

Institutional Teaching and Learning Review 2023

Outcomes Report

The ITLR Process

November 2023

**INSTITUTIONAL TEACHING
AND LEARNING REVIEW**
ITLR 2023

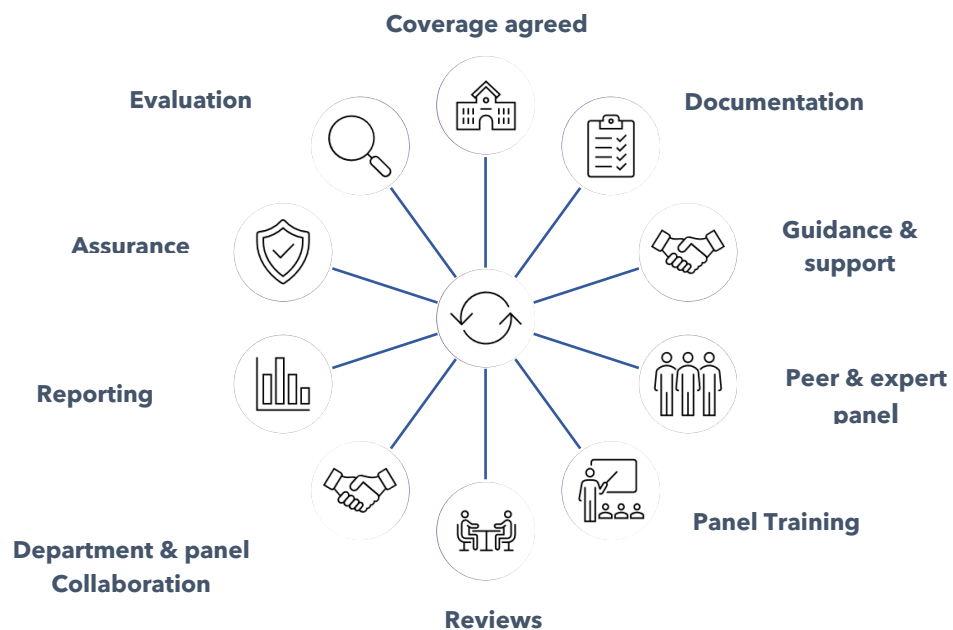
Institutional Teaching and Learning Review 2023

Outcomes Report:

The ITLR Process

Summary

The Institutional Teaching and Learning Review 2023 (ITLR) is one of a number of activities that demonstrates the institutions compliance with the Office for Students (OfS) national regulatory requirements. 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. Baseline Assurance (EA1), Strategic Improvement (EA2), Bespoke Themes (EA3) and three Common Themes (EA4).



Terms of reference were agreed for 38 academic departments and clusters of professional service teams in scope, and extensive documentation, guidance, and support was offered to those writing self-evaluation documents. 190 panellists were appointed and then trained to conduct a two-stage review. EA1 and EA2 were carried out online and panels were required to state an outcome and risk rating to satisfy our regulatory requirements. EA3 and EA4 were face-to-face with a more collaborative element encouraging the sharing of best practice and constructive peer review. An institutional level thematic report complements the 38 detailed panel reports providing a narrative against the relative evaluation frameworks. Assurance was provided to the relevant governance bodies within the University in Autumn 2023. A process and impact evaluation will complete the ITLR 2023 cycle reporting in summer 2024.

Introduction

The Institutional Teaching and Learning Review is one of a number of activities that demonstrates the institutions compliance with the Office for Students (OfS) national regulatory requirements. In the [ITLR Blueprint](#) we set out with the overall aim that: *The ITLR will provide a structured, supported process to identify and evaluate the opportunities for strategically enhancing the quality of education, student experience and student support in each department over the following years - informed in part by a thorough assessment of current provision and any risks to academic quality and standards.* First and foremost, ITLR is designed to enable us to drive quality enhancement and share good practice. The Blueprint committed the ITLR as a process would enable:

- a. Plans for enhancing education at Warwick in the coming years to be based on a coherent and comprehensive assessment of our recent progress, current position and future opportunities that has drawn in a wide range of staff, student and stakeholder voices. This will inform and drive our strategic intent and enhancements going forward.
- b. New connections and conversations to be created across academic departments and faculties around common areas of interest that are catalysts for future collaboration.
- c. Continued assurance to be provided to our students, the University's Council and our regulator – the Office for Students – that we continue to secure academic standards, deliver high-quality education and address weaknesses or risks identified.

To achieve the above objectives the ITLR **deliverables** were articulated as:

- a. An objective assessment of the strengths, weaknesses, opportunities and threats of our educational provision in each of our academic departments, including external verification by subject experts.
- b. An objective assessment of the strengths, weaknesses, opportunities and threats in the support of our student-facing professional services for a high-quality student learning experience, including external verification by subject experts.
- c. Identification of weaknesses in and risks to academic quality and standards and the actions needed to address these robustly.
- d. A comprehensive view of the gains and good practices established in recent years so that we can celebrate, share and embed these more widely.
- e. An assessment of progress towards the University's 2018 Education Strategy and its supporting plans (e.g. employability, widening participation, internationalisation).
- f. Thematic analyses of the review findings across academic departments to inform the work of central professional services and the development of the University's next Education Strategy

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.

EA1: Baseline Assurance

EA2: Strategic Improvement

EA3: Bespoke Theme

EA4: Common Themes

Evaluation Framework

EA1: Baseline Assurance

The ITLR intended to address both quality assurance and enhancement. It set out to determine where there are strengths and opportunities for enhancement or continuous improvement. In order to achieve this, it was necessary to first assess the extent to which quality is effective and identify where there may be risks which potentially undermine or impede efforts to maintain academic standards and deliver a high-quality experience. This part of the process took a risk-based approach conducting a largely desk-based exercise with the review meetings held online.

EA2: Strategic Improvement

Through the review process the panel considered the effectiveness of the approaches taken and made an evidence-based assessment of the extent to which strategic improvement is enabled to strengthen the student learning experience. As part of the review, each panel assigned an outcome¹ and a risk rating² to evaluation areas one and two. This established the baseline evidence from which review panels, together with the departments and clusters, evaluated where there are opportunities for strategically enhancing the quality of education, the student learning experience and student support. This part of the process informed the regulatory aspect of the ITLR in providing continued assurance to our student's, the University's Council and our regulator - the OfS - that we continue to secure academic standards, deliver high-quality education and address weaknesses or risks identified.

EA3: Bespoke Theme

Academic departments were asked to identify an area of strategic interest which had been a focus of development in recent years, articulating their ambitions and plans in this area for the review panel to explore and offer practical feedback. Panels reviewed the self-evaluation narrative and offered a view on the future development of the chosen theme.

Professional Service departments were clustered into six groups - many chose their bespoke theme centralised around their cluster grouping e.g. Student Transitions, Community and Wellbeing, Seamless Physical and Digital Learning Environments, and A Strong Administrative Foundation for Student Success. Others chose 'Developing Student Confidence and Agency', 'Inclusive Education' and 'The role of supervision'.

¹ Commended, Meets Expectations or Action Required to Meet Expectations

² Minor, Moderate, Major

EA4: Common Themes

Education Committee identified three common themes which align with institutional priorities, ITLR enabled consideration of these themes through a shared lens.

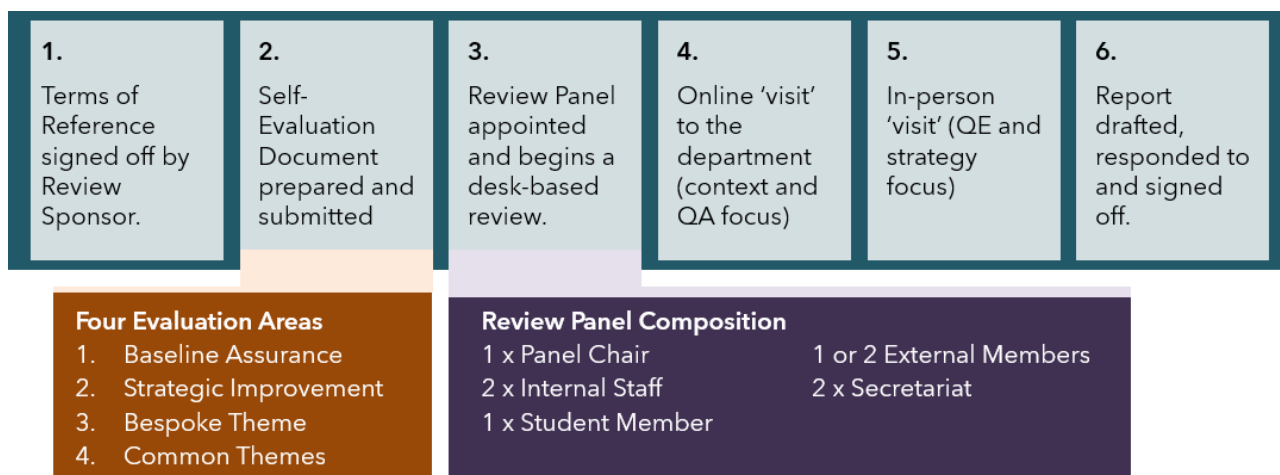
- a. **Interdisciplinary Learning** to explore how we incorporate models for increasing breadth and depth of disciplinary connections in learning so that our students expand subject awareness as they critically apply their learning to their practice and enable progression and positive outcomes.
- b. **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.

The Deputy Pro-Vice Chancellor (Education) brought together six academic colleagues to lead each of the [common themes](#) in pairs. They led two key events during the ITLR process firstly, introducing departments and clusters to the themes in September 2022. Secondly, they reviewed the self-evaluation documents and ran a session for panellists in February 2024 supporting them with appropriate lines of enquiry. The co-theme leads prepared SED submission guidance, ran SED writing workshops and provided SED and panel report exemplar material.

Process Steps

ITLR set out in September 2022 with an ambitious plan of delivery through the 2022/23 academic year. Below is a visual representation of the steps involved. 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).

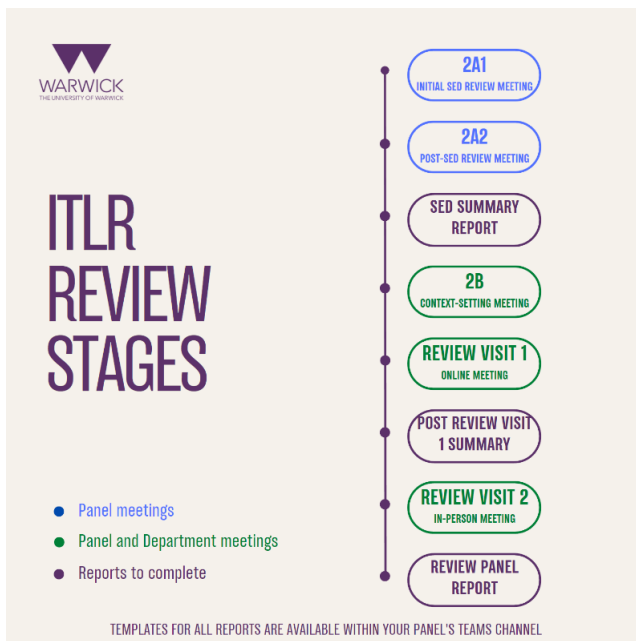
Evaluation areas three and four were reviewed in person by the panels with the focus on a forward-looking discussion about quality enhancement. This process decision enabled ITLR to strike a balance between a rigorous and proportionate approach to quality assurance and quality enhancement.



In scope were 32 academic departments and 22 professional service teams, the latter of whom were grouped into 6 clusters (see Professional Service Cluster Outcomes chapter for the groupings) to be reviewed. This encompasses foundation, undergraduate, postgraduate taught and postgraduate research provision, including apprenticeships and collaborative provision delivered by Warwick staff with a partner institution.

In October 2022 the project team embarked on a recruitment campaign to fulfil the 190 staff and student panel roles that were available. The student campaign was particularly successful, with over 300 applicants for 38 roles. To further utilise our volunteers, PGR students were invited to fulfil assistant secretary panel roles and ten additional students were recruited to provide some resilience in case panellists were unable to continue part-way through the review.

Senior University leaders with experience of quality review activities and knowledge of the University's education policy and quality expectations were assigned as [review sponsors](#) and allocated to 4 or 5 reviews each. They received weekly updates on the progress of their panels and stepped in to troubleshoot any emerging challenges. Departments and Clusters were invited, as part of establishing their terms of reference, to nominate an external panellist who had subject matter expertise. The review sponsors agreed each external appointment and supported where needed to identify appropriate options. One department had recently merged and so requested an external was appointed for each subject, therefore, their panel included five external academics.



The project team produced a comprehensive training package offering over 50 hours of bespoke sessions for chair, student, external and secretariat panellists as well as 'all-panel' training delivered online and face-to-face. As panels were populated, trained and supplied with the relevant SED and supporting evidence, most began their work in earnest in January 2023. Recruitment and retention of panellists continued to be a challenge however, especially the retention of secretariat. The review stages each panel completed are depicted here, in total 207 meetings were scheduled by the secretariat.

As soon as each panel was fully appointed, they were added to a dedicated Microsoft Teams space which included all applicable standardised evidence (professional service clusters provided their own evidence) provided to the department and their SED. See Appendix A for a list of itemised evidence. The first meeting (2A1) included introductions, agreement of responsibilities and timelines for the SED review.

Once panellists had reviewed their allocated section of the relevant evaluation framework they met again (2A2) to agree practical arrangements for the review itself and to agree lines of enquiry. At this point a short document was produced which was then shared with the department/cluster ahead of a context-setting meeting (2B). The purpose of this meeting was an opportunity for the Head of Department and key ITLR contacts in the department/cluster to provide any context they felt was necessary for the panel chair to understand.

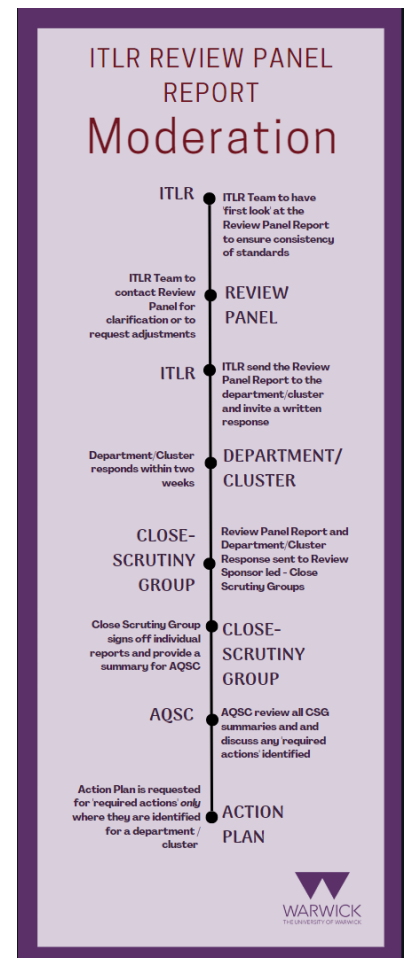
The review itself was split into two meetings, Review Visit 1, an online meeting concentrating on EA1 and EA2, and Review Visit 2, planned as an in-person meeting, concentrating on EA3 and EA4. The findings were then presented in the Final Review Panel Report. Panels were also asked to complete a review visit 1 summary, this reflected on the panel conversations in relation to quality assurance and strategic improvement. This output formed the basis of the Senate paper providing initial assurance of our compliance in terms of assuring our curriculum in June 2023.

Once the reviews were complete and panel reports available the moderation process depicted began. Moderation included a 'first pass' by the ITLR Project Team, where key areas for consideration included whether the outcome and risk levels were in line with the narrative, whether required actions and strengths were clearly articulated, whether actions were justifiably 'required' and whether the themes were clearly outlined and included useful suggestions.

Once complete the ITLR Project Team shared the report with the department/cluster inviting them to provide a response.

A team of two to three colleagues from the Academic Quality and Standards Committee (AQSC) joined the review sponsors in conducting a Close Scrutiny Group (CSG) where all available sponsor reports were reviewed as a collective alongside department/cluster responses. The CSG's confirmed the outcomes were justifiable, outcome categories had been consistently used and reviewed any actions including ownership so they could be monitored by AQSC post-ITLR.

Each CSG provided an overall report with a summary for each department/cluster, identifying any further actions required for approval and summarising the overall findings and any resulting themes. These reports supplemented the evaluation areas one and two panel outcome and risk analysis that formed the basis of the committee reporting in Autumn 2023 to meet our regulatory requirements.



Required Actions

In several of the departmental reviews, the review panel issued 'required actions' steering the department on steps they must take to address a known issue or mitigate risk. In some cases, these have been issued where the evaluative judgement on balance is 'meets expectations' or 'commended', but there are specific actions needed nonetheless to safeguard the ongoing quality of education. Academic departments and professional services clusters were asked to articulate the steps they will take to address the required actions and the timescales for this in their panel report response. This will be captured in a brief action plan, and progress will be monitored on a termly basis until all actions can be closed down.

In a similar timeframe, we will draw together the actions and thematic findings that are for the University to act upon institutionally. Some of these will be addressed through immediate action or assignment to a programme underway (such as Warwick Transformation), whereas others will be longer-term and will feed into the refreshed Education and Student Experience Strategy. By Summer 2024, we expect that many of

the required actions will be closed, or progress will be underway.

Outputs

The ITLR individual review outputs will include:

- Academic department Self-Evaluation Documents (SEDs)
- Professional Services Cluster SEDs
- Interim findings from review panels after analysing the SED and completing Review Visit 1
- Panel reports
- Department response to the panel report

The high-level reporting will include:

- **Warwick Education Conference** - bespoke and common theme posters, and ITLR contributions to three panels (Summer 2023).
- **Committee papers** - Education Committee, Senate and Council (Autumn 2023).
- **ITLR Institutional Report** - This will summarise the academic outcomes, professional service outcomes, common themes, bespoke themes, student contribution and social inclusion focus (February 2024).
- **ITLR Process and Impact Evaluation** - There will be two outputs, one evaluating the review process itself and the other the impact of ITLR (Summer 2024).

The contribution of students, emphasis on social inclusion and inclusion of professional services have made our approach distinctive in the English higher education sector - there is a desire for our experiences to contribute to publications and outputs that go beyond the University, as we promote best practice and innovation.

Appendix A: Summary of Supporting Evidence

This table lists the evidence used as part of the Self-Evaluation Document and the review process.

Ref #	Description
Review Context	
000	Supporting evidence log
001	ITLR 2023 review terms of reference
002	ITLR 2017 review report
003	ITLR 2017 departmental response
Departmental Context and Strategy	
004	Departmental strategy (agreed with ARC)
005	ARC SWOT (if there is one)
006	ARC Balanced scorecard
Programmes and Accreditation	
007	List of programmes and student numbers
00(8a-x)	Programme specifications
009	PSRB accreditation register entry/ies
010	AQSC approved RPL exemptions
011	Dimensions of a Warwick Curriculum
Taught Programmes: Quality Assurance	
012(a-d)	Teaching Excellence Group (TEG) meeting notes 2018/19 - 2021/22
013	List of External Examiners since 2018
014(a-d)	External Examiner reports 2018/19 - 2021/22
015	Collaborative partnerships register entry/ies
016	Collaborative Review report(s)
017(a-d)	Departmental timeliness of feedback returns 2018/19 - 2021/22
018(a-d)	Departmental plagiarism returns 2018/19 - 2021/22
Taught Course: Student Outcomes	
019	Student Outcomes dashboard
020	Inclusive Education dashboard
021	Inclusive Education Action Plan (IEAP)
022(a-c)	Graduate Outcomes for the 2018/19 and 2019/20 cohorts
023	Teaching Excellence Framework 2022 metrics (to be uploaded in October)
Taught Courses: Student Experience	
024	NSS results 2018 - 2022: department overview, programmes, subject level
025	PTES results 2018-2022: department and programmes
026	PRES results (note for the Project Board , we are consulting with Doctoral College to confirm what is available)

027(a-d)	Student Survey Action Plans since 2018 (incorporating NSS/PTES/PRES as applicable)
028(a-d)	SSLC Annual Reports since 2018 submitted to the Warwick SU
Degree Apprenticeships	
029	Apprenticeship achievement rates (QAR)
030a-b	Apprenticeship programmes Self-Assessment Report 2020/21 and Quality Improvement Plan 2021-22
031a-b	Apprenticeship programmes Self-Assessment Report 2021/22 and Quality Improvement Plan 2022-23
Research Degrees	
032(a-d)	PGR Annual Course Reports since 2018
033	Research Excellence Framework 2021 results
034(a-b)	Research Centre Triennial Reviews
Strategic Improvements	
035	Recognition of staff excellence in education (WIHEA, WIE & HEA Fellowships, NTFs and WATE awards)
Supplementary Evidence- (Optional) Added by the Department	
036	