WARWICK

Institutional Teaching and Learning Review 2023

Outcomes Report

Professional Services Cluster Outcomes

November 2023

INSTITUTIONAL TEACHING
AND LEARNING REVIEW
ITLR 2023

Institutional Teaching and Learning Review 2023

Outcomes Report:
Professional Service Cluster Outcomes
December 2023

Summary

The outcomes of ITLR confirm secure foundations underpin the majority of our professional services, who provide solid support for our academic community, enabling a high-quality learning experience for our students and positive student achievement and wellbeing. One of the six Professional Service Clusters achieved a commended outcome for Evaluation Area 1: Baseline Assurance and four Clusters achieved 'meets expectations', with two Clusters having required actions. For Evaluation Area 2: Strategic Improvement, there were four Clusters who 'meets expectations and two with required actions. Across nine evaluation criteria, over 40 strengths and 43 required actions were identified. Noteworthy strengths include service effectiveness, engagement and strategic capacity. Specifically, we can see confirmation from ITLR review panels broadly indicate:

- Professional service teams have a distinct purpose and exceptional level of commitment to support and enrich our student learning experience, with teams adapting service provision in response to the evolving needs of students.
- Professional service teams contribute flexible and resilient services, partnering with faculties and academic departments to the smooth management of the University and delivery of the University Educational Strategy.
- Professional service teams vary in approach to service quality assurance and governance. While best practice and sector leading initiatives are discernible across all Clusters, challenges to baseline assurance and achieving strategic outcomes arise from factors largely outside the influence of individual service teams. There are numerous initiatives to enhance the student experience; however monitoring and evaluating effectiveness and impact lacks consistency.

Regarding concerns or potentials risks within our professional service provision, ITLR reviews pinpointed issues and furnished Cluster teams with guidance to address them. Institutional development areas involve building on strengths as well addressing known risks, including:-

- Cultivate the shared sense of purpose initiated by the creation of the Clusters, with strategic collaboration and alignment with academic departments.
- Expand best practice through creation of a professional services community of practice.

- Establish strategies and practices focused on communications and students as co-creators.
- Develop a culture of continuous enhancement through data/information management systems
- Review the shape of the academic year
- Address non-compliance with external requirements of Degree Apprenticeships

Professional Service Clusters in Scope for ITLR 2023

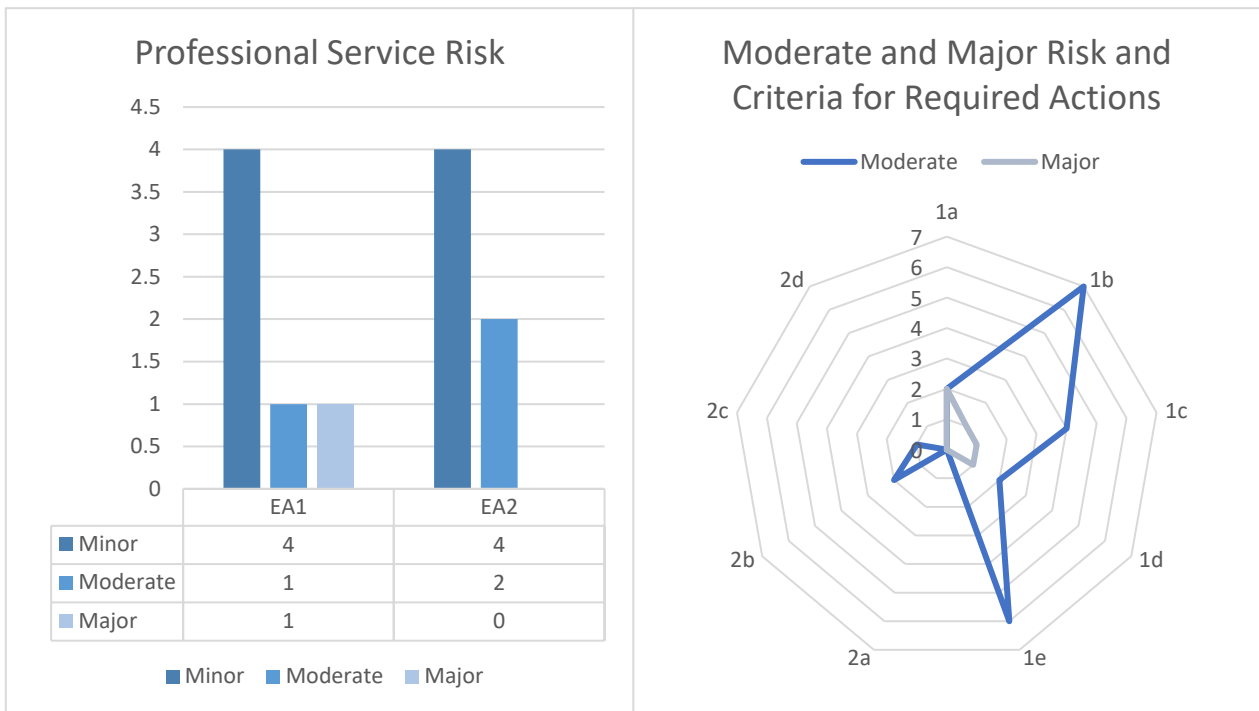| Cluster		Theme/Focus	Departments in scope
1	Student Transitions, Community and Wellbeing	Fostering belonging and confidence for our diverse communities of student before throughout their time at Warwick.	• Wellbeing Support Services • Dean of Students' Office • Widening Participation • Social Inclusion • Student Communications (MCI) • Student Complaints & Academic Casework • Student Discipline and Resolution • Student Experience Division
2	Learning Beyond Boundaries	Maximising the engagement with and impact of diverse opportunities for applying learning and developing rounded, successful students.	• Student Opportunity • Warwick Enterprise • International Strategy & Relations • Regional Strategy • Warwick Institute of Engagement
3	Seamless Physical and Digital Learning Environments	The seamless blend of physical and digital learning environments, resources, and infrastructure.	• Flexible and Online Learning Division (for WBPL see Cluster 5) • Library • Space Management & Timetabling (in SPA) • IT Teams (across IDG) • Estates (teaching and learning spaces)
4	A Culture of Education Leadership and Innovation	Enabling staff and students to drive change and embed excellence in education across disciplinary boundaries.	• Education Policy and Quality Working with academic departments: • ADC • IATL • WIHEA.
5	A Strong Administrative Foundation for student success	Building consistency, efficiency, and effectiveness in administering the student lifecycle.	• Admissions • Student Administrative Services • Work-Based & Professional Learning.
6	Enabling Postgraduate Researchers to Thrive	Supporting an inclusive, interdisciplinary culture for our postgraduate researchers.	• Doctoral College

Outcomes and Risk

One of the six Professional Service Clusters (17%) achieved a commended outcome for Evaluation Area 1: Baseline Assurance (EA1), with three Clusters achieving 'meets expectations' (50%) and two Clusters having action required (32%). Across the different evaluation criteria over 40 strengths and 43 required actions were identified. Consideration of strengths, actions and recommendations against the evaluation criteria identify strengths in relation to service effectiveness, engagement and strategic capacity, however service effectiveness also had the highest number of required actions and recommendations. A high number of actions were also identified against strategic alignment and strategy for education and students.
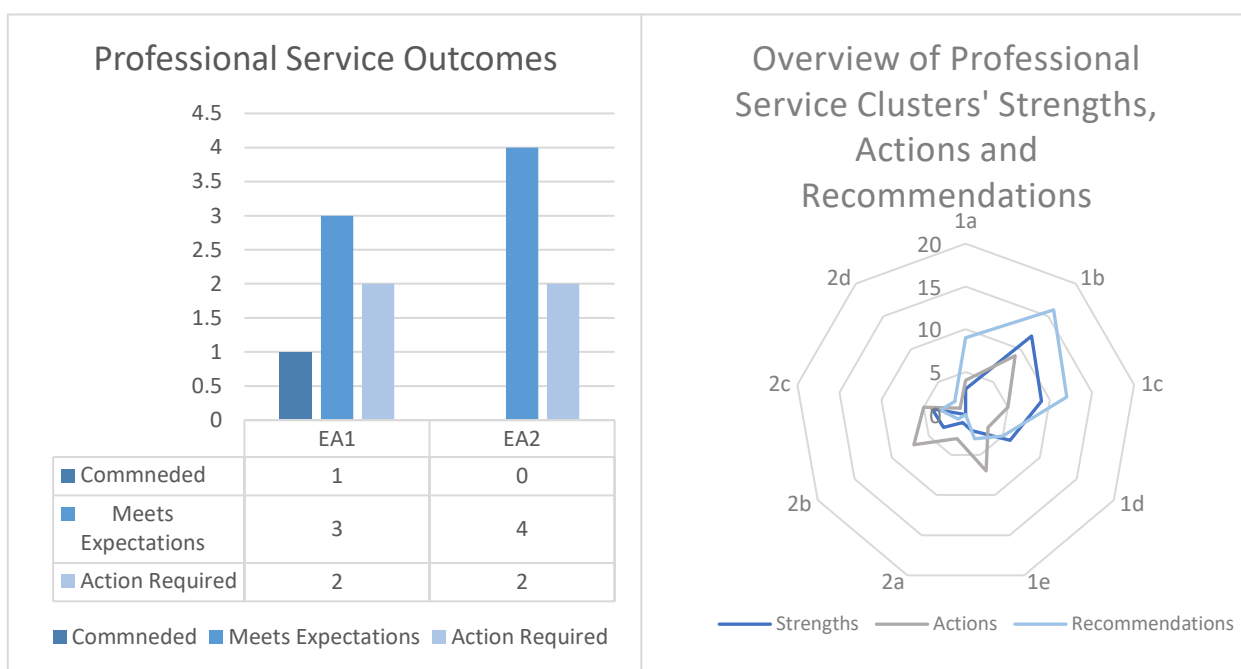
	EA1	EA2
Commneded	1	0
Meets Expectations	3	4
Action Required	2	2

1a – Clarity of Purpose 1b – Service Effectiveness 1c - Engagement 1d – Strategic Capacity 1e – Strategic Alignment
2a - SWOT Analysis 2b - Strategy for Education and Students 2c - Enabling Culture 2d - Strategic Capacity

Professional Service Cluster and Department Risks

In 4 of the 6 Cluster reports (67%) minor risk was identified for both Evaluation Area 1: Baseline Assurance (EA1) and Evaluation Area 2: Strategic Improvement (EA2), with 1 report noting a moderate risk and 1 noting major risk for either EA1 or EA2. The Clusters with major and moderate risk have required actions related to service effectiveness, engagement and strategic alignment.

Professional Service Risk

	EA1	EA2
Minor	4	4
Moderate	1	2
Major	1	0

Moderate and Major Risk and Criteria for Required Actions

1a – Clarity of Purpose 1b – Service Effectiveness 1c - Engagement 1d – Strategic Capacity 1e – Strategic Alignment
2a - SWOT Analysis 2b - Strategy for Education and Students 2c - Enabling Culture 2d - Strategic Capacity

Evaluation Area 1 and 2 Summary Findings

The outcomes of the ITLR confirm the majority of our professional service teams provide solid support for our academic community, enabling a high-quality learning experience for our students and positive student achievement and wellbeing. Specifically, we can see confirmation from review panels broadly indicate: -

- The professional service teams have a distinct purpose and exceptional level of commitment to support and enrich our student learning experience, with teams adapting service provision in response to the evolving needs of students.

- The professional service teams contribute flexible and resilient services to the smooth management of the University. They work in partnership with faculties and academic departments to deliver the University Educational Strategy through developing and delivering strategies and plans for future success.

- 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.

When it comes to ongoing and active concerns or potentials risks associated with specific aspects of our professional service provision, ITLR has pinpointed these issues and furnished the respective Cluster teams with guidance on how to address them.

Evaluation Area 1: Baseline Assurance

The ITLR process provides assurance for most departments in the Clusters service standards and quality assurance are effective. Overall, the Clusters have a clear purpose and strong commitment to supporting and enhancing our student learning experience, with teams adapting service provision based on student needs. Some communication challenges exist in conveying the clarity of purpose of the Clusters and their constituent teams to key stakeholders and the wider University community.

The ITLR identifies effective individual services across most of the Clusters but emphasise the need for improvements beyond the Clusters' immediate control, such as data systems, single platform casework solutions and review of the shape of the academic year. There are numerous examples of initiatives, but there is inconsistency in monitoring and evaluating effectiveness and impact.

The Cluster's use various feedback mechanisms and involve students as active partners in service design, however engagement varies across Clusters with constraints due to limitations in resources and expertise. External professional networks are inconsistently mentioned, with some teams actively engaging and others lacking explicit examples.

Across the Cluster reports there are examples of strong leadership and evidence of a culture of continuous quality improvement, with acknowledgement of progress in a number of areas in meeting strategic aspirations. There is however inconsistent practice of long-term strategic planning and development, which is impacted by structural issues in the wider professional service space and resource limitations. The review emphasised the need for a clearer sense of institutional priorities to enable Clusters to create their own unified strategic vision.

Each Cluster is at a different stage of development in response to university strategic commitments, such as Education, International, Innovation, Regional and Inclusion strategies. Over the past five years, since ITLR 2017, the purpose, priorities and impact of the teams across the Clusters have evolved in response to the University's Education Strategy and the changing social, educational and economic landscape, and particularly influenced by the Covid-19 pandemic.

Evaluation Area 2: Strategic Improvement

The ITLR process provides assurance there are strategies in place for continually improving the quality of education, student experience and student support. It also provides assurance there is the leadership and developing culture necessary for the successful implementation of those strategies to enhance student development, engagement and experience.

The needs of students are a clear priority of the Clusters' approach to strategic improvement. There are clearly identified issues or gaps, some are within the control of the Clusters, whilst

others require wider engagement and input to drive strategic change that will lead to significant enhancement of the student learning experience. Consequently, the required actions and their associated risks need to be examined to facilitate prioritisation and consensus of ownership.

Where Clusters are already delivering against their strategic intent and have a degree of maturity to their purpose the actions required by an individual Cluster, or comprising departments, are clear and appropriate. Where a Cluster has less well-defined strategic alignment and intent, due to the artificial nature of the creation of the Cluster, the overall risk is higher.

Strengths, Opportunities to Build on Strengths, and Known Issues and Risks
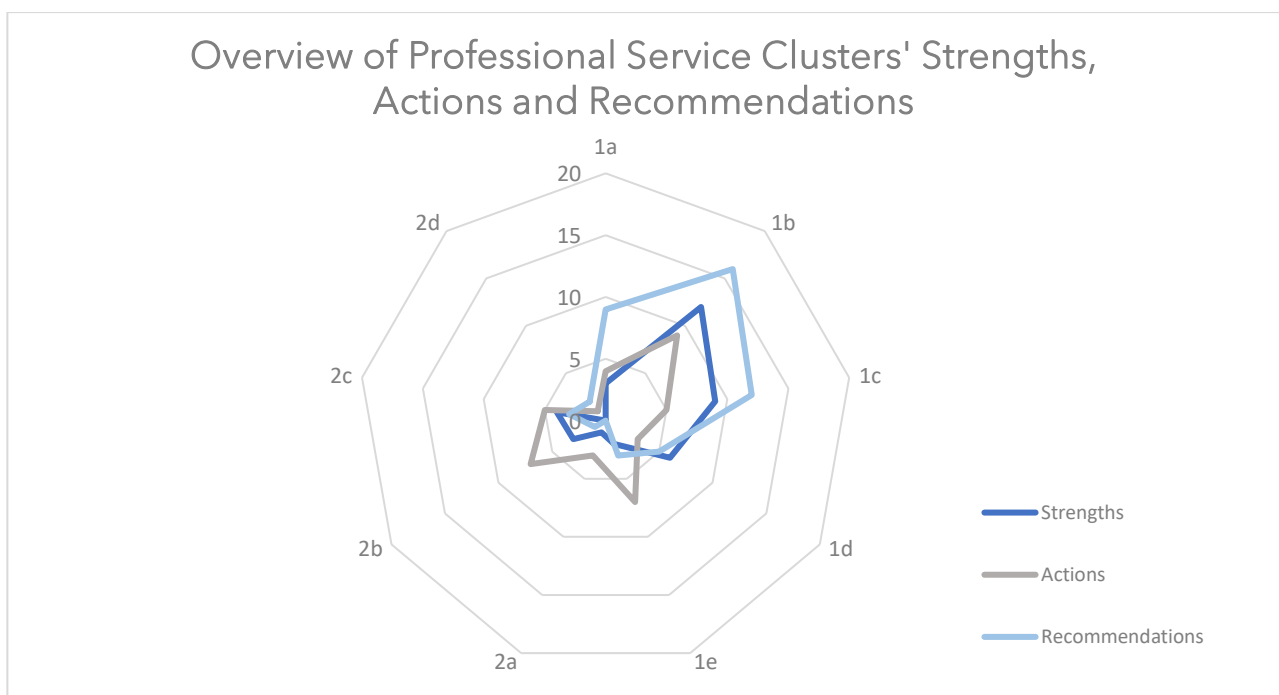
1a – Clarity of Purpose 1b – Service Effectiveness 1c - Engagement 1d – Strategic Capacity 1e – Strategic Alignment
2a - SWOT Analysis 2b - Strategy for Education and Students 2c - Enabling Culture 2d - Strategic Capacity

Strengths

As a result of the ITLR, the University can be assured the following strengths are prevalent across much of our professional service provision:

1 *Resilient service delivery in an uncertain environment*: Despite often competing strategic priorities, resource constraints and a reliance on legacy systems and processes, in general across the Clusters and the individual service areas they have a clear sense of purpose and share responsibilities to deliver baseline services to students and academic departments.

2 *Mature, reflective and honest approach to self-assessment*: Whilst strategic intent was varied across the departments in the Clusters, the approach to self-evaluation was

undertaken purposefully with clear articulation of the main strengths, weaknesses, opportunities and threats.

3   *Firm commitment to student co-creation through a diverse and inclusive Warwick student community*: Each Cluster is at a different stage in development, but overall, there is a strong sense of commitment to continuous enhancement of student involvement and engagement.

4   *Persistent commitment of leadership and staff teams to enhancing the student experience through continuous improvement*, and in some Clusters strong alignment to the current Education Strategy.

5   *Proactive crisis response*: the Clusters demonstrated agility and effectiveness in finding creative solutions to respond to challenges to service delivery during the Covid-19 pandemic.

Despite the small number of strengths highlighted there is substantial good practice noted in the narrative of the individual Cluster reports, although it is highlighted progress and successes could be more widely communicated and celebrated.

Opportunities to build on strengths

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

1   *Cultivate the shared sense of purpose initiated by the creation of the Clusters*: There are opportunities to harness the momentum generated by the active engagement of the professional service teams within their Clusters in the ITLR process and engage in a strategic alignment process to formulate collective priorities, to ensure a cohesive and consistent Warwick student experience. Across the Clusters there is appetite for collaborative efforts to create and deliver a shared vision.

2   *Expand upon best practice for the continuous enhancement of the Warwick student experience to create a professional services community of practice*. Utilise leading sector practice in quality assurance and interdisciplinarity from Cluster 4 and inclusivity from Cluster 3, to ensure best practice from across the sector is understood and incorporated into policy, process and practice. Leverage the strengths identified in Clusters 2 and 6 to align services to the Educational Strategy and Cluster 1's development of departmental strategic visions to support institutional strategic goals. Encourage and broaden a culture of sharing best practices to further enhance service alignment. Create additional collaborative space and multidisciplinary projects to facilitate the development of a joint community where colleagues, through shared endeavours, have increased opportunities to transfer and implement best practice across services. Explore opportunities to develop a unified 'One Warwick' approach.

3   *Develop strategies and practices to broaden initiatives focused on enabling students as co-creators*: Whilst there is a firm commitment to enhancing the student experience,

student co-creation is interpreted in different ways and applied inconsistently, especially in relation to the collection, monitoring and evaluation of student feedback. There are opportunities to ensure greater impact of initiatives through optimising the use of students as partners and students for change within professional service projects and activities.

4   *Build on best practice crisis response strategies*, to enhance preparedness for future challenges.

Known issues and risks to address

It is striking the reviews brought attention to a number of reoccurring themes where the anticipated advancement since the last ITLR in 2017 has not been achieved. While these findings are not unexpected, they underscore the need for a renewed emphasis on focusing efforts on overcoming the barriers which may impede the Cluster teams in their efforts to provide solid support for our academic community to deliver high quality learning experience for our students.

1   *Strategic collaboration, planning and alignment between Cluster services and academic departments*. 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. There is a lack of clarity around resourcing needs and joined up plans to achieve overall visions. 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.

2   *Communication of professional services to students and wider stakeholders*: There is a need to adopt a refreshed approach to present professional service provision, using student and layperson friendly language to remove the need to understand institutional structure and language in order to access services. There are opportunities to provide a digital 'front door' and collective planning and promotion of student lifecycle communications. Similarly, there is a need to acknowledge and highlight the partnerships and practices of professional services with the whole University community, fostering a shared understanding of their contributions to implementing and supporting the University's Educational Strategy.

3   *Culture of continuous enhancement through data and information management systems*: The lack of data, benchmarking and information management systems is hampering the ability to measure impact and effectiveness of the professional service departments. It is required to develop a culture of strategic planning and review and to unlock opportunities for service enhancement and strategic intentions through the setting and monitoring of Key Performance Indicators.

4   *Shape of the academic* year: To enable students to fully engage with co-curriculum, employability and skills related opportunities, a review of the academic year may work to address this challenge.

5   *Non-compliance with external requirements for Degree Apprenticeships*. Failure to adhere to external regulations for degree apprenticeships carries the potential for financial, reputational, and legal consequences. The inability to develop and deliver new degree apprenticeship initiatives could detrimentally impact the overall student experience. A well-defined framework designating accountability and responsibility for degree apprenticeships across the University is required.

Evaluation Framework Criteria

Each professional service Cluster was reviewed against the criteria within the ITLR Evaluation Framework, available in Appendix C**.** 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 3 with the highest number, the 3 in the middle, and the 3 with the lowest number of strengths, actions and recommendations.

Evaluation Area 1: Baseline Assurance
1a. Clarity of Purpose
Evaluation Framework Criteria

The ITLR process provides assurance the majority of the professional service teams have in place clear guidelines about their roles in academic quality and there is a strong commitment to enhancing the student learning experience. Many of the departments within the Clusters stand out with distinct identities, characterised by clear and well-articulated missions that are pursued thoughtfully, ambitiously and productively. Alignment with the Education Strategy, through their own departmental strategies provide strengthened clarity of purpose which many teams are focused on implementing. Some teams, however, would benefit from redefining their definition, purpose and responsibilities and ensuring this is evidenced through clear communication to their stakeholders.

There are numerous examples of meaningful and productive relationships within the Clusters with proactive collaboration with other service providers and/or stakeholders, both within Clusters, across Clusters and outside the University. Cluster 4 report notes 'the departments are characterised by their engagement with a wide range of projects and initiatives that impact on the student learning experience'. Similarly, Cluster 2 report notes 'connections with other professional services, such as Wellbeing, demonstrate a pro-active, conscientious approach to enhancing the student experience'.

For some Cluster teams, it is clear productivity can at times be hampered by the individual departments having to promote their own services which can lead to a sense of uncertainty for stakeholders. As Cluster 6 highlights the lack of clarity of purpose 'can lead to duplications of effort and potential confusion for staff and students'.

| **3** Strengths |
| **4** Required Actions |
| **9** Recommendations[1] |

There are 3 strengths across 3 Cluster reports which highlight the commitment of the teams within the Clusters to ensure collaboration takes place to ensure a positive student experience.

There are 4 required actions across 4 Cluster reports which focus on promotion and celebration of services with stakeholders, identification of responsibilities and priorities and a specific requirement for Cluster 5 of 'a senior relevant sponsor for accountability for degree apprenticeship compliance'.

There are 9 recommendations across 4 Cluster reports with a key focus on ensuring promotion of services, as Cluster 2 report noted to 'reflect demonstratable clarity of purpose'. A more strategic approach to work across departments to improve effectiveness and impact was highlighted in two Cluster reports with Cluster 4 report recommending 'more formal mechanisms to liaise with academic colleagues, disseminate and share ideas and good practice'.

1b. Service Effectiveness

Evaluation Framework Criteria

The ITLR process provides assurance the professional service teams assess the quality of their service offer and understand how their work contributes to the delivery of robust academic standards and a high-quality student learning experience or support. However, despite numerous examples of projects and initiatives, there is inconsistent understanding of their impact and their reach across the University. A range of mechanisms were cited by the professional service teams to monitor and evaluate projects but access to data is inconsistent. It is clear some data is used, either to analyse effectiveness of processes or measure student outcomes, but there is scope for this to be done more systematically to measure impact and inform strategic decision making or process improvements.

Several reports highlighted the service effectiveness of individual departments within a Cluster or across a Cluster is often reliant on developments beyond the Cluster departments control, with examples cited such as data dashboards, single platform casework solutions and shape of the academic year. As highlighted in Cluster 1's report a lack of basic management information 'has particular implications for the University's ability to achieve its strategic goals for social inclusion'. Similarly, across the Clusters it was highlighted without further work on data quality and data governance and management, and the translation of the data into management information, there is a risk Clusters cannot enhance the student experience and identify areas for improvement.

---

[1] Highest 3 – Middle 3 – Lowest 3

Although the review of Cluster 6 emphasised great awareness of Warwick Education and a high-quality offer to students the report highlighted the inconsistency of student experience that occurs between academic departments. It was noted this is 'largely driven by the economic differences between departments and the resources they are able to employ'.

The ITLR process highlighted departments within Clusters could more be effective as collectives with opportunities for sharing of good practice recommend in a number of reports. For example, within Cluster 3 report, the Library and Estates were commended for their diversity and inclusion work, 'which sets a precedent for the rest of the Cluster to follow and for academic departments to seek out support and/or consultancy in this area, for a consistent approach to access of students from non-traditional groups to University services directly linked to their academic experience'.

Strengths, Required Actions and Recommendations

12 Strengths
9 Required Actions
16 Recommendations[2]

There are a total of 12 strengths across 3 of the 6 Cluster reports. The strengths were mainly specific team accomplishments, with 8 of the 12 strengths identified as belonging to Cluster 1 and included a range of accomplishments and departmental initiatives such as 'the Warwick Scholars programme as excellent practice of ongoing community building and postgraduate transition'.

This evaluation criteria has a high number of actions, with 9 actions across 5 of the Cluster reports. The actions are mixed and include the need for cross Cluster collaboration through a forum to share problems, plans and good practice, communication of services to stakeholders, review of the shape of the academic year and human resource utilisation. Four actions highlighted the need for the routine collection of data alongside the use of systematic setting and monitoring of KPIs to track and enhance service delivery.

In addition to the high number of actions there is a notably high number of recommendations for this evaluation criteria. There are 16 recommendations across 5 Cluster reports. The recommendations are in the main specific to an individual Cluster or directly an individual department. Implicit within the narrative of all Cluster reports is the lost opportunity of sharing good practice across teams to achieve department ambitions, both within Clusters and across all professional services. Cluster 1 and 6 reports suggest the use of a stakeholder management tool, such as a RACI Matrix, to define and communicate roles and responsibilities which would be appropriate to be considered by other Clusters. Other recommendations support the already identified actions around improving the use of student feedback, communication of services to stakeholders and review of the shape of the academic year. Two of the Cluster reports refer to the need to review physical space available to students, notably Cluster 1 recommends a need for a 'dwell space for commuting students' and Cluster 6

---

[2] Highest 3 – Middle 3 – Lowest 3

highlights 'the lack of dedicated physical space for PGR training, networking and community building continues to be an aspect which impacts on service effectiveness'.

1c. Engagement

Evaluation Framework Criteria

The ITLR process provides assurance many of the professional service teams work effectively in partnership with staff, students or other service users to define and improve their services. This is achieved through a variety of mechanisms, but practice is inconsistent and evidence of how feedback is utilised to enhance the student experience is varied between and across Cluster teams. Despite this, there are some notable examples of how gathering student feedback is taken seriously and Clusters are making a significant contribution to Warwick's distinct theme of students as co-creators. Examples commended in reports include Cluster 3's 'Library Associates programme that works with student groups for one year, collecting feedback at different points in the academic year'. Also, commended was the award-winning accessibility work in Estates, for supporting the University to create a physical environment which is inclusive to all students.

The ITLR assures there are many productive and proactive relationships between Cluster teams, faculties and academic staff. Staff from across the Clusters and departments commented on how they valued cross departmental activities with many examples of proactive engagement with academic departments. However, as noted in Cluster 6 these are not formal mechanisms and 'the relationships and interdependencies are often based on goodwill and a common aim'

Strengths, Required Actions and Recommendations

9 Strengths
5 Required Actions
12 Recommendations[3]

This was another area with a high number of strengths, with 9 strengths identified across all of the Clusters. Many of the strengths celebrate positive relationships across the professional service teams and proactive engagement with academic departments through the implementation of specific liaison posts within departments. Specific commendation was made to Cluster 4 for their strong student involvement and engagement, 'in particular the delivery of the WorldCUR-BCUR/ICUR conferences and systematic embedding of students in the ITLR process'. As noted, the Library and Estates teams were commended for their conscientious approach to enhancing the student experience, an approach which was recommended to be reflected upon and adopted by other professional service teams.

There are 5 required actions across 3 of the Cluster reports with a key focus on creating a more consistent approach to gathering student feedback, which is systematically integrated into strategic development. Other actions focused on communications with students with

---

[3] Highest 3 – Middle 3 – Lowest 3

encouragement for a more lifecycle approach and greater engagement with Marketing, Communications and Insight team and the Student's Union.

There are an additional 12 recommendations across 4 of the Cluster reports., which were varied but generally related to the need for clearer guidance on co-creation. The development of a 'student co-creation toolkit' was advocated in Cluster 1 report, based on existing good practice and clarifying the minimum expectations on the development and intended impact of true co-creation. Three reports highlighted the administrative burden and additional pressure on staff associated with effective co-creation. Cluster 6 had a number of specific recommendations specifically relating to the Doctoral College and post-graduate students.

1d. Strategic Capacity
Evaluation Framework Criteria

The ITLR process provides assurance leaders are actively engaged in developing and implementing long term plans for strategic development of their defined areas. A culture of continuous improvement is embedded into the majority of the professional service teams and staff are highly committed to enhancing the student experience, however evidence of the impact of leadership interventions is not fully apparent in some of the professional service areas. Challenges exist for the Clusters, in the lack resources and tools for effective strategic capacity and continuous improvement and all reports refer to a lack of data, MIS and case management system reporting. Despite these challenges however, there are noteworthy examples of recognised progress in meeting strategic priorities including Cluster 1's recent approval of the Student Experience Strategic Framework, which is 'recognised as targeting cross-institutional join up'.

The ITLR process provides assurance staff understand how their roles and priorities contribute to the strategic development of their defined areas and enhance a Warwick Education. However, it is noted in some Clusters the lack of strategic planning expertise, the burden of a proliferation of new initiatives, data management issues, and the uneven distribution of resources hampers continuous improvement. In addition, highlighted in a number of Cluster reports that despite the progress they have made since the last ITLR in 2017 it is apparent there are structural issues in the wider institution which affect strategic development, generate overlap or produce additional administrative burden.

Strengths, Required Actions and Recommendations

6 Strengths
3 Required Actions
5 Recommendations[4]

There are 6 strengths identified across 5 Cluster reports, and although Cluster 4 (commended for overall Evaluation Area 1) does not have a strength specifically identified against this evaluation criteria the report notes 'there is strong quality assurance leadership'. In other

---

[4] Highest 3 – Middle 3 – Lowest 3

reports specific strengths refer to the progress made since previous ITLR and continued service improvements through student engagement and partnerships working across the University. For example, Cluster 2's 'well developed Student Opportunity Hub and bespoke employability plans focused on enhancement'. In Cluster 3 the Library was highlighted as having been innovative in the areas of student co-creation and service management tracking and in Cluster 6 report 'the DC should be commended for their work in co-ordinating and sharing best practice between centres of doctoral training and the institution'.

There are 3 required actions identified across 2 Cluster reports. Two of the actions are from Cluster 1 and they focus on the need for reviewing data and management information requirements for enhanced data systems, such a universal case management solution. In addition, Cluster 5 notes a requirement to develop an approach 'to raising awareness of risks and influencing decision-making, being supported by the University in fostering empowerment and strategic leadership'.

There are 5 recommendations across 4 Cluster reports, a number of which focus on service effectiveness and continuous improvement and to utilise existing expertise from across the professional service teams. This would help all departments within the Clusters to achieve Cluster ambitions through effective long term strategic planning. Additional recommendations for Cluster 6 were specific to the Cluster and focused on the resourcing of the Doctoral College.

1e. Strategic Alignment
Evaluation Framework Criteria

The ITLR process provides assurance many of the departments in the Clusters provide significant contributions to the delivery and of the University Education Strategy. The purpose, priorities and impact of the teams across the Clusters have over the last five years, evolved in response to the strategy and the changing social, educational and economic landscape in which they operate. The Covid pandemic has been particularly impactful, and for some teams this has led to a wider evaluation of service goals and objectives. For example, in Cluster 2 Student Opportunity has been established to support the delivery of the University's Employability Strategy.

In Cluster 4, EPQ has supported the ambition of the Education Strategy to develop alternative pathways and widen access to Warwick Education in its partnership work with University College Birmingham and IATL note they have a key role in promoting and supporting interdisciplinarity which is at the centre of the Education Strategy. In Cluster 6, the review team commended the contribution of the Doctoral College 'to all strategic directions identified in the Education Strategy, most notably being that of Student Research', although it was felt the unique requirements of PGRs are not fully recognised within the University's structures.

All Clusters note the importance of cultivating and strengthening relationships across departments and finding further ways to work together without impinging on or duplicating work of other areas across the professional services and with the academic community. A number of reports, notably Cluster 1 and 5, highlight the apparent overlap and contradiction of the many varied team strategies and the need for reducing risk of inadequate strategic

impact through better alignment with the Educational Strategy. It is clear there is requirement to review historical structures and ways of working.

Strengths, Required Actions and Recommendations

| **2** Strengths |
| **7** Required Actions |
| **3** Recommendations[5] |

There are 2 specific strengths highlighted in 2 Cluster reports. Cluster 2 is identified as having strong alignment to the current Education Strategy, with concentrated provision to support priorities and evident leadership commitment for further enhancement. From their experience as a frontline service provider, the senior leadership of the Doctoral College was also seen as a significant strength in being in a position to advise on and formulate University postgraduate strategy.

There are 7 required actions identified across 3 Cluster reports. Actions focus on the development of a common approach to strategic planning, with common templates, clarity of priorities and resource requirements with teams needing to be review the effectiveness of historical structures alongside being involved in ARC planning and resource bidding. In reviewing the next Educational Strategy the creation of a framework to identify priorities of service delivery which can be achieved through a review of Cluster team's organisation design and operating models. For Cluster 6 there is an action to develop a distinct PGR strategy.

There are 3 recommendations from across 1 Cluster report. The recommendations support the action for Cluster 6 to develop a PGR strategy and encourage the Doctorial College to promote contributions to the overall research of the University including confirmation of how REF outputs are co-authored with PGRs, or which impact case studies rely on research involving PGRs.

Evaluation Area 2: Strategic Improvement
2a SWOT Analysis
Evaluation Framework Criteria

The ITLR process provides assurance departments in the Clusters have a clear view of their strengths, weaknesses, opportunities and threats. All reports were able to outline these effectively. There was clear synergy between what the Cluster teams themselves provided in honest self-evaluation of their SWOTs and the findings in the reported baseline assurance sections of the review reports. Key themes across the Clusters included: external environment regulation, internal governance, strategic alignment and planning, data and common systems technology, shape of the academic year, cross collaboration and communication with internal and external stakeholders, staffing resilience and expertise, and resourcing and investment.

---

[5] Highest 3 – Middle 3 – Lowest 3

The SWOTs mapped well to the bespoke themes chosen by the Clusters and were explored deeper in Evaluation Area 3 of the review reports.

Strengths, Required Actions and Recommendations

1 Strengths
3 Required Actions
0 Recommendations[6]

Despite the Cluster reports highlighting high levels of honest reflection and analysis in Cluster SWOTS, there is only 1 strength identified in 1 Cluster report. The leadership of Cluster 4 was highlighted as a strength in their report 'in collaboration across teams and their success in delivering a number of initiatives and projects'. Although this strength was pulled out for Cluster 4, it should be reviewed as being equally applicable to other Clusters with clear plans to deliver successful departmental outcomes.

There are 3 required actions identified in 2 Cluster reports. These focused on the clarity of processes for decisions making in order to impact policy, increased strategic approach to collaboration across professional service teams and academic departments and also enable strategic improvements in developing co-curriculum to revisit the work previously undertaken on reviewing the shape of the academic year.

2b Strategy for Education for Students
Evaluation Framework Criteria

The ITLR process provides assurance the majority of the Cluster teams have clearly articulated and understood strategic priorities and are engaged and aligned to the Education Strategy. Not all reports refer to specific strategic plans and where they exist there is evidence they are inconsistent in tone, style and content.

Reports for all Clusters noted a shared ambition to continuously improve existing experiences and opportunities for students and demonstrate an appetite to work together in Clusters and across other professional service teams.

Despite it being noted Cluster 6 has a mismatch between the direction of the focus for the PGR strategy and the wider Education Strategy, the Doctoral College was commended for its ambitions in ensuring the supervisory and doctoral experience is outstanding. In other Clusters it was noted ambitions for enhancement of services to students were constrained by a lack of resources.

---

[6] Highest 3 – Middle 3 – Lowest 3

3 Strengths
7 Required Actions
1 Recommendations[7]

There are 3 strengths identified in 2 of the Cluster reports. For Cluster 1 and 2 the review teams reflected on the positive impact of departmental strategy making, where the Cluster teams have developed their own strategic visions and documented their aspirations for improvement.

There are 7 required actions noted within 5 Cluster reports. All Cluster review teams highlighted the need for clarity around decision making to affect both quality and policy, through the development and adoption of strategic planning templates. In addition, it was highlighted Key Performance Indicators integrated into separate implementation plans could ensure alignment of the professional service strategies with the wider Education Strategy as well as individual academic department strategies. A key barrier for the Clusters in understanding the impact of their services and demonstrating service enhancement is the lack of data systems and architecture.

In addition to the actions outlined, there was 1 further recommendation from 1 Cluster report. In Cluster 3 it was recommended the service teams could be joined up more through structured collaboration.

2c Enabling Culture

Evaluation Framework Criteria

The ITLR process provides assurance leaders and staff collaborate across organisational boundaries to innovate, solve problems and deliver improvements for students. All reports highlighted the culture across the Clusters puts students and/or service users at the heart of service delivery. There are many examples of where leaders empower colleagues to be experts in their own field and sharing of best practice is encouraged across institutional and sector wide boundaries. The resilience of staff within teams was noted as either a strength or as a challenge to teams.

Opportunities for greater student co-creation are noted in some Cluster reports, however challenges exist in enhancing the delivery of co-creation in some teams due to limitations of staff expertise and capacity. In addition, as Cluster 5 notes 'the ability of three teams in the Cluster to make strategic improvements was largely reliant on investment of systems and resources which require support from outside the Cluster'.

The ITLR process assures diversity of the student community is well understood by the majority of the Cluster teams and informs an inclusive approach to service delivery and innovation. Whilst some Clusters 1, 2, 3 (Library and Estates) and 6 demonstrate examples of good

---

[7] Highest 3 – Middle 3 – Lowest 3

practice in inclusivity, across most of the reports the need for better data collection of student characteristics as well as collection of feedback from all student groups is emphasised to enable greater impact of an inclusive approach to service delivery.

Strengths, Required Actions and Recommendations

4 Strengths
5 Required Actions
3 Recommendations[8]

There are 4 strengths identified across 4 of the Cluster reports. In Cluster 1 and 4 leadership which enables effective collaboration of the service teams was highlighted as a real strength, to deliver a significant number of projects and initiatives to enhance service delivery. Equally, the engagement of Cluster 2 in encouraging teams and individual staff to represent the University in relevant forums, allowing them to contribute to professional dialogues at a national and international level, was seen as good practice. The commitment of Cluster 6 to CPD to enhance staff effectiveness and student experience was also a strength.

There are 5 required actions identified across 4 of the Cluster reports. Actions to enable future culture enhancements mirror actions already identified in other sections of the reports, these include development of strategic plans supported by separate implementation plans with clear KPIs, development of a student database of student characteristics and preferences to better tailor marketing and communications to match student needs and interests, and collaboration and co-sponsorship of Cluster resources to achieve the vision and ambition of the Clusters. In addition, within Cluster 2's report, an action centred around empowering and developing staff was highlighted and it would be pertinent to examine its potential impact across all Clusters. The action involves the development of an institutional career framework for professional service staff, coupled with a review of secondment opportunities and reliance on staff on short term contracts.

Furthermore, there are 3 recommendations across 3 Cluster reports, which are similar to the actions identified for this evaluation criteria and relate to enhanced collaboration across professional service teams.

2d Strategic Capacity

Evaluation Framework Criteria

The ITLR process provides assurance for the majority of the teams within the Clusters there is a track record and leadership of teams to provide a strong foundation for successful delivery of strategic outcomes. It was however noted across the Clusters, teams were able to evidence plans for delivering sustained success in line with the University's strategic priorities, but at an operational level strategic capacity was varied. For example, in Cluster 5 it was noted some teams were able to deliver initiatives, but they felt they were unable to influence strategic decision making and lacked capacity, due to resourcing challenges, to plan beyond

---

[8] Highest 3 – Middle 3 – Lowest 3

immediate business as usual needs. Similarly in Cluster 3 it was identified not all staff have sufficient agency and ownership to define and lead strategic development.

Strengths, Required Actions and Recommendations

0 Strengths
1 Required Actions
2 Recommendations[9]

There are no strengths recorded for this evaluation criteria. There is however 1 required action identified for 1 Cluster, which is for Cluster 2 'to strengthen strategic visibility of Cluster members through governance structures' which is another action pertinent to other Clusters. The additional 2 recommendations provide suggestions around proactive Cluster collaboration and staffing capacity to secure enhanced and extended service delivery by the Doctoral College.

For the University

In addition to the narrative and actions specifically addressing the individual professional service Clusters, a number of themes and actions have broader implications for the University. While primarily integrated into the narrative of the review reports, there are 24 specific actions identified for the University to consider and address. A number of these contributions are already highlighted in the opportunities to build on strengths section of this report (page 7) and known issues and risks to address (page 9), however the following three overarching actions should be prioritised by the University:-

1 *University and Professional Service Departmental Strategy Alignment:*
   a. Develop a Professional Services strategy to provide a reference point for individual department strategies and potential service level agreements to ensure the services of the Cluster departments clearly map to overall institutional deliverables and Key Performance Indicators.
   b. Enable increased collaboration outside of historical silos with shared objectives and Clusters of responsibly for projects and complex outputs.
   c. Support increased focus on the development, monitoring and evaluation of stakeholder engagement.

2 *Professional Service Resource Structures*:
   a. Clarify department/Cluster priorities and resource requirements with teams and the effectiveness of historical structures alongside being involved in Academic Resource Committee planning and resource bidding.

---

[9] Highest 3 – Middle 3 – Lowest 3

b. Create a framework to identify priorities of service delivery for the next Educational Strategy through a review of Cluster departments' organisational design and operating models.

3 *Data Systems and Access:*
    a. Review the practice and approach to data sharing and availability cross-institution, to ensure departments are enabled to assure compliance, monitor progress, reduce inefficiencies, and drive results and performance.
    b. Review current data management structures and systems architecture to support institutional policy and requirements, create efficiency and parity in process, and enable an enhanced student and staff experience and user service.

Appendix C - ITLR 2023 Evaluation Framework for Professional Services Clusters

Evaluation Area Aspect	Evaluation Criteria
Evaluation Area 1: Baseline Assurance	
1a: Clarity of purpose	1. The team's purpose and responsibilities are clearly defined and well understood by the team and its stakeholders.
	2. Relationships and interdependencies with related professional services teams are well understood and productive.
1b: Service effectiveness	1. The team understands what successful outcomes look like and how these impact on students and the quality of education.
	2. The team understand how effectively these successful outcomes are being achieved based on robust evidence.
	3. The team demonstrate how they monitor equality of student outcomes.
1c. Engagement	1. The views of staff, students and other stakeholders inform the design of services and the strategic development of the function.
	2. The student experience is enhanced in partnership with students, and wherever through co-creation.
	3. Relationships with faculties and academic departments are deep, productive and underpinned by proactive engagement.
	4. Engagement with external professional networks, best practice and research informs the development of the function.
1d. Strategic Capacity	1. Leaders develop and successfully implement long-term plans for the strategic development of the function.
	2. Staff understand how their roles and priorities contribute to the strategic development of the function.
1e. Strategic alignment	1. Responsibilities for designing, delivering, evaluating and improving the Department's modules and programmes are documented, effectively fulfilled and delivery tangible improvements.
	2. Departmental processes for setting, marking and moderating student assessment ensure fairness and uphold academic standards in line with university policy.
	3. Complaints or academic appeals that pose risk to academic standards are addressed or steps are taken as mitigation.
	4. External Examiners sufficiently cover all taught provision, fully discharge their responsibilities and confirm their advice is acted upon where appropriate.
	5. The University's policies on Student Module Feedback and Peer Dialogue on Teaching are implemented effectively.
1f. Education Management	1. The purpose, priorities and impact of the function have evolved over the last five years in response to the University's Education Strategy and the Inclusive Education Model.
Evaluation Area 2: Strategic Improvement	
2a. SWOT Analysis	1. The cluster 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 guiding and aligning the work across teams in relation to the cluster theme.
	2. The cluster has shared ambitions for further enhancing the quality of education, student experience and student support in relation to the cluster theme.
	3. It is clear how services delivered across the cluster will need to evolve in support of the University's strategic plans and initiatives (e.g. Grand Challenges, growing wholly online education).
2c. Enabling Culture	1. Leaders and staff collaborate across organisational boundaries to innovate, solve problems and deliver improvements for students in relation to the cluster theme.

	2. The diversity of our student community is well understood and informs an inclusive approach to service delivery and innovation as articulated in the [Inclusive Education Model]().
2d. Strategic Capacity	1. The track record and leadership of teams in the cluster provide a strong foundation for successfully delivering its strategy for education and students in relation to the cluster theme.
	2. Leaders in the cluster feel sufficient agency and ownership to define and lead strategic development in relation to the cluster theme.
	2. Concept of how blended learning intersects with the service area's scope of delivery and reflection on the consolidation towards a vision of blended learning opportunities and contribution to the [University's Education Strategy.]()
	3. Identification of actions advisable to develop support of blended learning further within the current identified constraints that service areas may experience in this area and to enhance the University's strategic plans.
	4. Identification of effects of blended learning as delivered since 2020 that are visible through the work of the Professional Service cluster, but which may not be readily apparent to academic departments.
	5. Consideration of the longer-term effects of blended learning and its consequences for the nature of study at Warwick upon service delivery.

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