

Institutional Teaching and Learning Review 2023

Outcomes Report

## **ITLR 2023 Outcomes Report**

November 2023

**INSTITUTIONAL TEACHING  
AND LEARNING REVIEW**  
**ITLR 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 compliments 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 outcome<sup>1</sup> and a risk rating<sup>2</sup> 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.

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<sup>1</sup> Commended, Meets Expectations or Action Required to Meet Expectations

<sup>2</sup> Minor, Moderate, Major

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'.

## EA4: Common Themes

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

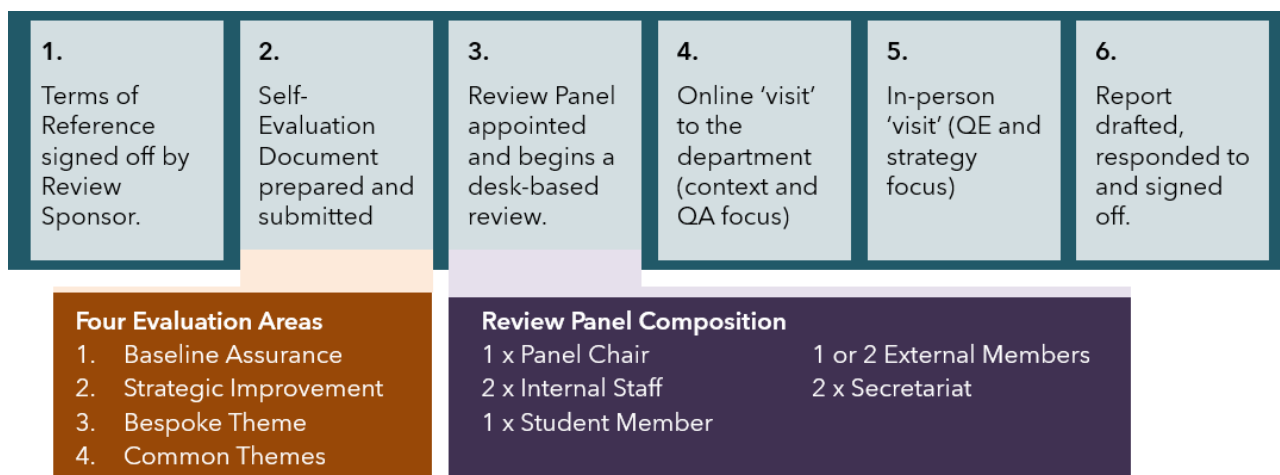
- a. **Interdisciplinary Learning** to explore how we incorporate models for increasing breadth and depth of disciplinary connections in learning so that our students expand subject awareness as they critically apply their learning to their practice and enable progression and positive outcomes.
- b.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

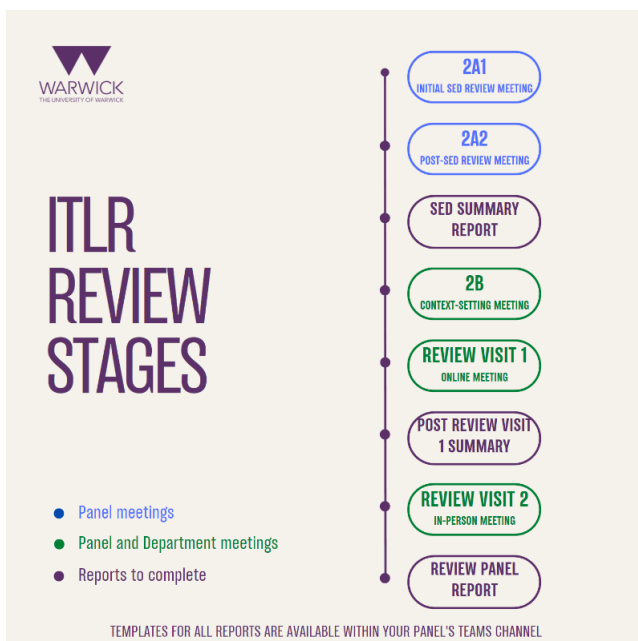


In scope were 32 academic departments and 22 professional service teams, the latter of whom were grouped into 6 clusters (see Professional Service Cluster Outcomes chapter for the groupings) to be reviewed. This encompasses foundation, undergraduate, postgraduate taught and postgraduate research provision, 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.

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.



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.

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.

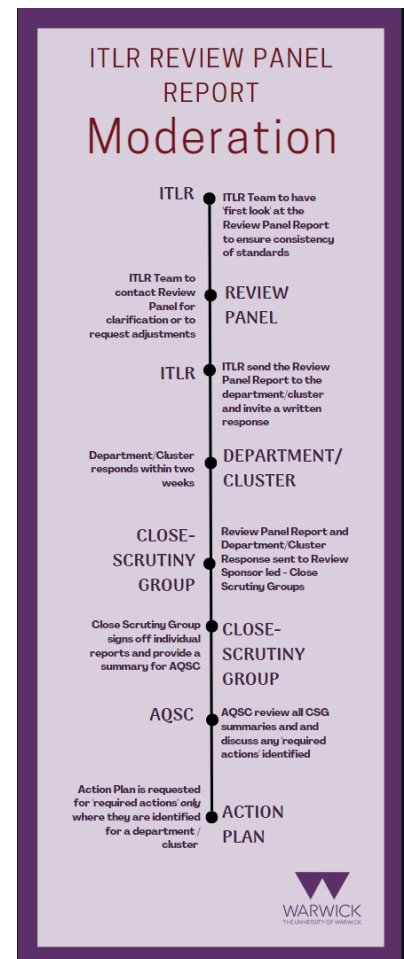
The review itself was split into two meetings, Review Visit 1, an online meeting concentrating on EA1 and EA2, and Review Visit 2, planned as an in-person meeting, concentrating on EA3 and EA4. The findings were then presented in the Final Review Panel Report. Panels were also asked to complete a review 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.

# 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.

EA1: Baseline Assurance

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EA4: Common Themes

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.
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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

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

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.

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

### 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.



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.

### 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-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.

#### **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.

## 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.

# Outcomes Report:

## Academic Outcomes

December 2023

### Summary

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

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

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

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

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

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

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

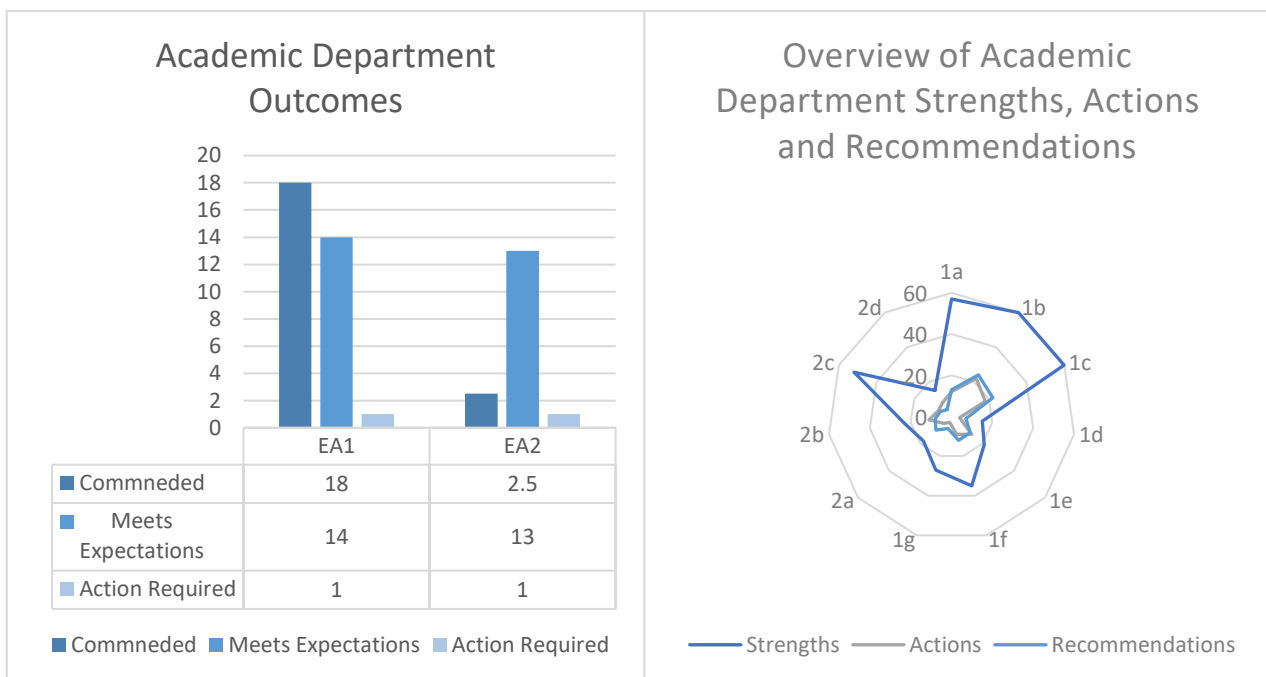
- Staff development and staff resource
- Relationships and Engagement
- Interdisciplinarity and Joint Degree Management
- Central Support and Systems

## Outcome and Risk

### Academic Departments

#### Academic Department Outcomes

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

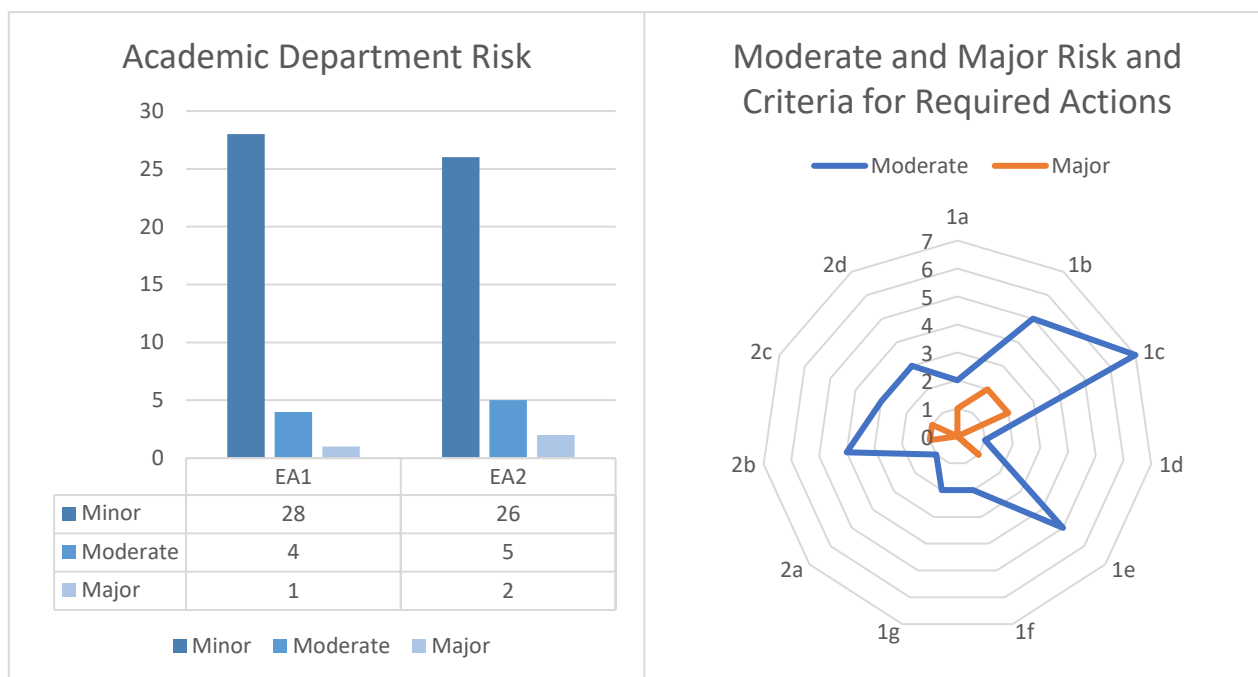


1a - Programme Health 1b - Student Experience and Success 1c - Student Support 1d - External Delivery Partners 1e - Quality Assurance 1f - Education Management 1g - Academic Governance 2a - SWOT Analysis 2b - Strategy for Education for Students 2c - Enabling Culture 2d - Strategic Capacity



## Academic Department Risks

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



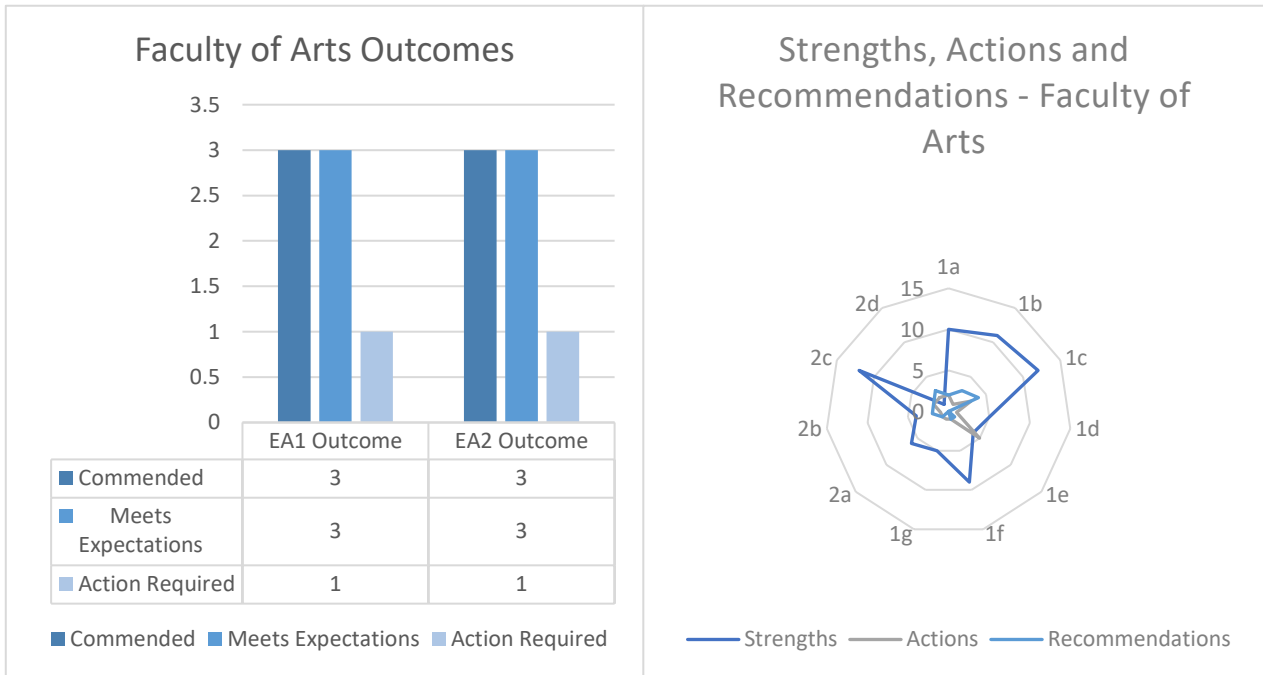
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## Academic Department Outcomes - by Faculty

### Faculty of Arts

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

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

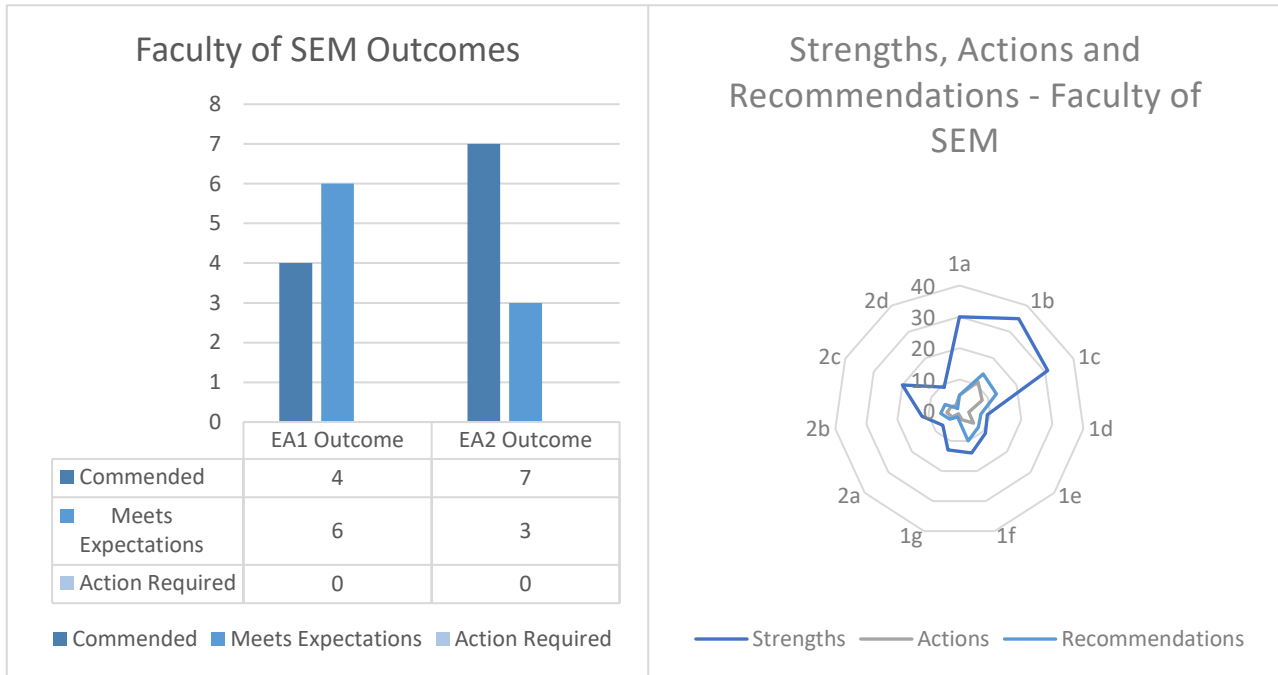


1a - Programme Health 1b - Student Experience and Success 1c - Student Support 1d - External Delivery Partners 1e - Quality Assurance 1f - Education Management 1g - Academic Governance 2a - SWOT Analysis 2b - Strategy for Education for Students 2c - Enabling Culture 2d - Strategic Capacity

### Faculty of Science, Engineering and Medicine

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

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

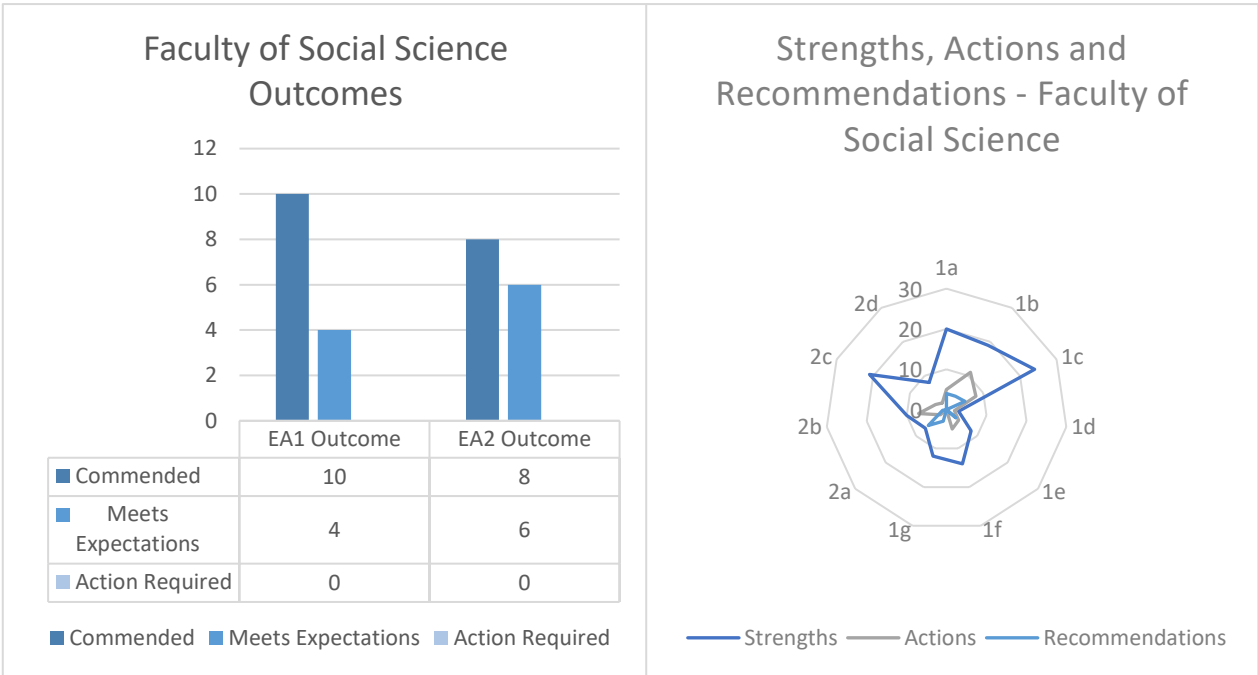


1a - Programme Health 1b - Student Experience and Success 1c - Student Support 1d - External Delivery Partners 1e - Quality Assurance 1f - Education Management 1g - Academic Governance 2a - SWOT Analysis 2b - Strategy for Education for Students 2c - Enabling Culture 2d - Strategic Capacity

### Faculty of Social Science

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

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



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

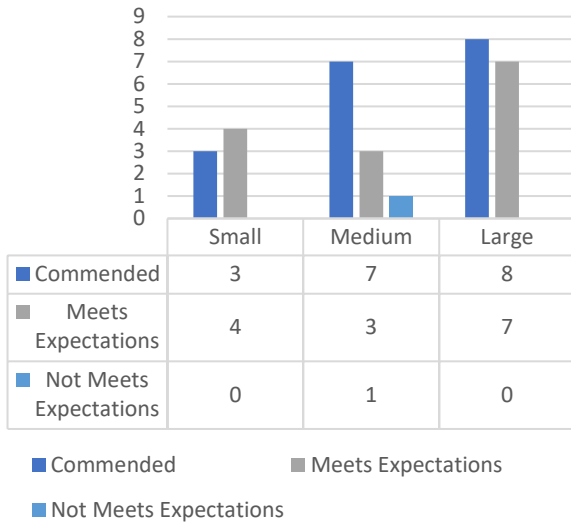
### Cross-Faculty

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

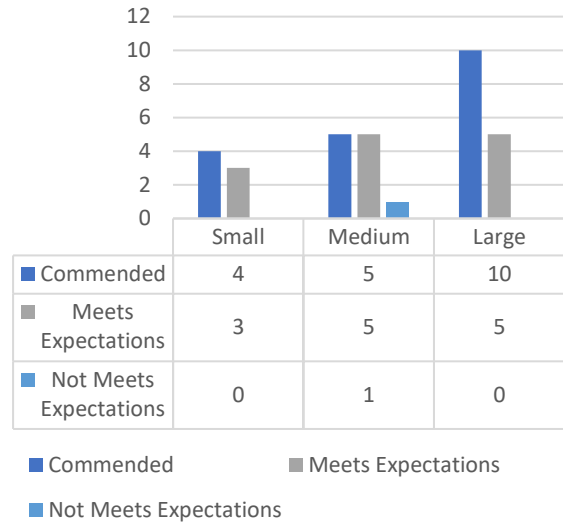
### Academic Department Outcomes - departmental size

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

Outcome by Departmental Size - EA1

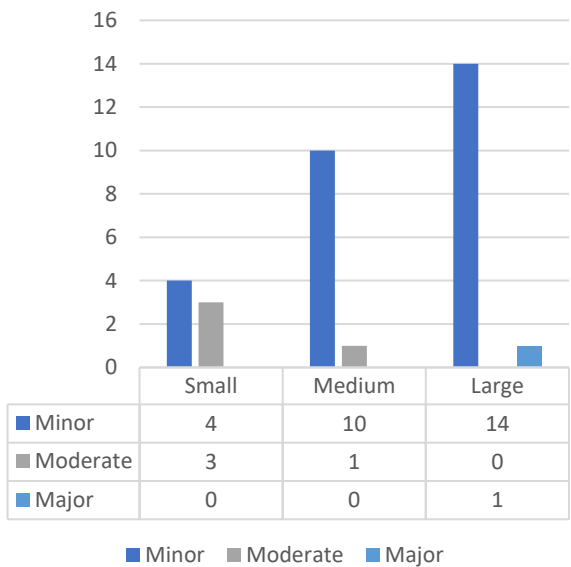


Outcome by Departmental Size - EA2

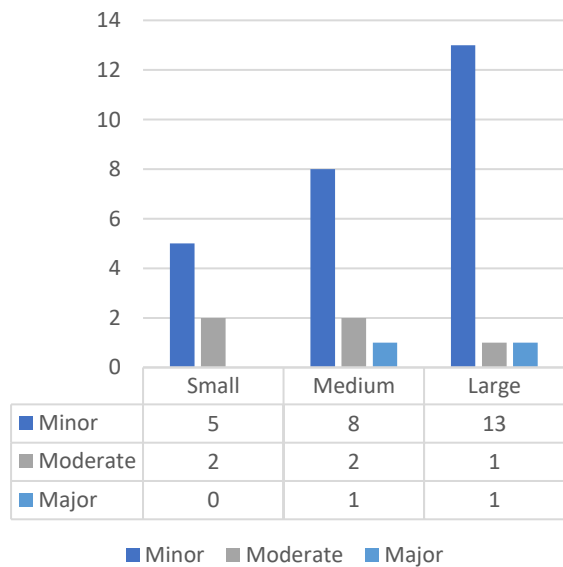


Interestingly in relation to risk, a higher proportion of small departments were noted to have a moderate risk (43%) than the medium (9%) or large departments (0%) for Evaluation Area 1: Baseline Assurance, suggesting smaller departments may find resourcing this activity more challenging. Similarly,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

Risk by Departmental Size - EA1



Risk by Departmental Size - EA2



## Evaluation Area 1 and 2 Summary Findings

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

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

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

### Evaluation Area 1: Baseline Assurance

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

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

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

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

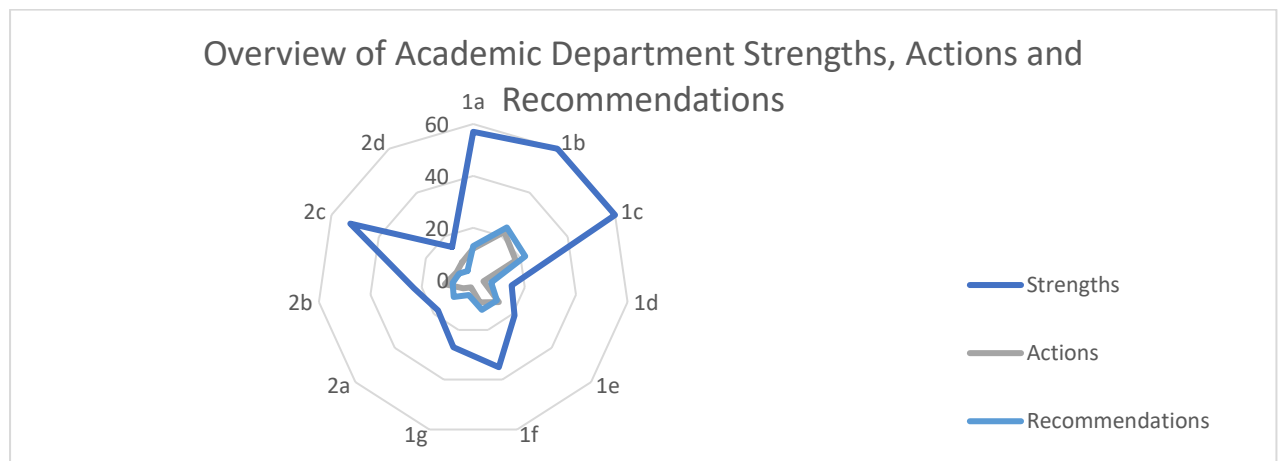
## Evaluation Area 2: Strategic Improvement

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

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

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

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



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

### Strengths

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

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

### Opportunities to build on strengths

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

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



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

#### Known issues and risks to address

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

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

## Evaluation Framework Criteria

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

### Evaluation Area 1: Baseline Assurance

#### 1a. Programme Health

##### *Evaluation Framework Criteria*

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

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

The majority of academic departments showcase a commitment to the demonstration the essential and wider 'Dimensions of a Warwick Curriculum', noting plans, progress towards

this, or full alignment, with 8 of the 33 reports (24%) not clearly noting this. Some reports note a systematic mapping and alignment process is in place, for example a Mapping the Warwick Dimensions document is noted within the School of Cross Faculty Studies ITLR Final Report, whilst others, such as the Institute for Employment Research and Department of Psychology, note a more systematic mapping exercise or curriculum review is planned. The Warwick Manufacturing Group have a Required Action to plan how programmes will evolve to encompass the Dimensions of the Warwick Curriculum.

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

### *Strengths, Required Actions and Recommendations*

**57** Strengths  
**12** Required Actions  
**13** Recommendations<sup>3</sup>

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

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

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

## 1b. Student Experience and Success

### *Evaluation Framework Criteria*

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

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<sup>3</sup> Highest 4 - Middle 3 - Lowest 4

The ITLR process confirmed that the majority of departments deliver high levels of student satisfaction, evidenced through NSS and PTES results, other student feedback mechanisms, and through meeting with students. Departments were generally able to identify areas with lower student satisfaction or where response rates could be improved, and the action taken or planned as a result, although there is variance in how these actions are reported and monitored for impact. For some departments the nature of the programmes impacts on the type of data available, for example IATL do not have home students, and Warwick Foundation Studies do not have student feedback methods and data that enable benchmarking.

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

### *Strengths, Required Actions and Recommendations*

**60** Strengths  
**22** Required Actions  
**24** Recommendations<sup>4</sup>

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

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

There are 24 explicit recommendations within 13 of the 33 reports, with a further 8 implicit recommendations. These recommendations generally refer to enhancement of data outcomes and response rates, or suggestions for enhancement to practice that could

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<sup>4</sup> Highest 4 - Middle 3 - Lowest 4

increase student satisfaction. In line with the narratives within this section there are limited recommendations or actions that relate to student outcomes.

### 1c. Student Support

#### *Evaluation Framework Criteria*

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

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

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

#### *Strengths, Required Actions and Recommendations*

**60** Strengths  
**18** Required Actions  
**22** Recommendations<sup>5</sup>

With 60 strengths identified across 30 of the 33 reports student support is noted to be a highly commended aspect of practice. The strengths identify and celebrate the wide

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<sup>5</sup> Highest 4 - Middle 3 - Lowest 4

range of activities and support provided to students to facilitate community building and to support personal and professional development. A number of reports commend the personal tutor system or dedicated placement and employability support.

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

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

#### 1d. External Delivery Partners

##### *Evaluation Framework Criteria*

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

##### *Strengths, Required Actions and Recommendations*

**15** Strengths  
**4** Required Actions  
**7** Recommendations<sup>6</sup>

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

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<sup>6</sup> Highest 4 - Middle 3 - Lowest 4

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

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

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

## 1e. Quality Assurance

### *Evaluation Framework Criteria*

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

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

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

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

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

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

### *Strengths, Required Actions and Recommendations*

<b>21</b> Strengths
<b>13</b> Required Actions
<b>12</b> Recommendations <sup>7</sup>

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

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

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

## 1f. Education Management

### *Evaluation Framework Criteria*

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

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<sup>7</sup> Highest 4 - Middle 3 - Lowest 4



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

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

### *Strengths, Required Actions and Recommendations*

**35** Strengths  
**9** Required Actions  
**12** Recommendations<sup>8</sup>

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

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

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<sup>8</sup> Highest 4 - Middle 3 - Lowest 4

## 1g. Academic Governance

### *Evaluation Framework Criteria*

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

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

### *Strengths, Required Actions and Recommendations*

<b>27</b> Strengths
<b>3</b> Required Actions
<b>6</b> Recommendations

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

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

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

## Evaluation Area 2: Strategic Improvement

### 2a. SWOT Analysis

#### *Evaluation Framework Criteria*

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

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

### *Strengths, Required Actions and Recommendations*

<b>18</b> Strengths
<b>5</b> Required Actions
<b>10</b> Recommendations <sup>9</sup>

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

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

## 2b. Strategy for Education for Students

### *Evaluation Framework Criteria*

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

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

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<sup>9</sup> Highest 4 - Middle 3 - Lowest 4

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

### *Strengths, Required Actions and Recommendations*

**23** Strengths  
**11** Required Actions  
**8** Recommendations<sup>10</sup>

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

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

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

## 2c. Enabling Culture

### *Evaluation Framework Criteria*

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

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

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<sup>10</sup> Highest 4 - Middle 3 - Lowest 4

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

### *Strengths, Required Actions and Recommendations*

<b>52</b> Strengths
<b>7</b> Required Actions
<b>6</b> Recommendations

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

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

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

## 2d. Strategic Capacity

### *Evaluation Framework Criteria*

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

### *Strengths, Required Actions and Recommendations*

<b>15</b> Strengths
<b>8</b> Required Actions
<b>4</b> Recommendations <sup>11</sup>

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

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<sup>11</sup> Highest 4 - Middle 3 - Lowest 4

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

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

## For the University

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

### Staff development and staff resource

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

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

### Relationships and engagement

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

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

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

## Interdisciplinarity and joint degree management

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

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

## Central support and systems

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

## Additional suggestions

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

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

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

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

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



# 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 that 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

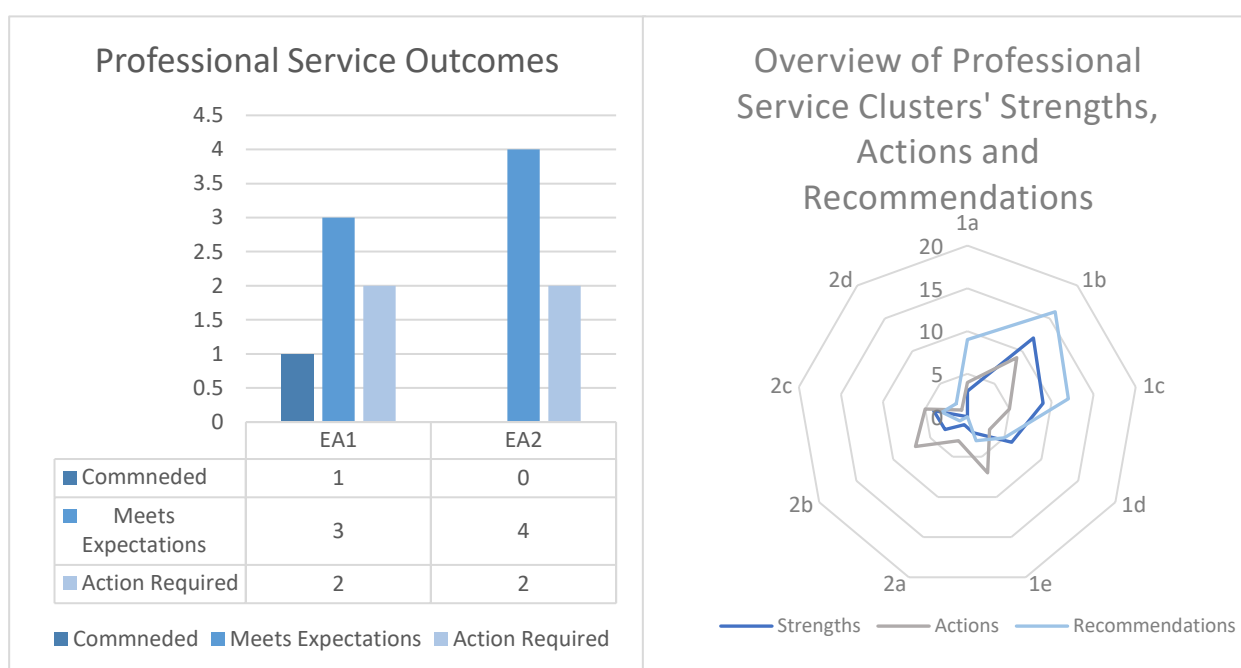
## Professional Service Clusters in Scope for ITLR 2023

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.
		<ul style="list-style-type: none"> <li>• Wellbeing Support Services</li> <li>• Dean of Students' Office</li> <li>• Widening Participation</li> <li>• Social Inclusion</li> <li>• Student Communications (MCI)</li> <li>• Student Complaints &amp; Academic Casework</li> <li>• Student Discipline and Resolution</li> <li>• Student Experience Division</li> </ul>
2	Learning Beyond Boundaries	Maximising the engagement with and impact of diverse opportunities for applying learning and developing rounded, successful students.
		<ul style="list-style-type: none"> <li>• Student Opportunity</li> <li>• Warwick Enterprise</li> <li>• International Strategy &amp; Relations</li> <li>• Regional Strategy</li> <li>• Warwick Institute of Engagement</li> </ul>
3	Seamless Physical and Digital Learning Environments	The seamless blend of physical and digital learning environments, resources, and infrastructure.
		<ul style="list-style-type: none"> <li>• Flexible and Online Learning Division (for WBPL see Cluster 5)</li> <li>• Library</li> <li>• Space Management &amp; Timetabling (in SPA)</li> <li>• IT Teams (across IDG)</li> <li>• Estates (teaching and learning spaces)</li> </ul>
4	A Culture of Education Leadership and Innovation	Enabling staff and students to drive change and embed excellence in education across disciplinary boundaries.
		<ul style="list-style-type: none"> <li>• Education Policy and Quality</li> </ul> <p>Working with academic departments:</p> <ul style="list-style-type: none"> <li>• ADC</li> <li>• IATL</li> <li>• WIHEA.</li> </ul>
5	A Strong Administrative Foundation for student success	Building consistency, efficiency, and effectiveness in administering the student lifecycle.
		<ul style="list-style-type: none"> <li>• Admissions</li> <li>• Student Administrative Services</li> <li>• Work-Based &amp; Professional Learning.</li> </ul>
6	Enabling Postgraduate Researchers to Thrive	Supporting an inclusive, interdisciplinary culture for our postgraduate researchers.
		<ul style="list-style-type: none"> <li>• Doctoral College</li> </ul>

## 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.

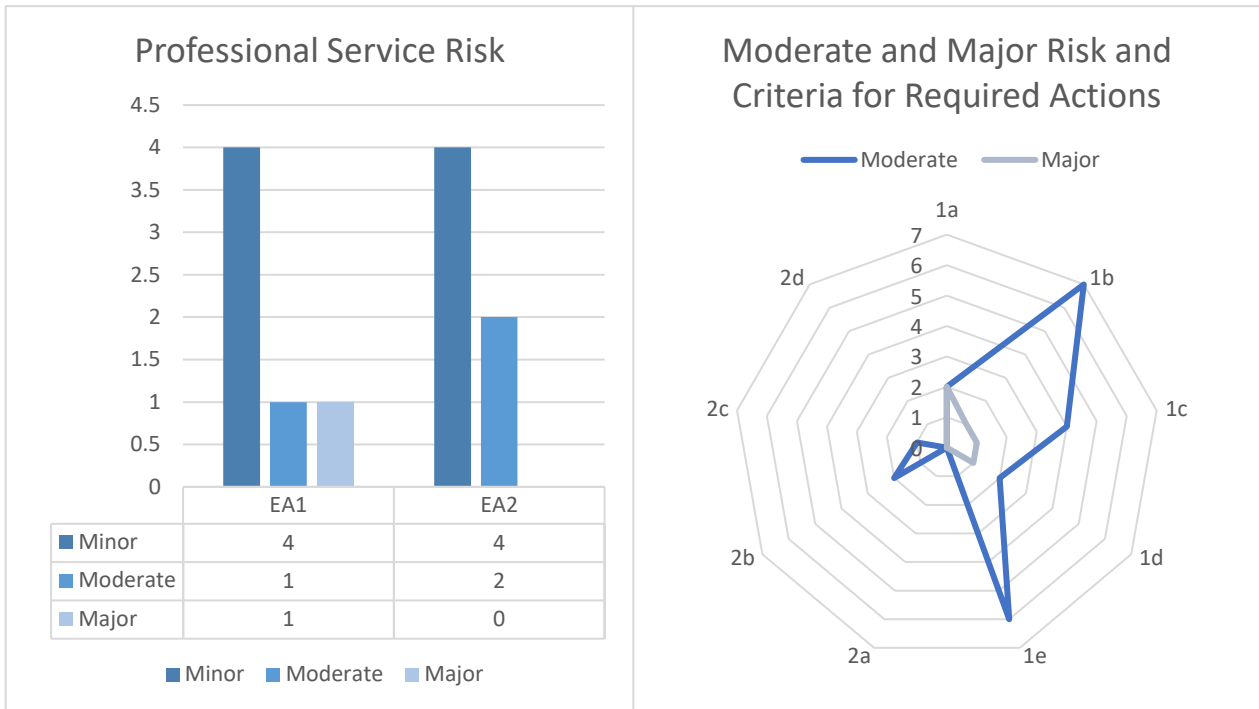
Consideration of strengths, actions and recommendations against the evaluation criteria identify strengths in relation to service effectiveness, engagement and strategic capacity, however service effectiveness also had the highest number of required actions and recommendations. A high number of actions were also identified against strategic alignment and strategy for education and students.



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.



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 potential 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 that 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

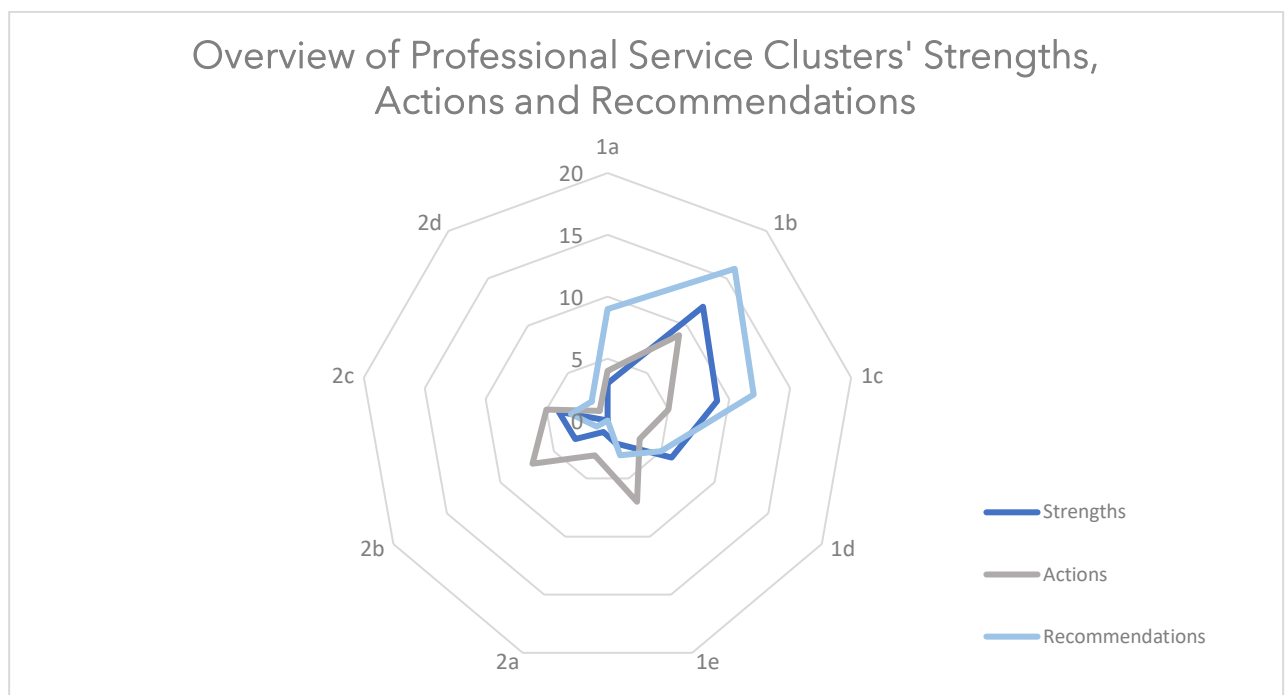
successful implementation of those strategies to enhance student development, engagement and experience.

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 proactive, 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’.

*Strengths, Required Actions and Recommendations*

<b>3</b> Strengths
<b>4</b> Required Actions
<b>9</b> Recommendations <sup>12</sup>

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

<sup>12</sup> Highest 3 - Middle 3 - Lowest 3

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 that 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.

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<sup>13</sup>

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.

<sup>13</sup> Highest 3 - Middle 3 - Lowest 3

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 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 that 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*

<b>9 Strengths</b>
<b>5 Required Actions</b>

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 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'.

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<sup>14</sup> Highest 3 - Middle 3 - Lowest 3

The ITLR process provides assurance that 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*

<b>6</b> Strengths
<b>3</b> Required Actions
<b>5</b> Recommendations <sup>15</sup>

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 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.

<sup>15</sup> Highest 3 - Middle 3 - Lowest 3

## 1e. Strategic Alignment

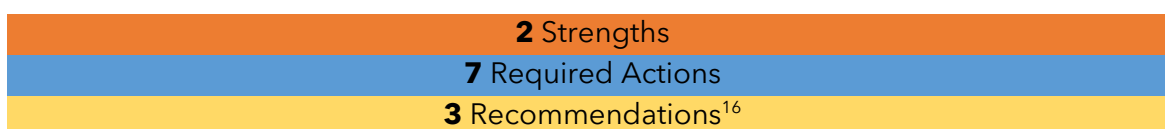
### *Evaluation Framework Criteria*

The ITLR process provides assurance that 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*



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,

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<sup>16</sup> Highest 3 - Middle 3 - Lowest 3

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.

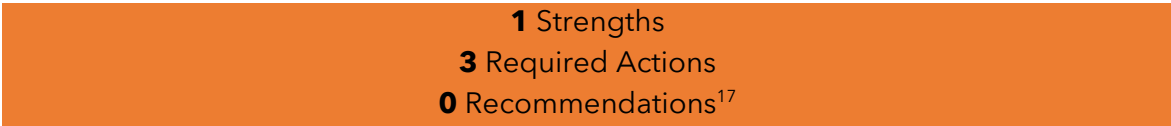
## Evaluation Area 2: Strategic Improvement

### 2a SWOT Analysis

#### *Evaluation Framework Criteria*

The ITLR process provides assurance that 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. 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<sup>17</sup>

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.

<sup>17</sup> Highest 3 - Middle 3 - Lowest 3



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.

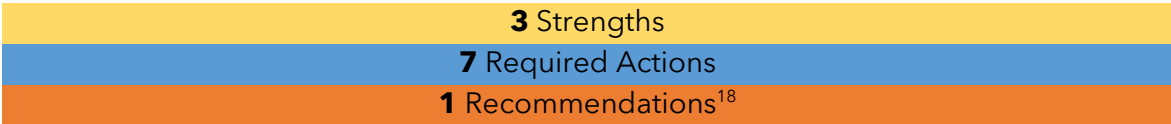
**2b Strategy for Education for Students**  
*Evaluation Framework Criteria*

The ITLR process provides assurance that 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 that 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.

*Strengths, Required Actions and Recommendations*



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.

<sup>18</sup> Highest 3 - Middle 3 - Lowest 3

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

## 2c Enabling Culture

### *Evaluation Framework Criteria*

The ITLR process provides assurance that 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 that 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 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*

<b>4</b> Strengths
<b>5</b> Required Actions
<b>3</b> Recommendations <sup>19</sup>

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.

<sup>19</sup> Highest 3 - Middle 3 - Lowest 3

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.

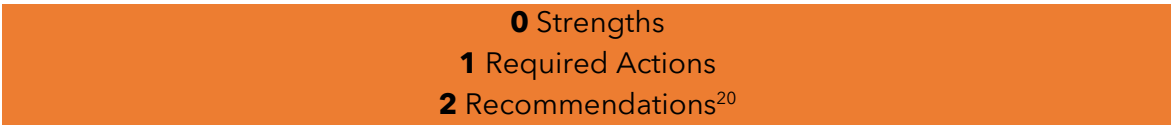
Furthermore, there are 3 recommendations across 3 Cluster reports, which are similar to the actions identified for this evaluation criteria and relate to enhanced collaboration across professional service teams.

## 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 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<sup>20</sup>

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.

<sup>20</sup> Highest 3 - Middle 3 - Lowest 3

## 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 8), 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 responsibility 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 needing to be review the effectiveness of historical structures alongside being involved in Academic Resource Committee planning and resource bidding.
  - 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.

# Outcomes Report:

## Common Theme: Blended Learning

November 2023

### Summary

#### Common Theme: Blended Learning

The transition to blended and digital learning at the University of Warwick presents both remarkable opportunities and significant challenges. This section has underscored the need for a balanced approach that embraces technological advancements while addressing operational and strategic gaps. As the university continues to navigate this digital shift, a focus on continuous improvement, faculty support, and student engagement will be key to realising the full potential of blended learning. This evolution in teaching and learning methods not only aligns with current educational trends but also positions Warwick at the forefront of delivering a future-ready and inclusive educational experience for all its students.

#### Good practice

Warwick's strategic **integration of digital tools** and methodologies has led to innovative teaching practices.

Initiatives such as **digital labs** and **creative online assessments** reflect the university's adaptation to educational trends and diverse student needs.

#### Challenges

**Inadequate evaluation** of online experiences, **technological hurdles**, and the impact on faculty **workload** appear to pose significant challenges.

The need for **strategic planning** and consistent institutional engagement in blended learning initiatives is apparent.

#### Opportunities

Enhancing **evaluation**, addressing **technology gaps**, and comprehensive **digital education strategies**.

Enhancing **staff training** and **policy development** is vital to optimise digital teaching methods.

#### Actions

**Collaborative strategies** for university support, enhancing **digital teaching infrastructure**, and **student-centric** approaches.

Emphasising pedagogical innovation to **streamline processes** and promote **effective digital tool usage**.

## Introduction

This section examines the practices, challenges, and future trajectories of Blended Learning within the University of Warwick's various departments and professional service clusters. This analysis aims to provide a concise and insightful overview of how digital technologies are reshaping teaching and learning processes at the University. The report highlights the commendable strides made in embracing digital pedagogies, enhancing accessibility, and integrating technology, while also acknowledging areas where further development is essential.

The University of Warwick's commitment to blended and digital learning is evident in its strategic integration of digital tools and online teaching methodologies. This transition, accelerated by the pandemic, has led to an innovative blend of in-person and digital interactions, ensuring flexibility and inclusivity in education. Key practices include the development of digital labs, creative online assessments, and robust pedagogical strategies to enhance student engagement. These initiatives reflect the university's foresight in adapting to future educational trends and meeting diverse student needs.

Despite these advancements, the report identifies significant challenges in the effective implementation of Blended Learning. Issues such as inadequate evaluation of online learning experiences, technological and operational hurdles, and the impact on faculty workload highlight areas needing attention. Additionally, strategic planning and institutional engagement in BL initiatives appear inconsistent, suggesting a need for a more cohesive and university-wide approach.

Several opportunities are suggested to enhance Blended Learning at Warwick. These include improving Blended Learning evaluation and design, addressing technological disparities, and developing comprehensive strategies for digital education. Enhancing staff training and policy development is also crucial, ensuring educators are equipped to navigate and optimise digital teaching methods.

To advance the Blended Learning agenda, specific actions are recommended such as collaborative strategies for university support, enhancing digital teaching infrastructure, integrating student-centric approaches, and fostering pedagogical innovation. These actions aim to streamline processes, promote effective use of digital tools, and develop a supportive environment for Blended Learning.

# Good Practice in Blended Learning

The effective integration of digital tools and blended learning strategies across various academic departments and professional service clusters is a key theme in the good practice on display at Warwick in relation to the blended learning cross-cutting theme. The shift towards online and blended modes of teaching and learning has been accelerated by the pandemic, leading to innovative practices in course delivery, assessment, and student engagement. These practices include the creation of digital labs, innovative online assessments, remote lab access, and robust pedagogic discussions on blended learning. The aim is to enhance flexibility, accessibility, and inclusivity in learning, catering to diverse student needs and preparing for future

Warwick's transition to blended and digital learning has been a significant shift in educational practices across departments and professional service clusters. This movement is characterised by the expansion of online offerings, leadership in digital pedagogy, and the creation of specialised units like the Learning Design Consultancy Unit. Departments such as Chemistry, Computer Science, and Economics have innovatively utilised digital tools and platforms like Moodle for effective online teaching. The focus has not just been on the transition to online modes but also on maintaining the quality of face-to-face interactions, as seen in the Department of Applied Linguistics and the School of Life Sciences. The blend of in-person and online teaching aims to provide a flexible and enriched learning environment. Moreover, initiatives like digital storytelling, effective lecture capture, and remote lab access indicate a progressive approach towards integrating technology in education. These efforts demonstrate a commitment to evolving teaching methods and enhancing the student learning experience in a digital age.

Within the overarching theme of "Embracing Blended and Digital Learning," we can identify several sub-themes that highlight specific aspects of how different departments and professional service clusters are adapting to and innovating in the digital learning landscape. Each of these themes represents a specific facet of the broader move towards digital and blended learning, showcasing the multifaceted approach being taken to adapt to and leverage the opportunities presented by digital technologies in education.

## Innovative Digital Pedagogies

Departments are using innovative methods to integrate digital technology into their pedagogical practices. This includes creative approaches like digital storytelling, remote lab access, and the use of virtual exchanges. These practices are not just about transitioning to online platforms; they represent a transformative approach to teaching and learning, making education more interactive, engaging, and accessible. Departments like Classics and Ancient History, Computer Science, and Modern Languages and Cultures are at the forefront of these innovations, employing digital tools to enhance the depth and breadth of their educational offerings. Examples include:

<i>Academic Development Centre</i>	Expansion of online offerings, leadership in online teaching
<i>Centre for Interdisciplinary Methodologies</i>	Blended delivery benefiting diverse learners, digital labs
<i>Department of Classics and Ancient History</i>	Innovative assessments, digital storytelling
<i>Department of Computer Science</i>	Robust pedagogic discussions about Blended Learning
<i>Department of Economics</i>	Investment in Blended Learning development, seminar series on teaching.
<i>Department of Philosophy</i>	Exploratory use of online resources
<i>Department of Politics and International Studies</i>	Initial development of Blended Learning
<i>School of Modern Languages and Cultures</i>	Innovative use of virtual exchanges
<i>School of Creative Arts, Performance and Visual Cultures</i>	Creative use of Blended Learning approaches
<i>Warwick Medical School</i>	Innovative approach to Blended Learning; student interns
<i>Cluster 2 - Learning Beyond Boundaries</i>	Digital first strategy

### Enhancing Accessibility and Flexibility

Efforts are being made to make learning more accessible and flexible through digital means. Departments are focusing on providing a mix of in-person and online teaching, offering online modules that attract a broader student base, and utilising platforms like Moodle to enhance the learning experience. This approach acknowledges the diverse needs of students, including international students and mature learners, and aims to provide them with more choices in how they engage with their education. Examples include:

<i>Centre for Lifelong Learning</i>	Use of Moodle for Blended Learning
<i>Centre for the Study of the Renaissance</i>	Online modules attracting international students, retention of face-to-face teaching
<i>Department of Applied Linguistics</i>	Blended approach with focus on face-to-face interaction
<i>Department of English and Comparative Literary Studies</i>	Flexibility in learning modes



<i>Department of Physics</i>	Effective mix of in-person and online teaching
<i>Department of Sociology</i>	Effective use of Moodle and online support groups
<i>School of Life Sciences</i>	Active use of Moodle
<i>Warwick Foundation Studies</i>	Use of Moodle and online interactive tools
<i>Cluster 6 - Enabling Postgraduate Researchers to Thrive</i>	Effective use of online learning for inclusion

### Technological Integration and Upskilling

Departments are integrating technology into their curriculum and upskilling staff to adapt to digital teaching methods. It includes the development of digital labs, effective lecture capture, and the shift to online learning outside of the classroom. These initiatives are indicative of a broader commitment to not just adopting technology, but also to ensuring that staff and students are proficient in using these digital tools for an enhanced educational experience. Examples include:

<i>Department of Chemistry</i>	Effective online teaching during the pandemic, use of digital tools
<i>Department of Psychology</i>	Upskilling staff, innovative use of digital tools
<i>Mathematics Institute</i>	Effective lecture capture, shift to online learning
<i>Warwick Manufacturing Group</i>	Impressive in-house Blended Learning setup
<i>Cluster 5 - A Strong Administrative Foundation for Student Success</i>	Cooperation with WMG and Computer Science for online modules

### Infrastructure and Strategy Development for Blended Learning

Multiple efforts to build the necessary infrastructure and strategic planning required for effective Blended Learning are visibly being made. This involves the creation of specialised units like the Learning Design Consultancy Unit, the development of Blended Learning strategies, and improvements in website content to support digital learning. These actions demonstrate a strategic and structured approach to embedding digital learning within the educational framework, ensuring that departments are prepared and well-equipped to handle the evolving demands of digital education. Examples include:

<i>Academic Development Centre</i>	Creation of the Learning Design Consultancy Unit
<i>Centre for Teacher Education</i>	Digital development project, feedback incorporation
<i>Department of Education Studies &amp; CEDAR</i>	Early adoption of Moodle, focus on technology-enhanced learning

<i>Department of History</i>	Effective integration of online resources in teaching
<i>School for Cross-Faculty Studies</i>	Robust steps in digital pedagogy
<i>Institute for Advanced Teaching and Learning</i>	Positive Blended Learning experiences
<i>School of Engineering</i>	Enhanced online learning approach
<i>School of Law</i>	Development of a Blended Learning Strategy
<i>Warwick Business School</i>	Strong Blended Learning infrastructure
<i>Cluster 3 - Seamless Physical and Digital Learning Environments</i>	Support for sustainable Blended Learning
<i>Cluster 4 - A Culture of Education Leadership and Innovation</i>	Support for department-centred Blended Learning initiatives

## Challenges in Blended Learning

The Challenges and challenges in aligning to the cross-cutting theme of digital and blended learning across various departments and professional service clusters at Warwick, can be categorised into distinct themes. Each theme reflects a common set of issues faced by different departments and clusters, providing a clearer understanding of the areas where improvement is needed.

These themes collectively highlight the multifaceted challenges faced in the transition to and implementation of digital and blended learning at the University of Warwick. Addressing these challenges potentially requires a coordinated effort that may include better evaluation and engagement strategies, technological enhancements, workload management, and strategic institutional planning.

### Inadequate Evaluation and Engagement Strategies

There are several challenges related to the evaluation of digital learning experiences and the engagement strategies employed. Departments are finding it difficult to effectively gauge learner experiences, particularly in online settings. There is also a notable concern regarding the engagement with online materials, with some departments observing a decline in student participation and achievement when employing online methods. This highlights a need for more robust assessment frameworks and engagement strategies to ensure that digital learning is effective and resonant with students. Examples include:

Academic Development Centre	Needs better evaluation of the learner experience
Centre for Interdisciplinary Methodologies	Engagement with online material is not well defined
Department of Economics	Challenges in student engagement

Department of Chemistry	Decline in engagement and achievement with online methods
Department of Physics	Reduced student participation over time
Department of Politics and International Studies	Inactive blended delivery group post-pandemic
Cluster 2 - Learning Beyond Boundaries	High dropout rates in digital programmes
Cluster 6 - Enabling Postgraduate Researchers to Thrive	Biased feedback received from engaged students only

## Technological and Operational Challenges

Many departments face technological and operational hurdles in implementing Blended Learning. Issues range from lack of IT support, system compatibility problems, to challenges in hybrid working and access to technology. Additionally, the use of multiple platforms without streamlined solutions contributes to operational complexity. These challenges indicate a need for improved IT infrastructure and support, as well as more cohesive strategies for technology integration in education.

Department of Classics and Ancient History	Challenges in hybrid working, access to technology
Department of Psychology	Challenges with new system acquisitions
School of Creative Arts, Performance and Visual Cultures	System compatibility issues
School for Cross-Faculty Studies	Limited classroom technology for hybrid teaching
Warwick Foundation Studies	Varied approach across modules
Warwick Medical School	Inconsistency in online learning resource usage
Cluster 3 - Seamless Physical and Digital Learning Environments	Limited insights on students' digital capabilities

## Workload and Resource Constraints

A significant concern across departments is the impact of digital and Blended Learning on faculty workload and resource allocation. Designing blended formats and integrating online resources into teaching have apparently increased the workload for educators. Additionally, some departments struggle with resource constraints, impacting their ability to facilitate effective online discussions or create asynchronous materials. Addressing these issues may require a balance between technological innovation and support for educators in managing their workload.

Department of Applied Linguistics	Challenges in designing blended formats, workload implications
Department of Education Studies & CEDAR	Impact on workload, lack of central academic technologist support
Department of Statistics	Resource constraints; challenges with online discussion
School of Engineering	Need for staff training in creating asynchronous materials

School of Life Sciences	Reactive, not proactive, approach to Blended Learning
School of Law	Mixed student engagement in online learning
Warwick Manufacturing Group	Less positive engagement from UG students
Warwick Business School	Potential timetable clashes for students

## Strategic Planning and Institutional Engagement

Several departments and professional service clusters indicate a lack of strategic planning and inconsistent institutional engagement in Blended Learning initiatives. This theme reflects the potential need for a more proactive and strategic approach to incorporating digital technologies into Warwick's educational framework. It may also underscore the necessity for greater institutional support and engagement to effectively navigate the complexities of digital and Blended Learning.

Centre for the Study of the Renaissance	Need for strategic planning in Blended Learning
Department of History	Lack of clarity in blending online resources with teaching
Department of Philosophy	Scepticism about Blended Learning
Department of English and Comparative Literary Studies).	Operational challenges, disparity in Blended Learning approaches
Institute for Advanced Teaching and Learning	Variance in module implementation
School of Modern Languages and Cultures	Lack of a strategic approach to Blended Learning
Cluster 4 - A Culture of Education Leadership and Innovation	Inconsistent institutional engagement
Cluster 5 - A Strong Administrative Foundation for Student Success	Not involved in Blended Learning activities

## Opportunities for Development

To address the future opportunities in digital and Blended Learning at Warwick, we can identify key themes that span various departments and professional service clusters. These themes collectively underscore the areas where further development is needed to enhance the quality and effectiveness of digital and Blended Learning at Warwick. By focusing on these themes, the university may be able to better adapt to the changing landscape of technology in education and meet the diverse needs of




Opportunities for development in blended learning can be grouped as follows, and specific suggestions from departments/ professional service clusters can be found in Appendix D.



*Enhancing Blended Learning and*

A crucial area for future development is perhaps the enhancement of Blended Learning evaluation and

ADC, Applied Linguistics, Chemistry,




<p><i>Evaluation and Design</i></p>	<p>design. This could involve exploring new ways to assess effectiveness, clarifying roles, and expectations, and evolving learning design to accommodate technological advancements. Departments are looking to balance practical and digital learning, redefine hybrid learning models, and ensure that Blended Learning is effectively embedded in their teaching methodologies. Embracing emerging technologies, such as virtual reality (VR) and artificial intelligence (AI), is also seen as a key strategy to enrich the learning experience.</p>	<p>Classics, Economics, Politics, Psychology, Life Sciences, SMLC, WBS, Cluster 2 &amp; Cluster 4</p>
<p> <i>Technological Enhancement &amp; Accessibility</i></p>	<p>Improving technological infrastructure and accessibility is another pivotal area. This includes securing effective web-based platforms, addressing technological disparities among students, and refreshing asynchronous materials. Departments are also focusing on making digital tools more inclusive and ensuring that neurodivergent students are considered in the design of online materials. Improving lecture capture visibility and addressing inclusivity in online assessments are also highlighted as key opportunities.</p>	<p>CLL, CTE, CSR, English, History, WFS, SCPVC, Engineering, WMS &amp; Cluster 3</p>
<p> <i>Staff Training &amp; Policy Development</i></p>	<p>Staff training and policy development are essential for future growth. This involves enhancing skills and competencies in technology-enhanced learning, providing consistent and cohesive approaches, and developing comprehensive plans. Ensuring that staff are well-equipped and confident in utilising Blended Learning tools is vital for the effective implementation of these educational strategies.</p>	<p>Philosophy, Sociology, Statistics, IER &amp; Maths</p>
<p> <i>Institutional Strategy and Integration</i></p>	<p>Developing a robust institutional strategy for Blended Learning and ensuring its integration across various disciplines is critical. This includes expanding online learning initiatives, encouraging more institutional drive for Blended Learning, and exploring opportunities for its application.</p>	<p>CIM, Education, Cluster 5, Cluster 6 &amp; WMG</p>


Professional service clusters are looking to increase central guidance and benchmark their approaches with other universities, indicating a need for a more unified and strategic approach to digital education.

## Blended Learning Actions

Grouping suggested actions into distinct themes allows for targeted strategies and coherent plans for enhancing blended and online learning. These actions cover a range of areas from technological advancement to pedagogical innovation, reflecting a comprehensive approach towards improving digital education at the university.

The Blended Learning actions can be grouped as follows, and specific suggestions from departments/ professional service clusters can be found in Appendix D.

	<p><i>Collaborative strategies and university support</i></p>	<p>It involves engaging with relevant departments and professional service clusters for collaborative projects, developing specific strategies, and advocating for policy changes to extend resource access. The aim would be to create a cohesive and university-backed approach to Blended Learning, ensuring all departments and professional service clusters receive the necessary support and resources.</p>	<p>ADC, CLL, CTE, CSR, Education Studies, English, Psychology, Maths, CFS, Engineering, Life Sciences, Cluster 3 &amp; Cluster 5</p>
	<p><i>Enhancing Digital Teaching &amp; Learning Infrastructure</i></p>	<p>It involves addressing technical issues in lecture capture, resolving challenges with online exams, and promoting consistent platform use. These proposed actions highlighted by departments and professional service clusters have a common aim to ensure that digital tools are effectively integrated into the teaching and learning process.</p>	<p>CIM, Chemistry, Classics, Computer Science, Economics History, Physics, Sociology, Statistics, IER, SCAPVC, WFS, WBS, WMG, WMS, Cluster 2 &amp; Cluster 4</p>
	<p><i>Student-Centric Approaches</i></p>	<p>Centring around student needs and feedback, this theme advocates for the</p>	<p>Applied Linguistics, Politics, Law, WMG &amp; Cluster 6</p>

<i>and Feedback Integration</i>	development of learning models that directly address student preferences and challenges. It includes continuing the improvement of Blended Learning design, maintaining current methods while considering neurodiverse students, and incorporating student feedback in planning and strategy development.	
 <i>Pedagogical Innovation &amp; Teaching Development</i>	Focusing on teaching innovation and development, this theme aims to harness existing practices and improve Moodle's appeal, develop cohesive and consistent approaches to Blended Learning, and enhance staff competencies in technology-enhanced learning. This approach will facilitate a more dynamic and flexible teaching environment.	Chemistry, Politics, Law, WMG & Cluster 6

By categorising these actions into these themes, departments and professional service clusters could focus on specific areas of improvement and development, ultimately enhancing the overall quality and effectiveness of blended and online learning across the institution.

## Conclusion

The transition to blended and digital learning at the University of Warwick presents both remarkable opportunities and significant challenges. This section has underscored the need for a balanced approach that embraces technological advancements while addressing operational and strategic gaps. As the university continues to navigate this digital shift, a focus on continuous improvement, faculty support, and student engagement will be key to realising the full potential of Blended Learning. This evolution in teaching and learning methods not only aligns with current educational trends but also positions Warwick at the forefront of delivering a future-ready and inclusive educational experience for all its students.

# Outcomes Report:

## Common Theme: Interdisciplinary Learning

November 2023

### Summary

Common Theme: Interdisciplinary Learning

The findings and recommendations presented here provide a roadmap for the University of Warwick to enhance its interdisciplinary initiatives, addressing the challenges and capitalising on the strengths identified. The emphasis on collaborative and integrated learning approaches aligns with the evolving demands of the global landscape, ensuring that students are not only academically equipped but also possess the critical thinking and adaptability skills necessary for future success. The journey towards effective interdisciplinary education at Warwick is an ongoing process, one that requires continuous assessment, innovation, and commitment to educational excellence.

#### Good practice

**Successful integration** of various academic disciplines into **comprehensive curricula**, preparing students for complex real-world challenges.

Initiatives include: **joint programmes**, **collaborative research** projects, and the development of **support systems**

#### Challenges

Despite progress, operational and institutional barriers such as **timetabling conflicts** and **structural challenges** are hindering progress.

These challenges underscore the need for **more effective integration** of interdisciplinary approaches within the university's academic framework.

#### Opportunities

Key opportunities include: strengthening interdisciplinary **engagement**, **collaboration**, and addressing **logistical challenges**.

**Strategic action** is necessary to foster an integrated learning environment conducive to interdisciplinary studies.

#### Actions

Simplifying **administrative processes** and establishing a **unified system** that supports interdisciplinary education.

Emphasising **collaborative strategies** for university-wide support and developing a **cohesive approach** to IL.



## Introduction

This analysis serves as a crucial evaluation of good practices, areas of challenge, development needs, and actionable steps to advance the interdisciplinary agenda at the University. It does so from the perspective that interdisciplinary learning is not merely a pedagogical choice but a necessity in preparing students to navigate and address the intricacies of modern, interconnected problems.

Commendable efforts are identified in integrating diverse academic disciplines into comprehensive curricula. This approach is pivotal in fostering graduates equipped to tackle complex, real-world problems. Pioneering departments are breaking traditional academic boundaries, offering students an enriched learning experience that encompasses a broad knowledge spectrum. The drive towards collaborative learning and research is evident, with departments initiating joint programmes and interdisciplinary research projects. This not only enhances the educational experience but also cultivates a community of shared knowledge and purpose. Recognising that successful interdisciplinary learning requires more than curricular changes, departments are establishing robust support systems. This involves addressing operational challenges and ensuring resources for effective programme delivery.

Despite the strides made, there are, however, some operational and institutional barriers that may be hindering the smooth implementation of Interdisciplinary Learning. Issues range from logistical hurdles like timetabling conflicts to deeper structural challenges within the institution. A key area for development may lie in strengthening the foundations of interdisciplinary engagement and collaboration. This could involve strategic actions to overcome logistical challenges, foster integrated learning approaches, and cultivate an environment more conducive to interdisciplinary studies. A range of actions are suggested aimed at simplifying the administrative processes associated with Interdisciplinary Learning. These actions could be crucial for establishing a more unified and efficient system that supports and promotes interdisciplinary education.

## Good Practice in Interdisciplinary Learning

By prioritising these themes, it is clear that various departments and professional clusters within the institution are making concerted efforts to prepare students for a future where the ability to think across disciplines is not just beneficial, but essential. These practices demonstrate 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.

### Interdisciplinary Curriculum Integration

Departments are weaving together various disciplines into a cohesive curriculum that prepares students for the complexities of modern challenges. The good practices here

highlight the strategic collaboration between different academic fields to create programmes that offer students a holistic education, transcending traditional subject boundaries.

The integration of interdisciplinary studies into the curriculum is a response to the growing need for graduates who can navigate complex, real-world problems that do not confine themselves to single disciplines. Departments like the Academic Development Centre, Centre for Interdisciplinary Methodologies, and the School for Cross-Faculty Studies are at the forefront, leveraging multidisciplinary teams and partnerships to enrich programmes and encourage students to draw from a broad knowledge base. This approach fosters a learning environment where students are not only educated in their primary discipline but are also exposed to complementary perspectives, enhancing their critical thinking and problem-solving abilities. Examples include:

<i>Academic Development Centre</i>	ADC leverages its multidisciplinary team to enrich programmes with a variety of perspectives.
<i>Centre for Interdisciplinary Methodologies</i>	CIM embodies interdisciplinarity, aiming to overcome procedural barriers to such education.
<i>Centre for Lifelong Learning</i>	CLL offers interdisciplinary courses, integrating knowledge from various disciplines.
<i>Centre for Teacher Education</i>	CTE integrates multiple disciplines into its programmes, engaging in inter-departmental collaborations.
<i>Centre for the Study of the Renaissance</i>	CSR draws staff from various departments, providing a multidisciplinary teaching approach.
<i>Department of Education Studies &amp; CEDAR</i>	Education Studies is interdisciplinary with diverse curricula and theme-based teaching.
<i>Department of History</i>	History integrates interdisciplinary training into its programmes.
School for Cross-Faculty Studies)	Built on the principle of Interdisciplinary Learning with diverse module offerings.
Cluster 2 - Learning Beyond Boundaries	The cluster is recognised for its embedded interdisciplinary work and partnerships with IATL.

### Collaborative Academic Endeavours

This theme encompasses the efforts to break down silos between departments and promote a culture of cooperation and shared knowledge. It reflects a concerted effort to not only offer interdisciplinary programmes but to also actively engage with other departments to create joint degrees, research projects, and modules that benefit from multiple academic perspectives. This reflects a growing trend in HE to promote collaborative learning and research that bridges multiple disciplines. Many departments and professional service clusters are increasingly recognising the value of combining the strengths and insights from various departments to address multifaceted issues. By creating joint programmes, such as dual degrees and interdisciplinary research projects at the University of

Warwick, departments like Chemistry, Computer Science, and the School of Law offer students a more dynamic and enriched educational experience.

These collaborative efforts not only expand academic horizons but also foster a sense of community and shared purpose among students and faculty. Examples include:

<i>Department of Chemistry</i>	Chemistry has interdisciplinary research projects and joint programmes, like Innovation 101.
<i>Department of Computer Science</i>	Interdisciplinary research is common, with funded projects across various domains.
<i>Department of Economics</i>	Economics has increased interdisciplinary programmes and introduced new joint degrees.
<i>Department of Psychology</i>	Offers multiple joint degrees and integrates flexibility within degrees.
<i>Department of Sociology</i>	Engages with other departments and promotes Sociology as an interdisciplinary subject.
<i>School of Modern Languages and Cultures</i>	Collaboration across the School and with other departments.)
<i>Mathematics Institute</i>	Offers interdisciplinary joint degrees and modules.
<i>School of Creative Arts, Performance and Visual Cultures</i>	Proactive work on embedding interdisciplinarity; co-supervision of Ph.D. students across disciplines.
<i>School of Engineering</i>	Interdisciplinary first-year curriculum and design projects; collaborative postgraduate programmes.
<i>School of Law</i>	'Law in context' approach and joint degrees for interdisciplinary perspectives.
<i>School of Life Sciences</i>	Interdisciplinary approach in Biology; collaboration with various departments for PGT modules.
<i>Warwick Business School</i>	Large provider of Interdisciplinary Learning; integration of different disciplines into programmes.
<i>Warwick Foundation Studies</i>	Collaboration with other departments; interdisciplinary modules like SPAMM.
<i>Warwick Medical School</i>	Interdisciplinary curriculum design and assessment in undergraduate degrees.
<i>Warwick Manufacturing Group)</i>	Multidisciplinary nature of courses like Cyber Security.
<i>Cluster 6 - Enabling Postgraduate Researchers to Thrive</i>	The cluster provides strong support for interdisciplinary environments through CDTs and DTPs.

## Enhancing Interdisciplinary Learning and Support

This theme captures the commitment to not only enhance Interdisciplinary Learning within existing structures but also to provide the necessary support to ensure its success. It is about the recognition that interdisciplinary education is not just about curricular offerings but also about the systems and policies that support these initiatives. The good practices identified involve establishing robust administrative practices, developing a

national reputation for interdisciplinary module design, and ensuring strong supervisory arrangements to support cross-departmental research and learning. Enhancing Interdisciplinary Learning and support is crucial in modern education, where the interconnectedness of global issues calls for a collaborative and multifaceted approach to learning and research. Departments and professional service clusters are working to not only develop interdisciplinary curricula but also to ensure that there are supportive structures in place that enable the effective delivery of these programmes. This includes addressing operational challenges, harmonising deadlines, and implementing management committees to oversee interdisciplinary courses. Such support mechanisms are vital for the success of interdisciplinary education, ensuring that students and faculty have the resources they need to engage meaningfully with complex, cross-cutting themes. Examples include:

<i>Department of Philosophy</i>	Philosophy excels in delivering Interdisciplinary Learning through joint programmes.
<i>Department of Politics and International Studies</i>	Engages in embedding Interdisciplinary Learning through programmes like PPE and PPL.
<i>Institute for Employment Research</i>	Emphasises the interdisciplinary nature of their programme.
<i>Institute for Advanced Teaching and Learning</i>	Internationally recognised for its interdisciplinary module design
<i>Cluster 4 - A Culture of Education Leadership and Innovation</i>	IATL and ADC contribute significantly to the enhancement of Interdisciplinary Learning.

## Challenges in Interdisciplinary Learning

In terms of perceived challenges in aligning to the university’s cross-cutting theme of Interdisciplinary Learning, the focus is on the operational and institutional barriers that departments and professional service clusters face in implementing and sustaining Interdisciplinary Learning. These challenges range from structural issues like timetabling and registration processes to more abstract concerns like departmental autonomy and recognition of interdisciplinary activities' value.

Implementing Interdisciplinary Learning across departments involves navigating a complex array of operational and institutional challenges. Departments like Chemistry and Computer Science, for example, face challenges like fee structures and space constraints that hinder the fluidity of interdisciplinary collaboration. Similarly, the autonomy of departments may create barriers to the smooth operation of interdisciplinary degrees, as noted in the Department of Philosophy.

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.

### Navigating operational and systematic challenges

This theme encompasses the logistical and structural obstacles that hinder the seamless integration of interdisciplinary studies. These challenges manifest in various operational aspects, such as timetabling, registration processes, and institutional structures, which may create barriers to effective Interdisciplinary Learning implementation. Departments face difficulties in aligning student experiences, managing space and timetabling, and dealing with the complexities of fee structures and internal systems. These issues may not only disrupt the administrative ease of Interdisciplinary Learning but also affect the capacity of departments to fully embrace interdisciplinary approaches. Examples include:

Centre for Interdisciplinary Methodologies	Inconsistent registration and module selection deadlines
Centre for Lifelong Learning	Challenges in aligning student experiences across departments
Department of Chemistry, Department of Computer Science	Operational challenges like timetabling and fee structures
Department of Psychology	Space constraints and financial penalties
School for Cross-Faculty Studies, Mathematics Institute	Module selection process difficulties and recruitment gaps
Cluster 3 - Seamless Physical and Digital Learning Environments	Inadequate flexibility in the timetable and disparate online learning tools

### Navigating institutional and departmental barriers

This theme reflects the internal barriers within the university's institutional framework that may limit the growth and development of Interdisciplinary Learning. The perception of the market for interdisciplinary courses and concerns about compromising specialisation may further contribute to the reluctance in fully adopting Interdisciplinary Learning. These barriers include the autonomy of departments, which can lead to a lack of coordination and collaboration, and the challenges in establishing a strategic and embedded approach to Interdisciplinary Learning. Examples include:

Department of Applied Linguistics, Warwick Medical School	Institutional structures impeding Interdisciplinary Learning development
Department of Philosophy, Cluster 6 - Enabling Postgraduate Researchers to Thrive	Autonomy of departments posing challenges
School of Modern Languages and Cultures, Warwick Manufacturing Group	Limited strategic embedding of Interdisciplinary Learning
Department of Sociology	Concerns about detriment to producing subject specialists
Department of Politics and International Studies	Challenges in interdisciplinary narrative and student awareness

### Curriculum Design and Student Experience Challenges

This theme addresses the difficulties in designing and delivering a curriculum that effectively incorporates Interdisciplinary Learning principles. Challenges include combining subjects to create truly interdisciplinary courses and providing students with

the necessary guidance and support. Additionally, there is a need to distinguish between collaborative and individual work within interdisciplinary settings, which can be complex in practice. Examples include:

Department of Economics	Challenges in combining subjects for interdisciplinarity
Department of Statistics	Students needing guidance in module selection
School of Life Sciences	Difficulty in differentiating collaborative and individual assessments
Warwick Business School	Less evidence of postgraduate student engagement in external modules
Warwick Foundation Studies	Often multidisciplinary rather than Interdisciplinary Learning

### Communication and engagement issues

This theme highlights the challenges in communication and engagement concerning Interdisciplinary Learning. These issues range from lack of recognition of Interdisciplinary Learning's value by external departments to the need for better engagement and systematic communication between departments. Ensuring that the core messaging around Interdisciplinary Learning and sustainability is understood and acted upon across all university levels may be crucial to embedding it further. Examples include:

Centre for Teacher Education	External departments not recognising Interdisciplinary Learning value
Mathematics Institute	Communication issues in joint honour programmes
Cluster 4 - A Culture of Education Leadership and Innovation	Need for better engagement and communication between departments
Cluster 5 - A Strong Administrative Foundation for Student Success	Lack of engagement from non-lead departments

## Opportunities for Development


The dominant theme encompassing all the suggested areas for development of Interdisciplinary Learning at Warwick concerns strengthening the foundations of interdisciplinary engagement and collaboration across various departments and clusters. This theme emphasises the need for more structured support, clearer communication, and strategic planning to foster a culture that embraces and facilitates Interdisciplinary Learning across the university. The focus is not only on overcoming logistical challenges but also on cultivating an environment where interdisciplinary approaches are actively encouraged and seamlessly integrated into curricula and research practices.

These themes collectively highlight the multifaceted nature of the challenges faced in implementing Interdisciplinary Learning at the University of Warwick. Addressing these challenges requires a more coordinated effort across various levels, from administrative

processes to curriculum design and institutional policy. By addressing them, departments and professional service clusters could create a more conducive environment for Interdisciplinary Learning, one that facilitates seamless collaboration between various disciplines and maximises the potential of such integrative educational approaches. The opportunities for development highlight the collective effort across different departments and professional service clusters to create an academic culture where interdisciplinary collaboration is not just encouraged but deeply ingrained. The actions and initiatives proposed seek to eliminate the traditional silos of academic disciplines, promoting a more integrated and comprehensive approach to learning and research. This would not only enhance the quality and scope of education but also prepare students to tackle complex, real-world problems that require a multidisciplinary understanding and approach.

The journey towards effective interdisciplinary engagement and collaboration involves several strategic actions aimed at enhancing Interdisciplinary Learning provision. Departments and professional service clusters are focusing on developing and restructuring programmes to foster a more integrated approach to learning. This involves creating collaborative platforms for resource sharing, similar to the WIHEA model, and broadening interdisciplinary collaborations. For instance, the Centre for Lifelong Learning is addressing the unique challenges faced by mature students integrating into other departments, while the Department of Applied Linguistics is influencing school structures to remove barriers to Interdisciplinary Learning.

Departments like Chemistry and Computer Science are proactively seeking opportunities for teaching and learning collaborations across disciplines. The aim is to create a more cohesive and inclusive educational environment where Interdisciplinary Learning is not just an option but a fundamental aspect of the curriculum. Efforts to streamline administrative processes, enhance communication and guidance, and provide necessary resources and support are pivotal in making Interdisciplinary Learning a tangible and valued aspect of academic life at Warwick. Opportunities for development in interdisciplinary learning can be grouped as follows, and specific suggestions from departments/ professional service clusters can be found in Appendix E.

	<p><i>Enhancing interdisciplinary collaboration and curriculum integration</i></p>	<p>The focus is on developing platforms for resource sharing, encouraging the design of multi-level modules, and ensuring that interdisciplinary courses are included in curriculum reviews. Efforts here could aim to make Interdisciplinary Learning a more prominent and structured aspect of the educational offerings, encouraging a culture of collaboration across different academic disciplines.</p>	<p>CIM, CSR, Classics, CLL, Chemistry, English, IATL, SCAPVC and Engineering</p>
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*Streamlining administrative processes and improving the student experience*

Focus is placed on simplifying module selection systems, managing administrative burdens effectively, and ensuring that students can participate in interdisciplinary modules without facing academic or logistical hindrances.

Classics, History, Psychology, Physics, Statistics and CFS



*Aligning department strategies with institution interdisciplinary goals*

It involves enhancing financial and structural incentives for interdisciplinary teaching, supporting staff in developing relevant pedagogic skills, and ensuring that departmental strategies are in sync with the university's interdisciplinary goals.

Philosophy, Politics, Sociology, Law, Life Sciences, IER, WFS and WBS



*Communication, guidance and systematic implementation*

The aim is to provide clearer pathways for Interdisciplinary Learning, improve collaborative course planning, and define clear objectives for sustainability and interdisciplinarity.

Maths, SMLC, Cluster 4, Cluster 2 and Cluster 3



*Research development and interdisciplinary topics expansion*

It involves reviewing research project constraints, fostering growth in interdisciplinary teaching, and exploring new areas for interdisciplinary study.

WMS and WMG

## Interdisciplinary Learning Actions

The suggested actions are focused on the practical aspects of streamlining processes to enable interdisciplinary integration and facilitate a smoother interdisciplinary experience for students and staff. The aim is to create a more cohesive framework within which interdisciplinary initiatives can thrive, overcoming barriers related to timetabling, module registration, and departmental resource sharing.

Departments are working to harmonise deadlines, improve timetabling, and facilitate resource sharing to enable smoother interdisciplinary study experiences. For example, the Centre for Interdisciplinary Methodologies is addressing practical issues like inconsistent registration deadlines, while the Department of Chemistry and Department



of Classics and Ancient History are working with the university to improve structural aspects like fee structures and internal systems for module choices. The objective is to create a more unified and efficient system that supports Interdisciplinary Learning and collaboration, removing logistical hurdles that have traditionally impeded such endeavours. Efforts are also being made to enhance communication and collaboration across different academic disciplines, aiming to foster a more integrated and holistic educational experience.

The actionable steps identified for advancing Interdisciplinary Learning at Warwick can be grouped together targeting specific aspects of interdisciplinary education as follows. These suggestions represent a holistic approach, encompassing administrative restructuring, curriculum development, faculty engagement, and resource allocation, all aimed at fostering a more integrated and collaborative educational environment. Specific actions as suggested by departments/ professional service clusters can be found in Appendix E.

	<i>Administrative and structural reforms for interdisciplinary integration</i>	This includes harmonising deadlines, improving timetabling, and enhancing resource sharing. These actions may remove logistical barriers, making interdisciplinary studies more seamless and accessible to both students and faculty.	CIM, Classics, CLL, Chemistry, English, History, and Maths
	<i>Enhancing Faculty engagement and curriculum development</i>	Steps are proposed to engage faculty more deeply in Interdisciplinary Learning and to develop curricula that reflect interdisciplinary principles. This includes creating new modules, fostering faculty collaboration, and embedding interdisciplinary skills into the curriculum.	Politics, Physics, Law, Life Sciences, Psychology, Engineering and WMG
	<i>Collaboration, communication and resource sharing</i>	The importance of collaboration and communication between departments and professional service clusters is pivotal to enhancing Interdisciplinary Learning. It includes creating platforms for resource sharing, developing joint degrees, and fostering cross-departmental connections.	CSR, Applied Linguistics, WMS, WFS
	<i>Strategic Planning and institutional support</i>	This involves defining the university's commitment to Interdisciplinary Learning, ensuring adequate resources, and	ADC, DES & CEDAR, SMLC and Cluster 2



*Evaluation,  
research and  
student  
engagement*

engaging in interdisciplinary  
workgroup discussions.

This includes actions aimed at evaluating Interdisciplinary Learning practices, enhancing research opportunities, and engaging students in interdisciplinary activities. It involves conducting robust evaluations, reviewing research projects, and fostering student co-creation in module development.

IATL, WMS  
and Cluster 6

## Conclusions

The findings and recommendations presented here provide a roadmap for the University of Warwick to enhance its interdisciplinary initiatives, addressing the challenges and capitalising on the strengths identified. The emphasis on collaborative and integrated learning approaches aligns with the evolving demands of the global landscape, ensuring that students are not only academically equipped but also possess the critical thinking and adaptability skills necessary for future success. The journey towards effective interdisciplinary education at Warwick is an ongoing process, one that requires continuous assessment, innovation, and commitment to educational excellence.

# Outcomes Report:

## Common Theme: Education for Sustainable Development

November 2023

### Summary

**Common Theme: Education for Sustainable Development (ESD)**  
The University of Warwick’s initiative in embedding ESD across its academic spectrum is a commendable step towards responsible education. While the institution demonstrates significant progress in this area, the identified challenges and opportunities offer opportunities for further growth and refinement. Addressing these challenges may require a more coordinated effort involving clearer communication, structural support, and a commitment to inclusivity and diversity. By focusing on these aspects, Warwick could continue to lead in the integration of ESD in higher education, preparing its students to be not only knowledgeable but also ethically and environmentally conscious global citizens.

#### Good practice

**ESD is integrated into curricula and research**, with departments aligning their goals with sustainability.

This integration is shaping curricula to be academically **robust and socially responsible**.

#### Challenges

There is a need for **clearer communication of ESD principles** and a need to address structural and operational barriers.

Enhancing **diversity and inclusivity** in relation to ESD is recognised as a critical development area.

#### Opportunities

Suggested areas for development include **curriculum enhancement** focused on sustainability and **interdisciplinary projects**.

**Operational efficiency** and sustainability practices are also highlighted.

#### Actions

Developing **ESD-focused strategies** and improving **communication** about sustainability efforts.

Promoting **collaborative networks** and **resource sharing** to overcome challenges and support sustainability education.

## Introduction

This section delves into the practices, challenges, and developmental strategies concerning the embedding of education for sustainable development (ESD) across various academic departments and professional service clusters at Warwick. It highlights how these entities are not only incorporating ESD into their curricula and research but also fostering a broader understanding of global citizenship, interdisciplinary collaboration, and cultural sensitivity among students. This approach is pivotal in preparing a new generation capable of addressing complex global challenges with sustainable solutions.

At Warwick, departments are working towards seamless integration of ESD into our educational and research practices. Departments such as the Academic Development Centre, Centre for Interdisciplinary Methodologies, and others are aligning their goals with sustainability, ensuring that it permeates through teaching methodologies and research directions. This integration is vital in shaping a curriculum that is not only academically sound but also socially responsible, preparing students to confront and solve sustainable development challenges.

Despite these strides, the report identifies some areas ripe for enhancement. Many departments could make the principles and practices of ESD more explicit within their programmes. Additionally, structural and operational barriers, such as logistical challenges and departmental autonomy, may impede the full realisation of sustainability goals. Enhancing diversity and inclusivity in relation to ESD also emerges as a potentially critical area, recognising current gaps in representation and engagement.

Key areas for future development in ESD are suggested. These include curriculum development with a greater focus on developing skills and values to promote sustainable development, enhancing interdisciplinary projects, and addressing operational efficiency. The goal is to ensure that ESD is not just an addition but an integral part of the academic framework, leading to a more informed and responsible approach to global issues.

To advance the ESD agenda, specific actions include developing and implementing ESD-focused strategies, enhancing communication about sustainability efforts, promoting collaborative networks, and sharing resources to overcome challenges. Such actions aim to create a more cohesive and supportive environment in education for sustainable development.

# Good Practice in Education for Sustainable Development

Departments and professional service clusters are making significant progress in the ESD space. The ways in which they are doing this can be grouped as: embedding sustainability in curriculum and research, cultural and global citizenship and promoting interdisciplinary approaches and collaborations. There is clear synergy with both the interdisciplinary learning and inclusive education institutional agendas when considering some of the practice identified here.

## Embedding Sustainability in Curriculum and Research

Embedding sustainability in curriculum and research reflects a comprehensive approach to integrating ESD principles across various academic disciplines. This integration ensures sustainability is not just a topic discussed in isolation but is woven throughout the educational fabric, influencing research direction, teaching methodology and the delivery of professional services. Departments like the Academic Development Centre and the Centre for Interdisciplinary Methodologies exemplify this by aligning their programmes with sustainability goals and fostering curriculum that addresses sustainable development challenges. The Department of Economics and Department of Chemistry, among others, incorporate sustainability into their research and educational initiatives, indicating a trend towards recognising the importance of ESD as core to academic inquiry and learning. This commitment is further reflected in the range of modules offered by the Department of Psychology and other departments, which emphasise the relevance of ESD in shaping a responsible and informed citizenry. Specific Department and Cluster examples include:

Academic Development Centre	ADC integrates ESD into its programmes.
Centre for Interdisciplinary Methodologies	CIM research and curriculum focus on sustainable development.
Centre for Lifelong Learning	CLL's programmes promote real-world sustainability challenges.
Centre for Teacher Education	CTE engages in activities related to environmental integrity
Department of Chemistry	Incorporates ESD through research activities and initiatives, skills development and co-creation.
Department of Computer Science	Implicit inclusion of ESD through ethics modules.
Department of Economics	Intrinsic link of sustainability to teaching and research.
Department of Education Studies	Integrates ESD into courses focusing on global citizenship.
Department of History	ESD themes embedded within its curriculum
Department of Psychology	Range of modules relevant to ESD.
Warwick Manufacturing Group	Embedding ESD into course design.
Warwick Medical School	Challenge-based learning approach incorporating ESD aspects.
Cluster 3 - Seamless Physical and Digital Learning Environments	Sustainability in operations and building design

Cluster 6 - Enabling Postgraduate Researchers to Thrive	Collaborative research initiatives
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## Cultural and Global Citizenship

Cultural and global citizenship encompasses departments' efforts to prepare students as global citizens, equipped to tackle complex societal issues with a culturally sensitive and ethically informed mindset. Departments like Applied Linguistics and the Centre for the Study of the Renaissance provide curricula that directly engage with global issues and cultural heritage, encouraging students to develop a nuanced understanding of different perspectives. The Department of Philosophy's emphasis on democratic citizenship and the Department of Sociology's leadership in decolonising the curriculum highlight the broader educational commitment to fostering a sense of global responsibility and cultural awareness. These efforts are mirrored in the School of Creative Arts, Performance and Visual Cultures' anti-racist pedagogies and the School of Law's 'law in context' approach, which embed ESD values into the learning experience. This thematic grouping represents a collective endeavour to enrich the academic journey with lessons in diversity, equity, and sustainability. Specific Department and Cluster examples include:

Centre for the Study of the Renaissance	CSR engages students with cultural heritage.
Department of Applied Linguistics	Direct relevance of department's education offerings to global issues.
Department of Classics and Ancient History	Addresses cultural and identity topics related to ESD.
Department of Philosophy	Incorporation of democratic citizenship into the curriculum.
Department of Politics and International Studies	Critical thinking regarding UN sustainability goals encouraged.
Department of Sociology	Inclusive pedagogy and leadership in decolonising the curriculum.
School of Creative Arts, Performance and Visual Cultures	Development of anti-racist pedagogies.
School of Law	Integration of ESD within the "law in context" ethos.
School of Life Sciences	Modules that reflect UN Sustainable Development Goals.
Warwick Business School	Guided approach to ESD through UN PRME.
Warwick Foundation Studies	Focus on skills for sustainability.
Cluster 2 - Learning Beyond Boundaries	Engagement in sustainability discussions and partnerships with the EU for UN SDGs.

## Promoting Interdisciplinary Approaches and Collaborations

Under the theme of promoting interdisciplinary approaches and collaborations, departments and professional service clusters showcase their commitment to breaking down traditional academic silos. This theme captures the essence of fostering academic environments where collaborative efforts across various disciplines are not only encouraged but are structurally supported. The Department of Physics and the School of Engineering, for example, offer interdisciplinary modules that allow students to choose sustainability-focused topics, showcasing the integration of diverse academic insights to

address complex real-world problems. Moreover, the Institute for Advanced Teaching and Learning and the School for Cross-Faculty Studies exemplify the value of cross-disciplinary engagement in enhancing educational outcomes. This approach is significant in the development of holistic solutions to today's global challenges, as it leverages the strengths and perspectives of multiple disciplines. Specific Department and Cluster examples include:

Department of Physics	Long-standing teaching of sustainability-related topics.
Department of Statistics	Student co-creation in critical areas related to ESD.
Institute for Employment Research	Promotes lifelong learning and skills for sustainable development.
Mathematics Institute	Efforts in climate change modelling and epidemiology.
School for Cross-Faculty Studies	Understanding and activity around sustainability and social justice.
Institute for Advanced Teaching and Learning	Modules designed with ESD in mind.
School of Modern Languages and Cultures	Embedding ESD in language and cultures teaching.
School of Engineering	Alignment with accreditation and incorporation of sustainability principles.
Cluster 3 - Seamless Physical and Digital Learning Environments	Commitment to sustainable building practices.
Cluster 4 - A Culture of Education Leadership and Innovation	Engagement in various ESD initiatives.
Cluster 5 - A Strong Administrative Foundation for Student Success	Addressing societal gaps for apprenticeship access.
Cluster 6 - Enabling Postgraduate Researchers to Thrive	Commitment to making ESD goals more explicit.

## Challenges in Education for Sustainable Development

Education for Sustainable Development is the least mature of our institutional common themes. With this in mind, the challenges articulated are grouped into three themes: clarifying and enhancing the ESD focus, addressing structural and operational barriers and enhancing diversity and inclusivity specifically in relation to ESD. They are first principle strategic and operational themes that highlight the need for strategic clarity and investment in order to drive this agenda forward and operationalise at scale the good practice already identified.

### Clarifying and Enhancing the ESD Focus

This theme centres on the scope for departments to make ESD principles and practices more explicit within their programmes. It acknowledges that while many departments have made strides toward integrating ESD, there may still be a need for clearer communication and greater awareness among students and staff. This clarity is essential

not just for internal recognition of efforts but also for aligning with external sustainability frameworks and awards. Specific Department and Cluster examples include:

Academic Development Centre	Need to make ESD elements more explicit in programmes.
Centre for the Study of the Renaissance	Need for more developed local links and clarity on ESD initiatives.
Department of Computer Science	Limited understanding of ESD within the department.
Department of Economics	Limited awareness of explicit coverage of sustainability in modules.
Department of Physics	Lack of student awareness regarding departmental awards.
Department of Politics and International Studies	ESD delivery not as explicit as it could be.
Department of Psychology	Students feel there could be more explicit focus on sustainability.
Department of Statistics	Students do not recognise departmental efforts as ESD.
Institute for Advanced Teaching and Learning	Not all modules have ESD explicitly included.
School of Modern Languages and Cultures	ESD not pedagogically, holistically, and consistently embedded.
School of Creative Arts, Performance and Visual Cultures	ESD could be made more obvious to students.
Warwick Business School	Confusion regarding the use of QAAHE Reference Points for ESD.
Warwick Foundation Studies	Visibility of UN SDGs to staff and students could be improved.
Cluster 2 - Learning Beyond Boundaries	Lack of a uniform definition and clear objectives for sustainability.
Cluster 4 - A Culture of Education Leadership and Innovation	Need for greater understanding and operationalisation of ESD across departments.

## Addressing Structural and Operational Barriers

This grouping highlights the practical and systemic barriers that may inhibit the full integration of interdisciplinarity and ESD into the educational experience. These barriers include logistical issues like timetabling and space allocation, which can stifle cross-departmental initiatives and collaborative teaching. It also encompasses the challenges of ensuring consistent experiences across departments and the broader institutional structures that may not currently support the seamless integration of ESD. Specific Department and Cluster examples include:

Centre for Interdisciplinary Methodologies	Practical barriers related to finances, space, and student numbers.
Centre for Lifelong Learning	Difficulties ensuring consistency of student experience across departments.
Centre for Teacher Education	Department's activities may not be widely recognised.
Cluster 3 - Seamless Physical and Digital Learning Environments	Reluctance to participate in hardware reuse programmes.



Cluster 6 - Enabling Postgraduate Researchers to Thrive	Departmental autonomy across the University may limit the scope of ESD integration.
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## Enhancing Diversity and Inclusivity in Relation to ESD


This theme focuses on the need to improve diversity and inclusivity within departments as an integral part of the ESD agenda, particularly in relation to sustainability initiatives. It recognises some current gaps in representation and engagement at Warwick, such as the low presence of black female students in the Mathematics Institute and the lack of staff engagement with ESD initiatives in the Warwick Medical School. Addressing these issues is crucial for creating an inclusive ESD agenda that acknowledges and values diverse contributions of all. Specific Department and Cluster examples include:

Mathematics Institute	Low representation of black female students and unclear recruitment approach.
Warwick Medical School	Limited staff engagement with ESD initiatives.
Warwick Manufacturing Group	Early stages in the journey of ESD.
Cluster 5 - A Strong Administrative Foundation for Student Success	Insufficient evidence provided to evaluate the approach to ESD.

## Opportunities for development

The panel reports show that there are varied and multi-faceted ways in which departments and clusters are working to incorporate sustainability into their educational practices, research, and operations. This information can be grouped under three headings that encompass a broad range of activities and initiatives, reflecting a holistic and comprehensive approach to integrating ESD across the university.

Specific suggestions from departments/professional service clusters can be found in Appendix F. The last column in the table below details the departments/professional service clusters that have relevant content for each of the development opportunities.

 <p><i>Curriculum development and ESD integration</i></p>	<p>This recommendation aims to align with new frameworks and standards, such as the Professional Standards Framework (PSF) in the development of academics and professional service staff, to ensure ESD is not just an addition to the curriculum but integrated into the core of educational practices. This theme recognises the collective effort across various departments to not only acknowledge the importance of ESD in their disciplines but to make it a visible and explicit component of their educational offerings.</p>	<p>ADC, CLL, CSR, Applied Linguistics, Economics, Education Studies, History, Physics, Psychology, SMLC, Engineering, Life Sciences, WBS, WFS &amp; Cluster 6</p>
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*Interdisciplinary projects and collaborative enhancements*

Departments are increasingly recognising the value of interdisciplinary approaches to education, fostering collaboration across various projects and curricula. This theme underscores the transformative potential of interdisciplinary education to bridge the gaps between diverse fields, encouraging student, faculties and professional service clusters to think beyond traditional boundaries and engage with complex global challenges.

CIM, CTE, Chemistry, Classics, Computer Science, CEDAR, Philosophy, Politics, Sociology, Statistics, CFS, IATL, SCAPVC, Law, WMG, WMS, Cluster 2,4 & 5



*Operational efficiency and ESD practices*

This theme highlights the practical side of ESD, focusing on the operational changes and efficiency improvements that could reduce environmental impact and foster sustainable practices. Departments and professional service clusters are looking at their processes and infrastructure to find ways to better embody ESD in both the physical and digital learning environments.

Cluster 3, IER, Maths

## Education for Sustainable Development Actions

The suggested actions are focused on the strategic aspects of an institutional commitment to ESD, they are grouped under three headings. The groupings demonstrate a comprehensive and multifaceted approach to incorporating ESD into higher education, highlighting the importance of both structural strategy and communicative clarity. Each theme encapsulates the commitment of various departments and clusters to not only integrate sustainability into their educational fabric but also to ensure that this integration is visible, strategic, and collaborative, aiming to create an environment where sustainable practices are the norm and not the exception.



Specific suggestions from departments/professional service clusters can be found in Appendix F. The last column in the table below details the departments/professional service clusters that have relevant content for each of the suggested actions.



*ESD programme development &*

Departments and professional service clusters are seen to be taking proactive steps to align their programmes with the ESD

ADC, CLL, CTE, Education Studies, History, Engineering,

<p><i>strategy implementation</i></p>	<p>agenda, enhancing curriculum design, and increasing the visibility of ESD initiatives. The focus here is on the strategic development of educational offerings, ensuring ESD is a clear and integral part of the learning experience. This involves creating frameworks and resources that support SDGs within the curriculum, while also emphasising the importance of interdisciplinary collaboration to enrich the educational landscape with a diverse range of perspectives.</p>	<p>Law, WBS, Cluster 2 &amp; Cluster 4</p>
<p> <i>Curriculum enhancement &amp; communication</i></p>	<p>This theme involves the enhancement of existing programmes to include ESD more explicitly and to effectively communicate these efforts to students and staff. It showcases departments' determination to not only address but also highlight the role of ESD in their disciplines. These actions reflect an acknowledgment of the need for greater clarity in how ESD topics are woven through the curriculum and how they relate to broader societal goals.</p>	<p>CIM, Applied Linguistics, Chemistry, Computer Science, Economics, CEDAR, Philosophy, Politics, Psychology, Sociology, Statistics, IATL &amp; WMS</p>
<p> <i>Collaborative networks &amp; resource sharing</i></p>	<p>Departments are forming networks and sharing resources to overcome operational challenges and promote interdisciplinary education. This theme reflects the push towards collaborative platforms and community practices, which are crucial for developing a more connected and resourceful educational environment that supports ESD and interdisciplinary learning.</p>	<p>CSR, SMLC, SCAPVC, Life Sciences, WFS, WMG, Cluster 3 &amp; Cluster 6</p>

## Conclusions

The University of Warwick's initiative in embedding ESD across its academic spectrum is a commendable step towards responsible education. While the institution demonstrates significant progress in this area, the identified challenges and opportunities offer opportunities for further growth and refinement. Addressing these challenges may require a more coordinated effort involving clearer communication, structural support, and a commitment to inclusivity and diversity. By focusing on these aspects, Warwick could continue to lead in the integration of ESD in HE, preparing its students to be not only knowledgeable but also ethically and environmentally conscious global citizens.

# Outcomes Report:

## Bespoke Themes

November 2023

### Summary

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

The chosen areas of focus commonly included:



### Shared Strengths

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

### Shared Concerns and Challenges for Implementation

#### *Preparing Students for the Future*

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

### *Increasing Diversity and Student Numbers*

- Many academic departments noted concerns regarding increasing student numbers and diversity. This related to their ability to recruit sufficient staff to maintain quality offerings and the challenges of maintain strong communities while expanding and diversifying the student body. Access to robust student data was also commonly cited as a point of concern, as was staff support and training in data literacy and analytics.

### *Rebuilding in the Wake of the Pandemic and Brexit*

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

### ITLR Panel Suggestions

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

## Introduction

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

## Academic Departments

The chosen areas of focus commonly included:

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

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

### Social Inclusion/Inclusive Education

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

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

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

### Student Voice and Co-Creation

Student voice and co-creation are recognised as central to the success of departments. Those who have selected this bespoke theme already have significant strengths in this area but appreciate the importance of and capacity for continual improvement around student engagement. There is a common interest in strengthening Staff Student Liaison

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

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

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

## Learning Communities & Student Experience

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

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

## Postgraduate experience and opportunities

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

## Internationalisation

Some departments noted strong international opportunities and relationships and international placements and courses which are highly attractive to students; however, Brexit puts significant strain on some courses, particularly in relation to new employment



rules for staff working in Europe. Some departments note the range of international opportunities already in place and ambitions for expansion and growth, others comment on the challenges of diversity within the international cohort.

## Curriculum Changes

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

## Student Recruitment

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

## Student Outcomes

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

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

## Employability

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

through a programme like the Warwick Award which is tailored to their PGT student needs.

## Examples of excellence and areas of innovation

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

## Inclusion, Diversity, and Equality

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

## Belonging and Engagement

- Chemistry demonstrated best practice in community building. In response to student disengagement and community breakdown caused by the Covid-19 Pandemic, Chemistry launched a 'We are Chemistry' (WaC) programme. WaC, co-created by students and staff, involved over 100 free activities. WaC was designed and mapped on the student journey with activities Clustered around four distinct

wellbeing and belonging themes (Feel Good, Get Active, Learn More, Have Fun). Complimenting the work of the department's EDI committee and better supporting student mental health and wellbeing were core goals of the programme, while also providing students with opportunities to develop new skills and build stronger relationships with and between students.

- SLS's UG tutorial system has been identified as an area of best practice. Every UG student is placed with a tutor in a group of 6-8 peers. Groups stay with the tutor for the duration of their degree and meet roughly every 1 to 2 weeks. Meetings are mandatory and timetabled every Friday morning to protect the time and reinforce the culture of high priority tutorials. The tutorial programme is part of an assessed module across years 1-3. The system ensures every student is well-known to their tutor. This supports meaningful references, personalised academic guidance, strong student-staff relations, safeguarding, community building, and early detection of academic and wellbeing concerns.
- The PAIS student research assistant and PAIS student ambassador scheme are integral to their student partnership ethos. Students work on projects as equals with academic and professional services colleagues on research, teaching preparation and enhancing the student experience. Amongst other key responsibilities and initiative, the PAIS student voice ambassadors co-design and co-run PAIS' highly successful National Student Survey (NSS) Campaign.

## Experiences and Outcomes

- WBS and Maths have both undertaken significant course redesign to ensure all their students can take up valuable opportunities. For WBS course flexibility and redesign was undertaken to ensure all students can engage in work-place learning and internships, while Maths overhauled their courses to ensure student research was embedded within and beyond the curriculum. Course flexibility, innovative timetabling solutions, and staff support mechanisms were central to ensuring access for all students.
- Economics provide significant transitional supports for students. Economics have developed innovative means of collecting and analysing data to identify student support needs at early pinch points. This data analysis has resulted in targeted Moodle and in-person courses with data being monitored to assess the impact of transitional support programmes on attainment and retention.
- CIM has developed a new co-curricular PGT Skills Programme to support the skills, confidence, and employability of their PGT students. The programme echoes Warwick Award Core Skills but is carefully tailored to the needs of the diverse disciplinary and educational backgrounds of CIM students. The Skills Programme, beginning in Welcome Week and continuing across first term, comprises twelve units delivered through a mixture of pre-recorded lectures, online exercises, and in-person classes spanning academic study and technical computational skills.
- To further support students, CIM have also introduced a year-long Skills Self-Inventory delivered via Personal Tutor meetings. The inventory is designed to enable students to better recognise and articulate the skills they acquire. The Self-Inventory is designed such that students assess their skills base and aims in relation to their career plans at the start of the year at their first Personal Tutor meeting and

then, term by term, track their progress and gather a portfolio of concrete examples of putting skills into practice.

## Professional Services Clusters

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

### Inclusion, Diversity, and Equality

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

### Short-Term Students

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

### Innovation

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

### Collaboration

Relatedly, Clusters shared concerns around successfully communicating and collaborating with academic departments. Large scale changes and requests can result in fatigue and frustration in both academic departments and professional services, especially where communication channels are not formalised and support systems not in place. The desire for increased collaboration and communication with and amongst departments was shared by several academic departments.

### Data

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

contextual offers), transitions between Warwick degrees/departments, soft-skills, and student feedback.

## Empowerment

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

## Examples of excellence and areas of innovation

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

- Cluster 2 are developing and trialling mechanisms for recognising and evidencing the growth of soft skills (agency and confidence). This includes data collection and evaluation of student engagement with activities, evaluating programme impact, and collating qualitative feedback.
- All departments in Cluster 4 contributed to the development of the Inclusive Education Model and are supporting its implementation. The success of Cluster 4 in embedding a culture of inclusion across the institution is evidenced in the overwhelming focus on EDI concerns within the SED bespoke themes. Examples of embedding a culture of inclusion and driving change include WIHEA Learning Circles "Inclusive Policy and Practice for Disabled Students", Anti-Racist Pedagogy and Process in HE, Trans and Queer Pedagogies, Co-creation, Diverse Assessment and Neurodiversity (Specific Learning Differences) and the Student Learning Experience.
- Further examples of success can be seen in engagement with the Tackling Racial Inequality at Warwick staff development programme. By January 2023, almost 400 Warwick staff have undertaken the core modules of the programme, many of them 'change-makers' within the institution. The unique and sector-leading approach and model taken to anti-racism staff training by TRIW has received interest from other HE institutions. The approach has been presented at national conferences and is influencing the development of Advance HE's Anti-Racist Curriculum Project.
- Cluster 4 has sought to develop a cohesive and coherent curriculum framework for Warwick. The approach is anchored by the Dimensions of a Warwick Curriculum, which bring together the 'golden threads' of a Warwick degree into one place. This new framework provides clarity on what is required (9 x Essential Dimensions) or encouraged (12 x Wider Dimensions) when staff design their curriculum. The dimensions are published as part of a Toolkit which draws together supporting resources and sources of support across the university in relation to each dimension.

- With the support of a WIHEA Learning Circle, ADC staff are developing a Pedagogic Framework to guide staff through the fundamental design choices they should make to construct their curriculum. This will complement the Dimensions' focus on content to form a holistic Curriculum Framework. There are also self-guided, facilitated, and partnered support options available for navigating the new system and structures.

## Challenges to implementation

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

### Funding and resourcing

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

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

### Data accessibility

Access to sufficient data was regularly cited as a core need for improving student experience, support, and outcomes. Current gaps in data included data-delay, whereby evidence of the limitations or success of programmes and interventions are provided too late to support the students tracked by the data itself. Additionally, lack of measurements for soft-skills growth and lack of access to data on students who move between Warwick courses were regularly identified as barriers to quality enhancement.

### Lack of diverse student recruitment

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

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

## Challenges for collaboration

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

## Research, training, and support

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

## Student preparedness

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

## External changes and risks

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

# ITLR Review Panel Suggestions

## Academic Departments

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

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



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

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

Further suggestions were provided to departments including:

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

## Professional Service Clusters

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

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

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

Particular strengths were observed within several Clusters, such as the embedding of reflective practice specifically through the Warwick Award and in WIE Public Engagement modules, the use of the JISC digital maturity awareness tools for enhancing student digital capability as part of the Warwick Award, the Library Associate Scheme as an opportunity



for students to volunteer and develop transferable skills, and the teaching reward and recognition and Education for Sustainable Development WIHEA learning circles.

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

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

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

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

# Outcomes Report:

## Student Co-creation

December 2023

### Summary

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. Review panels met with students within the departments under review to invite them to reflect on their experiences. Finally, each panel evaluated relevant student engagement resources and evidence as part of their review of the department self-evaluation documents.

The student contribution to ITLR as a whole was effective and valuable, with the variety of engagement opportunities allowing a range of student views to be taken into consideration throughout the ITLR process. Students value the opportunities available to them, however some roles were more successful than others and engagement in some activities was impacted by timing and scheduling delays.

Student engagement in the ITLR has provided some valuable lessons for student co-creation:



**Students want to engage**  
The wider community values student engagement and feels the student voice is, and should be, integral to evaluation and decision making



**Timing is key**  
Clearly defined and understood roles are key to successful outcomes and engagement



**Students value interaction and support from other students in similar roles as this reduces feelings of isolation**  
The ability to engage in different roles and at various levels provides variety and flexibility

# Introduction

## Student Co-creation

Engaging students in quality assurance and enhancement is widespread in higher education, with various overlapping terms used to describe this such as student engagement, students as partners and students as co-creators. Student engagement in the UK tends to refer to a broad range of activities that are employed to motivate and interest students to engage (Kuh, 2009). This can relate to engagement in quality assurance and governance systems or engagement in teaching and learning, however since the recent Covid pandemic this often relates to levels of individual study engagement, such as turning up to class or going above and beyond in curriculum-based activity. Students as partners builds on previous student engagement terminology, often referring to a deeper level of student engagement which is described as a more collaborative and reciprocal process of contributing to the higher education student experience (Cook-Sather, 2018). With student co-creation the emphasis is on learner empowerment. This has been described by Bovill et al. (2016) as possibly somewhere between student engagement and students as partners, noting that student co-creation results in meaningful collaboration between staff and students, creating active learners who are able to construct understanding and resources with academic staff (Bovill et al., 2016).

## Student Co-creation in ITLR

The Institutional Teaching and Learning Review (ITLR) Blueprint sets out the aim to provide *'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'*. Actively engaging students as co-creators who can shape the learning environment has been a key element throughout the design and delivery of ITLR, ensuring that the student perspective is central to the review of teaching, learning and the student experience.

Student contribution to ITLR came through the Student Co-creation Officers, who contributed to the ITLR design and the development and support of student roles in ITLR, Departmental Student Leads, who worked within departments to support the SED submission and facilitate student engagement, and Student Panellists, who were full and equal members of all ITLR review panels. In addition, all academic department review panels met with students from the departments to the explore lines of enquiry student feedback was provided to support the PSS Cluster reviews.

This report provides an overview of the roles and activities that provided opportunities for student co-creation in ITLR and evaluates the three distinct student ITLR roles with the intention of feeding into the overall ITLR evaluation questions including:

- KEQ1 - Have all academic departments & PSS clusters drawn on a **wide** range of staff, **student** & stakeholder voices?
- KEQ8 - What lessons can we learn from the organisation and operation of the ITLR?

# Students and ITLR – a wide range of student voices?

## Student Co-creation Officer

Two Student Co-creation Officers were appointed to develop and contribute to the ITLR process, working alongside student engagement staff and other students to provide resources and hold workshops and discussions around the themes of ITLR. Student Co-creation Officers attended the Project Board to advise and share feedback from the student perspective and were invited to represent the project during activities and events to build the presence and profile of ITLR across the University. Student Co-creation Officers worked alongside colleagues to facilitate meetings between staff and students and deliver training and briefing sessions to other students.

### Duties and Responsibilities:

- Collaborate with staff and students to develop resources and contribute to the ITLR.
- Lead and contribute to group meetings between Student Co-creation Officers and the Students' Union.
- Represent ITRL in any appropriate events/activities across the University, attending any meetings where updates may be appropriate.
- Build the presence and profile of ITLR for students across the University of Warwick.
- Build relationships to become a point of contact for students at the University who wish to engage with ITLR.
- Work with colleagues to develop information/guidance documents for other students.
- Organise events, where relevant and in partnership with your colleagues, to share and develop ITLR's work.
- Engage in administrative tasks in support of the role and the ITLR team, facilitating meetings and delivering training and briefing sessions to students.

### Examples of the tasks completed by the Student Co-creation Officers include:

- Supporting with development of job descriptions for the ITLR Departmental Student Lead and Student Panellist roles
- Supporting Student Panellist recruitment activity
- Drafting training PP slides and supporting training delivery
- Development and oversight of the ITLR Student Hub Teams site
- Attendance at Project Board
- Creating resources to support student panel members.

Both Student Co-creation Officers have submitted successful applications for the SEDA Partnership Impact Award for their contributions to ITLR.

### ITLR Departmental Student Lead

As part of the Institutional Teaching and Learning Review (ITLR), each department had a set of departmental leads, including a Departmental Student Lead (DSL) nominated by the Head of Department in consultation with their student representatives. Some students shared this role, resulting in 39 DSLs. The students supported their own department’s ITLR review, including contributing and consulting on the self-evaluation document (SED) where possible, and coordinating review meetings with groups of students. As such, this role provided students the opportunity to represent and engage the voice of students in their home department.

Duties and Responsibilities:

- Be the primary contact between the department and EPQ for student-related queries
- Support the drafting of the department’s SED and coordinate consultation with SSLCs
- Coordinate meetings between student groups and the review panels as part of review visits
- Participate in review panel meetings alongside other Departmental Leads
- Review the report draft for factual inaccuracies

All departments nominated a Departmental Student Lead as the primary student contact. Due to timing some DSL’s were recruited once the SED had been submitted., however where this was the case departments shared their drafts with SSLC to ensure student consideration.

Departmental Student Leads did not have formal training related to their role, however they were provided with guidance resources and supported by the Student Co-creation Leads and ITLR Project Team through regular drop-in sessions to ensure they could undertake the role effectively.

As noted below, all reviews included a meeting with students from the department, this was generally facilitated by the DSL, and DSLs were noted to be in attendance for at least one meeting for 24 out of the 32 review visits, with one further Departmental Student Lead engaging with the role actively, but unable to attend the review visit for their department.

It was anticipated that this role would require up to 20 hours of activity. Engagement with this role was variable with 15 Departmental Student Leads either only attending the student meetings or claiming limited hours (less than 5), and others taking an active role in all duties and responsibilities.

Anticipated hours per role	Average actual hours per review	Anticipated spend	Actual spend
20	12	£13,152	£8,077

### ITLR Student Panellist

Student Panellists were allocated to all academic department and PSS cluster review panels, alongside a panel chair, internal university members and external experts. The aim of this student role was to centre the student experience, to bring diverse perspectives

and knowledge, and to review work with panels to co-create the teaching and learning experience.

Duties and Responsibilities:

- A student specific training and an all-panel training
- Review their allocated department's Self-Evaluation Document (SED) and student data (e.g., NSS results and annual SSLC reports)
- Meet with the review panel to discuss findings from the SED
- Attend two review meetings with the allocated department
- Contribute to the final report to be written by the panel secretary

The response to the recruitment communication was overwhelmingly positive with 297 students applying, highlighting the level of interest from students to engage with the ITLR process, and demonstrating the importance of student involvement and co-creation in university-wide projects of this kind.

60 ITLR Student Panellists were recruited to allow for alternates in case of retention issues, including 14 PGR, 8 PGT and 38 UG students. 43 students were allocated to review panels, two of which withdrew during the process. A replacement Student Panellists was allocated to one of the reviews, however we were unable to replace the other student panellist due to withdrawing so close to the review visit for personal reasons. Some initial engagement had taken place, including input into the SED evaluation and lines of enquiry.

Student Panellists were invited to the general panel training which outlined the process and the expectations of the different roles. 37 Student Panellists attended the training sessions and additional sessions were provided for alternates where required. In addition, Student Panellists were provided with guidance and resources, often developed by the Student Co-creation Leads to ensure accessibility and were supported through drop-in sessions and on-going contact and support from the ITLR Project Team and the Student Co-creation Officers.

Student Panellists were noted to be in attendance for at least one review visit at 36 out of the 38 reviews. The two review visits without a Student Panellists were the Department of Physics, due to the student having to drop out close to the review visits as noted above, and the School of Modern Languages and Culture, where the Student Panellist was unable to attend the review visits due to illness, but had actively engaged in evaluation, analysis and review visit preparation.

Due to timing of some of the reviews the Student Panellist's engagement with any revisions to report drafts was limited, however all panellists contributed to the ITLR outcomes.

It was anticipated that this role would require up to 40 hours of activity and on average each review utilised the full 40 hours for Student Panellists.

Anticipated hours per role	Average actual hours per review	Anticipated spend	Actual spend
40	40	£53,048	£53,849

### Meetings with students

Review visits for academic departments were expected to include meetings with departmental students in conjunction with an assessment of student engagement sources provided as part of the departments self-evaluation and evidence pack, for example student satisfaction survey results, SSLC and departmental feedback mechanisms. Meeting with a representative range of students proved challenging for some academic department reviews due to the review timing, however meeting attendance and discussion with Secretaries confirm that all 32 academic department reviews included at least one meeting with students during the ITLR process.

### PSS Cluster Student Representation

The PSS Clusters reviews did include a Student Panellist, however there was not a student Lead within the cluster to replace the Departmental Student Lead role. Meeting with students also proved more challenging for PSS Cluster reviews because they don't have a defined group of 'home' students.

An attempt was made to capture the student voice through meetings where possible, with one PSS Cluster panel meeting with a group of students as part of the review process. In addition, a PSS Cluster review student survey was developed to further support this, collecting views from 9 students student survey with wider student experience questions related to personal tutor support, community and belonging, student support services, students as partners and co-creators, and the common themes. The survey results were made available to the PSS Cluster review panels.

### Students as Assistant Secretaries

In addition to the student roles outlined above, 8 PGR students were recruited to support reviews as Assistant Secretaries. This provided additional student input in some reviews and enabled the students to gain valuable skills and experience through their engagement. PGR Assistant Secretaries had access to the Review Panel Training sessions and the dedicated Secretariat Training sessions, with 6 out of 7 students attending at least one of the sessions, and were provided with guidance resources and on-going support, including through dedicated Secretariat drop-in sessions.

It was anticipated that this role would require 30 hours of activity. 1 PGR Assistant Secretary was unable to continue in the role and the average hours for the 7 remaining PGR students was 38 hours and this did not generally include supporting the final report writing process.

Anticipated hours per role	Average actual hours per review	Anticipated spend	Actual spend
30	38	£4316	£6455

KEQ1 - Have all academic departments & PSS clusters drawn on a **wide** range of staff, **student** & stakeholder voices?

The exploration of the student contribution above confirms that academic and PSS cluster review panels have drawn on a range of student voices to inform the '*assessment of our recent progress, current position and future opportunities*' through consideration of student engagement evidence within the review analysis, meeting with students during the review process, and the Student Panellist and Departmental Student Lead roles, which were developed and supported by the Student Co-creation Officers.

If the roles are considered individually it is difficult to confirm that a **wide** range of views have been drawn into the ITLR process, however the combination of the various ways in which students have engaged provides assurance that consideration of the student experience has been integral to the ITLR process and the resulting outcomes. This is a result of the clear departmental and panel review of student feedback and satisfaction data, high levels of Student Panellist engagement, and confirmation that all departmental review panels met with students during the ITLR process. PSS Cluster student engagement did prove more challenging, and although further attempts were made through the PSS Cluster student survey, this did not provide a wide range of student views.

## Students and ITLR - what lessons can we learn from the organisation and operation of ITLR?

A mixed method approach was taken to collect the perspective of the students, the ITLR panel members and the ITLR team to evaluate the impact of the three distinct student roles in ITLR and to identify lessons learnt as a result.

The student roles were evaluated by exploring 5 questions through a mixed method approach including:

- How did the student roles work in practice?
- How has student engagement in ITLR been beneficial to the student and the department?
- How has student engagement in ITLR been beneficial for quality assurance and the wider academic community?
- Does student engagement with ITLR constitute co-creation?
- What lessons have been learnt for student co-creation going forward?

### Methods

A mixed methods approach was utilised to collect the perspective of the students engaged in ITLR, the panel members and staff working alongside the student roles in ITLR, and the ITLR Project Team. This included surveys, reflective accounts, focus groups and interviews as outlined below.

- The Student Panel Member Survey had a 23% response rate (n=10) and consisted of 13 questions, with a mixture of multiple choice and open text questions



exploring the respondents experience as part of an ITLR Review Panel, views around the training and guidance provided, and recommendations for the future.

- The Departmental Student Lead Survey achieved a 26% (n=10) response rate from the sample of 39 Departmental Student Leads. The survey included 10 questions related to the experience of being a Departmental Student Lead, the guidance and support provided, the activities undertaken and recommendations for future.
- Reflective account from the 2 Student Co-creation Officers based on 11 prompt questions exploring the motivations for applying for the role, the activities undertaken, the perceived benefits, any lessons learnt as a result of undertaking the role, and any advice for similar roles in the future. The information provided was limited in depth but did allow for some analysis and evaluation of the role. The Student Engagement Officer also provided a reflective account of their role supporting the students to engage in ITLR.
- Focus groups - various focus groups with different stakeholder groups were held including a student focus group with 2 Student Panel Member participants, a Panel Member focus group with 5 participants and an ITLR Project Team focus group with 8 participants.
- Interviews - 2 interviews took place with students (one Student Panel Member, 1 Departmental Student Lead), as well as 14 interviews with Panel Members (5), PSS Cluster members (4) and ITLR Project Roles, including a Review Sponsor (5).

A list of student questions can be found in Appendix H.

## Findings - The Student Perspective

### Did the roles work in practice?

The Student Panel Members reported that they understood their role as a result of a mixture of the training provided and the guidance and resources available. It was noted that the training was a useful introduction, however it was a little abstract and the information became clearer once the review process had started. When asked if they felt they fully participated in all activities related to the role 50% (5) answered 'yes', with a further 40% (4) answering 'mostly'. Consideration of any barriers leading to reduced activity included student knowledge and expertise reducing ability to input into all topics, concerns around having limited background understanding, and issues noted around payment. It was articulated that the mix of online and in-person activity aided participation.

The Student Panel Members also felt like a valued member of the ITLR panel with 80% (8) answering 'yes' and 20% (2) answering 'maybe'. The reasons provided for this included feeling like the academics listened to their points of view and that their contributions were respected. The 2 participants who answered 'maybe' noted that they felt that sometimes they felt spoken over, or that other panel members also felt they were able to speak on behalf of the student community.

The interview and focus group with the Student Panel Member highlighted that the process could feel quite lonely as the only student on a panel, agreeing with the survey respondents that more opportunities for the Student Panel members to mix would have been beneficial. The participant confirmed they felt well prepared for the role and they felt

able to impact on the discussions and outcome. It was noted that enhanced communication around meeting scheduling would have made the student feel more included. The timing of the review also impacted on the student's ability to participate fully in the report writing stages of the review.

The Departmental Student Lead role was less well understood by respondents, with only 1 (10%) stating they fully understood the role and a further 80% (8) stating they 'mostly' understood the role. Similarly, only 1 respondent (10%) found the guidance useful, with 6 (60%) stating they 'mostly' found it useful, 2 (20%) stating they did not find it useful and 1 (10%) noting that did not access the guidance. Limited further explanation was provided, although one comment did note that there was misleading information in the guidance in relation to payment and another respondent felt that the department had different information to the ITLR Team.

Of the 10 Departmental Student Lead respondents 8 (80%) were involved in the development of the department's Self Evaluation Document (SED), with the remaining 2 (20%) noting they were not given the opportunity to be involved and 9 respondents (90%) were involved in supporting the student meetings. The interview with the Departmental Student Lead confirmed that the role was unclear and that expectations for engagement were limited. It was noted that communication between the department and the ITLR Review Panel did not always include the Departmental Student Lead and that communication overall could have been enhanced.

The Student Co-creation Officers were able to articulate a number of tasks undertaken within the role including working with the Project Board, recruiting student members to participate in the reviews, liaison with student societies to promote the recruitment campaign and development of guidance and resources, including the ITLR website.

### Was the role beneficial?

The Student Panel Member Survey highlighted that students found the ITLR process valuable to participate in, with 90% (9) answering 'yes' and the remaining participant answering 'mostly'. They noted finding the process interesting, and they valued the opportunity to see the things students do not always get to see. One student commented that "...the process also served as a confidence boost, a challenge to critically think and a way to get the school understand certain issues from the students' perspective." The respondent who answering 'mostly' noted that they felt it was a great opportunity with clear benefits, however they felt the timeframe made it difficult "to push for a more nuanced and detailed understanding of certain aspects".

One interviewee noted that they felt the role was beneficial to them as they were able to meet new people and gain experience of the other side of student life. They again noted this provided a 'confidence boost'. They felt the role had the potential to impact positively on the Warwick student experience going forward, which was one of the aims of applying, however they would have liked to have contributed further.

The majority of the Departmental Student Lead respondents also found the role to be valuable (30%), or mostly valuable (60%) to participate in. The reasons provided included

the role feeling like a worthwhile endeavour that provided an understanding of the broader student experience, however the role was felt to be a strange position, feeling like neither staff nor student. One respondent noted that they found it 'incredibly rewarding' and another noted that they felt 'honoured to have been a part of it'. The interview participant did not feel that they had impacted significantly on the process beyond their engagement in the actual student meeting that took place as part of the review process.

The Student Co-creation Officers noted the role was beneficial to them due to the skill development opportunities, including relationship building, project management skills, experience of training and recruiting, and graphic design and website editing skills. One of the Student Co-creation Officers noted that they felt transformed by the role, noting it was initially daunting, however they felt they grew with the project, with one of the most rewarding aspects being the opportunity to see that growth in other students due to the training for the student roles. It was felt the role was beneficial to the wider process to ensure the student view was taken into consideration from the initial development stages and students were able to shape the subsequent student roles and add a different perspective to the key stakeholder discussions.

#### Advice for future student roles

Both the Student Panel Members and the Departmental Student Leads advised future students in this role to be proactive, to manage the time effectively and encouraged students to ensure they are fully prepared and to have the confidence to ask for help and support if required.

When asked what advice they would give to the ITLR Project Team for supporting similar roles in the future both survey and interview respondents noted that they would have appreciated wider communication with other panels to be able to share the experience. It was also noted that a clear executive summary of the department, further personalised support check-ins during the process, and more training for panel members on the expectation and value of the student role, would have further enhanced the roles. One Departmental Student Lead also noted that they felt there could have been more focus on PGR students.

Both the Student Panel member and Departmental Student Lead roles highlighted dissatisfaction in relation to the fee payments for the role. A number of respondents mentioned the change from the originally intended flat fee payment to a hourly rate and the negative impact this had on their experience in the role.

The Student Co-creation Officers encouraged students to have the confidence to apply for these types of roles in future and to make suggestions, whilst having patience and understanding that there will be challenges. The Student Co-creation Officers also advised the ITLR Project Team that earlier communication with students and staff generally would have been beneficial and that a clearer articulation of student co-creation initially may have helped understanding of the expectations. Both Student Co-creation Officers were incredibly positive about their experience and would recommend continuing to offer these types of opportunities.

## Findings - Other Stakeholder Perspectives

The common themes across the various interviews and focus groups with key stakeholders, including panel members, departmental leads, a review sponsor, and the ITLR Project Team when answering questions related to student engagement in ITLR are outlined below.

- Student involvement was considered to be vital and generally valuable. Participants articulated the value of engaging students to ensure that their voice was integral to the process. Various stakeholders note the valuable interactions with students and the positive impact of the Student Panel Member role in particular, noting they asked sensible questions and engaged effectively. One participant noted they did not have a Student Panel Member, however as noted above this was for one review panel only due to unavoidable circumstances.
- The impact of timing was noted across various focus groups and interviews. Participants stated that the timing of the reviews impacted on the ability to recruit students to take part in student meetings, and also that timing impacted on the ability of the Student Panel Member fully participating in their role, in particular during the report writing stage.
- Some participants also noted that further engagement would have been beneficial and that there were concerns around whether the engagement was fully representative of the student body, particularly as a result of timing as outlined above.
- The Student Departmental Lead role did not appear to work as expected, this was noted in focus groups with the ITLR Project Team and is also apparent from the discussions related to difficulties recruiting students, as this was part of the Student Departmental Lead's role.

## Discussion

### Student Co-creation Officer

The Student Co-creation Officer roles ensured student co-creation during the design phases of the ITLR project and resulted in the development of dedicated resources to support the student role. It is difficult to evaluate the impact of the role, however the students engaged in ITLR were positive about the resources developed and the clarity of the Student Panel Member role. The Student Co-creation Officers benefitted through skill development, potentially impacting on future employability and helped create a sense of belonging and increased confidence. The impact beyond development and support for the student roles is limited, however this did ensure that the roles for students were designed by students and that the student perspective was included at the Project Board.

The description of the activities undertaken suggest this role does constitute student co-creation as explained by Bovill et al. (2016), as meaningful collaboration between staff and students is apparent. The Student Co-creation Officers were active learners who constructed understanding and resources alongside staff.

### Student Panel Member

The Student Panel Member role was generally well understood and provided a student perspective during the SED analysis and throughout the ITLR review visits. The students generally felt valued and able to participate effectively and key stakeholders agree that the role added to the ITLR process. Effective engagement in the report writing stage of the process is less clear, partly due to timing, however the findings were agreed as a panel, with the Student Panel Member in agreement. The students benefitted from engaging in the role through increased knowledge and understanding, alongside skill development which would potentially aid future employability. The role can be considered as student co-creation, as again students were empowered and active learners, working alongside staff to analyse the information provided and to reach judgements on outcomes.

### Departmental Student Lead Role

The Departmental Student Lead Role was less well understood and students were not always able to complete the tasks identified within the role, partly due to timing and communication, and potentially partly due to the role itself requiring further thought. The value to the students in this role is also less clear. There is some skill development potential, however the student perspective suggests the value came more from feeling involved in a worthwhile process, rather than from actual activity. The stakeholders were also less able to articulate the impact and value of this role.

The role does constitute a level of student engagement, but on more of an operational and practical level than actively adding to understanding and resources. Where students in this role were able to engage actively in the SED submission process this does become more active and could be considered student co-creation, however this was not always possible due to timing.

### Student Meetings

The meetings with students during the review visit are a positive example of student engagement in the ITLR process. There is some concern around the representation of students in these meetings, again partly due to review timing, however all departmental reviews included meetings with some students, ensuring they were engaged in the process. The engagement of students in the PSS Cluster reviews proved more challenging, and further engagement activity would have been beneficial.

### Overall

The analysis of the student and stakeholder perspectives suggest that student contributions to ITLR were vital and generally effective. The student roles within the ITLR process were successful to varying degrees from a practical perspective, with the Student Co-creation Officers and Student Panel Members being more effective than the Departmental Student Lead role. Two of the roles are easily identifiable as constituting student co-creation in the form outlined by Bovill et al. (2016), with the other role and the input of students in review visit meetings being positive examples of student engagement where undertaken effectively. Student engagement in the PSS Cluster reviews proved to be less successful, suggesting an alternative approach may have been beneficial to engagement outside of the department.

## KEQ8 - What lessons can we learn from the organisation and operation of the ITLR?

- Students want to engage for various reasons, including knowledge and skill development and the desire to have an impact. This can be seen from the high levels of students applying for the student roles and the reasons provided for applying.
- The wider community values student engagement and feels the student voice is and should be integral to evaluation and decision making. This can be seen from the stakeholder views around the student contributions to ITLR, however there is still some work to be done to ensure that all stakeholders showcase this effectively to students.
- Clearly defined and understood roles are key to successful outcomes and engagement. It is important that roles are valuable to both the process engaged in, and to the individual students and that the benefits are clearly articulated. This includes the importance of ensuring payment information is accurate.
- Timing is key. Students need to be engaged early in a process and it is essential that planning includes sufficient timing to develop roles that are in place for the initial stages of a project. It is also essential to consider the impact of delays in timing on student availability during the process.
- Students value interaction and support from other students in similar roles as this reduces feelings of isolation.
- Students can and should be able to engage across various levels. Student co-creation is valuable, but so are all the levels of student engagement from feedback or consultation through to co-creation and partnership.
- It would be beneficial to provide more opportunities for students to engage beyond their department and consider strategies and resource to enable this to take place more regularly, systematically and meaningfully.

## References

Bovill, C., Cook-Sather, A., Felten, P., Millard, L., & Moore-Cherry, N. (2016). Addressing potential challenges in co-creating learning and teaching: overcoming resistance, navigating institutional norms and ensuring inclusivity in student-staff partnerships. *Higher Education*, 71(2), 195-208.

Cook-Sather, A. (2018). Listening to equity-seeking perspectives: how students' experiences of pedagogical partnership can inform wider discussions of student success. *Higher Education Research and Development*, 37(5), 923-936.

Kuh, G. D. (2009). High impact activities: what they are, why they work, who benefits. In C. Rust (Ed.), *Improving student learning through the curriculum* (pp. 20–39). Oxford: Oxford Centre for Staff and Learning Development, Oxford Brookes University.

## 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
<b>Review Context</b>	
000	Supporting evidence log
001	ITLR 2023 review terms of reference
002	ITLR 2017 review report
003	ITLR 2017 departmental response
<b>Departmental Context and Strategy</b>	
004	Departmental strategy (agreed with ARC)
005	ARC SWOT (if there is one)
006	ARC Balanced scorecard
<b>Programmes and Accreditation</b>	
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
<b>Taught Programmes: Quality Assurance</b>	
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
<b>Taught Course: Student Outcomes</b>	
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 ( <b>note for the Project Board</b> , 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	



## Appendix B - ITLR 2023 Evaluation Framework for Academic Departments

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

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

## Appendix C - ITLR 2023 Evaluation Framework for Professional Services Clusters

Evaluation Area Aspect	Evaluation Criteria
Evaluation Area 1: Baseline Assurance	
1a: Clarity of purpose	<ol style="list-style-type: none"> <li>1. The team's purpose and responsibilities are clearly defined and well understood by the team and its stakeholders.</li> <li>2. Relationships and interdependencies with related professional services teams are well understood and productive.</li> </ol>
1b: Service effectiveness	<ol style="list-style-type: none"> <li>1. The team understands what successful outcomes look like and how these impact on students and the quality of education.</li> <li>2. The team understand how effectively these successful outcomes are being achieved based on robust evidence.</li> <li>3. The team demonstrate how they monitor equality of student outcomes.</li> </ol>
1c. Engagement	<ol style="list-style-type: none"> <li>1. The views of staff, students and other stakeholders inform the design of services and the strategic development of the function.</li> <li>2. The student experience is enhanced in partnership with students, and wherever through co-creation.</li> <li>3. Relationships with faculties and academic departments are deep, productive and underpinned by proactive engagement.</li> <li>4. Engagement with external professional networks, best practice and research informs the development of the function.</li> </ol>
1d. Strategic Capacity	<ol style="list-style-type: none"> <li>1. Leaders develop and successfully implement long-term plans for the strategic development of the function.</li> <li>2. Staff understand how their roles and priorities contribute to the strategic development of the function.</li> </ol>
1e. Strategic alignment	<ol style="list-style-type: none"> <li>1. Responsibilities for designing, delivering, evaluating and improving the Department's modules and programmes are documented, effectively fulfilled and delivery tangible improvements.</li> <li>2. Departmental processes for setting, marking and moderating student assessment ensure fairness and uphold academic standards in line with university policy.</li> <li>3. Complaints or academic appeals that pose risk to academic standards are addressed or steps are taken as mitigation.</li> <li>4. External Examiners sufficiently cover all taught provision, fully discharge their responsibilities and confirm their advice is acted upon where appropriate.</li> <li>5. The University's policies on Student Module Feedback and Peer Dialogue on Teaching are implemented effectively.</li> </ol>
1f. Education Management	<ol style="list-style-type: none"> <li>1. The purpose, priorities and impact of the function have evolved over the last five years in response to the University's <a href="#">Education Strategy</a> and the <a href="#">Inclusive Education Model</a>.</li> </ol>
Evaluation Area 2: Strategic Improvement	
2a. SWOT Analysis	<ol style="list-style-type: none"> <li>1. The cluster has a clear view of the strengths, weaknesses, opportunities and threats related to the quality of its education provision.</li> </ol>
2b. Strategy for Education for Students	<ol style="list-style-type: none"> <li>1. There are clearly articulated and widely understood strategic priorities guiding and aligning the work across teams in relation to the cluster theme.</li> <li>2. The cluster has shared ambitions for further enhancing the quality of education, student experience and student support in relation to the cluster theme.</li> <li>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).</li> </ol>

2c. Enabling Culture	<p>1. Leaders and staff collaborate across organisational boundaries to innovate, solve problems and deliver improvements for students in relation to the cluster theme.</p> <p>2. The diversity of our student community is well understood and informs an inclusive approach to service delivery and innovation as articulated in the <a href="#">Inclusive Education Model</a>.</p>		
2d. Strategic Capacity	<p>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.</p> <p>2. Leaders in the cluster feel sufficient agency and ownership to define and lead strategic development in relation to the cluster theme.</p> <p>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 <a href="#">University's Education Strategy</a>.</p> <p>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.</p> <p>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.</p> <p>5. Consideration of the longer-term effects of blended learning and its consequences for the nature of study at Warwick upon service delivery.</p>		
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

## Appendix D

What follows for each Academic Department and Cluster is a summary of one or two of their most significant elements in relation to good practice, challenges in the current approach to aligning with the Blended Learning cross-cutting theme, key opportunities to tackle these and potential actions that could be taken to move the agenda forward at Warwick.

### **Academic Development Centre (ADC)**

- **Good Practice:** Expansion of online offerings, leadership in online teaching and assessment during the pandemic, creation of the Learning Design Consultancy Unit (LDCU).
- **Challenges:** Needs better evaluation of the learner experience, particularly online.
- **Opportunities:** Further exploration of BL evaluation, clarifying future roles and expectations for LDCU.
- **Actions:** Engage with Flexible & Online Learning Division for shared working on BL models, strategic priorities for LDCU.

### **Centre for Interdisciplinary Methodologies (CIM)**

- **Good Practice:** Blended delivery benefiting diverse learners, digital labs.
- **Challenges:** Engagement with online material is not well defined.
- **Opportunities:** Linking formative assessment with other delivery modes, reintroducing fieldwork/trips.
- **Actions:** Consider new strategies to increase online material engagement.

### **Centre for Lifelong Learning (CLL)**

- **Good Practice:** Use of Moodle for BL.
- **Challenges:** Lack of IT support, inconsistency in technologist allocation, lower digital literacy among students.
- **Opportunities:** Increasing provision of BL, addressing technological disparities.
- **Actions:** Seek University support for IT and digital education, develop a specific strategy for BL.

### **Centre for Teacher Education (CTE)**

- **Good Practice:** Digital development project, feedback incorporation.
- **Challenges:** Use of multiple platforms, lack of streamlined solutions.
- **Opportunities:** Securing effective web-based platforms, improving technology-based learning facilities.
- **Actions:** Advocate for policy changes to extend access to online materials post-graduation.

### **Centre for the Study of the Renaissance (CSR)**

- **Good Practice:** Online modules attracting international students, retention of face-to-face teaching.
- **Challenges:** Need for strategic planning in BL, engagement with digital tools.
- **Opportunities:** Embedding BL, surveying student engagement.
- **Actions:** New Director to focus on BL strategies tailored to student needs.

### **Department of Applied Linguistics**

- **Good Practice:** Blended approach with focus on face-to-face interaction.
- **Challenges:** Challenges in designing blended formats, workload implications.

- **Opportunities:** Evolving learning design, addressing constraints in university systems.
- **Actions:** Continue improving BL design and student inclusion.

### **Department of Chemistry**

- **Good Practice:** Effective online teaching during the pandemic, use of digital tools.
- **Challenges:** Decline in engagement and achievement with online methods.
- **Opportunities:** Balancing practical and digital learning.
- **Actions:** Maintain and enhance current teaching methods, considering neurodiverse students.

### **Department of Classics and Ancient History**

- **Good Practice:** Innovative assessments, digital storytelling, effective lecture capture.
- **Challenges:** Challenges in hybrid working, access to technology.
- **Opportunities:** Defining hybrid learning, adding extra student resources.
- **Actions:** Develop plans for hybrid learning, consider contracting out for technological expertise.

### **Department of Computer Science**

- **Good Practice:** Robust pedagogic discussions on BL, remote lab access.
- **Actions:** Maintain and further develop BL approaches.

### **Department of Economics**

- **Good Practice:** Investment in BL development, seminar series on teaching.
- **Challenges:** Challenges in student engagement.
- **Opportunities:** Refreshing asynchronous materials, keeping neurodivergent students in consideration.
- **Actions:** Continue developing BL strategies, incentivise student engagement.

### **Department of Education Studies & Centre for Educational Development Appraisal and Research (CEDAR)**

- **Good Practice:** Early adoption of Moodle, focus on technology-enhanced learning.
- **Challenges:** Impact on workload, lack of central academic technologist support.
- **Opportunities:** Enhancing skills and competencies in technology-enhanced learning.
- **Actions:** University to recognise structural challenges, develop training resources.

### **Department of English and Comparative Literary Studies**

- **Good Practice:** Flexibility in learning modes.
- **Challenges:** Operational challenges, disparity in BL approaches.
- **Opportunities:** Explore opportunities for BL.
- **Actions:** Investigate University support for BL delivery.

### **Department of History**

- **Good Practice:** Effective integration of online resources in teaching.
- **Challenges:** Lack of clarity in blending online resources with teaching.
- **Opportunities:** Embrace emerging technologies like VR and AI.
- **Actions:** Further enhance the integration of digital tools in teaching and assessment.

### **Department of Philosophy**

- **Good Practice:** Exploratory use of online resources.
- **Challenges:** Scepticism about BL.
- **Opportunities:** Staff training and confidence-building in BL.

- **Actions:** Harness existing online practices; improve Moodle's appeal and teaching room facilities.

### **Department of Physics**

- **Good Practice:** Effective mix of in-person and online teaching.
- **Challenges:** Reduced participation over time; challenges in implementing pre-learning.
- **Opportunities:** Balance traditional and innovative teaching methods.
- **Actions:** Evolve teaching styles to meet student demands; consider diverse assessment methods.

### **Department of Politics and International Studies**

- **Good Practice:** Initial development of BL.
- **Challenges:** Inactive blended delivery group post-pandemic.
- **Opportunities:** Clear definition and consistent application of BL.
- **Actions:** Re-activate blended delivery group; incorporate student feedback in planning.

### **Department of Psychology**

- **Good Practice:** Upskilling staff, innovative use of digital tools.
- **Challenges:** Challenges with new system acquisitions.
- **Opportunities:** Consistent and cohesive BL approach.
- **Actions:** Seek support from Learning Technologies team; review online ethics system delivery.

### **Department of Sociology**

- **Good Practice:** Effective use of Moodle and online support groups.
- **Challenges:** Limited use of technology in seminars and lectures.
- **Opportunities:** Proactive use of online learning tools.
- **Actions:** Enhance the learning environment with smart integration of online tools.

### **Department of Statistics**

- **Good Practice:** Student-informed development of BL model.
- **Challenges:** Resource constraints; challenges with online discussion.
- **Opportunities:** Improve lecture capture visibility; address inclusivity in online assessments.
- **Actions:** Resolve technical issues in lecture capture; explore suitable solutions for online math-based exams.

### **Institute for Employment Research**

- **Good Practice:** Blended support for PGR students; improved website content.
- **Challenges:** Not applicable for UG or PGT teaching.
- **Opportunities:** Expansion of digital and hybrid teaching methods.
- **Actions:** Enhance hybrid and remote teaching and learning opportunities.

### **Mathematics Institute**

- **Good Practice:** Effective lecture capture, shift to online homework.
- **Challenges:** Challenges in online exams.
- **Opportunities:** Support for in-person examination arrangements.
- **Actions:** Seek university support for exam invigilation and additional learning needs.

### **School for Cross-Faculty Studies**



- **Good Practice:** Robust steps in digital pedagogy.
- **Challenges:** Limited classroom technology for hybrid teaching.
- **Opportunities:** Enhanced resource for exploring digital pedagogy.
- **Actions:** Seek university support for technology and resource allocation.

### **Institute for Advanced Teaching and Learning**

- **Good Practice:** Positive BL experiences.
- **Challenges:** Variance in module implementation.
- **Opportunities:** Consistency in BL policy.
- **Actions:** Standardise minimum expectations for BL across modules.

### **School of Modern Languages and Cultures**

- **Good Practice:** Innovative use of virtual exchanges.
- **Challenges:** Lack of a strategic approach to BL.
- **Opportunities:** Development of a comprehensive BL plan.
- **Actions:** Draw on Language Centre's experience; develop a school-wide strategy.

### **School of Creative Arts, Performance and Visual Cultures**

- **Good Practice:** Creative use of BL approaches.
- **Challenges:** System compatibility issues.
- **Opportunities:** Training and support for specialist equipment.
- **Actions:** Promote consistent platform use; enhance collaboration with academic departments.

### **School of Engineering**

- **Good Practice:** Enhanced learning approach.
- **Challenges:** Need for staff training in creating asynchronous materials.
- **Opportunities:** Maximising use of refurbished facilities.
- **Actions:** Seek university support for staff training in BL.

### **School of Law**

- **Good Practice:** Development of a BL Strategy.
- **Challenges:** Mixed student engagement in online learning.
- **Opportunities:** Strategy for integrating BL in law.
- **Actions:** Involve students in strategy development; review teaching structures.

### **School of Life Sciences**

- **Good Practice:** Active use of Moodle.
- **Challenges:** Reactive, not proactive, approach to BL.
- **Opportunities:** Purposeful design of blended elements.
- **Actions:** Define university's view of BL; enhance resource allocation.

### **Warwick Business School**

- **Good Practice:** Strong BL infrastructure.
- **Challenges:** Potential timetable clashes for students.
- **Opportunities:** Flexibility in the standard teaching model.
- **Actions:** Maintain consistency across programmes; adapt to pedagogical needs.

### **Warwick Foundation Studies**

- **Good Practice:** Use of Moodle and online interactive tools.
- **Challenges:** Varied approach across modules.
- **Opportunities:** Consistency in Moodle use; staff training.
- **Actions:** Encourage staff to share BL experiences; review Moodle templates.



### **Warwick Manufacturing Group**

- **Good Practice:** Impressive in-house BL setup.
- **Challenges:** Less positive engagement from UG students.
- **Opportunities:** Address UG students' perception of non-face-to-face elements.
- **Actions:** Share best practices across the department; refine BL models.

### **Warwick Medical School**

- **Good Practice:** Innovative approach to BL; student interns.
- **Challenges:** Inconsistency in online learning resource usage.
- **Opportunities:** Review and enhance the cohesiveness of BL provision.
- **Actions:** Incorporate student feedback; ensure consistency across modules.

### **C1. Cluster 1 - Student Transitions, Community, and Wellbeing**

- **Good Practice:** None specified.
- **Actions:** None specified.

### **C2. Cluster 2 - Learning Beyond Boundaries**

- **Good Practice:** Digital first strategy
- **Challenges:** High dropout rates in digital programmes.
- **Opportunities:** Increased central guidance; benchmarking with other universities.
- **Actions:** Enhance lecture capture technology; develop diverse assessment methods.

### **C3. Cluster 3 - Seamless Physical and Digital Learning Environments**

- **Good Practice:** Support for sustainable BL.
- **Challenges:** Limited insights on students' digital capabilities.
- **Opportunities:** Formalised processes for staff training; improved pedagogic space design.
- **Actions:** Coordinate strategic staff training; ensure parity of investment in infrastructure.

### **C4. Cluster 4 - A Culture of Education Leadership and Innovation**

- **Good Practice:** Support for department-centred BL initiatives.
- **Challenges:** Inconsistent institutional engagement.
- **Opportunities:** Encourage more institutional drive for BL.
- **Actions:** Identify and disseminate best practices; support departments with technology and training.

### **C5. Cluster 5 - A Strong Administrative Foundation for Student Success**

- **Good Practice:** Cooperation with WMG and Computer Science for online modules.
- **Challenges:** Not involved in BL activities.
- **Opportunities:** Expand online learning initiatives.
- **Actions:** Collaborate with other departments for online learning development.

### **C6. Cluster 6 - Enabling Postgraduate Researchers to Thrive**

- **Good Practice:** Effective use of online learning for inclusion.
- **Challenges:** Biased feedback towards engaged students.
- **Opportunities:** Developing a fully remote learning PhD model.
- **Actions:** Seek broader PGR feedback; enhance remote examination processes.

## Appendix E

What follows for each Academic Department and Cluster is a summary of one or two of their most significant elements in relation to good practice, challenges in the current approach to aligning with the Interdisciplinary Learning cross-cutting theme, key opportunities to tackle these and potential actions that could be taken to move the agenda forward at Warwick.

### **Academic Development Centre (ADC)**

- **Good Practice:** ADC leverages its multidisciplinary team to enrich programmes with a variety of perspectives. It supports participants in understanding interdisciplinary work and offers programmes that transcend disciplinary boundaries.
- **Challenges:** Participants, particularly from STEM, may need more support in the transition to IL.
- **Opportunities:** Strengthen the scaffolding for reflective writing and IL, especially for STEM participants.
- **Actions:** Align with IATL to define the University's commitment to IL, develop additional resources for reflective writing, and enhance the profile of ADC programmes within STEM departments.

### **Centre for Interdisciplinary Methodologies (CIM)**

- **Good Practice:** CIM embodies interdisciplinarity, aiming to overcome procedural barriers to such education.
- **Challenges:** There are operational challenges, such as inconsistent registration and module selection deadlines.
- **Opportunities:** Develop collaborative platforms for resource sharing and community practice akin to the WIHEA model.
- **Actions:** Address practical issues like harmonising deadlines, timetabling, and departmental resource sharing for interdisciplinary study.

### **Centre for Lifelong Learning (CLL)**

- **Good Practice:** CLL offers interdisciplinary courses, integrating knowledge from various disciplines.
- **Challenges:** Difficulty in aligning student experiences across departments.
- **Opportunities:** Broaden interdisciplinary collaboration and address challenges faced by mature students integrating into other departments.
- **Actions:** Designate champions within departments to facilitate integration and consider the reconfiguration into a combined school for increased interdisciplinary opportunities.

### **Centre for Teacher Education (CTE)**

- **Good Practice:** CTE integrates multiple disciplines into its programmes, engaging in interdepartmental collaborations.
- **Challenges:** Some external departments may not recognise the value of the interdisciplinary activities.
- **Opportunities:** Share and showcase interdisciplinary activities more explicitly.
- **Actions:** Build a network to share interdisciplinary activity and gain support to raise awareness of the department's activities.

### **Centre for the Study of the Renaissance (CSR)**

- **Good Practice:** CSR draws staff from various departments, providing a multidisciplinary teaching approach.
- **Challenges:** Financial and structural barriers, such as funding models, impede further interdisciplinary study.
- **Opportunities:** Redesign programmes to encourage IL and develop multi-level modules.
- **Actions:** Advocate for funding models that support interdisciplinary study and propose strategies to the Interdisciplinarity Working Group.

### **Department of Applied Linguistics**

- **Good Practice:** The department has developed clear links for interdisciplinary teaching with other departments.
- **Challenges:** Institutional structures may impede the development of IL.
- **Opportunities:** Influence the school structure to remove barriers to IL.
- **Actions:** Strengthen interdisciplinary links both within the new school and with external departments.

### **Department of Chemistry**

- **Good Practice:** Chemistry has interdisciplinary research projects and joint programmes, like Innovation 101.
- **Challenges:** Operational challenges such as timetabling and fee structures hinder interdisciplinarity.
- **Opportunities:** Proactively seek opportunities for interdisciplinary teaching and learning collaborations.
- **Actions:** Work with the University to improve timetabling and fee structures to facilitate interdisciplinary opportunities.

### **Department of Classics and Ancient History**

- **Good Practice:** The department offers a range of interdisciplinary opportunities through international studies and joint degrees.
- **Challenges:** Internal systems and differing deadlines pose challenges to interdisciplinary studies.
- **Opportunities:** Offer standalone online modules and streamline internal module choice systems.
- **Actions:** Review internal systems for module choices, seek funding for international study opportunities, and develop an institutional approach to module registration.

### **Department of Computer Science**

- **Good Practice:** Interdisciplinary research is common, with funded projects across various domains.
- **Challenges:** Space and timetabling impact the ability for interdisciplinarity.
- **Opportunities:** Engage more meaningfully with STEM Grand Challenges and explore IL across faculties.
- **Actions:** Collaborate with STEM Grand Challenges for better departmental insights and explore interdisciplinary opportunities with Social Sciences.

### **Department of Economics**

- **Good Practice:** Economics has increased interdisciplinary programmes and introduced new joint degrees.
- **Challenges:** Challenges in combining subjects to make them truly interdisciplinary.
- **Opportunities:** Encourage more opportunities for IL.

- **Actions:** Promote IATL options and work on structural challenges hindering interdisciplinary collaboration.

### **Department of Education Studies & Centre for Educational Development Appraisal and Research (CEDAR)**

- **Good Practice:** Education Studies is interdisciplinary with diverse curricula and theme-based teaching.
- **Challenges:** Structural barriers affect collaboration in interdisciplinary module design.
- **Opportunities:** Enhance IL within and beyond the core curriculum.
- **Actions:** Work with the University to address barriers and develop collaborations with other departments.

### **Department of English and Comparative Literary Studies**

- **Good Practice:** The department incorporates interdisciplinary research into teaching and has developed new interdisciplinary MA programmes.
- **Challenges:** Barriers for Humanities students to take STEM modules due to lack of prerequisites.
- **Opportunities:** Ensure interdisciplinary courses are included in curriculum reviews.
- **Actions:** Establish a management committee with oversight of interdisciplinary courses and curriculum development.

### **Department of History**

- **Good Practice:** The department integrates interdisciplinary training into its programmes, evidenced by its public engagement activities and specialised skills development across various historical centres.
- **Challenges:** There are challenges with the credit framework and module selection, as History modules are 30 credits, complicating the process for students to take 15 credit modules from other departments.
- **Opportunities:** Improve the module selection system, currently managed by a large spreadsheet, to reduce risk and administrative challenges.
- **Actions:** Implement a university-wide system for module selection with a common timeline to enhance the student experience and reduce staff administrative burdens.

### **Department of Philosophy**

- **Good Practice:** Philosophy excels in delivering IL through joint programmes and has developed robust administrative practices to manage them effectively.
- **Challenges:** The autonomy of departments at Warwick poses challenges to interdisciplinary degrees, particularly when joint management structures are not in place.
- **Opportunities:** Enhance the financial and structural incentives for departments to engage in interdisciplinary teaching.
- **Actions:** Standardise module information sharing and timetabling across the university to facilitate smoother interdisciplinary student experiences.

### **Department of Physics**

- **Good Practice:** Offers a range of interdisciplinary modules and programmes, like Maths and Physics, with opportunities to draw on other disciplines in the final year project.
- **Challenges:** The market for interdisciplinary science courses is perceived as small, with some questioning the depth of knowledge gained in such courses.

- **Opportunities:** Address challenges in timetable coordination and provide a clearer, university-wide approach to cross-departmental module selection.
- **Actions:** Maintain and celebrate interdisciplinary teaching, especially modules delivered to students from other disciplines, and consider new joint degrees with other departments.

### **Department of Politics and International Studies**

- **Good Practice:** Engages in embedding IL through programmes like PPE and PPL and encourages students to explore modules outside the department.
- **Challenges:** Challenges in the interdisciplinary narrative and student awareness of interdisciplinary content within their modules.
- **Opportunities:** Support academic staff in developing interdisciplinary pedagogic skills and provide clearer communication about interdisciplinary opportunities.
- **Actions:** Develop a capstone module for joint honours degrees and utilise skills badges to highlight the interdisciplinary skills gained.

### **Department of Psychology**

- **Good Practice:** Offers multiple joint degrees and integrates flexibility within degrees, enhancing student satisfaction and IL.
- **Challenges:** Space constraints and financial penalties pose challenges to the exchange of students between departments.
- **Opportunities:** Further streamline the process for students to take modules from outside departments and manage the administrative load effectively.
- **Actions:** Share the department's experience and management strategies for IL with the wider university.

### **Department of Sociology**

- **Good Practice:** Engages with other departments and promotes Sociology as an interdisciplinary subject.
- **Challenges:** Concerns about the potential detriment to producing subject specialists due to a strong push towards interdisciplinarity.
- **Opportunities:** Support students to take external modules without detriment and align departmental strategies with the university's vision for interdisciplinarity.
- **Actions:** Consider better support processes for students and policy-level engagement with IL.

### **Department of Statistics**

- **Good Practice:** Strong joint degree programmes with other departments and opportunities for students to take a broad range of modules outside of the core curriculum.
- **Challenges:** Students need guidance in module selection to explore different ideas and ensure prerequisites are met.
- **Opportunities:** Address issues of overCATing and module registration and improve the student experience across partner departments.
- **Actions:** Review how interdisciplinary opportunities for PGT students are presented and reinitiate conversations about enhancing student experiences.

### **Institute for Employment Research**

- **Good Practice:** Emphasises the interdisciplinary nature of their programme and engages in cross-departmental supervisory arrangements.
- **Challenges:** Challenges in student engagement with external departments and limited teaching opportunities compared to university averages.

- **Opportunities:** Foster greater cross-disciplinary collaboration and address issues with publishing lists and design of REF that inhibit interdisciplinarity.
- **Actions:** Address barriers to co-supervision and review regulations regarding qualifications for PhD supervision.

### **Mathematics Institute**

- **Good Practice:** Offers interdisciplinary joint degrees and modules, including those requiring supervisors from different departments.
- **Challenges:** Communication issues in joint honour programmes and concerns about differential exam scaling.
- **Opportunities:** Improve communication and guidance for joint degree students and ensure clarity on interdisciplinary opportunities.
- **Actions:** Explore the establishment of a joint degree SSLC for better feedback and communication.

### **School for Cross-Faculty Studies**

- **Good Practice:** Built on the principle of IL with diverse module offerings and a commitment to engaging with a variety of disciplines.
- **Challenges:** Challenges in module selection processes and a recruitment gap for WP students due to concerns about interdisciplinarity.
- **Opportunities:** Implement a centralised module registration system and ensure adequate staffing and finances to support interdisciplinary staff and student engagement.
- **Actions:** Continue to articulate the employability benefits of interdisciplinarity and work closely with WP Officers.

### **Institute for Advanced Teaching and Learning**

- **Good Practice:** Nationally recognised for its interdisciplinary module design and the integration of interdisciplinary pedagogy and learning.
- **Challenges:** Limited evaluation of the pedagogies used in IL.
- **Opportunities:** Expand representation in University Grand Challenges and support faculties in embedding interdisciplinary teaching.
- **Actions:** Conduct robust evaluations of IL to inform wider publishing and dissemination efforts.

### **School of Modern Languages and Cultures**

- **Good Practice:** Collaboration across the School and with other departments like CTE; language modules integrating with other disciplines.
- **Challenges:** IL is not strategic or embedded, mostly needs-based.
- **Opportunities:** Greater planned interdisciplinarity and engagement with the Institute for Advanced Teaching and Learning (IATL).
- **Actions:** Develop a strategy for interdisciplinarity and consider shared core modules for first-year students.

### **School of Creative Arts, Performance and Visual Cultures**

- **Good Practice:** Proactive work on embedding interdisciplinarity; co-supervision of Ph.D. students across disciplines.
- **Challenges:** Interdisciplinarity is limited and still in the initial stages.
- **Opportunities:** Cultural confidence for students to take modules outside their discipline.
- **Actions:** Streamline the module catalogue for greater optionality and address barriers to IL.



### **School of Engineering**

- **Good Practice:** Interdisciplinary first-year curriculum and design projects; collaborative postgraduate programmes.
- **Challenges:** None explicitly stated.
- **Opportunities:** Expanding interdisciplinary course offerings.
- **Actions:** Introduction of new interdisciplinary courses and research centres.

### **School of Law**

- **Good Practice:** 'Law in context' approach and joint degrees for interdisciplinary perspectives.
- **Challenges:** Constraints due to increasing student numbers and stretched teaching provision.
- **Opportunities:** Overcoming structural barriers to interdisciplinarity.
- **Actions:** Work within existing constraints to maintain and enhance interdisciplinary offerings.

### **School of Life Sciences**

- **Good Practice:** Interdisciplinary approach in Biology; collaboration with various departments for PGT modules.
- **Challenges:** Difficulty in drawing a distinction between collaborative work and individual assessment.
- **Opportunities:** Making the narrative of interdisciplinarity more explicit to students.
- **Actions:** Review of curriculum to incorporate interdisciplinarity more explicitly.

### **Warwick Business School**

- **Good Practice:** Large provider of IL; integration of different disciplines into programmes.
- **Challenges:** Less evidence of postgraduate students taking modules outside WBS.
- **Opportunities:** Further development of interdisciplinary content.
- **Actions:** Encourage cross-departmental connections and innovative content development.

### **Warwick Foundation Studies**

- **Good Practice:** Collaboration with other departments; interdisciplinary modules like SPAMM.
- **Challenges:** Often multidisciplinary rather than IL.
- **Opportunities:** Co-creation of interdisciplinary aspects of modules with students.
- **Actions:** Collaborate with other departments on IL and engage students in co-creation.

### **Warwick Manufacturing Group**

- **Good Practice:** Multidisciplinary nature of courses like Cyber Security.
- **Challenges:** Interdisciplinary activity is emerging and not fully established.
- **Opportunities:** Growth in interdisciplinary teaching and learning in collaboration with other departments.
- **Actions:** Encourage modules taught with other departments and overseas partners.

### **Warwick Medical School**

- **Good Practice:** Interdisciplinary curriculum design and assessment in undergraduate degrees.
- **Challenges:** Structural and organisational barriers to interdisciplinary study.
- **Opportunities:** Review of research project constraints and expansion of interdisciplinary topics.

- **Actions:** Review MBChB research projects and diversify areas for student exploration.

### **C1. Cluster 1 - Student Transitions, Community and Wellbeing**

- No comments relevant to common themes included in the final report.

### **C2. Cluster 2 - Learning Beyond Boundaries**

- **Good Practice:** The cluster is recognised for its embedded interdisciplinary work and partnerships with IATL, setting a model for the university.
- **Challenges:** Challenges include ensuring that core messaging around sustainability and interdisciplinarity is more widely understood and acted upon.
- **Opportunities:** The cluster could aim to define and communicate clear objectives for sustainability and interdisciplinarity.
- **Actions:** Secure funding for an Engagement Officer, promote interdisciplinary modules, and enhance collaboration with local organisations.

### **C3. Cluster 3 - Seamless Physical and Digital Learning Environments**

- **Good Practice:** The library's initiatives in academic support and Estates' considerations of sustainability in building designs.
- **Challenges:** Inadequate flexibility in the timetable and disparate online learning tools may be barriers to interdisciplinarity.
- **Opportunities:** Improve collaborative course planning and provide clearer pathways for IL.
- **Actions:** Map existing work to recognise strengths, explore the use of MOBIUS Maths online programme models, and consider sustainability in service and space design.

### **C4. Cluster 4 - A Culture of Education Leadership and Innovation**

- **Good Practice:** IATL and ADC contribute significantly to the enhancement of IL.
- **Challenges:** There is a need for better engagement and systematic communication between departments to further interdisciplinary education.
- **Opportunities:** A more systematic approach to promoting and implementing IL across departments is required.
- **Actions:** Develop resources linked to specific aspects of interdisciplinarity, engage in interdisciplinary workgroup discussions, and ensure that interdisciplinary initiatives are adequately resourced.

### **C5. Cluster 5 - A Strong Administrative Foundation for Student Success**

- **Good Practice:** Limited information provided for evaluation.
- **Challenges:** Engagement from non-lead departments and supportive funding models for interdisciplinary apprenticeships are lacking.
- **Opportunities:** Systems and processes to monitor and mitigate compliance risks associated with degree apprenticeships.
- **Actions:** Revise self-evaluation in interdisciplinarity and explore collaborations with WMG for programme redesign.

### **C6. Cluster 6 - Enabling Postgraduate Researchers to Thrive**

- **Good Practice:** The cluster provides strong support for interdisciplinary environments through CDTs and DTPs.
- **Challenges:** Institutional structures may limit PGRs' abilities to engage in interdisciplinary research.
- **Opportunities:** Encouraging PGRs to see themselves as part of a broader research community and appreciate the benefits of interdisciplinary research.



- **Actions:** Facilitate more opportunities for interdisciplinary activities and invite PGRs to join initiatives relevant to their research.

## Appendix F

What follows for each Academic Department and Professional Service Cluster is a summary of one or two of their most significant elements in relation to good practice, challenges in the current approach to aligning with the ESD cross-cutting theme, key opportunities to tackle these and potential actions that could be taken to move the agenda forward at Warwick.

### **Academic Development Centre (ADC)**

- **Good Practice:** ADC integrates ESD into its programmes, aligning them with Professional Standards Framework (PSF) professional values which map to Sustainable Development Goals (SDG) 4 and 10.
- **Challenges:** The need to make ESD elements more explicit in ADC programmes.
- **Opportunities:** ADC should refresh programmes in line with the new PSF with a greater focus on ESD.
- **Actions:** Continue to link ESD elements of ADC programmes to the sustainability agenda explicitly and proactively consider changes for sustainable development.

### **Centre for Interdisciplinary Methodologies (CIM)**

- **Good Practice:** CIM research and curriculum focus on sustainable development, with strong links to the Institute for Global Sustainable Development (IGSD).
- **Challenges:** Practical barriers related to finances, space, and student numbers due to faculty-based approaches.
- **Opportunities:** Increase collaboration in interdisciplinary projects and enhance CIM's identity in this field.
- **Actions:** Strengthen participation in interdisciplinary bids and projects and address institutional barriers to interdisciplinary work.

### **Centre for Lifelong Learning (CLL)**

- **Good Practice:** CLL's programmes promote real-world sustainability challenges and engage in national networks for Policy, Advocacy, and Sustainability.
- **Challenges:** Difficulties ensuring consistency of student experience across departments outside CLL.
- **Opportunities:** Broaden interdisciplinary collaboration and enhance the curriculum to include sustainability.
- **Actions:** Use student co-creation and consultation for module improvement and embed sustainability more systematically.

### **Centre for Teacher Education (CTE)**

- **Good Practice:** CTE engages in activities related to environmental integrity and economic viability, contributing to sustainable educational practices.
- **Challenges:** The department's activities may not be widely recognised outside of its immediate educational context.
- **Opportunities:** Expand awareness-raising efforts about the department's contributions to sustainability.
- **Actions:** Enhance visibility of the department's sustainability initiatives and further integrate ESD into teacher training programmes.

### **Centre for the Study of the Renaissance (CSR)**

- **Good Practice:** CSR engages students with cultural heritage and offers modules that promote global citizenship.

- **Challenges:** The need for more developed local links and clarity on ESD initiatives.
- **Opportunities:** Improve signposting of how learning relates to ESD and support student inclusion in these initiatives.
- **Actions:** Strengthen local collaborations and enhance ESD awareness among students and staff.

### **Department of Applied Linguistics**

- **Good Practice:** The department's education offerings are directly relevant to global and societal issues, preparing students as global citizens.
- **Challenges:** None specified.
- **Opportunities:** Enhance visibility and explicitness of ESD in the curriculum.
- **Actions:** Align research areas to ESD and explore curriculum development with a focus on ethical communication.

### **Department of Chemistry**

- **Good Practice:** Incorporates ESD through research activities, ethical module content, and departmental initiatives.
- **Challenges:** The unsustainability of laboratory practices and a scattered approach to ESD.
- **Opportunities:** Consider the environmental impact of laboratory practices and align departmental activities with ESD.
- **Actions:** Increase focus on green chemistry and develop strategies to enhance ESD awareness and practices within the department.

### **Department of Classics and Ancient History**

- **Good Practice:** Addresses cultural and identity topics related to ESD and encourages students to critique and reflect on ancient literature.
- **Challenges:** Students may not be fully aware of how their studies relate to ESD.
- **Opportunities:** Improve communication and policy regarding ESD and sensitive content within the curriculum.
- **Actions:** Develop clearer signposting for ESD relevance and establish a consistent policy for content warnings.

### **Department of Computer Science**

- **Good Practice:** Implicit inclusion of ESD through ethics modules.
- **Challenges:** A limited understanding of ESD within the department and lack of clear guidelines.
- **Opportunities:** Formalise the department's approach to ESD and align research areas with sustainability.
- **Actions:** Create a detailed mapping of ESD in the curriculum and establish institutional guidelines for ESD delivery.

### **Department of Economics**

- **Good Practice:** Sustainability is intrinsically linked to Economics teaching, with research and department ethos focusing on sustainability.
- **Challenges:** Students have limited awareness of explicit coverage of sustainability within their modules.
- **Opportunities:** Communicate the nature of sustainability in modules more explicitly to students.
- **Actions:** Embed sustainability into all core modules and include a sustainability-focused section in the teaching handbook.

### **Department of Education Studies**

- **Good Practice:** Integrates ESD into courses, focusing on global citizenship and inclusion in education philosophies.
- **Challenges:** None specified.
- **Opportunities:** Develop a strategic plan outlining the department's approach to ESD.
- **Actions:** Create and execute a detailed ESD strategy to further embed sustainability in the curriculum.

### **Centre for Educational Development Appraisal and Research (CEDAR)**

- **Good Practice:** CEDAR focuses on social change, with research aimed at reducing inequalities for vulnerable populations.
- **Challenges:** None specified.
- **Opportunities:** Enhance interdisciplinary collaboration within research areas related to education and social support.
- **Actions:** Foster cross-departmental supervisory arrangements and explore new research opportunities that support ESD.

### **Department of History**

- **Good Practice:** History has embedded ESD themes within its curriculum, highlighting public, economic, and cultural history's focus on sustainability.
- **Challenges:** There was no explicit mention of Challenges.
- **Opportunities:** Articulation and visibility of ESD in the curriculum need improvement.
- **Actions:** Introduction of an Environmental History module and increased student involvement in module development.

### **Department of Philosophy**

- **Good Practice:** Incorporation of democratic citizenship and climate responsibility into the curriculum.
- **Challenges:** More explicit engagement with ESD themes is needed.
- **Opportunities:** Better articulation of philosophy's role in societal change in terms of ESD.
- **Actions:** Promote the new award for philosophical interventions and frame departmental calls for proposals in terms of ESD.

### **Department of Physics**

- **Good Practice:** Long-standing teaching of sustainability-related topics and student choice in sustainability modules.
- **Challenges:** Lack of student awareness regarding the department's JUNO and Athena SWAN awards.
- **Opportunities:** Gender balance in undergraduate programmes and better communication of sustainability efforts.
- **Actions:** Advocate for university support in managing special exam arrangements and improve student engagement with sustainability.

### **Department of Politics and International Studies**

- **Good Practice:** Encouragement of critical thinking regarding UN sustainability goals.
- **Challenges:** ESD delivery is not as explicit as it could be.
- **Opportunities:** Reflection of society in general and local/regional components in ESD.
- **Actions:** Review and enhance the everyday life textbook and develop a new Master's programme with enriching modules.

### **Department of Psychology**

- **Good Practice:** Range of modules relevant to ESD and focused exploration of topics central to ESD across the curriculum.
- **Challenges:** Students feel there could be a more explicit focus on sustainability.
- **Opportunities:** Embedding ESD in practices and ethos and enhancing understanding of links to sustainable development goals.
- **Actions:** Reflect on existing provision for ESD and engage in curriculum enhancement workshops.

### **Department of Sociology**

- **Good Practice:** Inclusive pedagogy and leadership in decolonising the curriculum.
- **Challenges:** The document didn't provide specific Challenges.
- **Opportunities:** Making coverage of UN Sustainable Development Goals more visible.
- **Actions:** Continue the strong commitment to social justice and focus on climate (in)justice within the curriculum.

### **Department of Statistics**

- **Good Practice:** Student co-creation in critical areas related to energy, health, and resource management.
- **Challenges:** Students do not recognise departmental efforts as ESD.
- **Opportunities:** Signposting of projects and research opportunities in ESD.
- **Actions:** Conduct a mapping exercise to illustrate UN Sustainable Development Goals coverage in modules.

### **Institute for Employment Research**

- **Good Practice:** Promotes lifelong learning and skills needed for sustainable development.
- **Challenges:** The desire to develop further into ESD needs action.
- **Opportunities:** Tracking and monitoring attainment/awarding gaps and continuation rates.
- **Actions:** Contribute to the University's sustainability agenda through research activities and community engagement.

### **Mathematics Institute**

- **Good Practice:** Efforts in climate change modelling and epidemiology, and recent environmental-friendly changes.
- **Challenges:** Low representation of black female students and unclear approach to improving recruitment.
- **Opportunities:** Enhancing inclusivity and developing more ESD-related projects and research.
- **Actions:** Aim for an Athena Swan Silver award and conduct more inclusive research.

### **School for Cross-Faculty Studies**

- **Good Practice:** Robust understanding and activity around sustainability, social justice, and cultural diversity.
- **Challenges:** None specified.
- **Opportunities:** Sharing information on ESD engagement across the University.
- **Actions:** Use ITLR as a case study to evaluate the impact of including ESD in the review process.

### **Institute for Advanced Teaching and Learning**

- **Good Practice:** Modules designed with ESD in mind and sustainability elements in the curriculum.
- **Challenges:** Not all modules have ESD explicitly included.
- **Opportunities:** Mapping ESD presence across all modules.
- **Actions:** Share good practices among module convenors and address missed opportunities for ESD integration.

### **School of Modern Languages and Cultures**

- **Good Practice:** Embedding ESD in language and cultures teaching.
- **Challenges:** ESD not pedagogically, holistically, and consistently embedded.
- **Opportunities:** A curriculum review to ensure consistent ESD engagement.
- **Actions:** Develop cross-school modules that reflect ESD more explicitly.

### **School of Creative Arts, Performance and Visual Cultures**

- **Good Practice:** Development of anti-racist pedagogies and emphasis on intercultural awareness.
- **Challenges:** ESD could be made more obvious to students.
- **Opportunities:** Balancing intercultural awareness with sustainability and equitable opportunities.
- **Actions:** Be more explicit in signposting ESD elements and develop awareness of class and socioeconomic factors.

### **School of Engineering**

- **Good Practice:** Alignment with AHEP4 accreditation and incorporation of sustainability principles.
- **Challenges:** None specified.
- **Opportunities:** Ongoing refreshment of programmes to integrate sustainability further.
- **Actions:** Continue to embed sustainability in teaching and launch new sustainability-focused modules.

### **School of Law**

- **Good Practice:** Integration of ESD within the "law in context" ethos and modules that directly address ESD.
- **Challenges:** None specified.
- **Opportunities:** Expanding the curriculum to include more modules focused on ESD themes.
- **Actions:** Develop joint degree programmes with a focus on sustainability and engage students in practical ESD projects.

### **School of Life Sciences**

- **Good Practice:** Modules that reflect UN Sustainable Development Goals, particularly in GSD.
- **Challenges:** Not fully explicit social and ethical considerations in the curriculum.
- **Opportunities:** Making the narrative of interdisciplinarity more explicit in the curriculum.
- **Actions:** Consider institutional guidance on ESD and make current learning around social and ethical considerations more explicit.

### **Warwick Business School**

- **Good Practice:** WBS's guided approach to ESD through UN PRME and efforts in reducing the carbon footprint.
- **Challenges:** Confusion regarding the use of QAAHE Reference Points for ESD.
- **Opportunities:** Clarifying the distinction between sustainable practice and sustainable education.
- **Actions:** Develop more ESD-focused curricula and communicate the sustainability nature of modules more explicitly.

### **Warwick Foundation Studies**

- **Good Practice:** Focus on skills for sustainability and direct address of UN Sustainable Development Goals.
- **Challenges:** Visibility of these goals to staff and students could be improved.
- **Opportunities:** Signposting UN Sustainable Development Goals in modules.
- **Actions:** Conduct a mapping exercise to make the coverage of goals more visible.

### **Warwick Manufacturing Group**

- **Good Practice:** Embedding ESD into course design and fostering an inclusive environment.
- **Challenges:** Early stages in the journey of ESD.
- **Opportunities:** Sector-leading analysis of dashboard data to show the impact of sustainability measures.
- **Actions:** Have dedicated leadership in ESD and manage and monitor the process more effectively.

### **Warwick Medical School**

- **Good Practice:** Challenge-based learning approach that incorporates ESD aspects.
- **Challenges:** Limited staff engagement with ESD initiatives.
- **Opportunities:** Integrating sustainability into the curriculum and service learning.
- **Actions:** Assess current activities, develop a service-learning strategy, and utilise opportunities in the community for experiential learning.

### **C1. Cluster 1 - Student Transitions, Community and Wellbeing**

No relevant comments provided.

### **C2. Cluster 2 - Learning Beyond Boundaries**

- **Good Practice:** Engagement in sustainability discussions, strong regional engagement, and partnerships with the EU for UN SDGs.
- **Challenges:** Lack of a uniform definition and clear objectives for sustainability.
- **Opportunities:** Improved internal coordination for sustainability work and long-term funding for sustainability projects.
- **Actions:** Define a clearer sustainability strategy and improve communication about opportunities across student and staff levels.

### **C3. Cluster 3 - Seamless Physical and Digital Learning Environments**

- **Good Practice:** Commitment to sustainable building practices and operational efficiency in resource management.
- **Challenges:** Reluctance to participate in hardware reuse programmes and inefficient licensing strategies.
- **Opportunities:** Increase the emphasis on suppliers' sustainability credentials and reduce the number of printers on campus.

- **Actions:** Review procurement processes to emphasise sustainability and work towards fair and equal access to learning spaces.

#### **C4. Cluster 4 - A Culture of Education Leadership and Innovation**

- **Good Practice:** Engagement in various ESD initiatives and support for IL through initiatives like the MSc in Humanitarian Engineering.
- **Challenges:** Need for greater understanding and operationalisation of ESD across departments.
- **Opportunities:** Development of resources linked to ESD and SDGs and more nuanced departmental support.
- **Actions:** Provide workshops on ESD, create open-access ESD resources, and engage in co-creation initiatives for sustainability.

#### **C5. Cluster 5 - A Strong Administrative Foundation for Student Success**

- **Good Practice:** Addressing societal gaps for apprenticeship access.
- **Challenges:** Insufficient evidence provided to evaluate the approach to ESD.
- **Opportunities:** Need for more information and evidence on administrative support for ESD.
- **Actions:** No specific actions suggested due to lack of evidence.

#### **C6. Cluster 6 - Enabling Postgraduate Researchers to Thrive**

- **Good Practice:** Commitment to making ESD goals more explicit and successful PGR initiatives like the Global South network.
- **Challenges:** Departmental autonomy across the University may limit the scope of ESD integration.
- **Opportunities:** Need for a strategic approach to embed ESD goals within the departments to counter departmental autonomy.
- **Actions:** Pursue a more explicit connection to ESD goals and support initiatives that allow PGR voices to lead discussions on sustainability



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

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

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

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# Appendix H: Student Evaluation Methods Questions

## Student Panel Member Survey Questions

1. Did you feel like you were a valued member of the ITLR panel? Yes/No/Maybe
2. How and why did you feel valued/not valued?
3. Did you fully understand your role as a student panel member? Yes/No/Mostly
4. Did you find the training useful for the role? Yes/No/Mostly/Didn't attend
5. Did you find the guidance useful for the role? Yes/No/Mostly/did not access/could not find
6. Can you explain what you found useful/not useful and how this could have been improved?
7. Do you feel you fully participated in all activities related to the role? Yes/No/mostly
8. Were there any barriers to your engagement in the role? If so, what were they?
9. Did you find the ITLR process to be valuable to participate in? Yes/No/Mostly
10. Why/why not?
11. What advice would you give anyone undertaking a similar role in the future?
12. What advice would you give to the ITLR Team if supporting a similar role in the future?
13. Do you have any other comments you would like to provide about the role or the ITLR process?

## Departmental Student Lead Survey Questions

1. Did you fully understand your role as a ITLR Student Lead? Yes/No/Mostly
2. Did you find the guidance related to the role useful? Yes/No/Mostly/did not access/could not find
3. Were you involved in the development of the department's self-evaluation document (SED)? Yes/I was not given the opportunity to be involved/I was given the opportunity but was unable to participate
4. Were you involved in supporting student meetings? Yes/No
5. If you have responded no to any of the above please provide detail.
6. Did you find it a valuable process to participate in? Yes/No/Mostly
7. Why/why not?
8. What advice would you give anyone undertaking a similar role in the future?
9. What advice would you give to the ITLR Team if supporting a similar role in the future?
10. Do you have any other comments you would like to provide about the role or the ITLR process?

## Student Cocreation Lead Reflective Questions

1. Why did you apply for the role and what were you hoping to get from the role?
2. What is your understanding of the aim of the role?
3. Can you describe the activities that you have undertaken as part of your role?
4. What skills have you developed whilst completing this role?
5. In what ways has this role has benefitted you as an individual?
6. In what ways do you think the role was beneficial for the ITLR process?
7. What has been the most rewarding part of this role?
8. What have you found most difficult about the role?
9. What advice would you give anyone undertaking a similar role in the future?

10. What advice would you give to the ITLR Team if supporting a similar role in the future?
11. Do you have any other comments you would like to provide about the role or the ITLR process?

#### Focus Group Questions

##### Main questions

1. What was the student co-creation journey like? Can you explain your understanding of the role?
2. Did you feel well prepared for the role and how could this have been further improved?
3. What impact did your role have on the ITLR process - were you able to influence and be listened to?
4. Did you feel there were any barriers related to your role and how could these have been addressed?
5. Is there more you would have liked to have done within the process?

##### Additional questions if required

1. How has undertaking the role been beneficial for you?
2. How do you think having these roles in place benefitted the process?
3. Would you do the role again if you were asked? Why/why not?