform and ensure they are aligned with the Education Strategy. Further information about the Board, including its membership, is available at:

<https://warwick.ac.uk/services/gov/committees/sspb/>

Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

An analytic framework that supports a holistic approach to strategy development. It helps to objectively identify a department's / team's strengths and weaknesses to inform opportunities for further development and to acknowledge threats to strategies for success. For the ITLR a template SWOT will be provided. The completed template will be shared with the Review Panel to inform its preparation for the review meetings and its assessments against the evaluation areas.

Teaching Excellence and Student Outcomes Framework (TEF)

The TEF is a national scheme managed by the Office for Students and designed to assess excellence in teaching at higher education providers and assess how they ensure excellent outcomes for their students in terms of graduate level employment or further study. TEF assessments use a series of metrics and evidence criteria demonstrated through a provider submission. The first TEF exercise was completed in 2016, with a more detailed evaluation undertaken in 2018, for which the University was awarded a silver rating (from a gold, silver, bronze scale). Further information about TEF can be found at: <https://www.officeforstudents.org.uk/advice-and-guidance/teaching/about-the-tef/>. You can read the University's current TEF rating at:

<https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/tefoutcomes/provider/10007163>. A new submission and decision will be made in 2022/23.

Teaching Excellence Group (TEG)

TEG is a university-led annual quality assurance process with academic departments designed to support continuous improvement of education and the student learning experience. TEG meetings will not take place in 2022/23 while we focus on ITLR.

Undergraduate (UG)

Programmes leading to awards at levels 4, 5 or 6 – or level 7 in the case of Integrated Master's – which aligns to the Framework for Higher Education Qualifications (FHEQ). Further information is available in our Credit and Module Framework, available at: <https://warwick.ac.uk/services/aro/dar/quality/categories/credit>

University Council

Warwick's governing body comprising a mixture of lay, executive, staff and student members. Council has ultimate authority over and accountability for the University.

Validated Provision

A programme usually designed, delivered and assessed by the external partner organisation but leads to an award from Warwick (validated by Warwick). Our quality assurance and governance arrangements ensure the same academic standards are upheld, but we are not directly involved in recruiting, teaching or supporting students. Warwick currently validates the higher education provision of three partners: University College Birmingham, the London Film School and iheed.

[End]

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