

Institutional Teaching and Learning Review 2023

Outcomes Report

Bespoke Themes

November 2023

**INSTITUTIONAL TEACHING
AND LEARNING REVIEW**
ITLR 2023

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Bespoke Themes

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Summary

Each academic department nominated a strategic interest area as a bespoke theme under Evaluation Area 3: Bespoke Theme. Professional service Clusters also either nominated a strategic area of interest or explored their Cluster theme. An overview of current practice, often noting recent achievements or potential barriers, and an indication of future aims and ambitions was provided by the departments/Clusters in their Self Evaluation Document (SEDs). This theme was explored during the ITLR process to offer practical feedback from the review panels, and in some cases suggestions on how to further enhance the chosen area.

The chosen areas of focus commonly included:



Shared Strengths

- A clear commitment to an inclusive education and exploring practice to enable equality of opportunity.
- A culture of continuous enhancement, particularly in relation to community building and enhancing the student experience.
- A shared value amongst both academic and professional service departments was the *student voice, co-creation, and research* and included common areas of good practice. Many best practice initiatives originated from student research or involved strong elements of student co-creation.
- Students are valued, recognised, and empowered as the biggest drivers of departmental improvement and innovation.

Shared Concerns and Challenges for Implementation

Preparing Students for the Future

- Many academic and professional services departments raised common concerns and ambitions around student outcomes and preparing their students for a changing world and employment sector. Pre-empting these concerns, professional services discussed programmes and research related to supporting student agency, confidence, and entrepreneurialism.

Increasing Diversity and Student Numbers

- Many academic departments noted concerns regarding increasing student numbers and diversity. This related to their ability to recruit sufficient staff to

maintain quality offerings and the challenges of maintain strong communities while expanding and diversifying the student body. Access to robust student data was also commonly cited as a point of concern, as was staff support and training in data literacy and analytics.

Rebuilding in the Wake of the Pandemic and Brexit

- Common areas of concern across academic department and professional service Clusters related to restoring a sense of community in the wake of Covid-19. Many academic departments have felt the impact of Brexit and the pandemic in relation to internal, external and international relationships, opportunities, and recruitment efforts. Already the rising cost of living was cited as an area of growing concern for diverse and disadvantaged recruitment pipelines.

ITLR Panel Suggestions

- Support for sharing of good practice
- Enhanced data accessibility
- Systems that support non-traditional students and programmes
- Targeted marketing support
- Improved connectivity between Cluster strategies and the broader University initiatives.

Introduction

Each academic department provided a focused evaluation related to a chosen strategic interest, and a strategic interest or the Cluster overarching theme for the Clusters within the Evaluation Area 3: Bespoke Theme. The chosen themes provided an overview of current practice, often noting recent achievements or potential barriers, and an indication of future aims and ambitions. As part of the review process the ITLR Review Panel explored this theme with the department/Cluster to offer practical feedback, and in some cases suggestions, on how to further enhance the chosen area, resulting in rich, detailed information in both the SEDs and the ITLR final reports. Both of these have been utilised to evaluate current practice and consider shared strengths and challenges.

Academic Departments

The chosen areas of focus commonly included:

Social Inclusion/Inclusive Education	Student Voice and Co-Creation	Learning Communities and Student Experience
Postgraduate Experience	Internationalisation	Curriculum Changes
Student Recruitment	Student Outcomes	Employability

A list of all Academic Department and PSS Cluster chosen themes can be found in **Appendix G**.

Social Inclusion/Inclusive Education

Inclusion was the most selected Bespoke Theme across the ITR process. Many departments who did not elect to explicitly focus on inclusion still referenced equality, inclusion, and diversity in relation to their Bespoke Theme. Trends emerged around community building; recruitment diversification; flexibility for learning and assessment; Decolonisation; diversification of staff; internationalisation; data analysis; diversification in student voice and co-creation initiatives.

There are clear opportunities for sharing best practice and research, for example related to supporting students as caregivers (Statistics); data analysis (Economics); understanding the needs and experiences of mature students and mature BAME students (CLL); BAME psychology students and Teaching Race Equality (Psychology) anti-racism training (WMS); decolonisation (Law and CFS); and APPEXP assessing (ADC).

Some of the challenges identified include: increasing student numbers; financial inequalities impact equality of opportunities; attainment and awarding gaps; supporting WP students; understanding the needs of and engaging 'hard to reach' groups. Support was requested in relation to enhancing evidence and data, training and finances and funding, for example lowering entry tariffs and fees for target groups; subsidising childcare; providing cheaper and higher quality food on campus; reinstate funding for programmes to help close awarding gaps.

Student Voice and Co-Creation

Student voice and co-creation are recognised as central to the success of departments. Those who have selected this bespoke theme already have significant strengths in this area but appreciate the importance of and capacity for continual improvement around

student engagement. There is a common interest in strengthening Staff Student Liaison Committees, relationships with the Student Union, and ensuring student diversity is fully represented in co-creation initiatives. Many departments have formalised diverse student representative roles on their student and departmental committees (e.g., Women, BAME, LGBTQUIA+, and disabled student representatives) and several departments discussed how they are trialling or have embedded innovative student communication and feedback mechanisms (e.g., student voice ambassador programmes, Miro boards and Unitu, 'You Say We Do' webpages, overhauling social media practices).

Increasing and formalising opportunities for student research was also a common trend across academic departments. Student research was highly valued with new staff positions and course re-structures being rolled out to secure research opportunities for all students. Changes in student space and building designs have also had a positive impact on student research and co-creation with the FAB being praised as key enabler of collaborative discussions and research.

It was recognised by both academic and professional services staff the student voice and co-creation require sufficient resourcing to maintain and enhance student partnerships and co-creation opportunities. Requests for support were typically relating to increased funding or staffing needs.

Learning Communities & Student Experience

In recognition of the impact of the pandemic years some departments sought to investigate the learning communities and student experiences they offer. Each developed unique approaches to maintaining a sense of community during the pandemic and invite discussion around best practice. Common points of interest related to student diversity, maintaining / replicating strengths, and empowering co-creation and student voice.

Some of the challenges identified related to rebuilding an active community after the pandemic, transitions into learning, students learning via distance or managing conflicting commitments (e.g., employment during study), maintaining a sense of community/ support across large cohorts, and empowering / including all students and there is a clear opportunity for sharing good practice and learning between departments.

Postgraduate experience and opportunities

Across SEDs a minimal focus on PG students is noted. Those who did mention PG students typically focused on PGT courses and outcomes, particularly regarding better developing student skills and outcomes. PhD students were more often mentioned as conducting research or training to support their departments' ambitions and were less often mentioned as beneficiaries of departmental initiatives. Concerns were raised about attracting and supporting PhD candidates in response to the cost-of-living crisis and ensuring PhD student preparedness.

Internationalisation

Some departments noted strong international opportunities and relationships and international placements and courses which are highly attractive to students; however, Brexit puts significant strain on some courses, particularly in relation to new employment rules for staff working in Europe. Some departments note the range of international opportunities already in place and ambitions for expansion and growth, others comment on the challenges of diversity within the international cohort.

Curriculum Changes

The department who focused on this theme cited changing demands on their courses, noting changes in response to the fast-changing nature of relevant employment sectors, ensuring opportunities for student research within and beyond the curricular, and the need to balance demand against staff resource in the growth areas.

Student Recruitment

Common concerns within this bespoke theme related to limitations in current recruitment pipelines. Departments were concerned their overreliance on recruiting students from mainland China was financially risky and limited opportunities for 'internationalisation at home.' Departments were also concerned the 'middle-class bias' presented a challenge for local diversification efforts. In response departments outlined current practice such as expanding course offerings, working closely with the community and developing and implementing best practice recommendations for supporting students caring for infants.

Student Outcomes

The departments who focused on student outcomes have strong data driven approaches. Their data capture identified and responded to gaps in commonly available data at Warwick. Both departments identified concerns with students' preparedness for their courses or employment and action related to this such as developing Moodle courses in response to provide new students with the skills needed to succeed in their courses, developing a transitional support approach to identify students who need support early in their degree and provide tailored support. The personal tutorial system is also noted as a key element of supporting successful outcomes.

Improved access to and training to analyse student data was cited as vital to improving student outcomes and providing early targeted supports. Gaps in data included the capacity to track student outcomes for students who move between departments; earlier identification of students needing transitional support; comparative data points (e.g., use of online external language supports compared to internal language support programmes); increased data tracking personal characteristics; data on prior qualifications and related information; making module and end of year data more accessible; filters for Widening Participation and contextual offers on the Attainment Summary dashboard.

Employability

The departments who chose to focus on employability were interested in expanding and communicating the employability skills of their students. Departments have ambitions relating to placement-based learning, with one department already making significant progress towards embedding these opportunities and ensuring all students can complete an internship. Another department have furthered the employability of their students through a programme like the Warwick Award which is tailored to their PGT student needs.

Examples of excellence and areas of innovation

Many departments and professional service Clusters demonstrated good practice in the below listed areas. The list of examples in no way exhaustive, rather, examples include advanced and potentially replicable practices or initiatives. It is worth noting too, not all departments used the ITLR process in the same way. Some took the process as an opportunity to share areas which demanded greater university support, awareness, and discussion, some utilised the process to detail their current ambitions and seek feedback on how to best realise these goals, and others took the opportunity to share and celebrate their recent successes. Inevitably, the variety of approaches shape the available examples of excellence and innovation.

Inclusion, Diversity, and Equality

- WMS, for example, is a sector leader in relation to closing BAME awarding gaps. Student driven research outcomes and systematic programme-wide approaches in this area include BAME mentor schemes, challenging racism training, and the launch of the Midlands Racial Equality in Medicine Network. The approach has been replicated to support other minorities within WMS and medicine more generally.
- Statistics provides a replicable example of good practice in relation to supporting parents of infants and young children. A research project analysed university breastfeeding/expression room provision. The outcome of this work made clear recommendations for best practice in this area and positively impacted approaches and design choices.
- ADC's AdvanceHE accredited programmes require evidence of commitment to and reflection on EDI values. This has led ADC to develop mechanisms for supporting and evidencing personal and professional development in this area. Through APPEXP assessment ADC participants engage with mentors, peers, and pathway tutors to explore and develop new and existing ideas on EDI. The act of assessing on APPEXP enables colleagues across academic and professional services departments to see practice elsewhere, learn from the opportunity and thus diffuse good practice more widely.
- Since 2019, WLS has adopted decolonising the curriculum as a crucial part of its inclusive strategy. They have developed a three-part strategy: (1) changing the curriculum, (2) diversifying pedagogy, and (3) transforming the environment and culture in which teaching is delivered. Law's approach has been student led with students at different levels being involved at every stage of the process.

Belonging and Engagement

- Chemistry demonstrated best practice in community building. In response to student disengagement and community breakdown caused by the Covid-19 Pandemic, Chemistry launched a 'We are Chemistry' (WaC) programme. WaC, co-created by students and staff, involved over 100 free activities. WaC was designed and mapped on the student journey with activities Clustered around four distinct wellbeing and belonging themes (Feel Good, Get Active, Learn More, Have Fun). Complimenting the work of the department's EDI committee and better supporting student mental health and wellbeing were core goals of the programme, while also providing students with opportunities to develop new skills and build stronger relationships with and between students.
- SLS's UG tutorial system has been identified as an area of best practice. Every UG student is placed with a tutor in a group of 6-8 peers. Groups stay with the tutor for the duration of their degree and meet roughly every 1 to 2 weeks. Meetings are mandatory and timetabled every Friday morning to protect the time and reinforce the culture of high priority tutorials. The tutorial programme is part of an assessed module across years 1-3. The system ensures every student is well-known to their tutor. This supports meaningful references, personalised academic guidance, strong student-staff relations, safeguarding, community building, and early detection of academic and wellbeing concerns.
- The PAIS student research assistant and PAIS student ambassador scheme are integral to their student partnership ethos. Students work on projects as equals with academic and professional services colleagues on research, teaching preparation and enhancing the student experience. Amongst other key responsibilities and initiative, the PAIS student voice ambassadors co-design and co-run PAIS' highly successful National Student Survey (NSS) Campaign.

Experiences and Outcomes

- WBS and Maths have both undertaken significant course redesign to ensure all their students can take up valuable opportunities. For WBS course flexibility and redesign was undertaken to ensure all students can engage in work-place learning and internships, while Maths overhauled their courses to ensure student research was embedded within and beyond the curriculum. Course flexibility, innovative timetabling solutions, and staff support mechanisms were central to ensuring access for all students.
- Economics provide significant transitional supports for students. Economics have developed innovative means of collecting and analysing data to identify student support needs at early pinch points. This data analysis has resulted in targeted Moodle and in-person courses with data being monitored to assess the impact of transitional support programmes on attainment and retention.
- CIM has developed a new co-curricular PGT Skills Programme to support the skills, confidence, and employability of their PGT students. The programme echoes Warwick Award Core Skills but is carefully tailored to the needs of the diverse disciplinary and educational backgrounds of CIM students. The Skills Programme, beginning in Welcome Week and continuing across first term, comprises twelve

units delivered through a mixture of pre-recorded lectures, online exercises, and in-person classes spanning academic study and technical computational skills.

- To further support students, CIM have also introduced a year-long Skills Self-Inventory delivered via Personal Tutor meetings. The inventory is designed to enable students to better recognise and articulate the skills they acquire. The Self-Inventory is designed such that students assess their skills base and aims in relation to their career plans at the start of the year at their first Personal Tutor meeting and then, term by term, track their progress and gather a portfolio of concrete examples of putting skills into practice.

Professional Services Clusters

The Professional Services Clusters touched on many of the same themes, concerns, and ambitions as the Academic Departments.

Inclusion, Diversity, and Equality

Inclusion, equality, and diversity were the central and guiding focus for all Clusters. Ambitions in this area related to improving supervisory support for PGR students with protected characteristics; supporting departments to ensure inclusive curricular; democratic access to student opportunities; inclusivity of and through online learning; recognising and further developing excellence in EDI; supporting collaboration; supporting students with disability; and tackling racism.

Short-Term Students

Other key points of overlap with academic departments included an acknowledgement of the difficulties relating to fully and meaningfully engaging students who attend Warwick for one year or less. Academic departments who flagged related concerns include PAIS who discussed the need for efficient student feedback mechanisms for short courses and WBS who discussed the difficulties of ensuring internships opportunities for courses less than twelve months in length.

Innovation

The desire to innovate and drive change was a significant commonality amongst the Clusters. There was a shared sentiment that professional services are often forced to be reactive rather than proactive. They are putting out fires and responding to challenges, leaving less time and space to innovate. Professional services wish to move into a more proactive response model of university and student support.

Collaboration

Relatedly, Clusters shared concerns around successfully communicating and collaborating with academic departments. Large scale changes and requests can result in

fatigue and frustration in both academic departments and professional services, especially where communication channels are not formalised and support systems not in place. The desire for increased collaboration and communication with and amongst departments was shared by several academic departments.

Data

The accessibility and functionality of data was raised by professional services Clusters, this was also a concern regularly highlighted by academic departments. While the use and reporting of data has improved, there is a general call for more routine and consistent reporting and tracking of student data related to protected characteristics and other relevant markers (e.g., prior qualifications, WP status, module and end-of-year data contextual offers), transitions between Warwick degrees/departments, soft-skills, and student feedback.

Empowerment

There was a trend amongst Clusters and academic departments of student empowerment and securing better outcomes for a changing employment sector. Clusters focused on large scale regulation and curricular changes, developing mechanisms for promoting, recognising, and evidencing growth in student confidence and agency, and ensuring meaningful access to opportunities within and beyond the traditional curriculum. Relatedly, new formal mechanisms for increased accountability and quality of PGR supervision were also called for by professional Clusters.

Examples of excellence and areas of innovation

Professional services Clusters typically used the ITLR process as a space to explain future ambitions and to seek feedback and support on realising these goals. As a result, they focused less on detailing areas of existing excellence.

- Cluster 2 are developing and trialling mechanisms for recognising and evidencing the growth of soft skills (agency and confidence). This includes data collection and evaluation of student engagement with activities, evaluating programme impact, and collating qualitative feedback.
- All departments in Cluster 4 contributed to the development of the Inclusive Education Model and are supporting its implementation. The success of Cluster 4 in embedding a culture of inclusion across the institution is evidenced in the overwhelming focus on EDI concerns within the SED bespoke themes. Examples of embedding a culture of inclusion and driving change include WIHEA Learning Circles “Inclusive Policy and Practice for Disabled Students”, Anti-Racist Pedagogy and Process in HE, Trans and Queer Pedagogies, Co-creation, Diverse Assessment and Neurodiversity (Specific Learning Differences) and the Student Learning Experience.
- Further examples of success can be seen in engagement with the Tackling Racial Inequality at Warwick staff development programme. By January 2023, almost 400 Warwick staff have undertaken the core modules of the programme, many of them

'change-makers' within the institution. The unique and sector-leading approach and model taken to anti-racism staff training by TRIW has received interest from other HE institutions. The approach has been presented at national conferences and is influencing the development of Advance HE's Anti-Racist Curriculum Project.

- Cluster 4 has sought to develop a cohesive and coherent curriculum framework for Warwick. The approach is anchored by the Dimensions of a Warwick Curriculum, which bring together the 'golden threads' of a Warwick degree into one place. This new framework provides clarity on what is required (9 x Essential Dimensions) or encouraged (12 x Wider Dimensions) when staff design their curriculum. The dimensions are published as part of a Toolkit which draws together supporting resources and sources of support across the university in relation to each dimension.
- With the support of a WIHEA Learning Circle, ADC staff are developing a Pedagogic Framework to guide staff through the fundamental design choices they should make to construct their curriculum. This will complement the Dimensions' focus on content to form a holistic Curriculum Framework. There are also self-guided, facilitated, and partnered support options available for navigating the new system and structures.

Challenges to implementation

The Self Evaluation Documents and the ITLR Final Reports noted some potential challenges to implementation related to funding and resourcing, data accessibility, training and support, and external factors.

Funding and resourcing

Across the SEDs departments, were concerned they would be unable to maintain or enhance the current quality of opportunities and outcomes where growth in student numbers and diversity was not sufficiently tied to a growth in both funding and staff numbers. In addition, departments would be unable to maintain a sense of community across large cohorts without matched staff and resourcing growth.

It was noted, current funding and supports for diverse students were insufficient. It was noted, the impact of financial inequalities on the equality of opportunities between students will only increase as the cost of living continues to rise. This will potentially impact on current students' abilities to take up opportunities and Warwick's capacity to attract financially disadvantaged students.

Data accessibility

Access to sufficient data was regularly cited as a core need for improving student experience, support, and outcomes. Current gaps in data included data-delay, whereby evidence of the limitations or success of programmes and interventions are provided too

late to support the students tracked by the data itself. Additionally, lack of measurements for soft-skills growth and lack of access to data on students who move between Warwick courses were regularly identified as barriers to quality enhancement.

Lack of diverse student recruitment

There was concern about the lack of diversity in the international student body, departments felt there was a dependency on students from mainland China and few international students from disadvantaged backgrounds or from the Global South. New international student pipelines are needed, and increased funding and scholarships will be needed to ensure international student diversity.

There were concerns surrounding practical barriers for successfully recruiting and supporting diverse students, for example the lack of sufficient childcare, breastfeeding/expression spaces, and affordable healthy campus food options.

Challenges for collaboration

Departments called for greater opportunities and support in collaborating with other departments and the SU. There was also a common recognition the strengths of departments may not be well known by other academic departments, thereby limiting the likelihood of collaboration opportunities. Increased opportunities for showcasing departmental strengths may help promote cross-departmental engagement.

Research, training, and support

There was a commonly identified need for increased staff training in relation to engaging hard-to-reach groups and making best use of data. There was a shared concern, progress towards decolonising the curriculum or supporting diverse and WP students requires a university wide understanding of what these terms mean and what best practice in these areas looks like.

Student preparedness

Departments are concerned PhD students are not always sufficiently prepared for their research projects. There were similar concerns international students needed greater support in understanding and meeting UK academic standards. Barriers to student engagement and satisfaction also included unrealistic expectations regarding the amount of study required to achieve desired academic outcomes and significant knowledge and skills gaps in first year students.

External changes and risks

External challenges largely related to lingering Brexit or pandemic-related concerns. For example, maintaining opportunities in Europe given changes in visa requirements for staff. Departments were also concerned by the fast-changing nature of the employment sector and the need to maintain relevant and innovative curricular or ensure students were adaptable, entrepreneurial, and able to recognise and communicate how the

knowledge and skills they gain at Warwick will be desirable and applicable to future employers.

ITLR Review Panel Suggestions

Academic Departments

A number of areas of good practice were highlighted by the ITLR Review Panels mirroring some of the key strengths outlined in other evaluation areas, such as the excellent external relationships, working with students as partners and co-creators, and the student support through the personal tutorial system. In addition, good practice and strengths were highlighted in relation to inclusive practice and a commitment to equality of opportunity.

As part of the ITLR process the review panels identified over 55 explicit suggestions for academic departments in relation to their chosen bespoke theme, as well as over 30 suggestions built into the text of the report.

A high proportion of these suggestions relate to the departments working with the University to further enhance current practice. Key areas for consideration include:

- Support for sharing of good practice
- Enhanced data accessibility
- Systems that support non-traditional students and programmes
- Targeted marketing support.

Further suggestions were provided to departments including:

- Enhanced communications
- Feedback from students on specific areas, for example placement experience, PG experience, specific event evaluation to support impact consideration and feedback around widening participation activity
- Relationships and potential for collaboration
- Strategy development, identifying measures of success and vision statement development
- Student Ambassadors activity
- Professional development opportunities.

Professional Service Clusters

Across the Clusters there is much to celebrate and many achievements worthy of recognition from the individual contributing departments. It has to be noted the Clusters are made up of a collection of specialist service departments and the scope of activity of each department goes beyond the Bespoke Theme, with each department contributing to the Bespoke Theme in different ways. It is also important to note, Cluster 6 the Doctoral College, does not neatly fit into the Cluster definition as it is both an academic service provider and also has a responsibility for shaping strategy.

The Cluster Bespoke Themes were centralised around their Cluster title and as such their main strengths, required actions and recommendations for improvement or enhancement are already covered in other Evaluation Areas (see the 'Professional Services Cluster Outcomes' chapter). Only Clusters 2, 4 and Cluster 6 explored specific strands of work; 'Developing Student Confidence and Agency' for Cluster 2, 'Inclusive Education' and 'Curriculum and Assessment Design' for Cluster 4 and 'The Role of Supervision' for Cluster 6.

Key strengths previously acknowledged in Evaluation Areas 1 and 2 were once again underscored in the Bespoke Themes, notably the effective engagement with stakeholders (with staff across academic and professional service departments as well as with students), innovation and flexibility of service (particularly in response to the challenges of the Covid-19 pandemic), a positive culture of continuous quality improvement (particularly in relation to enhancing the student experience) and contribution to the University Education Strategy.

Particular strengths were observed within several Clusters, such as the embedding of reflective practice specifically through the Warwick Award and in WIE Public Engagement modules, the use of the JISC digital maturity awareness tools for enhancing student digital capability as part of the Warwick Award, the Library Associate Scheme as an opportunity for students to volunteer and develop transferable skills, and the teaching reward and recognition and Education for Sustainable Development WIHEA learning circles.

In the narratives across the Cluster reports, 33 recommendations were provided in the Bespoke Themes. Similar to the strengths identified, many of these recommendations had already been highlighted within Evaluation Areas 1 and 2, with several of them focused on improved connectivity between Cluster strategies and the broader University initiatives. These opportunities for enhancement of the Cluster departments with University support include: -

- Establish a resourcing model that considers business cases for supporting development of professional service strategic ambitions.
- Measure success and impact of core activities as well as new initiatives through the development of data infrastructure and systems.
- Enhance visibility and recognition of Cluster departments within academic governance structures.
- Conduct a parallel stakeholder mapping exercise across the Cluster departments, leading to the creation of a bespoke communications plan for stronger engagement with the Student Union and academic departments.
- Facilitate access to data on student characteristics and demographics to further enable work around an inclusive education, particularly in relation to curriculum and assessment design.
- Enforce regular training sessions for PGR supervisors.
- Review the inclusion of the Doctoral College on the Strategic Risk Register, with a focus on addressing Risk 12 related to the assurance of supervision in research and the need to fulfil Concordats for researchers.

Additional opportunities for development for individual professional service areas and/or Clusters include:

- Embedding of placement learning within and across the curriculum offer.
- Defining a minimum base line of quality assurance for online and blended learning through Cluster 3 working with EPQ to develop an overarching quality framework.
- Development of pedagogical models and necessary technological infrastructure for FOLD.
- Enhanced support for academic departments through training opportunities in online learning design as well as overarching professional service processes.
- Increased awareness of WIHEA activities, outputs and opportunities, with a broader distribution of WIHEA Fellows across all departments.
- Review of PGR supervision, encompassing the introduction of training for DGSs, refreshed guidance issued by departments to staff and students, discipline specific training for supervisors including externals and the maintenance of a record of trained supervisors.

Appendix G: Bespoke Theme by Academic Department and Professional Services Cluster

Department / Cluster	Bespoke Theme
Academic Development Centre	Inclusive Education
Centre for Educational Development Appraisal and Research	Impact
Centre for Interdisciplinary Methodologies	Employability Skills
Centre for Lifelong Learning	Social Inclusion
Centre for Teacher Education	CTE Impact
Centre for the Study of the Renaissance	Internationalisation
Department of Applied Linguistics	Student Diversity
Department of Chemistry	Creating Chemistry Communities
Department of Classics and Ancient History	Democratising Classics: Broadening Access to Classics and Ancient History
Department of Computer Science	Developing our Curriculum in a Changing Environment
Department of Economics	Student engagement and progression: improving academic outcomes through data driven study skills interventions
Department of Education Studies	Internationalisation
Department of English and Comparative Literary Studies	Building a Diverse Learning Community
Department of History	Our PG Offer and Experience
Department of Philosophy	Community and Inclusion
Department of Physics	Community & Inclusion
Department of Politics and International Studies	Partnership with Students
Department of Psychology	Racial Equality
Department of Sociology	Incorporating Criminology
Department of Statistics	Recruitment Diversification
Institute for Advanced Teaching and Learning	N/A - considered as part of PSS Cluster
Institute for Employment Research	Improving pathways, funding opportunities and supervision to enhance the quality of the learning experience
Mathematics Institute	Undergraduate Research
School for Cross-Faculty Studies	Decolonising the Curriculum
School of Creative Arts, Performance, and Visual Cultures	Venice
School of Engineering	Quality Assurance
School of Law	Decolonising the curriculum, widening participation and student welfare
School of Life Sciences	Developing skills and delivering small group teaching to large cohorts; Attainment Analytics
School of Modern Languages and Culture	Collaboration with Students
Warwick Business School	Work placements and Internships
Warwick Foundation Studies	Engagement with departments and the potential to collaborate
Warwick Manufacturing Group	Student Experience
Warwick Medical School	Inclusive Education
Cluster 1 - Student Transitions, Community and Wellbeing	Student Transitions, Community and Wellbeing
Cluster 2 - Learning Beyond Boundaries	Developing Student Confidence & Agency

Cluster 3 - Seamless Physical and Digital Learning Environments	Blended Learning X Seamless Physical and Online Learning Environments
Cluster 4 - A Culture of Education Leadership and Innovation	Inclusive Education and Curriculum and Assessment Design
Cluster 5 - A Strong Administrative Foundation for Student Success	A Strong Administrative Foundation for Student Success
Cluster 6 - Enabling Postgraduate Researchers to Thrive	The Role of Supervision