

Institutional Teaching and Learning Review

# Blueprint for ITLR 2023

June 2022

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## Foreword



We are delighted to be able to share this Blueprint that sets out our approach to the next Institutional Teaching and Learning Review (ITLR). We want to thank the many colleagues who have worked with us and the Education Policy and Quality team, to shape and inform its design. Your contributions, including via the six-week consultation period, has enabled a design for an ITLR that will continue to drive our ambitions for a high-quality and truly transformative Warwick Education.

At the heart of this is our firm commitment to excellence for our students, our academic and professional staff, and our partners. Rare are the occasions when, as an institution, we can come together like this to explore, collaborate and consider the ways in which we assure academic quality and standards, and identify how we want to enhance the quality of education and the student experience over the coming years.

The last ITLR in 2017 was a catalyst for the current Education Strategy, which has successfully guided so much of our work to enhance the student learning experience and elevate the status of teaching at Warwick in recent years. Of course, in 2017 who among us could have predicted the impact that the Covid-19 pandemic would have had on our curricula, our academic systems, and, most importantly, on our students and staff. The spirit of the Warwick community which enabled us to support and uplift one another as we rapidly adapted our arrangements for our students was without question inspiring.

And so, as we look ahead to ITLR 2023, we look forward to working with you and our students to reflect on the distance we have travelled together as a university community, to celebrate our achievements, and to collectively shape the future vision for a Warwick Education.

**Professor Chris Hughes**  
Pro-Vice-Chancellor (Education)

**Professor Will Curtis**  
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## Executive Summary

This Blueprint sets out our approach to the ITLR which, in its third iteration, has notable differences to the 2012 and 2017 reviews in recognition of the considerably stronger place we find our education in today.

We have designed the ITLR to be a catalyst for connection and collaboration across the whole University, complementing the conversations in individual academic and professional services departmental reviews. We will use ITLR to move forward from the disruption caused by the Covid-19 pandemic, so that it represents an institutional space to discuss and think creatively about the future of teaching and learning at Warwick, not just a series of departmental reviews. From this, we will form the University's next Education Strategy and inspire the interdisciplinary collaboration needed to achieve our ambitions. ITLR's aims, objectives and outputs are set out in [section 2](#).

ITLR 2023 will involve 55 academic and professional services departments in 39 structured and supported departmental reviews, starting with a self-evaluation and concluding with a report from an independent review panel. Table one in [section 3](#) provides a full list.

Each academic department will be supported to evaluate its current strengths and opportunities for development in education, student experience and student support, and to explore its future ambitions for these areas, within the context of its overall strategy. ITLR has an important function to provide assurance that academic standards and quality are being upheld in each academic department, but we will complement this with consideration of a bespoke thematic area chosen by the department alongside the ITLR's three common themes.

We are taking a different approach to professional services reviews this time by defining our reviews around aspects of student and staff experience, rather than our organisational structures. We will group – or cluster – professional services departments together into six reviews that enable a collaborative and holistic evaluation of how they collectively enable high quality education, student experiences and support. Table two in [section 3](#) sets out the clusters, its focus and how departments are grouped.

For all departments in scope of the ITLR, the Evaluation Framework sets out what the review panel will consider. Each of the four evaluation areas are intended to complement and build upon the other to enable a holistic and proportional approach: baseline assurance; strategic improvement; bespoke theme; and common themes. Those common themes have been confirmed by the University's Education Committee as Interdisciplinary learning, Blended learning, and Education for Sustainable Development. Each theme will be led by two Theme Convenors, who will bring together the university community to develop our vision in these areas and propel us towards that vision. We provide a detailed breakdown of the evaluation frameworks in tables four and five in [section 4](#).

The Review Method sets out how departmental reviews will be undertaken in practice. This ITLR will make full use of the technology now available to include both online and in-person meetings between review panels and departmental groups. Online meetings will take place earlier in the process to deliver and conclude the assurance aspects of ITLR. Where this confirms there are strong foundations in a department or cluster, the remainder of the review will then be forward-looking and focused on quality enhancement in the coming years. This risk-based approach to quality assurance respects the significant progress made across the board since our last review in 2017.

Review reports will be more advisory in nature to inform the holistic development of education and the student experience. They will not use recommendations in the same way as the 2017 review

but will instead offer commentary and advice in the body of the report for departmental consideration. Where the panel has concerns about potential risks to academic standards or quality, they will be able to include conditions in their report and describe the required urgent action to be taken, but we envisage these being few and far between. Further details about the review method, including documentation and the review report outcomes, are set out in [section 5](#).

The 39 departmental reviews will be divided between and overseen by a group of senior university leaders who will act as Review Sponsors. They will appoint a Review Panel for each of their reviews comprising staff, students and external members. Each review panel will have an external subject matter expert nominated by the department as in previous reviews, and we will pilot the inclusion of a second external member in some academic departments to bring expertise in pedagogy, quality or the bespoke theme chosen by the department. We will go further than before to recruit and support an excellent group of student panel members, and to support those students who meet with the panels reviewing their departments. There will be a considerable number of opportunities for staff and students to be involved in ITLR outside of their own department and we are looking forward to working with colleagues who have already submitted their expressions of interest to work with us. Information about the people involved in the reviews, including the panel composition, can be found in [section 6](#). Further details about getting involved can be found on our [website](#).

### Summary Timeline

*A more detailed timeline is available under Table 11 on page 42*

January 2022	The ITLR concept approved by Senate.
March	The ITLR Themes, Draft Evaluation Framework and Review Method considered by the Education Committee; development of the draft Blueprint.
April / May	Draft Blueprint published for department and professional services feedback. (Consultation closed 20 May.) ITLR Town Hall events provided as opportunity for questions and feedback.
June / July	Final ITLR approach approved by Education Committee and published.
	Review panel recruitment commences and departmental leads confirmed.
<i>For reviews</i>	
September 2022	ITLR Terms of Reference agreed and review panel composition confirmed.
Mid-November	Submission of self-evaluation documents and supporting evidence.
December	Review panel meet online to consider initial findings and agree lines of enquiry to inform first meeting.
February 2023	First meeting (online) between review panel and department/cluster takes place (1-2 days). (Please note that the reviews of academic departments and the clusters will be staggered to help us share initial feedback with teams that may be affected.)
Early March	Second meeting (in-person) for academic departments (1-2days).
Late March/Early April	Review panel reports for academic departments drafted.
	Second meeting (in-person) for professional services (1-2days).
Late April/May	Department responses to draft review report received and Review Sponsor review and sign off.
	Draft review panel reports for professional services drafted
June	Professional service responses to draft review report received and Review Sponsor review and sign off.
	AQSC moderate review reports
	Initial summary report to Senate.
<i>For common themes workshops</i>	
September 2022	University-wide workshops on the common themes.
March 2023	
May	
ITLR conclusion	

September 2023

Full report of outcomes and project evaluation to Senate. Action plans to be folded into usual monitoring processes e.g. TEG and Student Success Programme Board.

# 1 Introduction

- 1.1 Following Senate approval that the next ITLR exercise will take place in 2022/23, we shared our draft Blueprint with the University community for contribution, feedback, and discussion (April 2022). The document set out how we proposed to run ITLR and reflected the design thinking that had taken place, which had been the focus of discussions at several University Committees, including the Faculty Education Committees (FEC), the University Education Committee, the Academic Quality and Standards Committee (AQSC), the Student Learning Experience and Engagement Committee (SLEEC), and the Student Success Programme Board. This Blueprint takes into consideration the feedback, suggestions, and contributions we have received as a result of our consultation to help make the approach clearer, more inclusive and ensure that the aims and objectives of the ITLR can be achieved.
- 1.2 Throughout this Blueprint we use several education-specific or Warwick-specific terms. To support engagement with this document, there is a **Glossary** that explains key terms. The terms will be highlighted in a [different font colour](#) (as we have modelled here), so that you can quickly and easily identify where the glossary can help. It is worth noting that where we use the term 'department', we include central professional service teams who are in scope of the ITLR, unless otherwise specified e.g. 'academic departments' do not include central professional service teams. (We have not drawn a distinction for professional services colleagues who work *in* the academic department).
- 1.3 If you have questions or queries, please contact the ITLR Project Team by email at: [itlr@warwick.ac.uk](mailto:itlr@warwick.ac.uk). We also have a mailing list that you can register to join if you would like general updates on the review as it progresses. The link to register is on our website, alongside other resources, at: <https://warwick.ac.uk/itlr2023>.

## 2 What is ITLR and why are we doing it?

### The purpose of ITLR

- 2.1 To ensure our education remains high quality and continues to improve, we use a range of evaluation and enhancement tools at different intervals. For example, we collect feedback from students, [External Examiners](#) and employers; we monitor trends in student outcomes data close to the point of delivering teaching; and we have annual conversations with academic departments to reflect on the next steps for improving education quality through [Teaching Excellence Group \(TEG\)](#) meetings.
- 2.2 To complement this, we periodically undertake a thorough review – the Institutional Teaching and Learning Review (ITLR) – with academic departments and relevant professional services to evaluate how effectively quality is assured and how the student learning experience could be further enhanced. This happens every five years. Ordinarily we would have scheduled ITLR to take place in 2022, however due to the Covid-19 pandemic, Senate agreed to postpone the exercise until 2023.
- 2.3 This is our third iteration of ITLR and we are making the purpose bolder. To complement the conversations that will come through departmental reviews, we are designing ITLR as a catalyst for connection and collaboration between departments across the whole University. The Covid-19 pandemic brought significant disruption to our education community, and we will use ITLR to move forward from this by ensuring it truly represents an institutional space to discuss the future of teaching and learning at Warwick, not just a series of departmental reviews. From this, we will form the University's next [Education Strategy](#) and inspire the interdisciplinary collaboration needed to achieve our ambitions.

### How ITLR will work in practice

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*The last ITLR was undertaken in 2017 and since then, we have used the annual TEG meetings with academic departments to support departments as they maintain academic standards and continuously improve the quality of the student learning experience.*

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- 2.4 As a quality assurance and enhancement (or continuous improvement) exercise, ITLR will continue to use a structured and supported review process for each department and professional service team in scope to assure quality, to identify risks to standards, and to evaluate opportunities for strategically enhancing the quality of education, the student learning experience and student support.
- 2.5 Departmental reviews will feature a general evaluation and a [Strengths, Weaknesses, Opportunities and Threats \(SWOT\) analysis](#); an assessment of how effective quality assurance, governance and leadership are; an evaluation of a small number of common themes; and a specific evaluation of a theme determined by the department. The format of reviews will include a documented [self-evaluation](#); the appointment of a panel of staff, students and external reviewers; online and in-person meetings between the panel, the department and stakeholders; and a panel report to inform the department's future development.
- 2.6 Each review will include a specific evaluation of three thematic areas common across all departments which will help set a future direction for the department and the University in the years following ITLR. These are interdisciplinary learning, blended learning, and

education for sustainable development (we explain these further in section 4). It is these three themes that will provide the platform for conversations and collaborations between departments. Convenors for each theme will bring the University's education community together to lead institutional conversations on a future vision for that area before, during and after the departmental reviews. The thematic discussions will both inform and be informed by the departmental reviews.

- 2.7 The remaining sections of this Blueprint expand on this summary to set out the detail of how this ITLR will work.

## Overall aims and objectives

- 2.8 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.

- 2.9 The ITLR will enable:

- a. Our 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. Us to have created new connections and conversations across academic departments and faculties around common areas of interest that are catalysts for future collaboration.
- c. Us to be able to provide continued assurance 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.

- 2.10 Through the ITLR we will deliver:

- 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.



### 3 Who will be included in the ITLR?

- 3.1 Alongside each academic department that will be reviewed, it has been agreed that professional services teams will be included, with the reviews being staggered so that, where possible, professional services follow academic departments (see timetable for proposed timings in section 7).

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*In total, there will be 39 reviews encompassing 55 departments.*

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#### Scope

- 3.2 As in previous reviews, all levels of higher education provision are covered ([Undergraduate \(UG\)](#), [Postgraduate Taught \(PGT\)](#), and [Postgraduate Research \(PGR\)](#)), together with [foundation level](#) provision. This includes [apprenticeships](#) as standard. [Collaborative provision](#) delivered by Warwick staff with a [partner](#) will also be included in scope (e.g. [MBChB](#), [PGCEs](#), [2+2 degrees](#), [franchised](#), [double degrees](#)). Assessment of [validated provision](#) delivered wholly by a partner (e.g. [iheed](#), [London Film School](#) and [University College Birmingham](#)) will be out of scope and will instead be covered through the regular schedule of [Collaborative Reviews](#). This does not preclude departments or panels from considering specific, strategic relationships and provision as part of a department's overall strategy for education, where appropriate. Table one below sets out the departments that Education Committee, the Registrar, and the [Student Success Programme Board](#) have agreed should be in scope of ITLR.

*Table 1: Academic Departments and Professional Service Teams in scope for ITLR 2023*

#	Faculty	Department	UG	PGT	PGR	DAs	Collab
<b>Academic Departments</b>							
1.	N/A	Academic Development Centre	N	Y	N	N	N
2.	SocSci	Applied Linguistics, Department of	Y	Y	Y	N	N
3.	Arts	Study of the Renaissance, Centre for the, with * Midlands 4 Cities Centre for Doctoral Training (CDT)	N	Y	Y	N	N
4.	SEM	Chemistry, Department of, with * Molecular Analytical Sciences (CDT)	Y	Y	Y	N	N
5.	Arts	Classics and Ancient History, Department of	Y	Y	Y	N	Y
6.	SEM	Computer Science, Department of, with * Computer Science CDT * CDT & Research in Computer Science * CDT in Urban Science and Progress	Y	Y	Y	Y	N
7.	Arts	Creative Arts, Performance and Visual Cultures, School of, incorporating: * Cultural and Media Policy Studies (CMPS) * Film & Television Studies * History of Art * Theatre & Performance Studies * Warwick Writing Programme	Y	Y	Y	N	Y
8.	Arts	Cross-faculty Studies, School for, with * Institute for Global Sustainable Development – Research Centre (RC)	Y	Y	Y	N	N

		* Diamond Science and Technology CDT					
9.	SocSci	Economics, Department of	Y	Y	Y	N	N
10.	SocSci	Education Studies, Department of, with * Centre for Educational Development, Appraisal and Research (CEDAR)	Y	Y	Y	N	N
11.	SEM	Engineering, School of, with * Future Mobile Technologies CDT	Y	Y	Y	Y	Y
12.	Arts	English and Comparative Literary Studies, Department of, with * Yesu Persaud Centre for Caribbean Studies – RC	Y	Y	Y	N	N
13.	Arts	History, Department of, with: * Centre for History of Medicine – RC (No PhD, but UG and PGT modules) * Global History and Culture Centre – RC	Y	Y	Y	N	N
14.	N/A	Institute for Advanced Teaching and Learning	Y	Y	N	N	N
15.	SocSci	Institute for Employment Research	N	N	Y	N	N
16.	SocSci	Interdisciplinary Methodologies, Centre for, with *ESRC DTC	N	Y	Y	N	N
17.	SocSci	Law, School of	Y	Y	Y	N	Y
18.	SEM	Life Sciences, School of, with * Warwick Crop Centre – RC * Midlands Integrative Biosciences DTP * Synthetic Biology CDT * Systems Biology CDT	Y	Y	Y	N	N
19.	SocSci	Lifelong Learning, Centre for	Y	Y	Y	Y	Y
20.	SEM	Mathematics Institute, with * Maths CDT * Mathematics of Systems (MathSys) CDT	Y	Y	Y	N	N
21.	Arts	Modern Languages and Cultures, School of * including the Language Centre	Y	Y	Y	N	N
22.	SocSci	Philosophy, Department of, with * Centre for Research in Philosophy, Literature and The Arts - RC	Y	Y	y	N	N
23.	SEM	Physics, Department of, with * Centre for Fusion, Space and Astrophysics - RC * Solid State NMR Group – RC * Modelling of Heterogeneous Systems CDT	Y	Y	y	N	N
24.	SocSci	Politics and International Studies, Department of, with * Centre for Studies in Democratisation	Y	Y	Y	N	Y
25.	SEM	Psychology, Department of	Y	Y	Y	N	Y
26.	SocSci	Sociology, Department of, with * Centre for the Study of Women and Gender - RC	Y	Y	y	N	N
27.	SEM	Statistics, Department of, with * Centre for Research in Statistical Methodology (CRiSM) - RC * CDT in Mathematics and Statistics	Y	Y	Y	N	N
28.	SocSci	Teacher Education, Centre for	N	Y	N	N	Y
29.	SocSci	Warwick Business School, with * Industrial Relations Research Unit - RC * Innovation, Knowledge and Organisational Networks Research Unit – RC	Y	Y	Y	N	Y
30.	SocSci	Warwick Foundation Studies	N	N	N	N	N

31.	N/A	Warwick International Higher Education Academy (WIHEA)	N	N	N	N	N
32.	SEM	Warwick Medical School, with * Warwick Centre for Global Health - RC * Centre for Health Economics at Warwick (CHEW) – RC * Centre for Mechanochemical Cell Biology - RC	Y	Y	Y	Y	Y
33.	SEM	WMG	Y	Y	Y	Y	Y
<b>Professional Service Departments</b>							
34.		Admissions					
35.		Dean of Students' Office					
36.		Doctoral College					
37.		Education Policy and Quality					
38.		Estates (Teaching and Learning Spaces)					
39.		Flexible and Online Learning Division					
40.		International Strategy & Relations					
41.		IT Teams (across IDG)					
42.		Library					
43.		Regional Strategy					
44.		Social Inclusion					
45.		Space Management & Timetabling (SPA)					
46.		Student Administrative Services					
47.		Student Communications (in Marketing, Communications & Insight)					
48.		Student Complaints & Academic Casework					
49.		Student Discipline and Resolution					
50.		Student Experience Division					
51.		Student Opportunity					
52.		Warwick Enterprise					
53.		Wellbeing Support Services					
54.		Widening Participation					
55.		Warwick Institute of Engagement					

3.3 Though the Academic Development Centre (ADC), the Institute of Advanced Teaching & Learning (IATL) and the Warwick International Higher Education Academy (WIHEA) will be reviewed as academic departments, we anticipate delivering a custom review method that recognises their institutional service role in support of teaching, learning and student success. We will work with these departments to devise a method that is proportional.

### Professional Services - A Clustered Approach

3.4 We are taking a different approach to professional services reviews this time by defining our reviews as aspects of student and staff experience, rather than our organisational structures. We will group – or cluster – professional services teams together into six reviews that combine focus on the individual teams with a larger focus on a collaborative, holistic evaluation of how they collectively enable high quality education, student experiences and support. This will enable teams to contextualise their work in relation to others and to the aims and objectives of the ITLR.

- 3.5 Many of our professional service teams have a critical role in supporting or enabling a high-quality student learning experience or student support. Each cluster will deliver a more coherent approach when implementing the evaluation framework, and, most importantly, make best use of each teams’ distinct expertise to identify strengths and share best practice.
- 3.6 There will be six thematic clusters and we have aligned teams to a cluster where it lends

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*Clusters will be evaluated holistically to ensure that the ITLR is rooted in the student experience.*

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itself to the substantive work of that team. This will mean that clusters will be evaluated holistically to ensure that the ITLR is rooted in the student experience. Where a team identifies that it has relevance or overlap with the focus of another theme, and the team would like to contribute, we will work with the nominated Cluster Lead(s) and the Professional Service Team Lead to support a coherent approach that minimises burden whilst enabling opportunity to participate. Table two outlines the respective clusters and teams. The clusters will be organised to:

- a. Facilitate a genuinely collaborative, cross-team approach to evaluating the student experience.
  - b. Represent areas where we wish to propel the student experience forward as a result of ITLR.
  - c. Complement and contribute to the common themes in the Evaluation Framework.
- 3.7 Our approach is based on assumptions that the future of a Warwick Education will be:
- a. Increasingly interdisciplinary.
  - b. Increasingly diverse and flexible in modes of study.
  - c. Increasingly inclusive of diverse student communities.

*Table 2: The clusters and themes for Professional Services ITLR*

Cluster		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 (but not WB&amp;PL, please 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> </ul>

			<ul style="list-style-type: none"> <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> <p><i>We recognise that many professional service teams contribute to the PGR student experience. We will work with the Doctoral College and all Cluster Leads to develop a proportional and consistent approach that will enable collaboration.</i></p>

## 4 What will be reviewed?

- 4.1 Senate has agreed that the ITLR review reports will assess:
- The effectiveness of the academic department's/professional service team's approach to quality assurance, **(academic) governance** and education leadership, and any risks arising from these.
  - A general evaluation of strengths, weaknesses, opportunities and threats of the department's education provision and the student learning experience, or their support for these in the case of professional services.
  - A specific evaluation of a thematic area determined by the academic department in relation to an area where they would value feedback. Cluster themes act as the bespoke theme.
  - A specific evaluation of three thematic areas which will be common across all departments.
- 4.2 To enable a consistent approach to findings and to support post-ITLR analysis and action planning, we intend to group these outputs into four areas of focus as part of the Evaluation Framework. These areas are below and Table Three demonstrates how each area of focus aligns to the respective outputs set out in paragraph 4.1:
- Baseline Assurance;
  - Strategic Improvement;
  - Bespoke Themes; and
  - Common Themes.

*Table 3: How the four areas of focus align to the four outputs agreed by Senate*

Outputs / Areas of Focus	1. Baseline Assurance	2. Strategic Improvement	3. Bespoke Themes	4. Common Themes
<b>A</b>	√	√		
<b>B</b>	√	√		
<b>C</b>			√	
<b>D</b>				√

### A Closer Look at the Evaluation Frameworks

#### Evaluation area 1: Baseline Assurance

- 4.3 The ITLR must address both quality assurance *and* enhancement. To determine where there are strengths and opportunities for enhancement or continuous improvement, we must first assess the extent to which quality is effective and where there may be risks that potentially undermine or impede efforts to maintain academic standards and deliver a high-quality experience. As part of the review, each panel will identify where there are risks and their causes to enable a solution-supported approach. This will establish the baseline evidence from which review panels, together with the departments and clusters, can evaluate where there are opportunities for strategically enhancing the quality of education, the student learning experience and student support.

#### Evaluation area 2: Strategic Improvement

- 4.4 The sustainability of enhancement-led activity is underpinned by a range of information. Through the review of evidence such as the SWOT, stakeholder feedback, and mechanisms that support strategies for success, departments have in place plans that deliver continual improvement. Together with the department or cluster, the panel will consider the effectiveness of the approach taken and make an evidence-based assessment as to the

extent to which strategic improvement is enabled to strengthen the student learning experience. The panel's review will include an exploration of additional relevant opportunities, either within the university or the sector which could, for example, inform other activities such as [ARC](#) or a [Grand Challenge](#).

#### Evaluation area 3: Bespoke Theme

- 4.5 Academic departments will identify an area of strategic interest or value to assist with their development, possibly as part of strategies emerging from a Grand Challenge or Strategy Development exercise. In due course, departments will be asked to nominate their own bespoke theme for discussion. Support will be available to departments where needed to help refine the theme to ensure that ITLR can offer useful input. Possible examples might include:
- a. Assessment diversification and inclusive education
  - b. Co-creating the student learning experience
  - c. Developing student resilience through teaching, learning and assessment
  - d. Enhancing learning and career potential through alumni networks
  - e. Internationalisation of the curriculum
  - f. Students as Researchers
  - g. Embedding work-based learning models in curriculum delivery.

#### Evaluation area 4: Common Themes

- 4.6 We will continue to utilise thematic analyses to enhance the review findings. Our approach will be to enable opportunities for even more depth of reflection through focused interactions that enable departments come together, collaborate and share best practice. Education Committee have agreed that there will be three common themes which align with institutional priorities and are considered through a shared lens. The themes are:
- 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.
- 4.7 An overview of the Evaluation Framework is set out in Tables four and five which the review panel will use to explore, support and advise departments. Although we have proposed separate frameworks for academic departments and for professional services to reflect on operational context, the approach will be structured around the same four areas of focus to support analysis, review and findings to ensure consistency and inform our final ITLR report analyses.

Table 4: Evaluation Framework for *Academic Departments*

Evaluation Area	Aspect	Focus of Evaluation	Guidance	Outputs
<p><b>1</b></p> <p><b>Baseline Assurance</b></p>	<p><b>a</b> Programme Health</p>	<ul style="list-style-type: none"> <li>• Disciplinary excellence and programme currency</li> <li>• Academic standards, levels and rigour</li> <li>• Dimensions of a Warwick Curriculum</li> <li>• Definitive programme &amp; module records</li> <li>• PSRB accreditation</li> </ul>	<p>This aspect will consider the extent to which credit-bearing programmes – or Warwick programmes that result in eligibility to directly enter a credit-bearing programme – are aligned with the University’s academic requirements. For example, in relation to our Module and Credit Framework, the Rules for Award, the Dimensions of a Warwick Curriculum, or the inclusion of programme specific Exit Awards.</p> <p>Review panels will look to consider whether there are any weaknesses or risks that may affect the rigour of an award, undermine academic standards or quality, and consider how academic departments ensure their programmes comply with our rules whilst also maintaining a balance with external requirements where needed (e.g. with PSRB guidance or accreditation expectations. Occasionally, PSRBs will update their subject guidance or membership requirements and the panel seek to understand the mechanisms by which a department ensures its programme remain up-to-date, especially if the programme may contribute towards or help prepare a student towards entry into a specific profession).</p>	<p>Evaluation Rating, Risk Rating and Narrative (see para 5.24).</p> <p>Conditions may be stipulated to address serious risks. (see para 5.25)</p>

	<b>b</b> Student Experience and Success	<ul style="list-style-type: none"> <li>• Student Outcomes Data</li> <li>• Student Satisfaction Data</li> <li>• Sector Benchmarking (inc. <a href="#">Teaching Excellence Framework</a>)</li> </ul>	<p>This aspect will consider the extent to which students and apprentices make progress (continuation) and/or achieve positive outcomes relative to their peers and where known, their disclosed learning needs and disabilities, and/or starting points (e.g. apprenticeships, RPL, APL).</p> <p>The review panel will look to consider how the department uses data to inform and strengthen its arrangements so that all students have fair opportunities to succeed, using data alongside other sources of information to inform its approach to identifying and addressing potential barriers to student success or to identify good practice where student success is high (inclusion strategy). This aspect is not about suggesting that academic standards are lowered to manage or secure a positive outcome (grade inflation).</p> <p>Through this aspect the review panel will explore with departments how information enhances academic delivery, support and review of programmes where appropriate, be that further investigations through task and finish groups, or working with partners to share good practice and support pedagogy.</p>	
	<b>c</b> Student Support	<ul style="list-style-type: none"> <li>• Transition and Induction</li> <li>• Personal Tutoring</li> <li>• Inclusive education</li> <li>• Co- and extra-curricular learning</li> </ul>	<p>This aspect will consider the extent to which departmental support arrangements enable students to develop, progress and succeed. The review panel will look to understand the departmental context and how its structure, resources and culture enables a positive learning environment, exploring with departments how steps taken to create student:staff and student peer communities of practice and a sense of belonging and mattering enable students to thrive.</p> <p>The review panel may want to explore the role of designated staff in supporting students, such as a Director of Student Experience (and Progression) and/or Directors of Graduate Studies, or roles that may be similar for PGR and/or apprentice cohorts. The panel may also find it helpful to explore how the department works with academic or employer partners and professional service teams to create and/or sustain the learning environment (e.g. joint/collaborative programmes). This information could inform other reviews such as the cluster review(s).</p>	
	<b>d</b> External Delivery Partners	<ul style="list-style-type: none"> <li>• Academic partnerships</li> <li>• Employer &amp; NHS partnerships</li> </ul>	<p>This aspect will consider the extent to which partnership arrangements support and enhance academic quality, standards and the student learning experience. The review panel will look to explore the strengths</p>	

		<ul style="list-style-type: none"> <li>Workplace/placement supervisors, mentors and tutors.</li> </ul>	<p>and opportunities enabled through the partnership that would not otherwise be available to our students or apprentices. This will help to inform discussions about quality assurance and where, if any, opportunities for improvement are identified.</p>
<b>e</b>	Quality Assurance	<ul style="list-style-type: none"> <li>Module and programme review cycle</li> <li>External Examiners</li> <li>Exam Boards</li> <li>Track record of addressing opportunities and concerns</li> </ul>	<p>This aspect will consider the extent to which departmental quality arrangements meet university requirements and secure robust academic standards and quality.</p> <p>The review panel will explore with departments how outcomes from different quality assurance exercises, such as External Examiner reports, are addressed and where there are actions needed, that appropriate steps are taken to manage or mitigate for risk.</p> <p>This is different to aspect 'a' which is centred on the academic programmes. This aspect considers the broader quality processes, systems or mechanisms in place to enable overall assurance of the whole programme lifecycle.</p>
<b>f</b>	Education Management	<ul style="list-style-type: none"> <li>Academic leadership and management of programmes and student support</li> <li>Professional services support</li> <li>Cohesive design and management of joint programmes</li> </ul>	<p>This aspect will consider the extent to which the departmental approach comes together to enable a positive learning experience and offers support. As part of that, the review panel will explore with departments how its different teams within the department work together (e.g. academic and departmental professional services, senior leadership teams, programme teams), with delivering partners, and with centralised professional service teams that affect the teaching, learning and assessment experience or support of this.</p> <p>Panels will identify strengths which may include different models that will support best practice transfer, as well as weaknesses that may pose a risk to the student learning experience or the quality of a joint programme.</p>
<b>g</b>	Academic Governance	<ul style="list-style-type: none"> <li>Effectiveness of departmental bodies in assuring and improving quality</li> <li>Student engagement</li> <li>Staff engagement</li> <li>Employer or Partner engagement</li> </ul>	<p>This aspect will consider the extent to which the department's decision making approach or governance structure, ensures effective quality and assurance of academic standards including through the input of students, staff and/or employer and partner engagements. As part of this the review panel will explore the rigour or scrutiny of the departmental approach in supporting a high quality learning experience and academic standards and, where risks are identified how the response is overseen and and/or timeliness of addressing issues. This may include how the department works with others (e.g. academic partners, employer partners) and its Faculty Education Committee</p>

				and/or Faculty Board to ensure effectiveness, for example to escalate academic policy risks or concerns and where quality gaps are identified how a coordinated approach might strengthen the quality of the student experience or support.		
2	Strategic Improvement	a	SWOT	<ul style="list-style-type: none"> <li>Staff, student and stakeholder perspectives on the department</li> </ul>	This aspect will consider the extent to which the department incorporates the views of staff, students and other stakeholders such as academic/delivering partners and employer partners to continually deliver on the enhancement of the student/apprentice experience.	Evaluation Rating, Risk Rating and Narrative (see para 5.24)  Conditions may be stipulated to address serious risks. (see para 5.25)
		b	Strategy for Education and Students	<ul style="list-style-type: none"> <li>The department's ambitions</li> <li>How the department defines and demonstrates successful outcomes</li> <li>Alignment to University strategy</li> </ul>	This aspect will consider the extent to which the department's vision and direction of travel is created, enabled through its context and structures, and then how the impact of progress is monitored to assure students on all levels and types of provision are at the heart of the strategy for development. As part of this the review panel will consider the departments ambitions and strategy, and where relevant alignment of its portfolio with its ambitions, and with relevant university strategies as part of the panel's reflects on strengths, weaknesses and possible risks.	
		c	Enabling Culture	<ul style="list-style-type: none"> <li>Opportunity for staff to innovate and learn.</li> <li>The role of students as partners.</li> <li>Growth and visibility of pedagogic expertise, scholarship and leadership</li> </ul>	This aspect will consider the extent to which the departmental culture and context facilitates enhancement opportunities to continually improve academic quality and improve the student learning experience. As part of this the review panel may seek to explore staff and student communities of practice, models of co-creation or where the student/apprentice voice is strongly emphasised and either embedded or emerging/settling into delivery, or into quality assurance processes and/or into review arrangements.	
		d	Strategic Capacity	<ul style="list-style-type: none"> <li>Recent history and success of strategic improvements</li> <li>Capacity, distribution, agency and impact of educational leadership</li> </ul>	This aspect will consider the extent to which the developmental plans and vision have led to the enhancement of quality and standards, and where plans prioritise the needs of students across all levels of types of education delivery (including apprenticeships).	

3	Bespoke Theme	a Theme determined by department	<ul style="list-style-type: none"> <li>• The department's ambitions in this area</li> <li>• How the department defines and demonstrates successful outcomes</li> <li>• How the department verifies and learns from these outcomes</li> <li>• Future plans in this area</li> </ul>	This aspect will explore and support the department's ambition and how it might go about developing or consolidating its plans. As part of this the review panel may identify, signpost or share resources that will help.	Narrative only
4	Common Themes	a Theme A – Interdisciplinary Learning		To be informed by supplementary guidance from co-convenors	Narrative only
		b Theme B – Blended Learning			
		c Theme C - Education for Sustainable Development			

Table 5: Evaluation Framework for Professional Services Clusters

Evaluation Area	Aspect	Focus of Evaluation	Guidance	Outputs	
		<i>Each professional service team will contribute their own assessment for evaluation area 1</i>			
<b>1</b>	<b>Baseline Assurance</b>	<b>a</b> Clarity of purpose	<ul style="list-style-type: none"> <li>Contribution to and impact on the student learning experience</li> <li>Joined up working with other teams</li> </ul>	<p>This aspect will consider the extent to which the professional service team has in place clear guidance about its role in academic quality or standards and/or the student learning experience and support.</p> <p>With this clarity there is clear communication in place about its responsibilities and how the team will work with other service providers and/or stakeholders to support the University expectations of an excellent Warwick Education.</p>	<p>Evaluation Rating, Risk Rating and Narrative <u>for each team</u>. (see para 5.24)</p> <p>Conditions may be stipulated to address serious risks. (see para 5.25)</p>
		<b>b</b> Service effectiveness	<ul style="list-style-type: none"> <li>Understanding and evaluating successful outcomes for service users</li> <li>Track record of addressing opportunities and concerns</li> </ul>	<p>This aspect will consider the extent to which the professional service team assess the quality of its service offer and the contribution of its work to deliver or enable robust academic standards and quality and a high quality student learning experience or support. The review panel will explore with the team and cluster its understanding of the Warwick Education and its contribution towards enabling a high-quality offer.</p>	
		<b>c</b> Engagement	<ul style="list-style-type: none"> <li>Staff, student and stakeholder feedback</li> <li>Students as partners in service design</li> <li>Deep, productive and proactive relationships with faculties and academic departments</li> <li>External engagement with and leadership of professional networks, best practice and research</li> </ul>	<p>This aspect will consider the extent to which the professional service team work effectively in partnership with staff, students or other service users to support and enhance academic quality, standards and the student learning experience or support. The review panel will look to explore the various ways in which the team enables opportunities for engagement be at as individual team members and/or collectively as a team or as a discreet service as an means to identify strengths or opportunities for improvement.</p>	
		<b>d</b> Strategic Capacity	<ul style="list-style-type: none"> <li>SWOT analysis</li> <li>The team’s ambitions</li> <li>Recent history and success of strategic improvements</li> <li>Opportunity for staff to innovate and develop.</li> </ul>	<p>This aspect will consider the extent to which the professional service team plans have or will lead to the continuous improvement of quality, standards, or the student learning experience and support. As part of this the review panel will look to assess how plans prioritise the needs of students or service-users to ensure its contributions sustain or enhance a Warwick Education.</p>	
		<b>e</b> Strategic alignment	<ul style="list-style-type: none"> <li>Contribution to implementing the University Education Strategy</li> </ul>	<p>This aspect will consider the extent to which the professional service team creates scope to facilitate, deliver or act as a conduit to enable other teams to deliver the University Education Strategy or an aspect of the strategy. The review panel will explore how over the holistic assessment of a-d, the team</p>	

				makes a significant or otherwise contribution as a strength or potential weakness.		
2	Strategic Improvement	a	SWOT	<ul style="list-style-type: none"> <li>Staff, student and stakeholder perspectives on the cluster's theme</li> </ul>	This aspect will consider the extent to which the views of staff, students and stakeholders are incorporated to inform service delivery, and its associated systems, processes or procedure to enhance the service users experience.	<p>Evaluation Rating, Risk Rating and Narrative <u>for the cluster overall.</u> (see para 5.24)</p> <p>Conditions may be stipulated to address serious risks. (see para 5.25)</p>
		b	Strategy for Education and Students	<ul style="list-style-type: none"> <li>Existing strategy and collaboration on the cluster's theme</li> <li>The cluster's ambitions</li> <li>How the cluster defines and demonstrates successful outcomes</li> <li>Alignment to University strategy</li> </ul>	<p>This aspect will consider the extent to which the cluster's shared vision, ambitions and identified direction of travel enables a high-quality student learning experience and support.</p> <p>The review panel will explore with the clusters how its plans align with relevant university strategies, and demonstrate that students or service users are at the heart of its ambitions. As part of this the panel will look to see how areas requiring development (weaknesses or gaps in quality processes/service) are identified or opportunities for enhancements and strengths are shared to continuously improve the student learning experience. Where areas for development are identified, the panel will consider the steps that are being taken to remove such barriers or to minimise its effect on students or service users.</p>	
		c	Enabling Culture	<ul style="list-style-type: none"> <li>Opportunity for staff to innovate and learn</li> <li>Collaboration and joined-up working across teams and departments</li> <li>The role of students as partners</li> <li>The role of academic leadership and governance</li> </ul>	<p>This aspect will consider the extent to which culture and context enable innovation and the continual improvement of service so that students or service users are at the heart of the process experience.</p> <p>The review panel will look to explore how leaders and managers identify the knowledge and skills of its team members in order to develop and empower staff and teams to collaborate with a diverse range of partners and perspectives, particularly where there are complex processes or systems across multiple service owners, but the overall coherence on the student experience is managed to remove or minimise negative impact or burden. Where areas for development are identified, steps are taken to equip staff and/or teams with the knowledge and skills to maintain delivery of a high-quality service.</p> <p>As part of this the panel will explore with clusters where and how models that adopt an inclusive and user-led approach where there are opportunities to incorporate a diverse range student/apprentice/staff feedback is strongly embedded (or emerging), forms part of business as usual processes.</p>	
		d	Strategic Capacity	<ul style="list-style-type: none"> <li>Recent history and success of strategic improvements</li> </ul>	This aspect will consider the extent to which the cluster has in place clear plans to deliver success. The review panel will explore with the cluster how the needs of service-users are at the heart of improvement plans, the use of	

			<ul style="list-style-type: none"> <li>Capacity, distribution, agency and impact of professional services leadership</li> </ul>	evidence to inform plans, such as stakeholder feedback or co-created approaches.	
3	Bespoke Theme*	a	<p>Theme determined by the cluster grouping</p> <ul style="list-style-type: none"> <li>SWOT analysis of the current state</li> <li>The cluster's ambitions in this area</li> <li>How the cluster would define and demonstrate successful outcomes, including for its service users</li> <li>Enablers and blockers to joint working</li> </ul>	<p>This aspect will explore and support the cluster's shared ambition about how through the cluster theme, its respective teams might seek to identify and develop a coherent approach to using the theme to improve academic standards and quality and the students learning experience and support.</p> <p>As part of this the review panel may wish to identify, signpost or share resources that will help the cluster with reflection and dissemination of for example what the cluster priorities might be in 2022/23, 2023/24 and beyond.</p>	Narrative only
4	Common Themes	a	Theme A – Interdisciplinary Learning	To be informed by supplementary guidance from co-convenors	Narrative only
		b	Theme B – Blended Learning		
		c	Theme C - Education for Sustainable Development		

\* The thematic clustering of professional services will, in effect, determine a bespoke theme that drives the focus of professional services reviews. The cluster may in *addition* elect to specify a bespoke theme separate to the cluster, but this is not essential.

4.8 As noted through the evaluation framework, common themes will be considered in every review undertaken, including in the clustered approach with Professional Services to ensure consistency and best facilitate the thematic analyses and institutional reflections.

## 5 How will the reviews be delivered?

- 5.1 We have developed a Review Method that sets out the common aspects of process for all reviews. This is how reviews will be conducted and complements the Evaluation Framework that sets out what will be looked at. The method will be implemented through guidance, training for review panels and a series of templates that guide reviews in a consistent way. We will work with departments to confirm the methodology as it applies to their context to ensure we are taking a proportional approach, whilst also maintaining alignment with the aims and objectives of the ITLR.

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### *What has changed from ITLR 2017?*

*The assessment of the effectiveness of a department's approach to quality assurance will be a risk-based and, where practicable, largely a desk-based exercise that draws on our improved access to information about quality and quality assurance. This will free up the time in review meetings to focus on forward-looking discussions about quality enhancement and help us to achieve a balance between a rigorous and proportionate approach to quality assurance and quality enhancement.*

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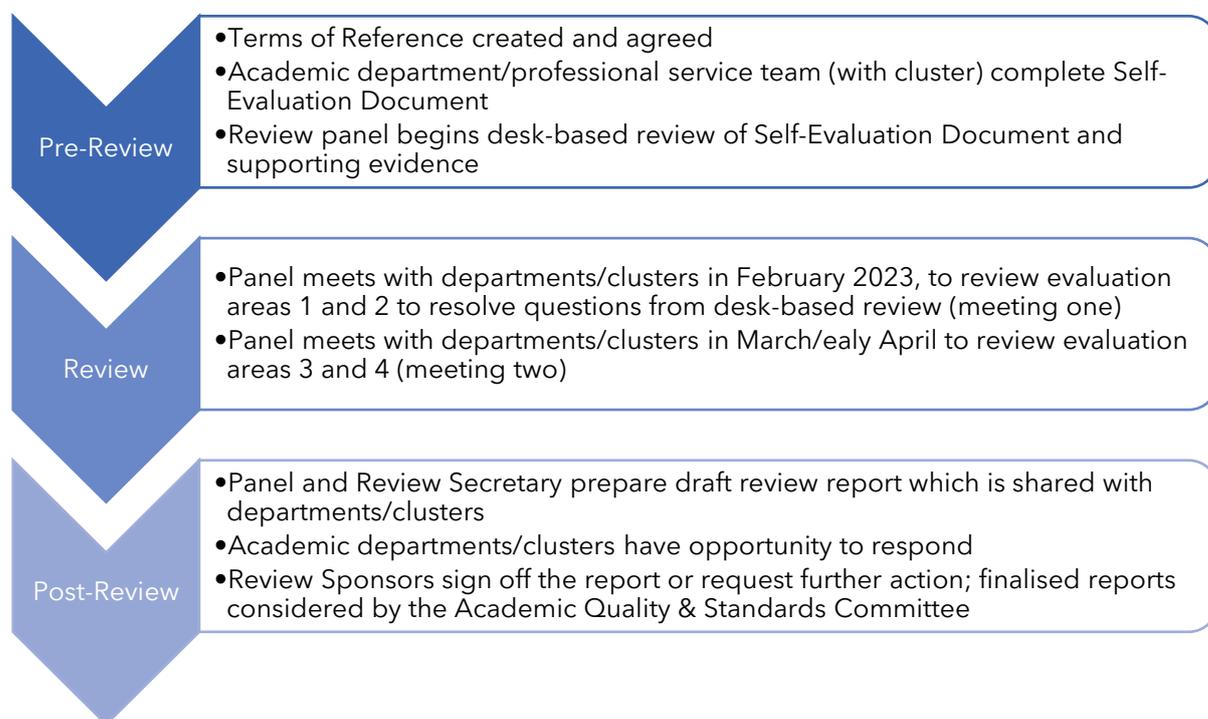
- 5.2 To help achieve the aims, make best use of the technology now available and to minimise the demand placed on departmental time, we are implementing some differences for this ITLR:
- a. We will retain some in-person engagement between the panel and the department and use the meeting to focus on the most value-adding, forward-looking aspects of the review, such as the common and bespoke themes and enhancement opportunities.
  - b. We will use online meetings to convene the panel and facilitate initial meetings between the panel and the department earlier in the process to support a smooth experience, resolve questions, and to help evaluate aspects related to quality assurance.
  - c. We will prioritise the central collation and supply of supporting evidence that already exists to minimise the burden on departments to supply this and enable consistency. Academic departments will be familiar with this support already as it is in line with the approach taken for TEG meetings. We recognise that a central collation may be more challenging for professional services reviews and will look to work in partnership with Cluster Leads to agree the most effective approach.
  - d. We will use the review reports to focus **conditions** on the areas of most significant risk to academic quality and standards, adopting a rating-based approach which differentiates between actions and **advisory suggestions**. The review reports will seek to achieve a balance between providing advice and support and assuring standards. The guidance that expands on each of the evaluation area aspects within the Evaluation Framework have been designed not to be too prescriptive, so that there is opportunity for departments and the review panel to appropriately consider and reflect on the departmental/cluster context.
- 5.3 ITLR will retain:
- a. The self-assessment process undertaken by each department in scope.

- b. A review panel of staff, students and external peers to review each department/cluster.
- c. Meetings between the review panel, the department/cluster, and stakeholders.
- d. A panel-produced review report to inform the department's/professional service team's future development and action planning, where necessary.
- e. A thorough analysis of outcomes will also be undertaken, which will be shared with university committees and beyond, and will play an important role in informing the next University Education Strategy.

## Stages of the review

5.4 The review process can be summed up in three stages, which will be supported through facilitated common theme workshops. Table Six sets out a brief overview, which is expanded upon in the following paragraphs. (You may find it helpful to read [section 6](#) first because it covers the people involved in the review and the titles used for the different roles.)

Table 6: Brief Overview of the Review Process



### Prior to the Review Panel Meeting

5.5 EPQ will commence each review by liaising with the Head of Department or Cluster Lead to agree a [Terms of Reference \(ToR\)](#) document for the review. This will set out the aims, focus and key dates of the review, including the bespoke theme determined by the department and any adjustments made to the process (e.g. combining a Collaborative Review into the process). This will also confirm a list of programmes in scope for the review for academic departments and teams in scope for professional service clusters, including the input of other professional services teams with contributory expertise, if applicable. To enable consistency, we will use a standard ToR template to inform discussions. We will shortly start to contact those in scope to confirm or nominate key contacts so that EPQ can schedule ToR meetings.

- 5.6 The academic department/professional service team will produce their [Self-Evaluation Document \(SED\)](#) through an open, collaborative process with its staff and students (and other stakeholders where appropriate, e.g. apprentice employers, service users, or delivering partners). This will be uploaded with any additional supporting evidence by the date agreed in the ToR. EPQ will share – or coordinate – the provision of centrally provided information to assist with the completion of the SED as agreed in the ToR.
- 5.7 The (Review) Panel Chair and Secretary will convene the panel to commence their desk-based review of the SED and supporting evidence. Each panel will approach and divide this work in different ways, but it is anticipated that one or two online meetings of the panel will help to arrive at a shared set of initial findings and prepare for the first meeting with the department/cluster online. In September (or earlier if confirmed), we will publish a list with the panel compositions and departmental/cluster contacts to assist with preparations, and enable peer support, collaboration and exchange of best practice. We appreciate this will be particularly helpful for departments with shared provision, ambitions to partner on shared programmes, or where Cluster Leads may want to explore a finding from preliminary analysis of stakeholder feedback as part of preparing the SED.

#### During the Review

- 5.8 The Secretary will confirm a timetable of meetings for a first ‘visit’ online and a second visit in-person (approximately four weeks later). They will work with the Admin Lead, or nominated contact, to organise these. The timetable will indicate meetings with students and stakeholders to help departments/clusters to facilitate the schedule. A template schedule will be published in the summer to help with planning.
- 5.9 Prior to either visit, all attendees will be informed of the broad areas intended for discussion (and where possible the individual meetings too), but this does not preclude a panel from exploring other areas or for the department/cluster to raise other areas. Where possible, Senior Leads/Cluster Leads are asked to let the Secretary and Panel Chair know in advance to manage the meeting schedule effectively.
- 5.10 The first visit will take place online through Microsoft Teams by late February 2023. This is likely to be across one or two days with time for the review panel to meet different groups of staff, students, and stakeholders. The focus of this first visit will be context-setting and predominantly focussed on evaluation area 1 (Baseline Assurance), though questions about evaluation area 2 (Strategic Improvement) may be explored where it helps to address questions associated with quality assurance, e.g. exploration of the SWOT or initial feedback from stakeholders. When the review panel meet to determine lines of enquiry, we would expect the panel to have identified whether the first visit will consider both evaluation areas 1 and 2, so that departments and clusters have advance notice, though this can be subject to change. There will be good communication between the Panel Chair and Secretary with the Senior Leads or Cluster Leads (and vice versa) to manage this.
- 5.11 Following the first visit, the review panel will be asked to ‘close down’ – or resolve – as many aspects related to quality assurance as they can based on the evidence considered and discussions held so far. Secretaries will be asked to summarise the findings so far and may opt to begin drafting the review report for the panel. Further consideration of these aspects should only be carried forward for documentary scrutiny or for discussion at in-person meetings where a possible risk to academic standards or quality is identified. This is likely, for example, where a high-risk rating might be assigned to an aspect.
- 5.12 Between the first and second visit, the review panel will be able to request a small amount of additional evidence for desk-based scrutiny where there is a specific need to help evaluate

an aspect in the Evaluation Framework. For example if a new PSRB visit report became available after the SED deadline and/or first visit, the review panel may wish to consider it as part of their analysis. This is optional and review panels may decline to request additional evidence if they feel sufficiently well informed. Where evidence is not available, the Panel Chair and/or the Secretary may wish to explore alternative information to support or resolve the panel request with the Senior Lead/Cluster Lead.

- 5.13 A second visit will take place in-person in March/April. This is likely to be across one or two days with time for the review panel to meet different groups of staff, students and stakeholders. The second visit will focus on evaluation areas 2-4 (Strategic Improvement and the themes). At the end of the in-person visit, the review panel will meet privately to agree its headline conclusions for each evaluation area.

#### After the Review Meetings

- 5.14 Within one week of the first visit, the Secretary will produce a short summary (one or two pages) of the headline conclusions for the review panel to agree. This will then be shared with the Senior Lead/Cluster Lead and EPQ, noting the formulation may change as the report is drafted.
- 5.15 Within four weeks of the second visit, the Review Panel and Secretary will draft the full review report for sign off. A draft will be shared with the department contact leads (e.g. for academic departments: Senior Lead, Student Lead, Admin Lead, and Head of Department and for professional service clusters: Cluster Lead, Deputy Cluster Lead and Admin Lead) to check for factual accuracy before a finalised version is considered by the Review Sponsor for approval and issued. The final version will be submitted to EPQ at the same time to inform analysis.
- 5.16 The department/cluster will be asked to provide a short response to the review report within four weeks of receiving the final version, paying particular attention to any required actions specified. Thereafter, the department/cluster should focus on using the review report and its own learnings from the review process to inform future planning and enhancement. Progress and support will be overseen through the TEG meetings or through the Student Success Programme Board for professional services.
- 5.17 The review report and departmental/cluster response will be read by the Review Sponsor. They will have the option of signing off the report or to request further clarification. The Review Sponsor will be responsible for presenting the review outcomes to Academic Quality & Standards Committee and for signing off any required actions as complete. This will extend the support to departments and clusters following the ITLR.

## Review Documentation

### Self-Evaluation and Supporting Evidence

- 5.18 A Self-Evaluation Document (SED) will be required from each academic department or professional service team and cluster to inform the review. This will set the context of the department/team and provide a critical self-evaluation, structured around the four evaluation areas and each aspect as set out in the Evaluation Framework.
- 5.19 For professional service clusters, a single SED will be produced for evaluation areas 2-4 with a contribution from each department towards evaluation area 1. Each cluster should aim to produce a cohesive submission in collaboration with cluster members and overseen by the Cluster Lead.

- 5.20 SEDs should be critical, evaluative and supported by evidence where appropriate, noting that the review panel will consider a range of information (evidence) alongside the submission. Departments should develop the SED with staff, students or stakeholders. A template will be provided and should be used, unless agreed in advance with the (Review) Secretary or EPQ as part of the ToR development. Guidance and support will also be provided to support teams undertaking self-evaluations.
- 5.21 EPQ will provide a collated centrally available evidence set for each academic department to inform the SED, agreed with the Senior Lead in the ToR. Academic departments will be able to supplement this with additional supporting evidence where they wish to. It is not anticipated that a standard collated centrally available evidence set can be provided for professional services. EPQ will liaise with the Cluster Lead to identify evidence as part of the ToR development.

### Review Reports

- 5.22 A review report will be produced for every review. It will be structured around the Evaluation Framework and convey the Review Panel's clear conclusions on each evaluation area, based on an evidenced analysis of their findings through the review process and include an evaluation rating and a risk rating. A report template will be produced by EPQ and must be used for consistency.
- 5.23 The report, like ITLR overall, has a two-fold purpose: to provide assurance to the University (or highlight risk) and to inform the future enhancement of education and the student experience. Its content will therefore comprise two parts for each evaluation area: an evaluative analysis highlighting strengths and weaknesses at present and an advisory narrative that offers an expert view to the department/cluster on how it can move forward.
- 5.24 The review panels will specify a 'condition' where there is a cause for concern or risk to academic standards and quality. These should be used sparingly and if they are ratified by AQSC, they will form the focus of regular follow-up activity with the department/team until the Review Sponsor signs off the action as complete.
- 5.25 The Secretary will manage the report drafting process working with the entire Review Panel to share responsibility for its production and integrity. The Secretary will ensure the report is in a suitable state for department or cluster comment and thereafter, for onward approval by the Review Sponsor and presentation at AQSC. EPQ will provide support and guidance to secretaries as part of their training.
- 5.26 The review report should be shared widely within the department/cluster – including with Student Reps or Stakeholders – and should inform the development of the department/professional service team in the years to come. Where content is sensitive or could cause harm to the University's reputation if widely circulated, the Review Sponsor can recommend to AQSC that a redacted version or a summary statement be circulated instead. Such a request will usually be initiated by the department or professional service team for whom the report pertains. Regardless, AQSC will always see a full, unredacted version of every report.

## Recommendations and Outcomes

### Recommendations

- 5.27 We have reflected on ITLR 2017's use of the term 'recommendation', which was interpreted differently by the then review panels and consequently resulted in variable levels of understanding, making it difficult to discern the level of action expected and then

met. So that departments can make most effective use of the findings from the ITLR, we propose that the review panels make clear that where a risk to quality or the student learning experience is identified, the review panel must determine whether the risk requires a specific action (and specify that action explicitly to support departments) or whether the risk is a matter for consideration and forms an advisory suggestion in the text of the report. We believe greater clarity and differentiation will continue to enable the same level of flexibility under the 2017 ITLR approach, but, most importantly, help departments manage their resources to deliver impact where it is most needed. This means ITLR reports will not use the term ‘recommendation’ and any follow-up activity will prioritise seeking assurance that the much smaller number of conditions have been addressed (proportionate approach).

### Consistent Outcomes

5.28 The first two evaluation areas – Baseline Assurance and Strategic Improvement – will provide assurance to the University (and in turn our regulator, the OfS) that baseline expectations of academic standards and quality are met. To track that this assurance can be provided across the 38 reviews, it is helpful to promote consistency of approach between review panels in determining whether these expectations are met. Review panels will choose one of a small number of standard outcomes for these two evaluation areas and assess whether there is a significant risk to that outcome changing in the future.

5.29 The inclusion of an outcome, or ‘grade’ as it was called in ITLR 2017, is not new. In 2017, the review panel made a finding against a number of areas to support institutional analysis and to help prioritise action planning. It is timely to update this method to align with the revised approach to ITLR and reflect the nature of ITLR to support enhancement of the student experience and academic quality and standards. Therefore, the review panels will use one of the following outcomes:

- **Commended.** This would be applied as a “best fits” approach where:
  - i. There is demonstrable commitment of a department's/cluster's responsibilities with respect to quality and standards, and the enhancement of the students' learning experience or support.
  - ii. There are no issues that require action but there are nevertheless plans to improve further.
  - iii. The needs of students are a clear priority in strategy development and a student co-creation or partner approach is often taken to support enhancement or continuous improvement.
  - iv. The panel identifies frequent and widespread good practice with some aspects that would be considered sector-leading practice.
  
- **Meets Expectations.** This would be applied as a “best fits” approach where:
  - i. There is clear awareness of a department's/cluster's responsibilities with respect to quality and standards, and the enhancement of the students' learning experience/support.
  - ii. Department/Cluster has identified where there are issues or gaps, and these are being addressed with clear plans for completion.
  - iii. There may be some minor issues that need to be addressed but these do not present a significant risk to quality or standards and do not require major structural or procedural change for remedy.
  - iv. The needs of students are a priority in strategy development.

- v. Student/Stakeholder engagement is widespread and supported with evidence that feedback is acted upon to address concerns or actions identified.
  - vi. There are some examples of good practice.
- **Action Required to Meet Expectations.** This would be applied as a “best fits” approach where:
    - i. There is evidence to suggest a limited understanding of the department’s/cluster’s responsibilities for quality and standards and the enhancement of the students’ learning experience or support. Whilst there may be evidence of response to the previous the ITLR or other quality reviews or feedback from students/stakeholders, the action does not commonly result in sustained improvement and the same feedback or quality issues are usually repeatedly raised or identified.
    - ii. There are conditions that require action which are considered to pose a major or moderate risk either in the immediate future or over time.
    - iii. In some rare instances there may be a serious weakness that could undermine quality and standards. For example, where there has been no or insufficient progress or resource to improve or mitigate a high risk.
    - iv. There is insufficient emphasis or priority given to the needs of students in strategy development.
    - v. Some shortcomings in the way in which quality assurance processes are applied which lead to questions over the extent to which standards and quality are being protected.
    - vi. There are no or very few examples of good practice.

#### Risk

- 5.30 Where a department meets expectations, review panels will be asked to consider whether their findings show any significant risk to that continuing to be the case. For example, where the leadership of quality assurance or capacity for strategic development is currently strong but overly dependent on a small team or individuals with no clear succession planning in place. Another example would be a lack of planning and agreement on how to respond to changing regulatory or PSRB expectations, which puts the continued accreditation of programmes at risk.
- 5.31 We recognise that risk does exist and is, in most cases, managed through careful mitigation to reduce the likelihood of impact. We are particularly interested in identifying where the level of risk is moderate or major, rather than minor, and will develop a framework to help guide review panels’ evaluation of this as part of review panel training.

#### Good Practice

- 5.32 Good practice will continue to be highlighted in review reports for all four areas of focus to celebrate our strengths, support enhancement or continuous improvement, and inform ongoing curriculum, policy, or operational delivery.

## 6 People involved in the reviews

### Staff

- 6.1 The key people involved in the review will be confirmed in Summer 2022, however we anticipate the following roles supporting the ITLR process:
- a. EPQ will appoint a Review Panel for each review (see below for composition). As far as possible, the panel composition will be tailored to the context of the department/cluster and the bespoke theme/cluster theme agreed in the ToR. The Head of Department (HoD)/Cluster Lead will have the opportunity to raise concerns about conflicts of interest before the panel is finalised.
  - b. The Review Panel Chair and Secretary will hold a short introductory meeting with the Head of Department (or Senior Lead)/Cluster Lead to learn more about the context of the department/teams in the cluster and to candidly discuss the areas that will be valuable to address during ITLR.
  - c. For Academic Departments: The Head of Department will nominate a Senior Lead (possibly the HoD themselves), a Student Lead and an Admin Lead for their department. For Professional Services: The Cluster Lead will nominate a Deputy Cluster Lead, and an Admin Lead.
  - d. Each review will be assigned a Review Sponsor, who will be a senior university leader with experience of quality review activities (or similar methodologies) and knowledge of the University's education policy and quality expectations. They will perform a high-level governance role – signing off the Terms of Reference and panel composition at the beginning of the review and signing off the review report and departmental response at the end of the review. Additionally, they will be available to the department/cluster and review panel as a point of escalation should a steer or resolution be needed. For example, where a department or cluster may have identified a gap in available supporting evidence for an evaluation area early on in the process and the evidence is material to reaching a finding.
  - e. Each common theme will be assigned two Theme Convenors, usually a subject expert and the institutional senior policy lead, who together will oversee the execution of the theme as part of the review process, advise review panels and prepare a thematic analysis with strengths, weaknesses and opportunities supporting enhancement activity in the years to come. The Theme Convenors will lead the institutional workshops. (See Appendix B for specific responsibilities.)
  - f. The Project Board will oversee the design, delivery, and operation of the ITLR. The Project Board will seek input from a variety of sources, including the ITLR Advisory Board. (More information regarding ITLR governance can be found in Appendix A).

### Review Panel Composition

- 6.2 A Review Panel will be composed by EPQ and signed off by the Review Sponsor, with the opportunity for the Head of Department (or Senior Lead) / Cluster Lead to identify any conflicts of interest before the panel is finalised.
- 6.3 The standard composition of panels for academic departments will be:

*Table 8: Required Composition of Panels*

Role		Criteria	Drawn from
1.	Panel Chair	A senior academic from outside the department under review.	Pool of Warwick staff expressing interest in, nominated or invited to join ITLR panels following an open call.
2.	Internal Member 1	An academic colleague from outside the department under review.	
3.	Internal Member 2	An academic or professional services colleague from outside the department under review.	
4.	Student Member	A student member from outside the department under review.	Pool of Student Panel members recruited.
5.	External Member 1	An external member of academic staff, who has expert knowledge in the subject area of the department.	Nominations from the department – agreed by the Review Sponsor.

Table 9: Optional Composition of Panels for Academic Departments (see para 6.7)

6.	External Member 2	An external expert in pedagogy, quality enhancement or the bespoke theme identified by the department.	Sourced by EPQ – agreed with the HoD and Review Sponsor.
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6.4 The standard composition of panels for professional service clusters will be:

Table 10: Required Composition of Panels for Clusters

Role		Criteria	Drawn from
1.	Panel Chair	A senior professional services or academic leader from outside the departments under review.	Pool of Warwick staff expressing interest in, nominated or invited to join ITLR panels following an open call.
2.	Internal Member 1	An academic colleague from outside the departments under review.	
3.	Internal Member 2	A professional services or academic colleague from outside the departments under review.	
4.	Student Member	A student member not employed by the departments under review.	Pool of Student Panel members recruited.
5.	External Member 1	An external expert, who has expert knowledge in the thematic focus of the cluster.	Nominations from the departments – agreed by the Review Sponsor.

6.5 Each review panel will also include a Secretary and Assistant Secretary, who will be predominantly drawn from the University’s professional services community to support the panel, service meetings and help draft the reports. We have opened a call for expressions of interests, details of which are available on our website.

6.6 Each review panel will include at least one external member, appointed for their independent expertise and assurance. They will be appointed and paid for by EPQ but will be led by the Panel Chair once in place. EPQ will approach possible external panel members based on nominations sought from the department under review to ensure appropriate subject matter expertise. For academics bringing disciplinary expertise, there are no restrictions on the type of institution they work at or the seniority of academic appointment they hold. The Review Sponsor will use their judgement to confirm the appropriateness of nominees where there is a query. The Secretary and Assistant Secretary will usually facilitate this process, including the Review Sponsor sign off. We will shortly invite departmental nominations. Those nominated are at the discretion of the academic department/cluster, however efforts should be taken to avoid conflicts of interest where practicable to ensure objective assessment and feedback. We would anticipate that for some departments the

external panel member might offer scope for possible future External Examiners or External Assessors for programme approvals or curriculum review or service review for example.

- 6.7 For reviews of academic departments, there will be a limited pilot of appointing a second external member from outside of the discipline who brings a different type of expertise. This will typically be aligned to the bespoke theme chosen by the academic department to ensure the panel has sufficient expertise to offer a credible and useful evaluation. As a limited budget exists to fund these additional appointments, academic departments will be asked to express their interest in this option when agreeing the ToR so that EPQ can target the resource where it will have the most impact. The Secretary and Assistant Secretary will usually facilitate this process including the Review Sponsor sign off.

#### Support that will be provided to panel members

- 6.8 All panel chairs, members and secretaries will be required to engage with a minimum level of training before commencing their involvement with ITLR to help ensure a consistency of approach across reviews. In addition, supplementary training, briefings and fora will be offered throughout the life of ITLR for those who feel they would benefit from it. This is likely to include targeted 'just in time' sessions on topics such as understanding student outcomes data, asking effective questions in review meetings, and drafting impactful review reports.

#### The role of students and stakeholders

- 6.9 Incorporating our stakeholders' feedback and reflecting on their voice is a central component of delivering a robust and meaningful ITLR. Without their feedback, we cannot truly assess the impact of what we do, determine our strengths, weaknesses, or opportunities, or deliver on our priorities and ambitions for a high-quality Warwick Education.
- 6.10 As part of this process there will be many different stakeholders and each department and cluster will be best placed to determine who their relevant stakeholders are and how their voice will be reflected upon throughout the process (e.g. in the SED or via the review meetings). EPQ, the Panel Chair, the Secretary, and the Review Sponsor will work with departments and clusters to facilitate a best practice approach. EPQ will also draw on the expertise of our two Student Co-Creation Officers to ensure students are at the heart of the ITLR.
- 6.11 As a minimum we would anticipate that:
- a. The student voice (including apprentices) is central. We would encourage a partnered or co-created approach and below we have shared our plans to partner with students as part of the ITLR.
  - b. Where there are collaborative programmes, joint/shared programmes, or apprenticeships, academic departments should engage with their employer clients, apprentice employers, partner departments. Where relevant, this should also include professional service teams who have a significant role (e.g. WB&PL, Student Experience Division).
  - c. For professional service clusters this may be less clear cut, and to facilitate a proportional approach, we will liaise with Cluster Leads to help identify the key stakeholders as part of the ToR. We anticipate that stakeholders will mostly fall into students and/or academic departments or other professional service teams as service users.

## Enhancing the ITLR through student partnership

- 6.12 Involving students in university quality assurance processes is a long-held practice and commitment. We want to build on the success of student representatives in our TEG meetings and the previous ITLRs to develop a model for ITLR 2023 which could innovate our approach to assuring quality and delivering enhancement processes going forward.
- 6.13 We want to encourage student co-creation so that with their contribution we can deliver the impact intended. A partnered approach will add value, and it will directly enhance the outcomes of ITLR. Accordingly, we will be working with students to help us develop all aspects of the ITLR process from the design, implementation and review stages. Ahead of the ITLR commencing in full, we will be recruiting student co-creation officers (SCOs) who will work with us through the summer and part-time alongside their studies next year. The SCOs will hold a leadership role advising the project board and the project team. They will help to recruit and train student members of review panels, and support students engaging with their own departmental reviews and help us to develop guidance to support the review method. We will look to the many examples of successful student co-creation within the university, particularly working with our Institute for Advanced Teaching and Learning (IATL), to support and enhance the ITLR.

## 7 Practical Arrangements and Timescales

- 7.1 The EPQ project team will manage the overall delivery of ITLR, delivering much of the preparation for individual reviews ahead of them commencing, including the appointment of panels, booking of travel and catering, payment of fees, supply of standard evidence sets, initial population of templates and creation of online shared workspaces. Review Secretaries will be responsible for bringing this together and ensuring the smooth running of their review, working closely with the key departmental contacts (e.g. Admin Lead, Senior Lead, Cluster Lead), and the ITLR Project Team.
- 7.2 All appointments, fees, hotel bookings and travel bookings for external panel members will be administered by EPQ directly.
- 7.3 A single online space will be established for each review by EPQ (likely to be a SharePoint, Teams site, or similar). This will be used for EPQ to upload and share the collated and centrally available evidence set agreed in the ToR; for departments/clusters to upload their Self-Evaluation document and additional supporting evidence; and for review panels to plan, prepare and collaborate before, during and after a review.

### Timescales

- 7.4 The following timeline, which has been consulted on widely, is based on the following principles:
  - a. We are aiming for the best possible compromise and balance around other pressures through the academic year recognising that there is no perfect solution.
  - b. We are splitting the review visits into two parts, an online part and an in-person part, with a gap in between to allow the review panel and the department or cluster to digest and reflect on initial discussions.
  - c. We are staging individual reviews of departments so that professional service reviews follow slightly after academic departments. This is to maximise our learning from the review method and manage the scale of operation. In revising the SED submission deadline (after consultation feedback), there may be occasion where this is not feasible, though we expect the likelihood to be low.
  - d. We are incorporating thematic collaboration sessions for common themes before and during the individual reviews, in addition to a post-hoc wrap up, which is an innovation for this ITLR.

### Timeline

- 7.5 The timeline for ITLR (Table Eleven) sets out the high level dates for various activities and stages of the review. It is expected that all ToR dates will fall within these timescales, unless agreed otherwise by the Review Sponsor and EPQ.

Table 11: Timeline for ITLR 2023

January 2022	Senate approval of the concept.
March	Themes, Draft Evaluation Framework and review method considered by Education Committee.
April / May	Draft Blueprint consultation published for departments and professional services to feedback.
	Town Hall events to raise awareness and answer questions.
	20 May – feedback form on the draft blueprint closes. (Extended from 16 May)
	Open call for expression of interest to be a panel chair, member, secretary or assistant secretary.
June	Final Blueprint goes to Education Committee for approval.
July	ITLR Blueprint with supporting guidance and templates published.
	Open call for expression of interest closes.
	Review panel recruitment commences for all reviews.
September	Review panel composition complete and agreed for all reviews.
	ToRs complete and signed off by Review Sponsor.
	University-wide workshops on the common themes.
Mid-November	Submission of departmental/cluster self-evaluations and supporting evidence.
December	Review panels meet online and consider initial findings to determine lines of enquiry
February 2023	Online meetings between review panel & department (early Feb)/professional service cluster (late Feb) (First meeting).
March	In-person review meetings for academic departments (Second meeting) [Four weeks after first meeting]
	University-wide workshops on the common themes.
	In-person review meetings for professional services (Second meeting). [Late March/Early April]
	Panel reports for academic departments drafted and checked [Within four weeks after second meeting]
April	Factual accuracy response to panel reports due from academic departments. [Within two weeks after report shared not including Easter closure]
May	Panel reports for professional services drafted and checked. [Within four weeks after second meeting] (Early May to account for Easter closure)
	Academic review reports signed off by Review Sponsor.
	AQSC taskforce moderate reports.
	University-wide workshops on the common themes.
June	Response to panel reports due from academic departments. [Within four weeks after final report shared]
	Factual accuracy response to panel reports due from professional services. [Within two weeks after report shared]
	Professional services review reports signed off by Review Sponsor.

	AQSC taskforce moderate reports.
	Committee review of reports and responses; Initial summary to Senate.
September	Full report of outcomes and project evaluation to Senate. Action plans to be folded into usual monitoring processes e.g. TEG and Student Success Programme Board.

## Future impact of ITLR

- 7.6 The ITLR review reports will enable us to enhance education at Warwick in the coming years based on a coherent and comprehensive assessment of our recent progress, current position and future opportunities that has drawn upon a wide range of staff, student and stakeholder voices. This will inform and drive our strategic intent and enhancements going forward.
- 7.7 The ITLR offers the opportunity to:
- a. review and consolidate lessons learned since the last ITLR and celebrate all that we have achieved as we move forward with our ambitions for a Warwick Education and an updated Education Strategy;
  - b. create new connections and conversations across departments, faculties and teams around common areas of interest as catalysts for future collaboration;
  - c. provide continued assurance to our students and stakeholders, the University's Council and our regulator – the OfS – about our robust academic standards and high-quality education and student learning experience and support.
- 7.8 Alongside the plans for development and action planning that will be led by departments and professional services teams/clusters, we envisage that regular discussion, support and oversight will be facilitated through the annual Teaching Excellence Group (TEG) for academic departments and via the Student Success Programme Board for professional services teams as part of the University's quality assurance and quality enhancement processes.
- 7.9 The scope for ITLR is wide ranging and we think that the findings from ITLR should feed into the activity of other groups such as Faculty Education Committees, Board of Graduate Studies, ARC, and the Grand Challenges to inform the direction of the University and areas in which the University needs to provide support to departments/teams. We plan to share the analyses from ITLR, but we would also encourage departments and professional service teams/clusters to share review report findings with their stakeholders and as part of any deliberative governance structures they have in place to reflect on the outcomes and how best to drive enhancement within their contexts.

## 8 Equality, Diversity and Inclusion

- 8.1 ITLR will help us to understand the different education experiences and outcomes for our diverse student and staff communities and will identify actions needed to address risks to academic standards or quality and the student learning experience or support. It will also provide invaluable opportunity to explore and enhance our offer and the future of a Warwick Education that builds on our identified strengths and good practice.
- 8.2 We are committed to the aims of ITLR as an opportunity for our whole education community to come together, work and collaborate and support, identify and share best practice. As part of our commitment we are keen to ensure there is opportunity for a range of reviewers to participate in the review process to enable a genuinely collaborative, cross-team approach to evaluating the student experience. We will continue to model inclusive practice as we develop and implement this ITLR, as well as ensure review panels consider evidence available about inclusion within the department and cluster context.
- 8.3 Ideas, suggestions and feedback on our approach are welcome and can be emailed to the ITLR project team, alongside questions or queries, at: [itlr@warwick.ac.uk](mailto:itlr@warwick.ac.uk).

## 9 Appendices

### Appendix A – Outline of the ITLR governance and oversight arrangements

- 10.1 This is a brief overview of the three main groups that will oversee and steer the ITLR procedures and reviews.

#### Project Board

- 10.2 The Project Board will maintain the pace needed to deliver ITLR. It is responsible for providing direction, challenge and assurance on behalf of Education Committee so that the ITLR is delivered in way that will add value and effectively deliver the aims and objectives. The Project Board is chaired by the Pro-Vice Chancellor (Education) and brings together senior staff and student leaders from across the faculties.

#### Advisory Group

- 10.3 The Advisory Group will act as a sounding board for the Project Board and Project Team in developing the review methodology and its implementation, support for departments in scope of the review and support for review panels.
- 10.4 This Group will help us to draw together a diverse range of perspectives from across disciplines, including colleagues who have prior experience of leading academic departments or review panels through ITLR.

#### Project Team

- 10.5 The Project Team, made up of Education Policy and Quality staff, will engage regularly with other governance bodies and fora, not least AQSC, SLEEC, Faculty Education Committees (FEC), Student Success Programme Board, and meetings of student representatives.
- 10.6 As we anticipate that much of the feedback will be facilitated through Education Executive, Faculty deliberative structures (formal or informal) such as via FEC Chairs, HoDs Forums, or Directors of Education meetings, the Project Team will be responsible for collecting and collating feedback. This may also include feedback from the EPQ Forum and Town Hall events, along with facilitating feedback collection through the new website, link to which is available below.
- 10.7 Responsibility for managing the overall delivery of ITLR and coordinating the contribution of various stakeholders rests with Education Policy and Quality.
- 10.8 You can read more about the memberships on our website at <https://warwick.ac.uk/services/aro/dar/quality/categories/review/itlr2023>. You can also continue to share your feedback about the review experience through the website or directly to the ITLR resource account.

## Appendix B: Theme Convenor Responsibilities

- 10.9 Theme Convenors are responsible for ensuring that the appropriate bodies are brought together to workshop and collaborate on the thematic elements of ITLR. Each common theme will be assigned Theme Convenors and work with the Common Themes Workstream Lead. The Theme Convenors will be responsible for the following, with support from Professional Services teams with expertise in the relevant theme:
- a. Establishing and drawing together the networks, expertise and body of work already in existence across the University to inform the development of the common theme (e.g. academic experts, WIHEA Learning Circles, student societies).
  - b. Drafting a guidance note for the Evaluation Framework setting out the context and focus of the theme, and the aspects that should be evaluated through ITLR. This note will help support SED submissions and the Review Panel.
  - c. Leading ITLR workshops that bring together academic and professional services departments to collaborate and support each other's engagement with the thematic aspects of ITLR (Inter-departmental Workshops).
  - d. Developing and leading training for Review Panels that promotes a consistent approach to the evaluation of the respective common themes.
  - e. Overseeing the analysis of findings and trends from departmental reviews to inform a thematic analysis report and proposals for next steps, and to lead the advocacy of those next steps.

## 10 Glossary

### Academic Awards

These are [higher education qualifications awarded by the University](#) where a qualification, or academic credit, is granted in formal recognition that a student has achieved the intended learning outcomes and passed the assessments required to meet the academic standards set for the programme or unit of study. Examples include a Bachelor of Arts (BA), Master of Science (MSc) or Doctor of Philosophy (PhD).

### Academic Governance

The deliberative structure by which academic matters such as academic standards, academic quality, or the student learning experience are governed under Senate. Committees such as the University Education Committee, AQSC, SLEEC or Faculty Education Committees are all examples of committees which sit within the academic governance structure of the University.

Further information about our governance structure can be found at:

<https://warwick.ac.uk/services/gov/committees/diagram/>

The terms and references of specific committees, can be found at:

<https://warwick.ac.uk/services/gov/committees/>

### Academic Resourcing Committee (ARC)

ARC oversees the strategic, financial and performance resource planning processes that support academic department strategies and approaches. Further information about its membership and specific responsibilities are available at: <https://warwick.ac.uk/services/gov/committees/arc/>

### Advisory Suggestions

Review reports will differentiate actions between 'required actions' that must be undertaken to address or reduce a risk to academic standards, or 'advisory suggestions' where departments are invited to consider further as part of their plans for development. Advisory suggestions replace the use of the term 'recommendation', and there is no specific action required for followed up by the University.

### Apprenticeships

Apprenticeships are professional programmes of study where an 'apprentice' will work and study concurrently. Apprentices are employed to work towards an occupational standard that is set by the [Institute for Apprenticeships and Technical Education](#) (IfATE) normally for a specific job role and may take up to four years to complete depending on its level. The University offers both 'higher' (level 5) and 'degree' (levels 6 and 7) apprenticeships. Further information about our apprenticeship can be found at: <https://warwick.ac.uk/study/degreeapprenticeships/>

### Collaborative Provision (Described at 'Collab' in Table One)

Programmes usually leading to a Warwick award that are delivered by or in partnership with another education organisation such as a Further Education College, a university partner or an employer partner. Models can include franchised or validated partnerships. Further information about different types of collaborative provision can be found at:

<https://warwick.ac.uk/services/aro/dar/quality/categories/collaborative/definitions/>

Typical examples of programmes would include our:

- [2+2 degrees](#) in the Centre for Lifelong Learning (where students undertake the first two years of study with the partner before understanding the remainder of their study at Warwick).

- MB ChB (Bachelor of Medicine and Bachelor of Surgery) which at Warwick is a graduate entry medical training programme delivered by the Warwick Medical School in partnership with NHS Trust Partners such as University Hospital Coventry and Warwickshire.
- Double degrees (or Joint/Dual) where students receive a final award that bears the name of Warwick and another HE institution, or where more than one award, from multiple institutions, is made for the completion of a single programme of study.

#### Collaborative Review

The review process that collaborative provision undergoes to ensure that it adheres to Warwick's expectations in terms of academic standards, quality and management.

#### Condition(s)

The Review Panel will identify conditions where action is needed in order to address a significant risk to the University's expectations for academic standards and quality.

#### Education Strategy

Our strategic vision for a Warwick Education and the roadmap to achieving that vision. The Education Strategy was developed following the 2017 ITLR and agreed in 2018. It is available at: <https://warwick.ac.uk/about/strategy/education/detail/>.

#### External Examiner

An independent subject expert appointed by the University to comment on the approaches to assessment and academic standards for a programme so that we can ensure we maintain standards and educational quality relative to the UK higher education sector.

#### Foundation Level

A higher education programme of study designed to prepare students for a further programme of study for which they do not have the usual entry qualifications. Foundation level programmes sometimes constitute a preparatory 'Year 0' of a degree programme. They are not the same as foundation degrees.

#### Franchised Provision

A programme that the University has designed and approves a partner or other organisation to deliver on behalf of the University. Academic standards and the award are overseen by the University.

#### Grand Challenges

A series of strategic programmes (or challenges) that develop and deliver on the University's ambitions. For example, the STEM and Social Sciences Grand Challenges are developing a vision for the future of research and education at Warwick. Further information about the University Grand Challenges can be found at: <https://warwick.ac.uk/about/strategy>

#### Module ('Unit of Study')

A self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria. Programmes will be made up of a series of modules which will typically include core or core require and optional modules. Modules will usually have an assigned level (4-7) and credit value. A breakdown of module achievement will be displayed on a student transcript as a record of their achievement, alongside a certificate of an academic award, where eligible. Further information about modules is available at: <https://warwick.ac.uk/services/aro/dar/quality/categories/courseapproval/>

#### Office for Standards in Education, Children's Services, and Skills (Ofsted)

An independent English education inspectorate that reports directly to Parliament. It inspects educational standards and quality in compulsory education and skills, including overseeing the quality of apprenticeship training for degree apprenticeships.

#### Office for Students (OfS)

The regulator of higher education institutions in England established as part of the 2017 Higher Education Research Act (HERA). The OfS replaces the Higher Education Funding Council in England (HEFCE). Warwick is a registered provider with the OfS and is obliged to comply with its regulatory framework, including the Conditions of Registration. Further information about the OfS can be found at: <https://www.officeforstudents.org.uk/>

#### Partner

A university, company, or organisation that works in conjunction with Warwick to design or deliver programmes that lead to a Warwick award. This may for example be a higher education provider without degree-awarding powers, such as a Further Education College, or another University or organisation with degree-awarding powers (perhaps overseas) or an employer approved by the University.

#### Postgraduate Research (PGR)

Research degrees at level 7 and 8 which typically encompasses Research Masters (MRes or MPhil), Doctorates or Professional Doctorates ((PhD), that usually requires original academic research output.

#### Postgraduate Taught (PGT)

Taught degrees at level 7 which encompasses Masters, Postgraduate Diploma (PGDip), Postgraduate Certificate (PGCert), Postgraduate Award (PGA) qualifications.

#### PGCE ('Postgraduate Certificate in Education')

Programmes leading to the award of a teaching qualification which is eligible for Qualified Teacher Status (QTS) in England. PGCEs are delivered by Warwick's Centre for Teacher Education for either primary or secondary school pathways.

#### Programme (or 'Course')

An approved course of study that provides a coherent learning experience and normally leads to a higher education qualification. See Academic Award for further information for examples of programme titles. Further information about the University's course approval process is available at: <https://warwick.ac.uk/services/aro/dar/quality/categories/courseapproval/course/>

#### Professional Statutory and Regulatory Bodies (PSRBs)

Organisations that set the standards for, and regulate entry into, particular profession(s) and are authorised to accredit, approve or recognise specific programmes leading to the relevant professional qualification(s) - for which they may have a statutory or regulatory responsibility. Many Warwick awards hold PSRB accreditation, such as in medicine, engineering, teaching or accounting.

#### Quality Assurance Agency for Higher Education (QAA)

An independent pan-UK higher education sector representative body with expertise in academic standards and quality and the student experience. In England, they have two distinct roles: to support the OfS oversight of the maintenance of academic standards and quality as the Designated Quality Body in England (DQB) which is a separate arm of the QAA; and to provide services and advice to its member institutions across the UK HE sector, to facilitate best practice and enhancement. The UK Quality Code, Subject Benchmark Statements, and Characteristic Statements

are resources frequently used by the University and the Sector in the design and delivery of academic programmes.

Warwick is a member of QAA. Further information about QAA can be found at:

<https://www.qaa.ac.uk/en/home>

#### Self-Evaluation

The process through which departments and teams will critically assess their own strengths and weaknesses and identify areas for development in relation to the evaluation framework. As part of the ITLR, each department/cluster self-evaluation will be shared with their Review Panel at the outset of the review to inform the review meeting discussions. A template document will be provided.

#### Student Success Programme Board

This group brings together the leaders of professional services supporting education and students to inform and ensure they are aligned with the Education Strategy. Further information about the Board, including its membership, is available at:

<https://warwick.ac.uk/services/gov/committees/sspb/>

#### Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

An analytic framework that supports a holistic approach to strategy development. It helps to objectively identify a department's / team's strengths and weaknesses to inform opportunities for further development and to acknowledge threats to strategies for success. For the ITLR a template SWOT will be provided. The completed template will be shared with the Review Panel to inform its preparation for the review meetings and its assessments against the evaluation areas.

#### Teaching Excellence and Student Outcomes Framework (TEF)

The TEF is a national scheme managed by the Office for Students and designed to assess excellence in teaching at higher education providers and assess how they ensure excellent outcomes for their students in terms of graduate level employment or further study. TEF assessments use a series of metrics and evidence criteria demonstrated through a provider submission. The first TEF exercise was completed in 2016, with a more detailed evaluation undertaken in 2018, for which the University was awarded a silver rating (from a gold, silver, bronze scale). Further information about TEF can be found at: <https://www.officeforstudents.org.uk/advice-and-guidance/teaching/about-the-tef/>. You can read the University's current TEF rating at: <https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/tefoutcomes/provider/10007163>. A new submission and decision will be made in 2022/23.

#### Teaching Excellence Group (TEG)

TEG is a university-led annual quality assurance process with academic departments designed to support continuous improvement of education and the student learning experience. TEG meetings will not take place in 2022/23 while we focus on ITLR.

#### Undergraduate (UG)

Programmes leading to awards at levels 4, 5 or 6 – or level 7 in the case of Integrated Master's – which aligns to the Framework for Higher Education Qualifications (FHEQ). Further information is available in our Credit and Module Framework, available at:

<https://warwick.ac.uk/services/aro/dar/quality/categories/credit>

#### University Council

Warwick's governing body comprising a mixture of lay, executive, staff and student members. Council has ultimate authority over and accountability for the University.

#### Validated Provision

A programme usually designed, delivered and assessed by the external partner organisation but leads to an award from Warwick (validated by Warwick). Our quality assurance and governance arrangements ensure the same academic standards are upheld, but we are not directly involved in recruiting, teaching or supporting students. Warwick currently validates the higher education provision of three partners: University College Birmingham, the London Film School and iheed.

[End]

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EPQ