

## Institutional Teaching and Learning Review 2023

# Evaluation Framework: Academic Departments

August 2022

### Purpose

ITLR 2023 involves 39 reviews of academic departments and professional services clusters. This Evaluation Framework has been agreed to ensure a consistent focus in each of those reviews so that they meet the overall aims of ITLR agreed by The Senate. Each department and cluster is asked to self-evaluate against the Evaluation Framework and each ITLR review panel will reach conclusions and draft its report against the Evaluation Framework.

### Introduction

The Senate agreed the aims of the next Institutional Teaching and Learning Review (ITLR) at its meeting in January 2022. The Senate also agreed that, in order to help achieve those aims, each of the departmental reviews should specifically assess

- a. 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.
- b. 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.
- c. A specific evaluation of a thematic area determined by the academic department in relation to an area where they would value feedback. The cluster themes act as the bespoke theme.
- d. A specific evaluation of three thematic areas which will be common across all departments.

This Evaluation Framework was developed in response and agreed by the University Education Committee in June 2022. The Evaluation Framework is differentiated for academic departments and professional services, but commonly seeks to provide a set of criteria against which evaluations can be undertaken in four broad areas.

#### Evaluation Area 1: Baseline Assurance

An evaluation of the extent to which quality and quality assurance are effective, and how the risks to maintaining academic standards and delivering a high-quality experience are managed.

## Evaluation Area 2: Strategic Improvement

An evaluation of the strategies in place for continually improving the quality of education, student experience and student support, and of the leadership and culture necessary for the successful implementation of those strategies.

## Evaluation Area 3: Bespoke Theme

A focused evaluation of an area of strategic interest nominated by the department or cluster\*, which has been the focus of development in recent years. The Review Panel will explore and offer practical feedback on the extent to which the department or cluster has achieved its aims (or on track to do so), and how this is demonstrated. [\*The cluster theme will in effect act as the bespoke theme.]

## Evaluation area 4: Common Themes

A focused evaluation in each of three thematic areas that are common across the University for ITLR 2023:

- 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.

## Using this framework in practice

The Evaluation Framework is the primary reference point for everybody involved in ITLR 2023, especially those colleagues drafting Self-Evaluation Documents (SED) and joining review panels. It helps to ensure everybody is seeking to answer the same broad questions in each department or cluster's context.

Specifically, the Evaluation Framework will be used in the following ways:

- When agreeing the **Terms of Reference** for each review to confirm that no Evaluation Areas or aspects should be excluded in the department or cluster's context.
- When the department or cluster is undertaking and documenting its self-evaluation. The template **SED** is structured around this framework.
- When the Review Panel is undertaking its desk-based analysis of the SED and supporting evidence, identifying areas for discussion in review visit meetings, and determining its interim and final conclusions.
- When the Review Panel is drafting its **Review Report** using the template which is structured around this framework.

## Support

We have built on the consultative approach undertaken to date in town hall events, committee discussions and through individual stakeholder feedback. We will continue to work with stakeholders to support engagement through panel training sessions, departmental/cluster events and the ITLR Advisory Group. You can send questions or seek clarification by email to: [itlr@warwick.ac.uk](mailto:itlr@warwick.ac.uk).

# Evaluation Framework for Academic Departments

(This document sets out the framework as it applies to academic departments. Professional services/Clusters should look at the equivalent document.)

Eval' Area Aspect	Evaluation Criteria	Guidance	Outputs
Evaluation Area 1: Baseline Assurance			
1a: Programme Health	<ol style="list-style-type: none"> <li>1. The academic standards demanded of students continue to demonstrate currency in the discipline and meet the requirements of the Framework for HE Qualifications (FHEQ) in England &amp; Wales, relevant Subject Benchmark Statements (where established) and where applicable statutory and/or accrediting body requirements (PSRBs).</li> <li>2. Programmes meet the University's requirements for programme design and delivery, including the Credit &amp; Module Framework and the Rules for Award.</li> <li>3. It is clear how taught programmes need to evolve to demonstrate the essential and wider 'Dimensions of a Warwick Curriculum' in the coming years.</li> <li>4. A definitive record of each taught and research programme exists, is up to date, reflects what is delivered in practice, and offers Exit Awards to recognise student achievement, where appropriate.</li> </ol>	<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 will 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 registered profession).</p> <p>Following the recent introduction of the Dimensions of a Warwick Curriculum, the Panel will explore with departments how the essential dimensions are reflected in its curricular approach and into the future.</p>	<p>Evaluation Rating, Risk Rating and Narrative.</p> <p>Conditions may be stipulated to address serious risks.</p>
1b: Student Experience and Success	<ol style="list-style-type: none"> <li>1. Programmes deliver consistently high level of student satisfaction relative to sector averages of their subject(s).</li> <li>2. Students achieve strong outcomes and regularly outperform sector averages and TEF benchmarks.</li> </ol>	<p>This aspect will consider the extent to which all 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>	

Eval' Area Aspect	Evaluation Criteria	Guidance	Outputs
		<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>	
1c: Student Support	<ol style="list-style-type: none"> <li>1. There is a planned, deliberate and effective approach to tackling barriers and maximising success through the department's support for all students.</li> <li>2. Students are well supported to develop their skills and employability throughout their time at Warwick.</li> <li>3. There is a clear information provided to students about their course and the support available to them.</li> </ol>	<p>This aspect will consider the extent to which departmental support arrangements enable all 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>	
1d: External Delivery Partners	<ol style="list-style-type: none"> <li>1. Any responsibilities for programme design, delivery or assessment delegated to delivery partners are effectively documented and fulfilled.</li> </ol>	<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 and opportunities enabled through the</p>	

Eval' Area Aspect	Evaluation Criteria	Guidance	Outputs
	<ol style="list-style-type: none"> <li>The Department has effective processes for assuring itself that academic standards and quality continue to be maintained by delivery partners, in line with the University's policy on academic partnerships.</li> </ol>	<p>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>	
1e: Quality Assurance	<ol style="list-style-type: none"> <li>Responsibilities for designing, delivering, evaluating and improving the Department's modules and programmes are documented, effectively fulfilled and delivery tangible improvements.</li> <li>Departmental processes for setting, marking and moderating student assessment ensure fairness and uphold academic standards in line with university policy.</li> <li>Complaints or academic appeals that pose risk to academic standards are addressed or steps are taken as mitigation.</li> <li>External Examiners sufficiently cover all taught provision, fully discharge their responsibilities and confirm their advice is acted upon where appropriate.</li> <li>The University's policies on Student Module Feedback and Peer Dialogue on Teaching are implemented effectively.</li> </ol>	<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>	
1f: Education Management	<ol style="list-style-type: none"> <li>Academic and professional services managers are empowered to have ownership and impact in their defined areas of responsibility.</li> <li>Students on joint degree programmes enjoy a cohesive and integrated experience across their academic departments as a result of close management and collaboration.</li> </ol>	<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>	

Eval' Area Aspect	Evaluation Criteria	Guidance	Outputs
	3. Students play an active, collaborative role in the governance, quality assurance and improvement of their learning experience.	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.	
1g: Academic Governance	<ol style="list-style-type: none"> <li>1. The Department's Education Committee provides effective leadership, oversight and quality assurance of education and the student experience, with independence those directly responsible for delivery where appropriate.</li> <li>2. Decisions are informed by the views of key stakeholders, including students, staff, employers, and delivery partners.</li> </ol>	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 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.	
<b>Evaluation Area 2: Strategic Improvement</b>			
2a: SWOT Analysis	1. The department has a clear view of the strengths, weaknesses, opportunities and threats related to the quality of its education provision.	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.
2b: Strategy for Education and Students	<ol style="list-style-type: none"> <li>1. There are clearly articulated and widely understood strategic priorities for enhancing the quality of education, student experience and student support in the department.</li> <li>2. The department knows what successful strategic outcomes look like and evaluates progress towards them.</li> </ol>	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.	Conditions may be stipulated to address serious risks.

Eval' Area Aspect	Evaluation Criteria	Guidance	Outputs
	3. There is alignment with the University's Education Strategy.		
2c: Enabling Culture	<ol style="list-style-type: none"> <li>1. Teaching, education and student support are highly valued and celebrated aspects of work in the department.</li> <li>2. There is a departmental culture of innovation and continuous improvement in education among staff, students and stakeholders.</li> </ol>	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.	
2d: Strategic Capacity	<ol style="list-style-type: none"> <li>1. The track record and leadership of the department provide a strong foundation for successfully delivering its strategy for education and students.</li> </ol>	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 all students across all levels of types of education delivery (including apprenticeships).	

### Evaluation Area 3: Bespoke Theme

3a: Theme determined by department	<ol style="list-style-type: none"> <li>1. The department has clearly articulated ambitions and plans for achieving those ambitions.</li> <li>2. The outcomes have been identified and carefully evaluated, including for different student and staff groups where relevant.</li> <li>3. The department understands how it can sustain good practice and build on its progress so far, in the future.</li> </ol>	This aspect will explore and support the department's ambition and how it might go about consolidating or enhancing its plans. As part of this the review panel may identify, signpost or share resources that will help.	Narrative only
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### Evaluation area 4: Common Themes

When reading the evaluation criteria and guidance on the three common themes, it may be worthwhile bearing in mind that each of the themes are at a different level of cross campus engagement. Interdisciplinary Learning is far advanced at Warwick and extensively included in our existing Education Strategy. Blended Learning has been less long explicitly considered, but recent years have delivered an exceptional acceleration of practices in this area. Sustainability is explicitly included in the overall University Strategy, but not in the current Education Strategy. Many departments are already progressing this aspect, and a range of opportunities can be participated in by students. The Common Themes aspect of ITLR focuses on both evaluating existing practices (where appropriate in relation to Education strategy and policy) but also focuses on steering future policy and strategy. It is therefore accepted that in SEDs the three themes are

Eval' Area Aspect	Evaluation Criteria	Guidance	Outputs
covered at different levels of embeddedness, such as 'extensively embedded', 'in the process of stabilising' and 'developing'. Equally, panels reviewing submissions and engaging in visits, will expect such different levels of engagement to occur.			
4a: Interdisciplinary Learning (IL)	<ul style="list-style-type: none"> <li>• Reflection on consolidation towards a departmental vision of IL, plans for cross-institutional connection and contribution in line with the <a href="#">University's Education Strategy</a>.</li> <li>• Review of the nature and degree of IL opportunities within and around the curriculum, and enhancement of student experience to enable progression and/or positive outcomes.</li> <li>• Identification of actions advisable to develop IL further still (including within departmental/faculty context), with clear indication of current obstacles/barriers/potential opportunities.</li> </ul>	<p>This theme will explore the strategic and operational opportunities for academic departments to increase breadth and depth of disciplinary connections in learning. Through this theme the ITLR Review Panel will consider with departments how this facilitates all students to expand their subject awareness through interdisciplinary learning / activities, particularly regarding Interdisciplinary Pedagogy and Vision and Student Learning Beyond Disciplinary Boundaries which are two of the strategic drivers set out in our Education Strategy which enable student progression and positive outcomes.</p> <p>The panel will affirm the different approaches and practice and confirm areas of good practice that will strengthen our institutional approach and ambition into our next Education Strategy. Where evolvment of ambition or interventions are identified, the review panel will seek to understand enablers required to support further transformation.</p>	Narrative only
4b: Blended Delivery (BL)	<ul style="list-style-type: none"> <li>• Identification of how department have engaged with digital learning activities beyond technological solutions for different modes of delivery.</li> <li>• Reflection on the consolidation towards a departmental vision of BL opportunities and contribution to <a href="#">University priorities</a>.</li> <li>• Review of student needs and expectations of BL to support inclusion and effective learning through potential curriculum enhancements</li> <li>• Identification of actions advisable to develop BL furtherstill within the current identified constraints that your department and discipline may experience in this area and to enhance the University's strategic plans.</li> </ul>	<p>This theme will explore the pedagogical operation of opportunities for BL within academic departments to further embed blended learning to an extent that is appropriate for the discipline in question. Warwick understands blended learning to mean that learning and teaching activities are designed to be delivered and engaged with onsite activities being included as integral parts of these activities.</p> <p>The ITLR Review Panel will consider the ambition, readiness, and progress of the department towards the embedding of BL in ways that enhance its disciplinary context and student experience. The theme seeks to focus on the deliberate, planned combination of campus-based and online learning activities and how this can strengthen inclusion and student engagement and attainment, rather than the reactive nature of pandemic online learning activity development necessitated during the institutional response.</p>	

Eval' Area Aspect	Evaluation Criteria	Guidance	Outputs
		<p>The panel will affirm the different approaches and practices, and identify areas of good practice that will strengthen our institutional approach and ambition for our next Education Strategy. Where involvement of ambition or interventions are identified, the ITLR Review Panel will seek to understand enablers required to deliver transformation.</p> <p>Departments and panels are encouraged to draw upon the QAA's <i>Building a Taxonomy for Digital Learning</i> and the programme-level EMBED self-assessment tool.</p>	
4c: Education for Sustainable Development	<ul style="list-style-type: none"> <li>• Reflection on the establishment of or opportunities for creating a departmental vision of ESD as an opportunity to equip students with the necessary knowledge, skills and attributes to pursue sustainable visions of the future as global citizens; plans for cross-institutional connections and contribution to the <a href="#">University Strategic Direction 2030</a>.</li> <li>• Review of the framing, design, and content of or opportunities for the curriculum which, where appropriate, encourages the delivery of ESD skills and values. Reflection on ways to engage students as co-creators in this process.</li> <li>• Appraisal of the ways in which ESD is or could be built into staff and student development, such as inductions, welcome week, handbooks, workshops, and extra-curricular activities.</li> </ul>	<p>“Education for sustainable development empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning and is an integral part of quality education.” (UNESCO, n.d.). This theme will therefore explore the opportunities which exist for the academic department to work with staff, students and other stakeholders to contribute to a more just and sustainable world.</p> <p>As part of this theme, the ITLR Review Panel will look to understand how the department is already/or is planning to embed ESD into teaching and assessment, and/or through extracurricular activities and community engagement. The panel will consider how the department plans to equip staff and students with the necessary knowledge, skills and attributes to support and enact sustainable development. The review may therefore include how the department works with, or contributes to, other departments/service areas delivery of ESD as well as any civic or community engagement.</p> <p>Departments and panels are encouraged to draw upon the QAA and Advance HE's <a href="#">Education for Sustainable Development Guidance</a>. (The University is a member of QAA and on registration you can access the more detailed guidance.)</p>	

Eval' Area Aspect	Evaluation Criteria	Guidance	Outputs
		<p>The panel will affirm the different approaches and practices and identify areas of good practice and examples of cultural change towards sustainable development that will strengthen our institutional approach and ambition of our next Education Strategy. Where opportunities for innovation and transformation in ESD are identified, the ITLR Review Panel will seek to understand enablers required to support the department to facilitate change.</p>	

## Appendix A: Possible Sources of Supporting Evidence

This is a non-exhaustive and illustrative list of documentary evidence that can be used to substantiate or illustrate the conclusions reached in a SED, to inform the review panel's triangulation of their findings.

Departments are best placed to determine where further supporting evidence is required and where it is most appropriate; the exact selection of evidence will vary by department. EPQ have collated a Standard Evidence Set (SED Appendix A) and this will be uploaded for the department and for the ITLR review panel to access.

Aspect	Standard Evidence Set - Supplied centrally where available	Possible Supplementary Evidence
<b>Evaluation Area 1: Baseline Assurance</b>		
<b>a</b> Programme Health	<ul style="list-style-type: none"> <li>Approved course documentation (with date of most recent review/update).</li> <li>A link to the Module Catalogue</li> <li>External Examiner Reports and Responses</li> <li>Recent EPQ Collaborative Review Reports</li> </ul>	<ul style="list-style-type: none"> <li>Course Handbooks</li> <li>Mapping exercises to PSRB requirements or sector disciplinary</li> <li>PSRB visit or re/accreditation reports and action plans in response</li> <li>Plans or research that informed the recent redesign of courses</li> </ul>
<b>b</b> Student Experience and Success	<ul style="list-style-type: none"> <li>Inclusive Education Dashboard</li> <li>ARC Departmental Profile Dashboard</li> <li>Subject TEF metrics.</li> <li>Qualification Achievement Rates (QAR) (for apprenticeships)</li> <li>Apprenticeship non-continuation rate.</li> <li>Results of external national survey. outcomes e.g. NSS, PTES, PRESs.</li> <li>The University's End of Term Survey results.</li> <li>Student Survey Action Plans submitted for TEG</li> </ul>	<ul style="list-style-type: none"> <li>Apprenticeship Individual Learning Plan and Training Needs Profile</li> <li>Arrangements in place used to support students who are due to return from Temporary Withdrawal (TWD).</li> <li>Student module evaluation feedback.</li> <li>SU Pulse Survey.</li> </ul>
<b>c</b> Student Support	<ul style="list-style-type: none"> <li>The Department's Inclusive Education Action Plan 2022</li> <li>Inclusive Education Dashboard</li> </ul>	<ul style="list-style-type: none"> <li>Course Handbooks</li> <li>Access to Moodle sites</li> <li>Scholarships and bursaries arrangements.</li> <li>Personal Tutoring policy or procedure.</li> <li>Induction and re-induction plans</li> <li>Academic study skills offer or bespoke programmes.</li> <li>Assessment Strategy (including use of formative assessments).</li> </ul>
<b>d</b> External Delivery Partners	<ul style="list-style-type: none"> <li>EPQ Collaborative Review Reports (excluding validation partnerships).</li> </ul>	<ul style="list-style-type: none"> <li>Responsibilities checklists showing what is delegated to partners</li> <li>Outcomes of quality monitoring visits at partner premises</li> <li>Outcomes from apprenticeship programme quality monitoring arrangements</li> <li>Feedback from Workplace or Placement supervisors, mentors and tutors.</li> </ul>

<b>e</b>	Quality Assurance	<ul style="list-style-type: none"> <li>Recent External Examiner reports and departmental responses</li> <li>Timeliness of feedback analyses and report.</li> </ul>	<ul style="list-style-type: none"> <li>Approach to and results from Student Module Feedback</li> <li>Overview of engagement with Peer Dialogue on Teaching</li> <li>Departmental process for course and module reviews</li> <li>Plans or processes that support programme coherence for joint programme students.</li> <li>Assessment Moderation Process</li> <li>Outcomes from apprenticeship key performance indicators, ESFA (mock) audits and Tripartite Reviews.</li> </ul>
<b>f</b>	Education Management		<ul style="list-style-type: none"> <li>Organogram including senior leadership team</li> <li>Role descriptors for senior roles</li> </ul>
<b>g</b>	Academic Governance		<ul style="list-style-type: none"> <li>Governance structure</li> <li>Terms of Reference, membership and two years of minutes from the Departmental Education Committee or Teaching and Learning Committee</li> </ul>
<b>Evaluation Area 2: Strategic Improvement</b>			
<b>a</b>	SWOT	<ul style="list-style-type: none"> <li>SWOT used as part of ARC Strategy Development</li> </ul>	
<b>b</b>	Strategy for Education and Students	<ul style="list-style-type: none"> <li>ARC Strategy and action plan</li> <li>Overview of the Grand Challenges</li> </ul>	<ul style="list-style-type: none"> <li>Specific strategy, priority or action plan documents in relation to Education and Students over recent years</li> <li>Progress reports</li> <li>Outcomes of student partnership or co-creation work to enhance strategic plans</li> </ul>
<b>c</b>	Enabling Culture	<ul style="list-style-type: none"> <li>WIHEA fellowships, WIE fellowships, National Teaching Fellow awards and WATE / WAPTE awards.</li> </ul>	<ul style="list-style-type: none"> <li>Plans for or outputs from staff development/away days focused on education</li> <li>Analysis of Peer Dialogue on Teaching outcomes and CPD development or sharing of best practice.</li> </ul>
<b>d</b>	Strategic Capacity		<ul style="list-style-type: none"> <li>Management Team or Education Committee papers reporting on progress towards strategic goals in Education</li> </ul>