

Institutional Teaching and Learning Review 2023

Outcomes Report

Institutional ITLR Themes

January 2024

**INSTITUTIONAL TEACHING
AND LEARNING REVIEW**
ITLR 2023

Outcomes Report:

Institutional ITLR Themes

Summary



Student engagement

- Student voice & co-creation central to teaching & learning success.
- Students very positive about available opportunities & can articulate impact.
- Greater impact could be achieved by developing clear professional service co-creation guidelines.
- Facilitating sharing of best practice in co-creation
- Desire for effective, continuous and consistent student engagement evaluation practices in the common themes.



The positive impact of externality

- Excellent departmental reputations nationally and internationally.
- External accreditation and partnerships add credibility to Warwick degrees.
- External networks enhance the delivery of programmes and in particular employability skills.
- Accreditation processes creates repetition between internal and external assurance processes.
- Understand the impact of evolving employer expectations & global events.



Enhanced support for diverse provision

- Diversity of provision is a defining feature of the Warwick experience.
- Flexibility and complexity is impacting our ability to deliver a consistent experience.
- Quality assurance, compliance and external accreditation support for diverse provision.
- Community building, a-typical access to services and review of support models for diverse student groups.



Administration and management of interdisciplinary learning

- The value of interdisciplinary and joint degree programmes is clearly articulated.
- Administration and management challenges are still the same as those cited in 2017.
- A review of the strategic commitment & investment required to support effective interdisciplinary learning is called for.
- Enablers of effective practice include module selection & registration, data, support models.



Sufficient resource to support strategic priorities

- Strategic ambitions are set high & the institution has responded efficiently to external factors such as Covid, Brexit and MAB.
- Consideration of alignment between futures ambitions and practical application in terms of workload, skills & required development needs.
- Common approach to PS strategic planning that aligns with ARC resourcing.
- Clear ownership for ITLR institutional actions.



A culture of continuous enhancement

- Departments have a culture of innovation & continuous improvement.
- Clear and aligned strategy - regardless of academic/professional divide.
- Accessible comprehensive data is a vital requirement as is data literacy & training.
- Fostering collaboration to share good practice - utilise the ITLR case studies of good practice.
- Effective evaluation and monitoring - recognise these skills as distinct and develop models of best evaluation practice.

Introduction

The ITLR is a five-yearly review of the quality of education, student support and the student learning experience. Much like 'periodic review' processes in other universities' quality assurance regimes, the exercise centres on reviews of each academic department against an evaluation framework involving a self-evaluation; a review visit by a panel of staff, student and external peers; and a report from the panel on their findings, judgements and recommendations. However, our review is distinct for two reasons: we undertake reviews of all 33 academic departments at the same time (rather than staggering them over a five-year window), and we include student-facing and education-related professional service departments in scope too (grouped into six clusters). The [clusters](#) were artificially formed for the purposes of ITLR and are at different stages of maturity in terms of the degree to which they currently do or desire to work together. This should be taken into consideration when reflecting on the professional services outcomes.

In practice, this brought together more than 260 people across 39 panels, and several hundred students and staff who those panels spoke with during the departmental reviews. This critical mass of engagement allows us to make ITLR more than a sum of its parts by bringing together the threads of discussion into an institutional dialogue about the future of education at Warwick. Of particular significance is that this happened in a year of unionised marking and assessment boycott, so the impact of resourcing this activity for academic and professional departments was substantial.

With that in mind, and in the context of a university fatigued from an unprecedented period of disruption, we approached this ITLR with a different set of aims to previous iterations. The ITLR was designed to be a catalyst for connection and collaboration across the whole University, complementing the conversations in the 39 individual departmental reviews. The intention was to use ITLR to move forward from the disruption caused by the Covid-19 pandemic. This means creating an institutional space to discuss and think creatively about the future of education at Warwick - not just a series of departmental reviews, which in turn feeds into the University's next Education Strategy and inspires the interdisciplinary collaboration needed to achieve our ambitions.

The last ITLR completed in early 2017 and the learning from that exercise has informed much of our strategic intent in education since, not least in shaping the focus of the 2018 Education Strategy. There has been vast change in the approach, leadership, resourcing, recognition and culture around education, student support and the wider student experience since then.

Heading into the ITLR 2023, Education at Warwick is at a profoundly different starting point to ITLR 2017, providing a well-timed opportunity to take stock of the progress made, refresh our ambitions, and set ourselves up for an equally successful five to ten years ahead.

The ITLR Process

Senate approved the aims of ITLR 2023 in January 2022, and four evaluation areas were detailed in the Blueprint to facilitate successful delivery of the ITLR objectives.



Academic departments identified an area of strategic interest or value for their bespoke theme. Panels reviewed their self-evaluation narrative and offered a view on the future development of the chosen theme. Education Committee identified three common themes which align with institutional priorities, ITLR enabled consideration of these themes through a shared lens.

- a. **Interdisciplinary Learning** to explore how we incorporate models for increasing breadth and depth of disciplinary connections in learning so that our students expand subject awareness as they critically apply their learning to their practice and enable progression and positive outcomes.
- b. **Blended Learning** to draw on the existing works of departments and teams to reflect on the evolution of teaching, learning, assessment, and student support to deliver the University's future ambitions and models for blended learning, including the relationship between digital and non-digital aspects of the student experience.
- c. **Education for Sustainable Development** to provide space for us to consider how we can enable our students to develop the knowledge, skills, and values that will empower them to critically engage with civic responsibilities through a global lens.

ITLR set out in September 2022 with an ambitious plan of delivery through the 2022/23 academic year. The project team produced two Evaluation Frameworks, one for the [academic departments](#) and the other for [professional service clusters](#). These documents formed the guidance from which departments and clusters drafted their Self-Evaluation Document (SED). The first chapter of this report provides more detail on process that was undertaken.

Institutional Themes

This chapter pulls together the common threads across the ITLR 2023 evaluation framework, reflects on progress since 2017 and identifies some suggested actions for the future. There are links under each of the thematic headings to the subsequent chapters where the information reported is expanded. The themes that crosscut the ITLR evaluation framework findings are as follows. The first two are examples of exemplary practice, the second two are where structural and operational investment is needed to scale existing practice. The final two require more significant cultural change.



Student engagement



A positive impact of externality



Administration & management of interdisciplinary learning



Enhanced support for diverse provision



Sufficient resource to support strategic priorities



A culture of continuous enhancement

Student Engagement

Student engagement and co-creation, where appropriate, are recognised as central to the success of academic and professional service departments who support teaching and learning. Students were incredibly positive about the opportunities available to them and could generally articulate the impact of this engagement with examples ranging from changes to programmes, modules, and assessment, to strategy development and student-led initiatives.

Student engagement is cited as a clear strength of the Warwick student experience in both **academic** and **professional service** endeavours. There is clear evidence of exemplary student co-creation practice in the **bespoke theme** that some of the academic departments chose to showcase. There is emerging case study good practice highlighted in the **education for sustainable development** chapter, and student co-creation has played a significant role in the development of **interdisciplinary learning**. It is clear that students are valued, recognised, and empowered as drivers of departmental improvement and innovation. There is a strong sense of commitment to continuous enhancement of student involvement and engagement throughout the professional service clusters. Students are active in projects and initiatives, there are numerous examples of engagement in areas such as decolonising the curriculum, redesigning curriculum and assessment processes, and exploring practice around inclusive education. The various formal mechanisms for engaging students in the quality of their learning experience are noted throughout the panel reports. Activities include engagement in national student feedback mechanisms, such as NSS and PTES, and engagement in governance and decision making through Student Representatives and Staff Student Liaison Committees (SSLCs). Incorporating students' feedback and reflecting on the student voice is a central component of delivering a robust and meaningful Institutional Teaching and Learning Review (ITLR). Students contributed to the ITLR process through three distinct student roles: Student Co-creation Officers, Departmental Student Leads and Student Panellists. A review of the ITLR student contribution can be found in the **student engagement** chapter.

The narrative has clearly matured since ITLR 2017, when Warwick's strengths were focused on student engagement practices and representation mechanisms such as SSLCs. There is a firm commitment to enhancing the student experience, however,

student co-creation is interpreted in different ways and applied inconsistently, especially in relation to the collection, monitoring and evaluation of student feedback.

Whilst it is apparent a 'one size fits all' approach would not represent best practice, there are actions and recommendations for further enhancement particularly for diverse students and programmes.

What next?

- There are opportunities to facilitate greater impact with student co-creation initiatives by developing clear professional service guidance.
- There is clear evidence of best practice, facilitating the sharing of this knowledge and consideration of the scalability and applicability of existing methods to heterogeneous student, mode, and course profiles would advance the Warwick academic practice.
- The common themes are all at different stages of maturity, but a clear directive from all three evaluation topics is the desire for effective, continuous, and consistent student engagement evaluation practices to facilitate meaningful change.

A positive impact of externality

Many of our academic departments enjoy an excellent reputation, both nationally and internationally, this is further underlined by the external accreditation and partnerships they have secured and adds to the credibility of Warwick degrees and Warwick graduates. The ITLR reports include a plethora of examples of external networks and partnerships that enhance the programmes, the teaching, learning and assessment practice, and the student experience through networking and employment opportunities, opportunities for research and scholarly activities, and through employability enhancing activity supporting excellence in student outcomes.

The positive impact of externality on the Warwick student experience is a theme that crosscuts all evaluation areas as was the case in ITLR 2017. In the **Academic Outcomes** chapter external accreditation processes are highlighted with examples in CTE and Psychology, and the varied activity in place to enhance employability is of note. Extensive external partnerships, networks and connections facilitate this activity and many of the programmes are built around professional practice, ensuring employability is inherent throughout. There are examples of study abroad options, industry placements or projects and work-based learning as well as activities and support mechanisms such as careers clubs, employability skills programmes and workshops, careers support through advisors and consultants and community engagement projects to gain practical experience. Several reports identify additional or targeted roles, such as placement and work experience support, as well as effective post graduate supervision, that contribute to a positive student experience and outcomes. The 2017 ITLR commended the faculty of Arts for their exchange programmes and one department for their designated support for study abroad. Action was suggested in relation to administration, support systems,

induction for international students and the quality assurance practices associated with the external opportunities available. ITLR 2023 demonstrates significant progress, as employability and international initiatives are more extensive, and administration has not been identified as an area of concern.

External expertise is drawn into arrangements for quality assurance and enhancement, and programme development using External Examiners and External Advisors. The ITLR process has specifically provided assurance in relation to these two external roles. Staff are encouraged and supported to engage externally providing opportunities to share good practice and to support staff development. The ITLR process itself included external engagement through the external panel member and consultation with sector experts, and value of this is noted through the prevalence of thanks for the external panel members within the departmental responses. The **professional service** clusters reports note that there is evidence of cross collaboration and communication with external stakeholders; but that external professional networks are inconsistently mentioned, with some teams actively engaging and others lacking explicit examples.

The **bespoke theme** chapter references external challenges that 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. **Education for sustainable development** noted inconsistencies in the application and understanding of its core principles and practice and called for further clarity to recognise efforts but also for aligning with external sustainability frameworks and awards.

What next?

- Robust and extensive external accreditation processes can create repetition in the requirements for assurance of quality and standards for the varying internal and external purposes, impacting on staff workload. Consider this in future internal assurance processes.
- Smaller or diverse departments might benefit from more central support for external review and compliance to manage staff resource effectively.
- Utilise the proposed professional service community of practice to further enhance external collaboration and networks.
- Build on existing knowledge and practice as part of strategy development to articulate minimum employability skills and curriculum standards for Warwick.
- Build on best practice crisis response strategies and understand the continuing internationalisation impact in departments and professional service teams of recent global events.
- Strategic clarity for the education for sustainable development Warwick principles to enhance practice and draw on external sustainability frameworks.

Enhanced support for diverse provision

A defining feature of a Warwick education is the rich diversity of provision that is on offer. Some of our most innovative practice and strongest external links are in smaller more diverse offerings. But we can, and must do better, to ensure that flexibility and complexity in our provision is not a compromise we make for our staff and student experience.

A theme that spans the ITLR evaluation framework findings is one of inconsistency of experience for departments, students and students who study in a diverse way. Much of our most innovative and inspiring practice is detailed in the department examples given throughout the common theme chapters. These departments either have a very focused agenda in terms of their provision or are larger departments who can utilise economies of scale to focus resources on innovative practice. The **academic reports** cite the impact as an effect on access to robust data and quality assurance mechanisms reflecting negatively on both the student and staff experience.

The **professional service** PGR cluster reported inconsistency in the PGR student experience between academic departments which has been attributed to differences in available resources. The provision of PGR support was also a theme in the 2017 ITLR. The Library and Estates in Cluster 3 were commended for their diversity and inclusion work and encouraged to share their best practice. Student wellbeing and acknowledgement of a rise in mental health concerns for students was a feature of the 2017 ITLR. The absence of this theme in 2023 is testament to the progress made and exemplary practice is identified in the **bespoke themes** chapter.

Departments are focusing on providing a **blended learning** experience which acknowledges the diverse needs of students and aims to provide them with more choices in how they engage with their education. This approach moves the blended learning agenda on significantly from the 2017 ITLR where the VLE was identified as pivotal in fostering a sense of community for non-campus-based students in one faculty. Evaluation of the **education for sustainable development** picture highlighted some current gaps in staff and student representation and engagement and identified enhancement in relation to ESD as a key challenge. It is noted that there is a clear commitment to inclusive education and exploring practice that enables equality of opportunity. Inclusion was the most selected **Bespoke Theme** and many departments who did not elect to explicitly focus on inclusion still referenced equality, inclusion, and diversity. The commitment to inclusive practice is evident and there are clear examples of good practice available, however there remain a number of challenges and support was requested in relation to enhancing evidence and data, training, and funding to support quality enhancement.

What next?

- Quality assurance and compliance for apprenticeships is a key priority.
- A focus on community building mechanisms specifically for postgraduate, distance, and part-time students.
- Dedicated resource to support external accreditation and compliance for smaller departments.
- Access to physical and support services for students who sit outside of the 'normal' academic year and off campus students.
- Enhanced quality assurance support for small and diverse provision particularly in relation to data; where external benchmarking is limited, or cohort sizes prohibit meaningful comparisons.
- Reviewing, building on identified good practice and refreshing existing support models for students with self-identifying protected characteristics and/or provision such as part-time, distance, international, interdisciplinary, employer led, apprenticeship, post-graduate experiences.

Administration and management of interdisciplinary learning

The value of interdisciplinary and joint degree programmes is apparent throughout the ITLR reports. Students are incredibly positive about the various benefits of engaging outside of their home department and the exposure to different disciplines and people they may not have otherwise engaged with. It is apparent however that the administration and management of these programmes creates challenges for both staff and students, and that consideration of the funding and workload models would be beneficial.

There is much to be celebrated in the interdisciplinary journey at Warwick, the **interdisciplinary learning** common themes chapter cites department examples and groups our good practice under the themes of Interdisciplinary curriculum integration, collaborative academic endeavours, and enhanced learning & support structures to ensure success. Departments and professional service clusters are making concerted efforts to prepare students for a future where the ability to think across disciplines is not just beneficial, but essential. Demonstrating a commitment to creating a learning environment that is dynamic, interconnected, and reflective of the complex world students will navigate in their professional and personal lives. ITLR 2017 reported that a strategic approach was required to enable joint degrees to offer a quality experience for students studying in this way, and that some of the administrative and financial mechanisms do not incentivise effective operation of interdisciplinary learning. Although great progress has been made in individual department practice, this is perhaps, the theme where the conclusions are most similar between ITLR 2017 and 2023.

Academic departments focused particularly on the barriers to interdisciplinary learning, such as module selection and registration, inconsistencies in support and the student

experience, assessment scheduling and the timing of grade release, and access to interdisciplinary data to inform monitoring practices. Assessment diversification and feedback mechanisms were a feature of the 2017 ITLR, generally the panels have reported evidence of significant progress in 2023. There are, however, reports suggesting this could be further enhanced with a holistic review of assessment across the programme, rather than at modular level. This would ensure that module choice does not drastically reduce the variation available. This is particularly important for interdisciplinary students. **Professional Service** Clusters identify challenges in strategic improvements when developing co-curriculum and recommend revisiting the work previously undertaken on reviewing the shape of the academic year. This was echoed by one **academic department** who 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.

The **interdisciplinary learning** common themes chapter explores the challenges in this area in more depth and categorises them into four topics: operational and systematic challenges, institutional and department barriers, curriculum design and student experience, communication and engagement. These challenges highlight the need for a more integrated and flexible institutional framework that can adapt to the evolving nature of interdisciplinary education, ensuring that both students and faculty can engage in such learning experiences without unnecessary hindrance.

What next?

- A review of the strategic commitment & investment required to support effective interdisciplinary learning. Interdisciplinary learning **enablers** include:
- Module selection & registration timing – a review of departmental practices.
- Student experience & support: the allocation of personal tutors, the potential for differing regulations, and the differing support needs for discipline specific skills and knowledge.
- Access to data, monitoring & QA processes: this relates to student outcomes, student satisfaction and information on student support needs or relevant characteristics.
- Assessment scheduling, exam timetables and the release of grades to support onward curriculum choices in a timely manner.

Sufficient resource to support strategic priorities

Warwick has set its strategic ambitions high and has responded admirably to external factors that have rightly drawn on critical resource such as Brexit, Covid and the marking and assessment boycott. This evolving external environment has inevitably changed the profile of our student intake and their respective needs. Reflection on the alignment between future ambition and practical considerations such as the impact on staff workload, skills, development needs and the tools necessary to realise this ambition are the focus of this theme.

The alignment between strategic aims and the availability of resource, complement of skills and tools are themes that feature across all of the evaluation areas. The **academic** panel reports include suggestions for enhancing staff development and also concerns about workload, particularly in response to increasing student numbers and grand challenge aspirations. The **professional service** clusters reference the lack of resources and tools for effective continuous improvement and coupled with that, the reliance on developments that are beyond the Cluster departments control. For example, data dashboards, single platform casework solutions and shape of the academic year discussions. The **blended learning** common theme cite technological and resource constraints as some of the key challenges impeding further progress.

Facilities and physical resource are not noted in the majority of academic reports suggesting that generally facilities are fit for purpose. This is in contrast to the 2017 ITLR where the provision of suitable teaching and learning spaces was a theme across reviews. The 2017 ITLR reflected on the importance of the virtual learning environment to enhance the student experience and made recommendations in relation to streamlining IT systems. Although, on the surface the issues remain, the maturity of the discussion and practice highlighted in the **blended learning** chapter demonstrate significant distance travelled.

The impact of growth on staff workload and well-being is noted more generally, as well as in the context of an increase in the number of students with additional support or well-

What next?

- The development of a common approach to professional service strategic planning, with common templates, clarity of priorities and resource requirements that sync with the ARC planning and resource bidding process.
- Consideration of the staff workload model with particular emphasis on capacity to engage in staff development activities.
- Clear ownership and planning for the academic and professional service ITLR 2023 actions that are reliant on institutional investment and so link to university strategic priorities.
- Reflection on the digital teaching methods skills profile of our current staff and then training and development opportunities to upskill where necessary to meet our blended learning ambitions.

being needs. This appears to be a particular concern for those departments identifying growth through the Grand Challenges. Examples include the personal tutor support available, with concern relating to tutor-tutee ratios, and an increase in students seeking mitigating circumstances or mental health and well-being support. Panel reports do highlight effective action to address concerns, including the development of new or dedicated roles that provide focussed support. However, the capacity of staff to engage in development and enhancement activities is compromised, and therefore there are requests to consider the staff workload model with this lens.

A culture of continuous enhancement

The ITLR 2023 process provides assurance that departments have a culture of innovation and continuous improvement among staff, students, and stakeholders. However, focused effort to improve the enablers: clear and aligned strategy, accessible comprehensive data, fostering collaboration to share good practice and effective evaluation and monitoring would move Warwick from a reactive to a proactive quality enhancement state.

In 2017 the ITLR steering group recommended the University maintain a separate teaching and learning review, whilst also suggesting that an institution-wide approach covering all learning provision be undertaken every five years. In the intervening years, annual departmental Teaching Excellence Group reviews have taken place. The ITLR planned for 2022 was delayed by a year; in light of the enormous resource implications and fallout from the COVID-19 pandemic. The ITLR 2023 process provides assurance academic departments and professional service promote a culture of innovation and continuous improvement. There are four themes which feature in all the proceeding chapters and collectively represent the *enablers* of a functioning and effective continuous enhancement culture:

Institutional Strategic Priorities

Academic departments demonstrate a high degree of alignment between departmental and institutional strategic priorities. However, there is work to do to ensure smaller and diverse provision feel the strategic priorities represent achievable and relatable aims. There is disconnect between academic and **professional services** strategies and between teams across the professional services; there is varied maturity in the systematic development and monitoring of strategies when compared to academic processes. Significant progress has been made to build the necessary infrastructure and strategic planning required for effective **blended learning**. **Interdisciplinary learning** practice has continued to evolve with international acclaim, but still lacks the infrastructure to take it to the next level. **Education for sustainable development** has taken great strides to align programmes with the sustainability agenda, enhancing curriculum design, and increasing the visibility of sustainability initiatives. All three common theme chapters call for explicit commitment in the next education strategy with clearly articulated priorities and crucially, dedicated leadership and resource to embed these practices effectively and inclusively within a Warwick education student experience.

Data and systems

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**. Access to sufficient data was regularly cited in the **bespoke themes** as a core requirement for improving student experience, support, and outcomes.

While the use and reporting of data has improved since 2017, there is a general call for more routine and consistent reporting and tracking of student data related to protected characteristics and other relevant markers (such as prior qualifications, WP status, module and end-of-year data contextual offers), transitions between Warwick degrees/departments, soft-skills, and student feedback. The lack of data, benchmarking and information management systems is hampering the ability to measure impact and effectiveness of professional service departments and academic department interventions when striving to improve the student experience. 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.

Collaboration

The ITLR process highlights high levels of scholarly activity and good practice within **academic departments**. Several reports encourage development of further opportunities and networks to enable this to be shared more widely. In addition, further relationship building, both between academic departments, and between academic departments and professional services, would be beneficial. The **professional service** outcomes cited there needs to be greater sharing of thinking at the idea phase of new proposals and initiatives, providing greater opportunity for collaboration and mitigating the risk of duplication. 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 are not in place.

There is a wealth of excellent collaborative practice highlighted in the common theme chapters. In **education for sustainable development** one highlight captured is the good practice fostered in academic environments where collaborative efforts across various disciplines are not only encouraged but are structurally supported. The good practice in the **interdisciplinary learning** chapter highlights the strategic collaboration between different academic fields to create programmes offering students a holistic education, transcending traditional subject boundaries. These practices have evolved despite the strategic and data challenges mentioned above.

Effective monitoring and evaluation

With an increasing regulatory emphasis on evaluation practices, the ever-evolving suite of external metrics and sector practices, such as the teaching excellence framework, and changes in recruitment patterns we have to evolve our use of management information. Effective evaluative practices enable us to identify successful interventions, but crucially, empower us to stop others and re-prioritise scarce specialist resource. **Blended learning** is a good example of this conundrum; there is a need for more robust assessment

frameworks and engagement strategies to ensure that digital learning is effective and resonant with students.

The **professional service** teams' approach to service quality assurance and governance is varied. While best practice and sector leading initiatives are discernible across all Clusters, challenges to baseline assurance and achieving strategic outcomes often arise from factors largely outside the influence of the service teams. There are numerous initiatives to enhance the student experience and deliver high quality services; however, there is a lack of consistency in monitoring and evaluation of their effectiveness and impact.

What next?

- Greater engagement with a-typical provision when articulating university strategic priorities to ensure buy-in and empower action.
- Consideration of the infrastructure and resource implications for any new strategic priorities.
- Project Re-wire will address some of the data quality and data tool gaps in the long term; however, in the short to medium term clear articulation and prioritisation of business-critical teaching and learning priorities and the associated data gaps may be necessary.
- Access to data is only part of the solution, a clear picture of the staff profile of data literacy competence is required to understand where to direct scarce resource in terms of training.
- Utilisation and effective dissemination of the wealth of good practice the ITLR process has generated.
- Across the Clusters there is appetite for collaborative efforts to create and deliver a shared vision therefore harnessing the momentum generated by the active engagement of the professional service teams within their Clusters in the ITLR process.
- Recognising evaluation skills as a distinct competence and identifying potential pockets of best practice and growth to support institutional progress in continuous monitoring.
- Evaluation practices could involve exploring new ways to assess effectiveness, clarifying roles, and expectations, and evolving learning design to accommodate technological advancements.