

Institutional Teaching and Learning Review 2023

Outcomes Report

Academic Outcomes

December 2023

**INSTITUTIONAL TEACHING
AND LEARNING REVIEW**
ITLR 2023

Outcomes Report:

Academic Outcomes

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Summary

The outcomes of ITLR confirm that we have secure foundations underpinning the vast majority of our education provision, which delivers a high-quality learning experience and enables strong student outcomes.

15 of the 33 academic departments (45%) achieved a commended outcome across both Evaluation Area 1: Baseline Assurance (EA1) and Evaluation Area 2: Strategic Improvement (EA2), with a further 7 academic departments achieving 'commended' in either EA1 or EA2.

Across the different evaluation criteria over 380 strengths and 112 required actions were identified, with a high number of strengths noted in relation to programme health, the student experience, students support and the enabling culture within departments.

The outcomes of ITLR confirm that we have secure foundations underpinning the vast majority of our education provision. Specifically, we can see confirmation from review panels that broadly speaking:

- Academic standards are set in line with sector-recognised standards, and they are maintained in the design of programmes, the assessment of student learning and the award of qualifications.
- Our high expectations for the quality of the student learning experience, as set out in policy and strategy, are implemented effectively by academic departments in their disciplinary context.
- Education at Warwick provides educational challenge and requires students to develop relevant skills in a way that is both rigorous and supportive, ensuring equity of opportunity for different groups of students through inclusive design and practice.
- There are high quality learning resources, support services and extracurricular opportunities available to students across the university, which are continuously improved and refreshed by dedicated and expert professional services teams.

Where there are live issues, or risks pertaining to specific parts of our provision or service delivery, ITLR has identified these and provided a steer to the relevant teams on how they must be addressed.

4 key areas were identified within the ITLR Reports for further consideration by the University including:

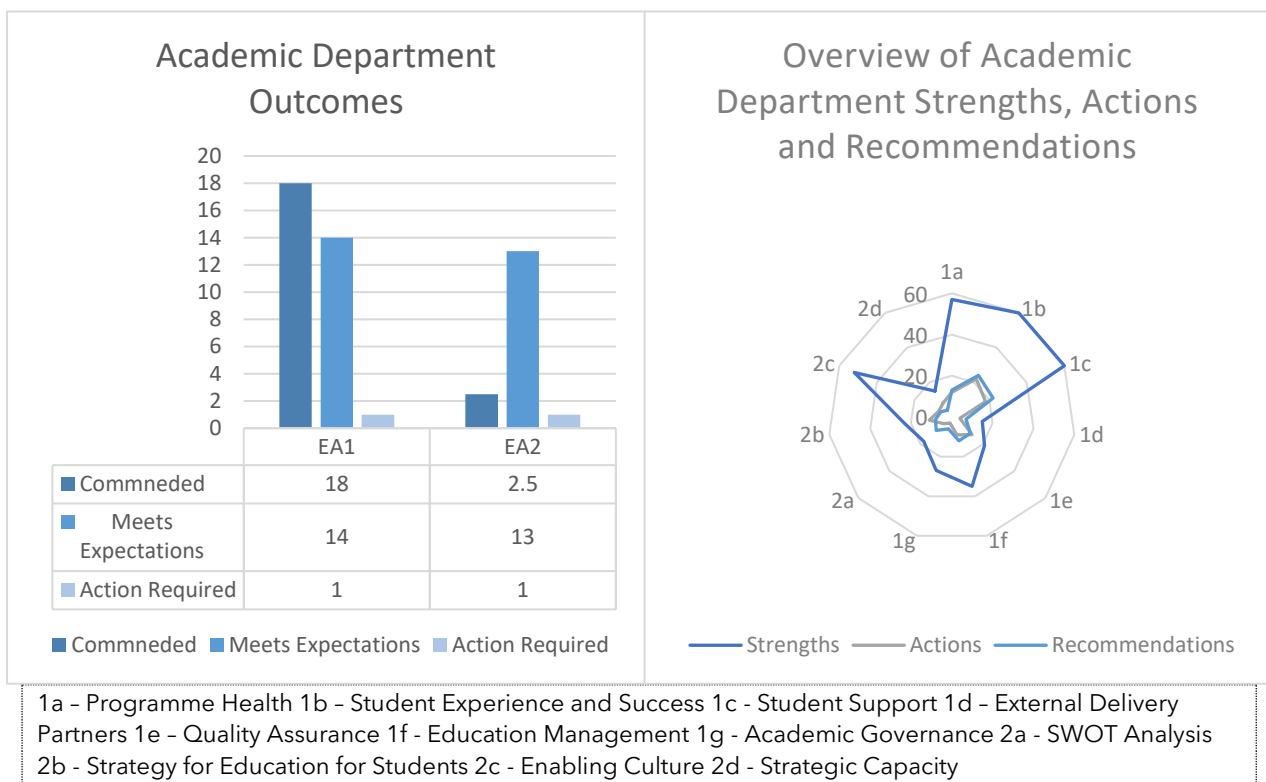
- Staff development and staff resource
- Relationships and Engagement
- Interdisciplinarity and Joint Degree Management
- Central Support and Systems

Outcome and Risk

Academic Departments

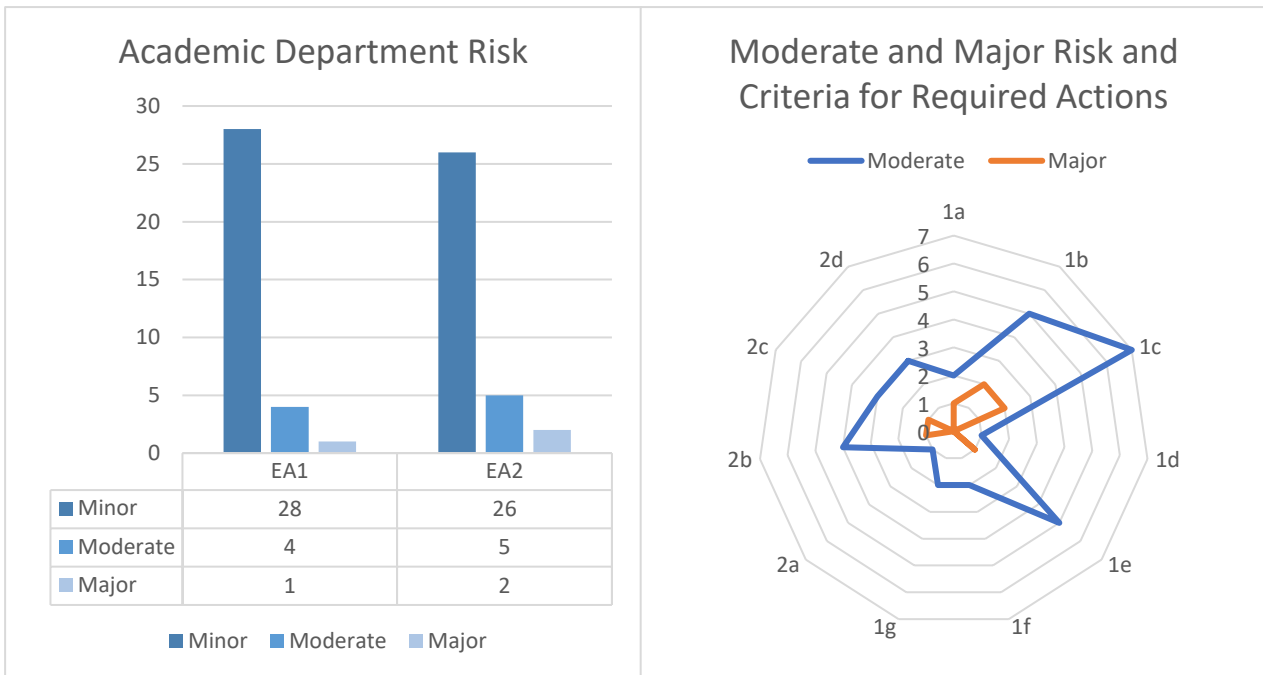
Academic Department Outcomes

15 of the 33 academic departments (45%) achieved a commended outcome across both Evaluation Area 1: Baseline Assurance (EA1) and Evaluation Area 2: Strategic Improvement (EA2), with a further 7 academic departments achieving 'commended' in either EA1 or EA2. One academic department received an outcome of 'action required to meet expectations' across both Evaluation Area 1 and Evaluation Area 2. Consideration of strengths, actions and recommendations against the evaluation criteria identifies strengths in relation to programme health, student experience and success and student support, however both student experience and success and student support are also the areas with the highest number of required actions and recommendations.



Academic Department Risks

25 of the 33 reports (76%) noted a minor risk level across both Evaluation Area 1: Baseline Assurance (EA1) and Evaluation Area 2: Strategic Improvement (EA2), with a further 5 reports noting a minor risk for either EA1 or EA2. The academic departments with major or moderate risk tend to have required actions related to student support and quality assurance.



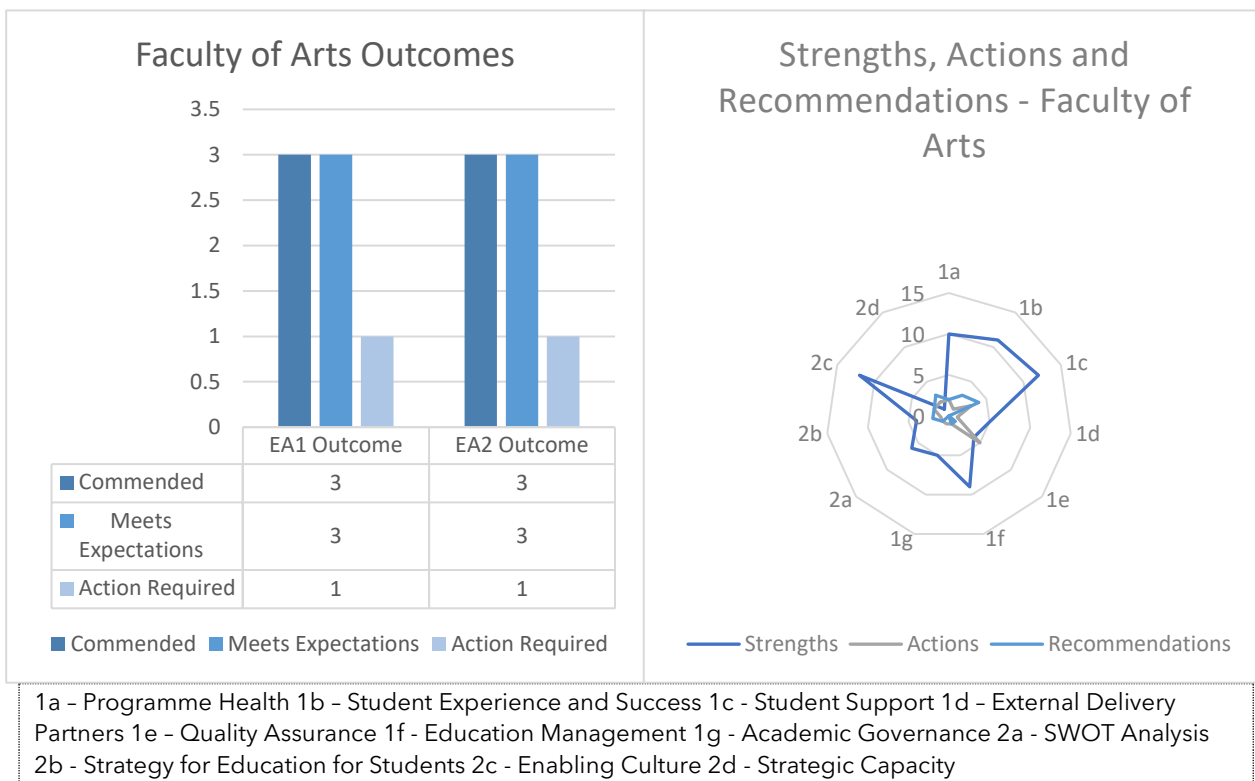
1a - Programme Health 1b - Student Experience and Success 1c - Student Support 1d - External Delivery Partners 1e - Quality Assurance 1f - Education Management 1g - Academic Governance 2a - SWOT Analysis 2b - Strategy for Education for Students 2c - Enabling Culture 2d - Strategic Capacity

Academic Department Outcomes - by Faculty

Faculty of Arts

The ITLR process included review of 7 academic departments within the Faculty of Arts. 43% (n=3) of departments achieved a commended outcome in relation to Evaluation Area 1: Baseline Assurance (EA1) and 43% (n=3) of departments achieved a commended outcome in relation to Evaluation Area 2: Strategic Improvement (EA2). One department received an outcome of 'action required to meet expectations' across both Evaluation Area 1 and Evaluation Area 2. The summary of strengths, actions and recommendations against the evaluation criteria identify strengths for the Faculty of Arts related to programme health, students experience and success, student support, education management and the enabling culture developed within the Faculty.

In terms of risk, all departments were considered to have minor risks and so will continue to meet or exceed our evaluation framework expectations in terms of quality assurance and strategic improvements with existing practice, with the exception of one department with a moderate risk in Evaluation Area 1 and a major risk in Evaluation Area 2.

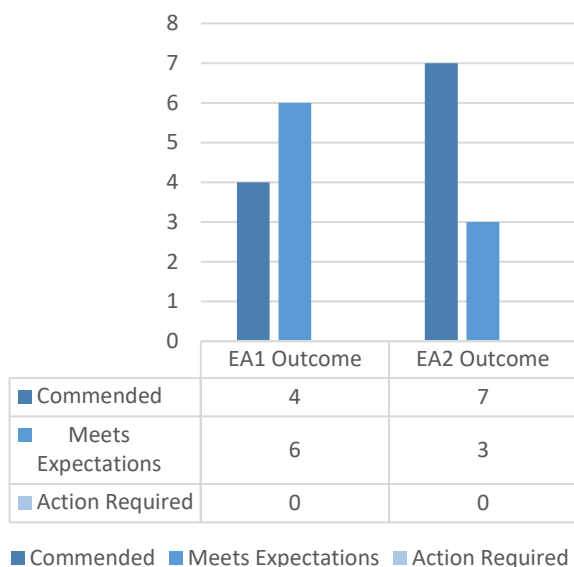


Faculty of Science, Engineering and Medicine

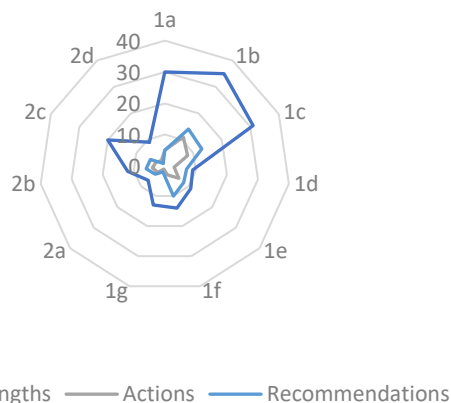
All 10 departments reviewed within the Faculty of Science, Engineering and Medicine achieved an outcome of either 'commended' or 'meets expectations' providing assurance in relation to both Evaluation Area 1: Baseline Assurance (EA1) and Evaluation Area 2: Strategic Improvement (EA2). 40% (n=4) of departments achieved a commended outcome in relation to Evaluation Area 1: Baseline Assurance (EA1) and 70% (n=7) of departments achieved a commended outcome in relation to Evaluation Area 2: Strategic Improvement (EA2). The summary of strengths, actions and recommendations against the evaluation criteria identify strengths for the Faculty of SEM identify strengths in relation to programme health, student experience and success and student support.

In terms of risk, all departments were considered to have minor risks and so will continue to meet or exceed our evaluation framework expectations in terms of quality assurance and strategic improvements with existing practice, with the exception of one department with a major risk in both EA1 and EA2.

Faculty of SEM Outcomes



Strengths, Actions and Recommendations - Faculty of SEM

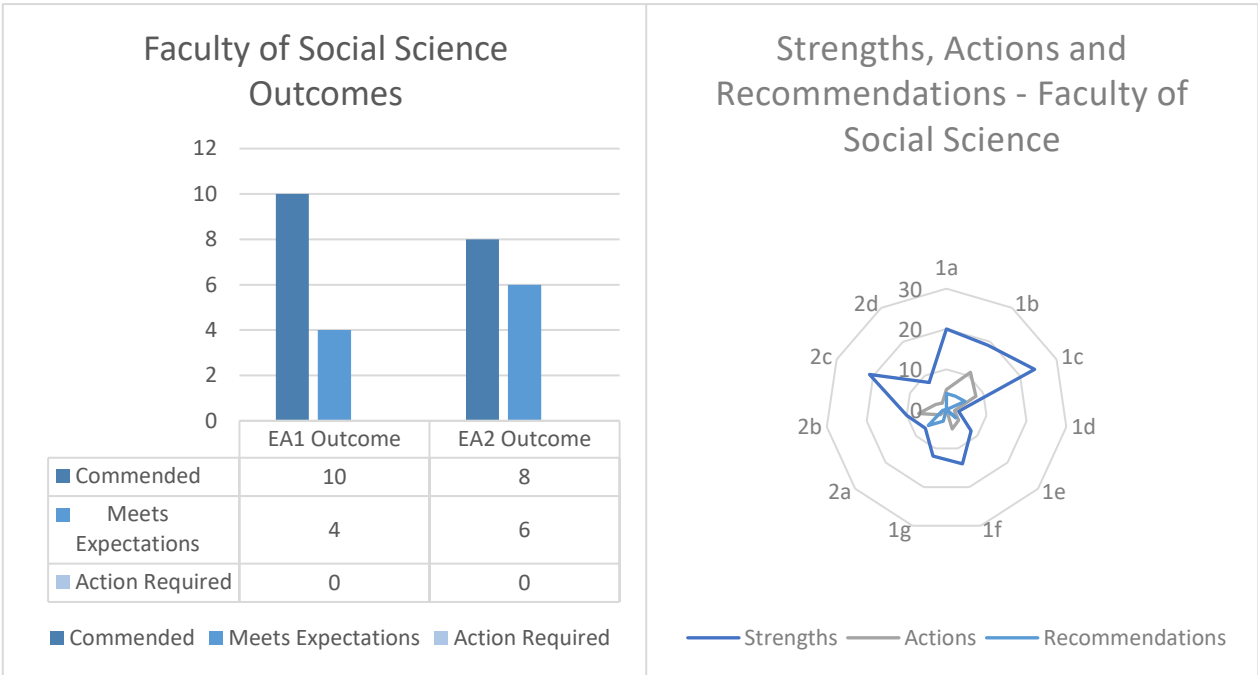


1a - Programme Health 1b - Student Experience and Success 1c - Student Support 1d - External Delivery Partners 1e - Quality Assurance 1f - Education Management 1g - Academic Governance 2a - SWOT Analysis 2b - Strategy for Education for Students 2c - Enabling Culture 2d - Strategic Capacity

Faculty of Social Science

All 14 departments reviewed within the Faculty of Social Science achieved an outcome of either 'commended' or 'meets expectations' providing assurance in relation to both Evaluation Area 1: Baseline Assurance (EA1) and Evaluation Area 2: Strategic Improvement (EA2). 71% (n=10) of departments achieved a commended outcome in relation to Evaluation Area 1: Baseline Assurance (EA1) and 57% (n=8) of departments achieved a commended outcome in relation to Evaluation Area 2: Strategic Improvement (EA2). The summary of strengths, actions and recommendations against the evaluation criteria identify strengths for the Faculty of Social Science identifies strengths in relation to programme health, students experience and success, student support, education management and the enabling culture developed within the Faculty.

In terms of risk, all departments were considered to have minor risks for EA1 with the exception of one department with a moderate risk. Of the 14 departments 10 were considered to have a minor risk and 4 were considered to have a moderate risk associated with EA2.



1a - Programme Health 1b - Student Experience and Success 1c - Student Support 1d - External Delivery Partners 1e - Quality Assurance 1f - Education Management 1g - Academic Governance 2a - SWOT Analysis 2b - Strategy for Education for Students 2c - Enabling Culture 2d - Strategic Capacity

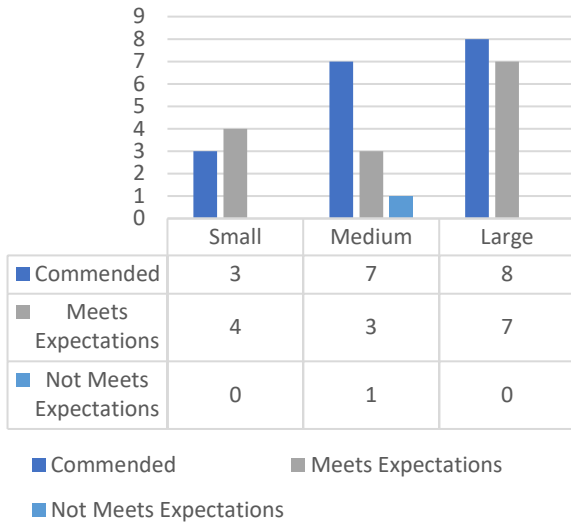
Cross-Faculty

Two cross faculty departments were reviewed as part of ITLR. One department achieving a commended outcome and one department achieving a outcome of 'meets expectations' across both EA1 and EA2. A moderate risk was identified against these outcomes in relation to EA1, and one moderate and one minor risk was identified in relation to EA2.

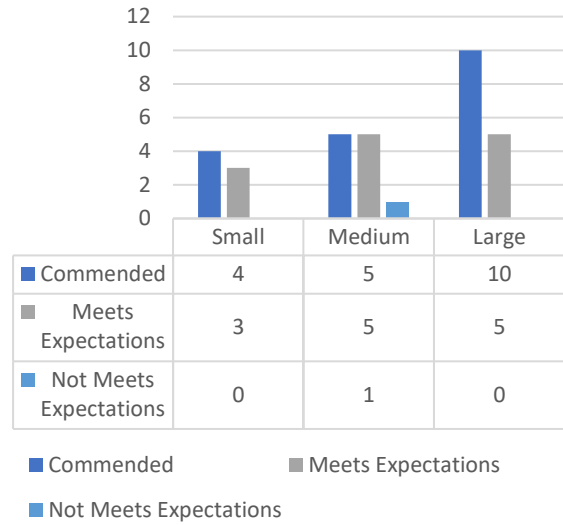
Academic Department Outcomes - departmental size

When the ITLR outcome is considered against the size of the department, interestingly a higher proportion of medium sized departments were commended in relation to Evaluation Area 1: Baseline Assurance and a higher proportion of larger departments were commended in relation to Evaluation Area 2: Strategic Improvement as shown in the charts below.

Outcome by Departmental Size - EA1

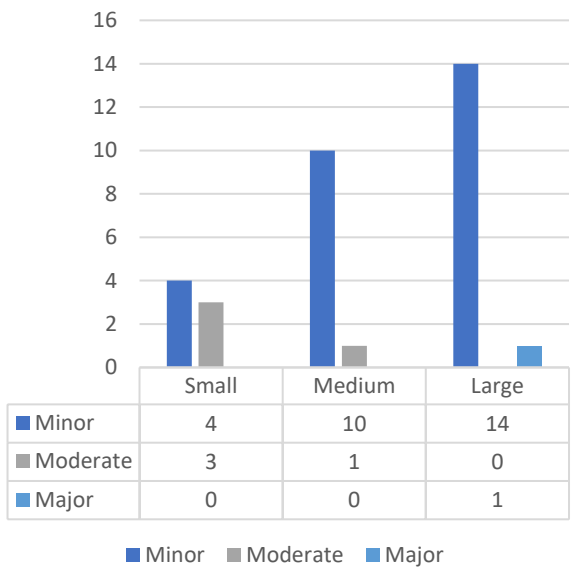


Outcome by Departmental Size - EA2

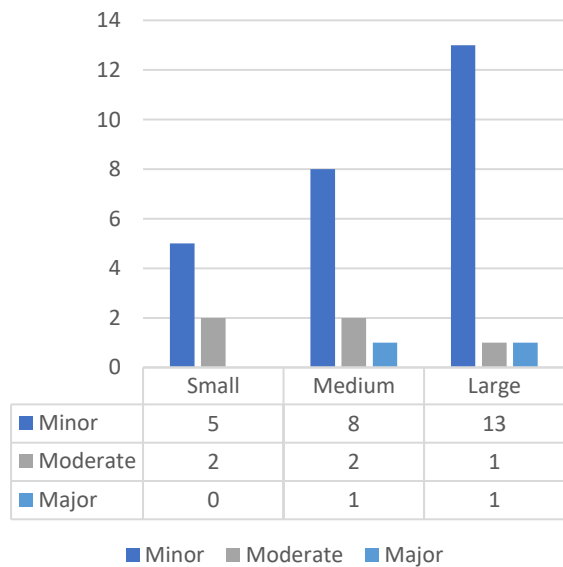


Interestingly in relation to risk, a higher proportion of small departments were noted to have a moderate risk (43%) than the medium (9%) or large departments (0%) for Evaluation Area 1: Baseline Assurance, suggesting smaller departments may find resourcing this activity more challenging. Similarly, a slightly higher proportion of small departments had a moderate risk (29%) compared to medium (18%) and large departments (7%), however none of the small departments had a major risk in either EA1 or EA2.

Risk by Departmental Size - EA1



Risk by Departmental Size - EA2



Evaluation Area 1 and 2 Summary Findings

The outcomes of ITLR confirm that we have secure foundations underpinning the vast majority of our education provision, which delivers a high quality learning experience and enables strong student outcomes. Specifically, we can see confirmation from review panels that broadly speaking:

- Academic standards are set in line with sector-recognised standards, and they are maintained in the design of programmes, the assessment of student learning and the award of qualifications.
- Our high expectations for the quality of the student learning experience, as set out in policy and strategy, are implemented effectively by academic departments in their disciplinary context.
- Education at Warwick provides educational challenge and requires students to develop relevant skills in a way that is both rigorous and supportive, ensuring equity of opportunity for different groups of students through inclusive design and practice.
- There are high quality learning resources, support services and extracurricular opportunities available to students across the university, which are continuously improved and refreshed by dedicated and expert professional services teams.

Where there are live issues, or risks pertaining to specific parts of our provision or service delivery, ITLR has identified these and provided a steer to the relevant teams on how they must be addressed.

Evaluation Area 1: Baseline Assurance

The ITLR process provides assurance that academic standards are met, programmes demonstrate currency, align with University expectations, and are evolving to demonstrate the 'Dimensions of a Warwick Curriculum'. Programmes deliver high levels of student satisfaction and achieve strong student outcomes, and where departments are below benchmark or the Warwick average they are generally able to identify action for improvement. It is important to note that departmental discussion of student satisfaction is generally stronger than discussion related to student outcomes, suggesting further support would be beneficial in this area.

Students are effectively supported to maximise success activities and mechanisms, including the personal tutor system, which is highlighted as positive and valuable by both students and staff. It is however highlighted within the outcomes of the reports that there are challenges in relation to this around staff workload and resourcing. Employability is also well supported, particularly through the external relationships and partnerships that are identified throughout the reports.

The ITLR process confirms that there are appropriate quality assurance, education management and governance structures, providing assurance that there are effective mechanisms in place to ensure programmes are designed, delivered, assessed and evaluated, and that there is effective leadership and oversight of this that takes key

stakeholders into account. However the process has highlighted some areas for development both within departments and relevant to the wider University that have the potential to impact on both the staff and student experience, such as the management of joint degrees and support from central systems.

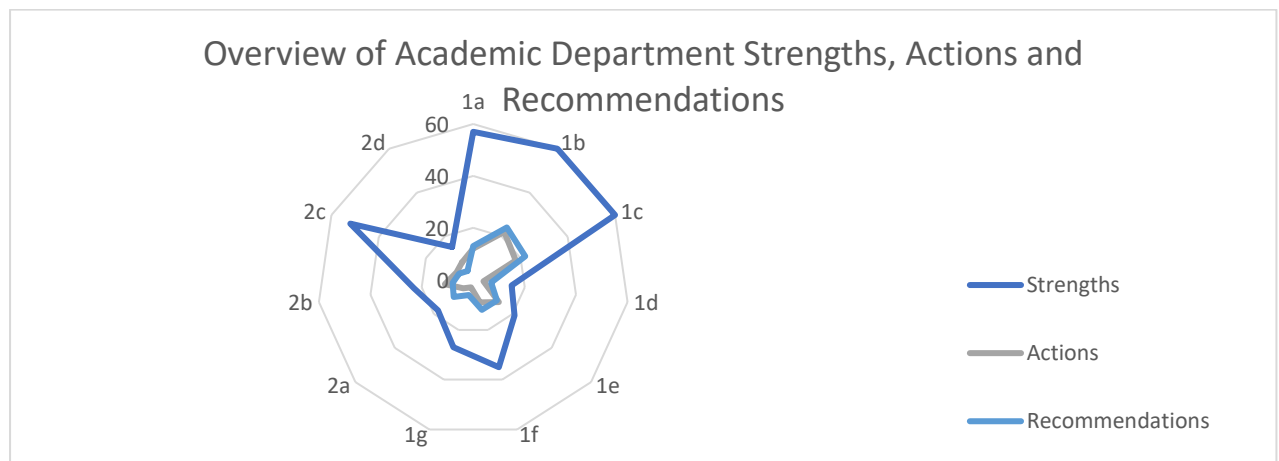
Evaluation Area 2: Strategic Improvement

The ITLR process provides assurance that departments have a clear view of their strengths, weaknesses, opportunities and threats and that strategic priorities are generally clearly articulated and well understood, although in some reports it is less clear how progress towards these priorities are monitored and evaluated.

Clear progression since the previous ITLR process in 2017 is noted, with departments building on areas for development and showcasing good practice that provides assurance of strategic capacity, although some concerns are raised in relation to resourcing and succession planning.

The enabling culture within the departments is showcased through the high number of strengths identified, particularly in relation to the wide variety of examples of research, scholarly activity and student co-creation, which are recognised and celebrated, and the support available for staff development. This provides assurance that teaching, education and student support are highly valued and celebrated and that there is a departmental culture of innovation and continuous improvement.

Strengths, Opportunities to Build on Strengths, and Known Issues and Risks



1a - Programme Health 1b - Student Experience and Success 1c - Student Support 1d - External Delivery Partners 1e - Quality Assurance 1f - Education Management 1g - Academic Governance 2a - SWOT Analysis 2b - Strategy for Education for Students 2c - Enabling Culture 2d - Strategic Capacity

Strengths

As a result of ITLR, we can be assured that the following strengths are prevalent across much of our education provision:

- Many of our academic departments enjoy an excellent reputation, both nationally and internationally, which is further underlined by the external accreditation and partnerships they have secured. This adds to the credibility of Warwick degrees and Warwick graduates.
- There is a mature approach to critical self-reflection and continuous improvement. This is demonstrated through a shared understanding and awareness of departments' current positions and key strategic aims, and a proactive approach to addressing weaknesses, threats and opportunities.
- Staff are responsive to the student voice; there is a clear commitment to working in partnership with students to enhance teaching and learning, and there is a strong appetite to build this further.
- Staff and leaders are clearly committed to professional development and to supporting innovation and excellence in teaching.
- Academic departments and professional services demonstrated agility and effectiveness in responding to challenges during the Covid-19 pandemic.
- There is a growing emphasis on Inclusive Education to ensure that all parts of the student community can enjoy high quality learning and successful outcomes. Many departments elected to evaluate their work on Inclusive Education in greater depth as a bespoke theme in their review.
- There are a wide range of curricular and extra-curricular activities that foster a sense of belonging and community among students and provide opportunities for them to co-create their learning experience. A sense of belonging is recognised as an important enabler for student success and increasingly an area of focus as we ensure Warwick is the most inclusive university it can be.
- There is a shared focus and drive towards enhancing the employability of our students and graduates, often through high levels of employer and industry engagement.
- Personal Tutoring is well embedded and provides structured, effective support to students.

Opportunities to build on strengths

As a reflective process, ITLR identified a number of themes where the University could build on strong foundations in the coming years, including:

- The reviews identified excellent examples of good practice within departments that would benefit from wider dissemination to embed such practice more widely. At present, there are limited tools, spaces and opportunities for such sharing of educational practice that are open to all.
- Excellent industry and employer links support and enhance students' employability. However there are both ambitions and concerns for student outcomes, particularly the challenge of preparing their students for a changing world. Pre-empting these concerns, professional services discussed programmes and research supporting student agency, confidence, and entrepreneurialism that could be further enhanced.

- Emerging practices in the use of digital tools and pedagogies vary significantly across departments. There would be benefits to bolstering and increasing the reach of support for staff to upskill and adopt good practices in this area.

Known issues and risks to address

The reviews inevitably highlighted a small number of themes where we are yet to make the progress we would have wanted by now. They do not come as a surprise but warrant a renewed focus on tackling the barriers that can get in the way staff trying to deliver a high quality learning experience for students.

- Fragmented administration and limited coordination of joint degree programmes continues to impact on the consistency and quality of the student experience. There are examples of structural changes having made a positive impact since the last ITLR, but this is not yet widespread.
- The complexity and variety in some of our structures (e.g. the shape of our academic year) and processes (e.g. for selecting optional modules) leads to onerous workloads for staff, highly pressured points in the academic year and inequity of experience for students.
- Our data and management information capability as an organisation is not yet mature, which limits the use of data to understand and enhance quality - be that quality of education in academic departments or quality of service delivery in professional services.
- There is a specific and acute risk to the quality and regulatory compliance of our degree apprenticeships provision, owing to the absence of a well-defined framework, designating accountability and responsibility for degree apprenticeships across the University, and the absence of appropriate controls and technology solutions to support the complex management, administration and external reporting of apprenticeships.

Evaluation Framework Criteria

Each academic department was reviewed against the criteria within the ITLR Evaluation Framework, available in **Appendix B**. An overall summary of the findings against each criterion is outlined below, including an overview of strengths, actions and recommendations. The number of strengths, actions and recommendations is noted, with an indication of how this compares to the other criteria, showing the 4 with the **highest** number, the 3 in the **middle**, and the 4 with the **lowest** number of strengths, actions and recommendations.

Evaluation Area 1: Baseline Assurance

1a. Programme Health

Evaluation Framework Criteria

The ITLR process provides assurance that the University of Warwick programmes demonstrate currency in the discipline and meet the requirements of the Framework for HE Qualifications (FHEQ), where relevant, and align with relevant Subject Benchmark statements where these are established. This is confirmed through robust curriculum review and external examiner consideration, and for many departments this is further supported through external review and accreditation. There are some excellent examples of recent external review or re-accreditation, such as the Centre for Teacher Education with their recent Initial Teacher Training (ITT) re-accreditation carried out by the DfE as part of the ITT market review, and the Department of Psychology achieving accreditation from the British Psychological Society (BPS) for their undergraduate provision.

In relation to programme design and delivery the ITLR process provides assurance that programmes meet the University's requirements. The majority of programmes meet the University's Credit and Module Framework, with the exception of a small number of programmes where alignment will be completed by 2024. This includes the Department of Physics, where the Year 2 modules not meeting the framework were in their final year of delivery at the time of the review visit, and the School of Life Sciences where Year 2 and Year 3 modules are aligned and the remaining modules would align by 2024. It was noted within one report that standardisation would also be welcomed at PGT level, however this was not discussed within other reports. Reports confirm that the programmes align with the Rules for Award, except where professional accreditation requires exceptions such as the Warwick Medical School. A number of reports mention issues in relation to the course approval system, although not necessarily within this section.

The majority of academic departments showcase a commitment to the demonstration the essential and wider 'Dimensions of a Warwick Curriculum', noting plans, progress towards this, or full alignment, with 8 of the 33 reports (24%) not clearly noting this. Some reports note a systematic mapping and alignment process is in place, for example a Mapping the Warwick Dimensions document is noted within the School of Cross Faculty Studies ITLR

Final Report, whilst others, such as the Institute for Employment Research and Department of Psychology, note a more systematic mapping exercise or curriculum review is planned. The Warwick Manufacturing Group have a Required Action to plan how programmes will evolve to encompass the Dimensions of the Warwick Curriculum.

Few reports explicitly mention the existence of a definitive record of each taught and research programme and the offer of Exit Awards, however they do note that the University's requirements for programme design are met, which does include the expectation of a definitive record and identification of Exit Awards.

Strengths, Required Actions and Recommendations

57 Strengths
12 Required Actions
13 Recommendations¹

This is one of the areas with the highest number of strengths with 57 strengths noted across 27 of the 33 reports. These relate to departmental activity, such as work towards the Dimensions of the Warwick Curriculum or decolonising the curriculum, innovative assessment practice, and the high academic standards which are reflected in external reputation and accreditation.

There are 12 required actions identified across 8 of the 33 reports. These actions predominantly relate to assessment diversification and assessment feedback.

There are 13 explicit recommendations identified across 7 of the 33 reports and a further 6 implicit recommendations. Some of the recommendations are more relevant to other sections, for example recommendations around monitoring NSS participation rates which is more relevant to 2b, or discussion related to joint degree management. A small number of recommendations relate to further alignment with the Dimensions of the Warwick Curriculum or curriculum review.

1b. Student Experience and Success

Evaluation Framework Criteria

This evaluation criteria required consideration of student outcomes, both in relation to student satisfaction, and student success and progression outcomes with the expectation departments and panels would discuss student satisfaction measures alongside continuation, completion, attainment and progression outcomes.

The ITLR process confirmed that the majority of departments deliver high levels of student satisfaction, evidenced through NSS and PTES results, other student feedback mechanisms, and through meeting with students. Departments were generally able to

¹ Highest 4 - Middle 3 - Lowest 4

identify areas with lower student satisfaction or where response rates could be improved, and the action taken or planned as a result, although there is variance in how these actions are reported and monitored for impact. For some departments the nature of the programmes impacts on the type of data available, for example IATL do not have home students, and Warwick Foundation Studies do not have student feedback methods and data that enable benchmarking.

Less discussion was provided in relation to student's achieving strong success and progression outcomes. Where this was noted, the majority commented on strong performance and there were some examples of excellent performance or areas for further development highlighted with consideration of split indicators, for example the Department of History have a current project to review BAME attainment rates, however overall this area was not adequately covered. There are departments where gathering effective data is challenging, either due to department size or student type, however the limited discussion also suggests less familiarity with the data and expectations in this area and therefore it is suggested that departments would benefit from more accessible data and further support in the form of both tools to enable in-depth evaluation, and support to further enhance understanding.

Strengths, Required Actions and Recommendations

60 Strengths
22 Required Actions
24 Recommendations²

This is another area with a high number of strengths identified with a total of 60 strengths across 29 of the 33 reports. This generally commends strong performance in relation to students satisfaction and/or student outcomes and responsive action as a result of student feedback.

This area has the highest number of actions attached with 22 across 13 of the 33 reports. Required Actions in this area often relate to a specific area of student feedback, for example dissatisfaction seen in assessment and feedback scores and discussion with students leading to an action related to assessment practice, or they are related to the management and monitoring of student feedback data.

There are 24 explicit recommendations within 13 of the 33 reports, with a further 8 implicit recommendations. These recommendations generally refer to enhancement of data outcomes and response rates, or suggestions for enhancement to practice that could increase student satisfaction. In line with the narratives within this section there are limited recommendations or actions that relate to student outcomes.

² Highest 4 - Middle 3 - Lowest 4

1c. Student Support

Evaluation Framework Criteria

The ITLR process provides assurance that there is a planned and deliberate approach to tackling barriers and maximising success through support for all students. This is achieved through various mechanisms, with the majority of departments having a robust personal tutoring system in place, often alongside additional support in the form of supervision or placement support. Whilst student satisfaction and comment around the personal tutoring system suggests this is a key support mechanism that is valued by students, there are concerns raised in a number of reports in relation to tutee-tutor ratios or tutor group sizes which has the potential to impact on both the student and staff experience.

Proposed and current enhanced activities for specific student groups are discussed in a number of reports, for example support for international, PGR students and students with additional needs. A number of reports also outline enhanced induction and welcome week activity, often with specific student groups in mind.

The ITLR process also provides assurance that students are supported to develop their skills and employability through a variety of activities, mechanisms and roles within departments. Some of this activity and discussion is noted in section 1d External Delivery Partners in the ITLR reports rather than within the intended section, however a high level of activity is noted, with significant discussion related to employer and industry connections and engagement, as well as support for placement opportunities. There is variance in the types of activity and support available, for some areas this is well embedded due to the nature of the programmes, for example the Centre for Teacher Education where professional practice, placements and strong employer relationships are integral, for others further activity and networks are currently in development.

Whilst not all reports discuss the methods for providing clear information to students about their course and the support available to them, many outline the use of the website, Student Hubs, programme handbooks, induction and the personal tutoring system to provide relevant information. In addition, students were generally able to articulate the support available to them, providing further assurance.

Strengths, Required Actions and Recommendations

60 Strengths 18 Required Actions 22 Recommendations ³

With 60 strengths identified across 30 of the 33 reports student support is noted to be a highly commended aspect of practice. The strengths identify and celebrate the wide range of activities and support provided to students to facilitate community building and

³ Highest 4 - Middle 3 - Lowest 4

to support personal and professional development. A number of reports commend the personal tutor system or dedicated placement and employability support.

There are 18 Required Actions across 11 of the 33 reports. The actions are mixed, with a small number of actions ask for a review of the approach to personal tutoring systems, 4 of the 18 actions relating to tutor-tutee ratios and 3 mentioning mitigating circumstances and the need for wider understanding and a more streamlined approach to managing higher numbers of mitigating circumstance requests.

There are 22 explicit recommendations across 14 of the 33 reports, with a further 13 implicit recommendations noted. Within this there are recommendations related to specific student groups, enhancement to current support provision, student and staff well-being and enhanced communication with students.

1d. External Delivery Partners

Evaluation Framework Criteria

Only a small number of reports identified relationships with delivery partners that included delegation of responsibilities for programme design, delivery or assessment, although a number of reports did utilise this section to highlight a wide array of external relationships and collaborations, and networks and employer/industry connections that positively impact on the student experience. Where formal partnerships were identified, the review panels generally provided assurance that these responsibilities are effectively documented and fulfilled, for example it was noted that the Department of Psychology have a strong partnership with Coventry University with robust processes to ensure high standards are maintained, however overall limited information is provided within the reports. One partnership programme was noted as undergoing review, supported by the University Working Group, and the department voiced concerns regarding the support from the University in negotiating and managing a partnership exit, in another section the same department noted the resource burden of ensuring alignment with PSRBs and the need for a better quality assurance infrastructure.

Strengths, Required Actions and Recommendations

15 Strengths
4 Required Actions
7 Recommendations⁴

Whilst there are 15 strengths noted in this section across 11 of the 33 reports these are generally commending industry and employer engagement, rather than formal academic partnerships, building on the strengths outlined in the section above, although there are

⁴ Highest 4 - Middle 3 - Lowest 4

some strengths also outlined in relation to the international opportunities available for students.

There are 4 Required Actions identified across 4 of the 33 reports, 3 of these relate to the process for partnership review and 1 relates to clarity for students about why an international opportunity may impact on later module choices.

There are 7 explicit recommendations across 4 reports, with a further 7 implicit recommendations. The recommendations generally relate to enhancement of placement or work experience opportunities, or network connections rather than formal delivery partnerships however there is a recommendation related to compliance on Degree Apprenticeship programmes.

1e. Quality Assurance

Evaluation Framework Criteria

The ITLR process provides assurance that processes are in place for designing, delivering, evaluating and improving the Department's processes. Most of the reports note robust internal quality assurance processes and discuss recent or planned curriculum review. The Department of English and Comparative Literary Studies does however have a required action to ensure that modules and courses undergo a thorough review process on a regular basis.

There is limited discussion related to the departmental processes for setting, marking and moderating student assessment, however where this is discussed in more detail it is generally to commend good assessment practice and positive External Examiner feedback, for example Warwick Business School's use of my.wbs and the engagement of Professional Support Services in quality assurance monitoring, including monitoring assessment feedback, and Warwick Medical School's rigorous process for the approval of assessment tasks. There are also a small number of issues identified as a result of student or External Examiner feedback in relation to assessment feedback turnaround time and consistency. In addition, this section does identify some concerns from departments in relation to Tabula and mitigating circumstances and potential differential treatment of students in Joint Boards due to variance in regulations between departments.

The majority of reports either note adherence to university policy and procedure generally, but do not explicitly mention complaints or academic appeals, or note availability of clear information or signposting. One report identifies concerns around access to students complaint information outside of their home department and one report notes that the department would like to gain further clarity around applying the academic appeals and complaints policies.

The ITLR process provides assurance that External Examiners sufficiently cover taught provision, that they discharge their responsibilities and that their advice is acted on where appropriate. The majority of reports note positive External Examiner comments and relationships, with some comments related to positive impact. Two reports did note that

the current External Examiner reports do not allow for free-text commentary to provide a more fulsome report, and the Department of History did identify that central issues around access to Tabula and timely access to relevant materials.

In addition, the ITLR process provides assurance that Student Module Feedback is collected, although some reports do note that more could be done in relation to closing the feedback loop. There is less information provided around Peer Dialogue with some reports noting this was streamlined during the pandemic or relaunched recently, however a number of departments are commended for their approach including Department of History, The Mathematics Institute and the Department of English and Comparative Literary Studies.

Strengths, Required Actions and Recommendations

21 Strengths
13 Required Actions
12 Recommendations ⁵

There are 21 strengths identified across 15 of the 33 reports, these generally relate to having robust quality assurance processes and stakeholder engagement within this, in particular there are a number of strengths that commend student engagement and co-creation.

The 13 required actions noted across 9 of the 33 reports are mixed, with actions related to review of quality assurance processes and the curriculum, enhanced data use, oversight of placement and supervision, and one action relating to the complaints process for degree apprenticeship students and the importance of confidentiality around employers.

There are 12 explicit recommendations across 6 of the 33 reports, with a further 5 implicit recommendations noted. Again these are mixed with recommendations around peer dialogue, PGR supervision, student engagement in curriculum review and consistency of approach within a newly formed School.

1f. Education Management

Evaluation Framework Criteria

The ITLR process provides assurance that academic and professional services managers are empowered and are able to impact on their defined areas. Clear structures and roles are noted and education management is generally considered strong. A number of reports do highlight the impact of staffing shortages, impacting on the staff and student experience and succession planning.

⁵ Highest 4 - Middle 3 - Lowest 4

A number of departments run joint degree programmes and growth potential is noted. Discussion related to joint degrees throughout the reports does identify that there are administrative and experiential concerns and challenges. Some of the issues identified relate to central systems such as module registration and timetabling, whereas others relate to communication and consistency of teaching and learning and student support.

The information related to student engagement in governance, quality assurance and the improvement of their learning experience is noted in both sections 1f: Education Management and 1g: Academic Governance. The information provided across these sections provides assurance of effective student engagement, noting the students active role in governance through SSLCs and membership on relevant committees and working groups, and through student collaboration in programme design, development and review. Students were positive about the opportunities available to them and numerous examples are provided of student co-creation in activities that lead to the enhancement of the student experience. Baseline expectations are met throughout, with many exceeding these and offering excellent examples of student co-creation. A small number of reports note opportunities for further enhancement including the Department of Sociology, where SSLC is noted as more of an updating forum, and The Department of English and Comparative Literary Studies who are encouraged to ensure SSLC reports and minutes are accessible.

Strengths, Required Actions and Recommendations

35 Strengths
9 Required Actions
12 Recommendations⁶

A total of 35 strengths are identified across 22 of the 33 reports. These are mixed with some relating to student co-creation or engagement in governance, some related to Professional Services staff relationships, and some commending the introduction of dedicated roles.

The 9 required actions noted across 8 of the 33 reports largely relate to the management and administration of joint degree programmes or staff resourcing. In addition, there are 12 explicit recommendations across 7 of the 33 reports, with a further 5 implicit recommendations noted. Recommendations again relate to joint degrees and staff resource, alongside recommendations for enhancement of student engagement and SSLCs.

⁶ Highest 4 - Middle 3 - Lowest 4

1g. Academic Governance

Evaluation Framework Criteria

The ITLR process provides assurance that there are clear academic governance structures and that Education Committees provide effective leadership with the majority of reports stating that a clear and robust governance structure is in place that aligns with University expectations. The robust structures are more challenging in smaller or non-traditional departments such as the Centre for Educational Development Appraisal and Research, however these are noted to align with expectations, even when lacking formal process and procedure.

As noted above, discussion surrounding student engagement in academic governance provides assurance that decisions are informed by the views of students as stakeholders. In addition, assurance is provided that other key stakeholders, including staff, employers and delivery partners, inform governance decisions through staff and external engagement in relevant quality assurance mechanisms, and within the governance structure through membership and attendance at relevant committee and working groups.

Strengths, Required Actions and Recommendations

27 Strengths
3 Required Actions
6 Recommendations

A total of 27 strengths are identified across 19 of the 33 reports. The strengths are varied but generally relate to the robust nature of the governance structures within the departments, or the stakeholder engagement within these, in particular in relation to students engaging actively in governance and decision making.

Only 3 required actions are identified across 3 of the 33 reports. One action relates to the department's SSLC, one relates to the department's relationship with the university and one relates to strengthening the department's wider presence.

There are an additional 6 explicit recommendations and 1 implicit recommendation across 5 of the 33 reports that relate to strengthening relationships and sharing the workload and information more effectively.

Evaluation Area 2: Strategic Improvement

2a. SWOT Analysis

Evaluation Framework Criteria

The ITLR process provides assurance that departments have a clear view of their strengths, weaknesses, opportunities and threats. All reports were able to outline these

effectively and the actions within this section are related to elements identified within the consideration of these areas, rather than relating to the departments understanding of their strengths, weaknesses, opportunities and threats. It was noted that not all department's developed a SWOT specifically for the ITLR process, however all departments were able to articulate their current position effectively.

Strengths, Required Actions and Recommendations

18 Strengths
5 Required Actions
10 Recommendations ⁷

A total of 18 strengths were identified across 10 of the 33 reports. The strengths generally relate to activity outlined as strengths in the SWOT analysis rather than the SWOT itself, although some do note strengths related to activity undertaken between the SED development and the review visit taking place.

There are 5 required actions noted within 5 of the 33 reports and a further 10 explicit and 5 implicit recommendations. As noted above these actions and recommendations relate to the outcomes of the SWOT analysis, providing suggestions around the opportunities or threats identified.

2b. Strategy for Education for Students

Evaluation Framework Criteria

The ITLR process provides assurance that the majority of departments have clearly articulated and understood strategic priorities. Some reports did not mention a strategy document explicitly, however discussion of strategic aims was present throughout and a number of the departments are noted as undergoing a strategy renewal or refresh process. One department had a required action to develop a robust strategy with clearly articulated priorities and targets, and it is noted in a number of reports that central support would be beneficial to ensure departments are able to meet their strategic objectives.

Less information is provided within the reports that demonstrated understanding of what successful strategic outcomes looked like and how progress was monitored and evaluated. Some reports clearly discuss this, for example the Centre for Teacher Education report which notes gateway points for evaluation and confidence in department tracking. In addition, the Department of Statistics report discusses the progress towards the strategic goals outlined and provides examples, however others concentrate more on the challenges or barriers attached to these.

⁷ Highest 4 - Middle 3 - Lowest 4

A high proportion of reports explicitly state alignment between the departments strategic priorities and the University Education Strategy. Where this is not explicitly stated, there is no suggestion that these are not aligned and there are no actions related to further alignment.

Strengths, Required Actions and Recommendations

23 Strengths
11 Required Actions
8 Recommendations⁸

There are 23 strengths identified across 17 of the 33 reports. These generally highlight where there is a robust strategy, where effective activity is underway, or where the departmental strategy aligns particularly well with the University Education Strategy.

There are 11 required actions are noted within 8 of the 33 reports. The actions within this area are mixed, with some relating to the department's strategic aims, for example growth, actions around the strategy itself, either related to development or additions to this, and some relating to engagement with senior stakeholders or staff resourcing.

In addition to the actions outlined, there are 8 explicit recommendations across 6 reports and a further 3 implicit recommendations. A number of these recommendations relate to engaging students in feedback, discussions and governance to ensure their voice is integrated into strategic decisions and to unsure barriers are fully understood. There is also mention of the management of joint degrees in this section.

2c. Enabling Culture

Evaluation Framework Criteria

The ITLR process provides assurance that teaching, education and student support are highly valued and celebrated aspects of the work within departments. The reports showcase a clear commitment to creating a positive student experience and include excellent examples of support for innovative pedagogic practice and scholarly activity in each of these areas, often including student co-creation. Engagement is both encouraged and celebrated, although challenges in relation to the recent pandemic and capacity due to staffing resources are noted.

The ITLR process also provides assurance that departments have a culture of innovation and continuous improvement among staff, students and stakeholders through outlining support and commitment towards staff development and student co-creation. Reports note levels of Advance HE fellowship, provide examples of staff training and away days, and note the use of peer mentorship, however there are some challenges identified in relation to staff workload and capacity impacting on the staff experience. Some excellent

⁸ Highest 4 - Middle 3 - Lowest 4

examples of support for student research and scholarly activity are also noted, including the Warwick Sociological Journal.

Strengths, Required Actions and Recommendations

52 Strengths
7 Required Actions
6 Recommendations

This is another area with a high number of strengths with 52 identified across 25 of the 33 reports. These strengths celebrate and commend multiple examples of good practice in research and scholarly activity, student co-creation and support for staff development.

There are 7 required actions identified across 7 of the 33 reports. Actions generally relate to enhancing the support available for staff development and the ability to effectively share and celebrate good practice, or to staff workload and capacity to fulfil intentions effectively within their workload.

There are 6 explicit recommendations across 4 reports, with a further 7 implicit recommendations noted. Similar to the actions identified, these generally relate to enhancing the current development support available to staff and encourage departments to consider further ways to celebrate and share success.

2d. Strategic Capacity

Evaluation Framework Criteria

The majority of reports confirm that the track record and leadership of the departments provide a strong foundation for successful delivery of strategic outcomes. A number of reports comment on the significant developments that have taken place since the last ITLR including Warwick Manufacturing Group and the Department of English and Comparative Literary Studies, and provide examples of successful activity. Some reports, especially from smaller departments, do note the potential impact of staff and succession planning on future capacity.

Strengths, Required Actions and Recommendations

15 Strengths
8 Required Actions
4 Recommendations ⁹

There are 15 strengths highlighted across 11 of the 33 reports. The actions are mixed with some relating to strategic leadership, some relating to the action that has taken place or is

⁹ Highest 4 - Middle 3 - Lowest 4

underway, such as curriculum review, and some relating to external or sector engagement and reputation.

The 8 required actions identified across 6 of the 33 reports relate to future priorities, and the support and capacity required to complete these effectively. The additional 4 explicit and 2 implicit recommendations provide suggestions around enhancement areas such as joint degrees, or relate to collaboration and succession planning to secure future priorities.

For the University

In addition to narrative and actions relevant to the academic departments, a number of themes and actions were provided within the ITLR reporting that were relevant to the wider context. These were predominantly within the narrative of the report, however some reports also provided suggested actions for the University. These have fed into the strengths, opportunities to build on strengths and known issues and risks to address identified in above.

Staff development and staff resource

The academic department reports included a number of suggestions to further enable and enhance staff development, alongside requests for further support in this area. Discussions related to this also highlighted the impact of staff workload on staff development opportunities, requesting consideration of a staff workload model with this in mind.

The impact on staff resource is also noted in relation to growth in student numbers generally, as well as an increase in students with additional learning or support needs.

Relationships and engagement

A number of academic departments request further engagement with strategic priorities and university wide decision making, especially the smaller or non-traditional departments where specific student needs may differ.

The ITLR process highlights the high levels of scholarly activity and good practice within departments, a number of reports encourage development of further opportunities and networks to enable this to be shared more widely.

In addition, it is noted that further relationship building, both between academic departments, and between academic departments and professional services, would be beneficial.

Interdisciplinarity and joint degree management

Whilst this is discussed in more detail in Common Themes Chapter, interdisciplinarity and joint degree management does emerge as a key theme across the ITLR reports in relation to both baseline assurance and strategic enhancement. Module selection and registration, timetabling, student support, administration, data accessibility and potential variance in regulations are all noted as having a potential impact on the student experience and ability to effectively undertake quality assurance processes. The funding model attached to this is also queried, impacting on resource and the staff experience.

There are examples of good practice within the ITLR reports in relation to the management of joint degree programmes, for example the School for Cross Faculty Studies students were incredibly positive about the support provided to them by the department in relation to module selection and the inclusion of information provided by previous students within this. Some reports note dedicated roles for liaison between departments, for example the PAIS report notes that joint degree programmes have their own course Director and that some have their own management committees and the Applied Linguistics ITLR Final Report identifies that the department has clear working protocols for managing joint degrees.

Central support and systems

Central systems, especially Tabula, SITS, Exams and timetabling, are noted across reports for their negative impact on the student experience and ability to access appropriate data. A number of reports specifically mention mitigating circumstances processes, noting an impact on both staff and students. Data accessibility is a particular concern for small or non-traditional departments, or non-traditional modes of study, impacting on quality assurance mechanisms and student support.

Additional suggestions

There are also a number of requests for additional central support across the ITLR reports, including partnership, placement and PSRB support in relation to baseline assurance and marketing support to increase or diversify student numbers.

A number of other areas were raised within a smaller number of individual reports including:

- The impact of growth on physical space and facilities – a number of reports noted current growth, or plans for future growth, however there were concerns identified in relation to the impact of this on the physical space and facilities available to students and the importance of considering disciplinary needs when allocating space and rooms.
- The shape of the academic year – one department requested reconsideration of the shape of the academic year due to its impact on the delivery of courses and re-

enrolment, another department also noted the shape of the academic year presented a barrier to their continued success.

- Module and course approval - 2 departments noted issues with module and course approval, with requests for review and consideration of deadlines and timeframes.
- Academic regulations around student progression - one report notes variance in regulations between different courses in the same department and one report noted that the current progression and grading processes do not accurately reflect the flexibility and distribution of different disciplines.
- The format of External Examiner reports - two departments commented on the current External Examiner Reports not allowing for free-text comment, suggesting this would provide an opportunity for further engagement that would be beneficial.
- Support for learning technologies - whilst departments noted the increasing use of learning technologies, there were requests for further, to enable students to maximise the potential of blended learning.
- Academic complaints and appeals support - one department explicitly requested additional support in relation to academic complaints and appeals and one department noted that accessibility of student complaints and appeals information can be challenging in relation to interdisciplinarity and joint degrees.
- Post-graduate support and community - at least 3 reports mentioned the potential and desire for a wider postgraduate community and shared resources for supporting post-graduate students including support for PhD supervisor training and centralised resources around the supervisory relationship.

Appendix B - ITLR 2023 Evaluation Framework for Academic Departments

Evaluation Area Aspect	Evaluation Criteria
Evaluation Area 1: Baseline Assurance	
1a. Programme Health	<p>1. The academic standards demanded of students continue to demonstrate currency in the discipline and meet the requirements of the Framework for HE Qualifications (FHEQ) in England & Wales, relevant Subject Benchmark Statements (where established) and where applicable statutory and/or accrediting body requirements (PSRBs).</p> <p>2. Programmes meet the University's requirements for programme design and delivery, including the Credit & Module Framework and the Rules for Award.</p> <p>3. It is clear how taught programmes need to evolve to demonstrate the essential and wider 'Dimensions of a Warwick Curriculum' in the coming years.</p> <p>4. A definitive record of each taught and research programme exists, is up to date, reflects what is delivered in practice, and offers Exit Awards to recognise student achievement, where appropriate.</p>
1b. Student Experience and Success	<p>1. Programmes deliver consistently high level of student satisfaction relative to sector averages of their subject(s).</p> <p>2. Students achieve strong outcomes and regularly outperform sector averages and TEF benchmarks.</p>
1c. Student Support	<p>1. There is a planned, deliberate and effective approach to tackling barriers and maximising success through the department's support for all students.</p> <p>2. Students are well supported to develop their skills and employability throughout their time at Warwick.</p> <p>3. There is a clear information provided to students about their course and the support available to them.</p>
1d. External Delivery Partners	<p>1. Any responsibilities for programme design, delivery or assessment delegated to delivery partners are effectively documented and fulfilled.</p> <p>2. The Department has effective processes for assuring itself that academic standards and quality continue to be maintained by delivery partners, in line with the University's policy on academic partnerships.</p>
1e. Quality Assurance	<p>1. Responsibilities for designing, delivering, evaluating and improving the Department's modules and programmes are documented, effectively fulfilled and delivery tangible improvements.</p> <p>2. Departmental processes for setting, marking and moderating student assessment ensure fairness and uphold academic standards in line with university policy.</p> <p>3. Complaints or academic appeals that pose risk to academic standards are addressed or steps are taken as mitigation.</p> <p>4. External Examiners sufficiently cover all taught provision, fully discharge their responsibilities and confirm their advice is acted upon where appropriate.</p> <p>5. The University's policies on Student Module Feedback and Peer Dialogue on Teaching are implemented effectively.</p>
1f. Education Management	<p>1. Academic and professional services managers are empowered to have ownership and impact in their defined areas of responsibility.</p> <p>2. Students on joint degree programmes enjoy a cohesive and integrated experience across their academic departments as a result of close management and collaboration.</p> <p>3. Students play an active, collaborative role in the governance, quality assurance and improvement of their learning experience.</p>

1g. Academic Governance	<p>1. The Department's Education Committee provides effective leadership, oversight and quality assurance of education and the student experience, with independence those directly responsible for delivery where appropriate</p> <p>2. Decisions are informed by the views of key stakeholders, including students, staff, employers, and delivery partners.</p>		
Evaluation Area 2: Strategic Improvement			
2a. SWOT Analysis	1. The department has a clear view of the strengths, weaknesses, opportunities and threats related to the quality of its education provision.		
2b. Strategy for Education for Students	1. There are clearly articulated and widely understood strategic priorities for enhancing the quality of education, student experience and student support in the department.		
	2. The department knows what successful strategic outcomes look like and evaluates progress towards them.		
	3. There is alignment with the University's Education Strategy.		
2c. Enabling Culture	1. Teaching, education and student support are highly valued and celebrated aspects of work in the department.		
	2. There is a departmental culture of innovation and continuous improvement in education among staff, students and stakeholders.		
2d. Strategic Capacity	1. The track record and leadership of the department provide a strong foundation for successfully delivering its strategy for education and students.		
Evaluation Area 3: Bespoke Theme	Evaluation Area 4: Common Themes		
3a: Theme determined by department	4a: Interdisciplinary Learning(IL)	4b: Blended Delivery (BL)	4c: Education for Sustainable Development