Institutional Teaching and Learning Review 2023

Evaluation Framework:
Professional Services Clusters

October 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 cluster is asked to self-evaluate against this Evaluation Framework and review panels will reach conclusions and draft its report against this 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 each of the component teams within the cluster of the extent to which service standards 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 cluster focusing on 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

Evaluation of an area of strategic interest in terms of improving academic standards and/or the student experience nominated by the department or cluster*. The theme could be an emerging pedagogic or sector idea, or already be the focus of development activity. 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:

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.

It is accepted that in Self-Evaluation Documents the three themes will be covered at different levels of embeddedness, such as 'extensively embedded', 'in the process of stabilising' and 'developing'. The relevance will also vary by professional services team across and within clusters.

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.

Evaluation Framework for Professional Services Clusters

(This document sets out the framework as it applies to professional services teams and clusters. Academic departments should look at the equivalent document.)

Eval' Area Aspect	Evaluation Criteria	Guidance	Outputs
Evaluation Area 1: Baseline Assurance			
Each professional service team *will be evaluated individually for Evaluation Area 1*			
1a: Clarity of purpose	• The team's purpose and responsibilities are clearly defined and well understood by the team and its stakeholders. • Relationships and interdependencies with related professional services teams are well understood and productive.	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. 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.	Evaluation Rating, Risk Rating and Narrative for each team. (see Blueprint for ITLR 2023, para 5.23)
1b: Service effectiveness	• The team understands what successful outcomes look like and how these impact on students and the quality of education. • The team understand how effectively these successful outcomes are being achieved based on robust evidence. • The team demonstrate how they monitor equality of student outcomes.	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. The panel will consider how the professional service team is ensuring *all* students are represented or are enabled to access their service.	Conditions may be stipulated to address serious risks. (see Blueprint for ITLR 2023, para 5.24)
1c: Engagement	• The views of staff, students and other stakeholders inform the design of services and the strategic development of the function. • The student experience is enhanced in partnership with students, and wherever through co-creation. • Relationships with faculties and academic departments are deep, productive and underpinned by proactive engagement.	This aspect will consider the extent to which the professional services team works effectively in partnership with staff, students or other service users to define and improve its services. The review panel will look to explore the various ways in which the team enables opportunities for engagement and the impact these have.	

Eval' Area Aspect	Evaluation Criteria	Guidance	Outputs
	• Engagement with external professional networks, best practice and research informs the development of the function.		
1d: Strategic Capacity	• Leaders develop and successfully implement long-term plans for the strategic development of the function. • Staff understand how their roles and priorities contribute to the strategic development of the function.	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.	
1e: Strategic alignment	• The purpose, priorities and impact of the function have evolved over the last five years in response to the University's Education Strategy and the Inclusive Education Model.	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 for example Employability and Skills or Widening Participation . The review panel will explore the extent to which the team makes a significant contribution to strategic ambitions.	

Evaluation Area 2: Strategic Improvement

The cluster will be evaluated collectively for Evaluation Areas 2, 3 and 4

Eval' Area Aspect	Evaluation Criteria	Guidance	Outputs
2a: SWOT	• The cluster has a clear view of the strengths, weaknesses, opportunities and threats related to the theme of the cluster.	This aspect will consider the extent to which the views of a diverse range of staff, students and stakeholders are incorporated to inform an inclusive service delivery, and its associated systems, processes or procedure to enhance the service users experience.	Evaluation Rating, Risk Rating and Narrative for the cluster overall. (see Blueprint for ITLR 2023, para 5.23)
2b: Strategy for Education and Students	• There have been clearly articulated and widely understood strategic priorities guiding and aligning the work across teams in relation to the cluster theme. • The cluster has shared ambitions for further enhancing the quality of education, student experience and student support in relation to the cluster theme. • It is clear how services delivered across the cluster will need to evolve in support of the University's strategic plans and initiatives	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. 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	Conditions may be stipulated to address serious risks.

Eval' Area Aspect	Evaluation Criteria	Guidance	Outputs
	(e.g. Grand Challenges, growing wholly online education).	steps that are being taken to remove such barriers or to minimise its effect on students or service users.	(see Blueprint for ITLR 2023, para 5.24)
2c: Enabling Culture	• Leaders and staff collaborate across organisational boundaries to innovate, solve problems and deliver improvements for students in relation to the cluster theme. • The diversity of our student community is well understood and informs an inclusive approach to service delivery and innovation as articulated in the Inclusive Education Model.	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. 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. 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. 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.	
2d: Strategic Capacity	• The track record and leadership of teams in the cluster provide a strong foundation for successfully delivering its strategy for education and students in relation to the cluster theme. • Leaders in the cluster feel sufficient agency and ownership to define and lead strategic development in relation to the cluster theme.	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 evidence to inform plans, such as stakeholder feedback or co-created approaches.	

Eval' Area Aspect	Evaluation Criteria	Guidance	Outputs

Evaluation Area 3: Bespoke Theme			
The cluster will be evaluated collectively for Evaluation Areas 2, 3 and 4			
3a: Theme determined by the cluster grouping	1. The cluster has clearly articulated ambitions and plans for achieving those ambitions. 2. The impact has been identified and carefully evaluated, including for different student and staff groups where relevant. 3. The cluster understands how it can sustain good practice and build on its progress so far, in the future.	By clustering professional services teams thematically, the review will already consider a broad theme in Evaluation Area 2. The cluster should additionally opt to nominate a bespoke theme for detailed engagement and feedback from the review panel. This is likely to explore an area of development in recent years benefitting from an opportunity to take stock.	Narrative only

Evaluation area 4: Common Themes
The cluster will be evaluated collectively for Evaluation Areas 2, 3 and 4
When reading the evaluation criteria and guidance on the three common themes, bear in mind that there will be different levels of prior engagement and relevance for each professional service team. Interdisciplinary Learning is far advanced within academic departments at Warwick and extensively included in our existing Education Strategy, however it is recognised the extent of focus and development across professional service areas will vary. Although Blended Learning has been less explicitly considered in recent years, there has been exceptional acceleration of practices in many areas of teaching and learning and several professional service teams have supported this. Sustainability is explicitly included in the overall University Strategy, but not in the current Education Strategy. Many academic and professional service teams 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 Self-Evaluation Documents the three themes will be 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.

Eval' Area Aspect	Evaluation Criteria	Guidance	Outputs
4a: Interdisciplinary Learning	• Reflection on the consolidation towards a vision of interdisciplinary learning, plans for cross-institutional connection and contribution in line with the University's Education Strategy. • Review of the nature and degree of interdisciplinary learning opportunities for the services provided to support the curriculum, and enhancement of student experience to enable progression and/or positive outcomes. • Identification of actions advisable to develop interdisciplinary learning further (including within service areas context), with clear indication of current obstacles/barriers/potential opportunities.	This theme will explore the strategic and operational opportunities for professional services to support the delivery and development of increased breadth and depth of disciplinary connections in learning. Through this theme the ITLR Review Panel will consider with the collaborative teams how this facilitates all students to expand their subject awareness through interdisciplinary learning / activities. As set out in our Education Strategy, Interdisciplinary Pedagogy and Vision and Student Learning Beyond Disciplinary Boundaries are two of the strategic drivers set out in our Education Strategy which enable student progression and positive outcomes. 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 evolution of ambition or interventions are identified, the ITLR Review Panel will seek to understand enablers required to support further transformation.	Narrative only
4b: Blended Learning	• Where appropriate, identification of how the service areas have engaged and supported departments and/or students with digital learning activities beyond technological solutions for different modes of delivery, including support for inclusion and effective learning. • Concept of how blended learning intersects with the service area's scope of delivery and reflection on the consolidation towards a vision of blended learning opportunities and contribution to the University's Education Strategy. • Identification of actions advisable to develop support of blended learning further within the current identified constraints that service areas may experience in this area and to enhance the University's strategic plans.	This theme will explore how professional services teams support the pedagogical operation of opportunities for blended learning within academic departments to further embed blended learning. Warwick understands BL 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. The ITLR Review Panel will consider the ambition, readiness, and progress of the professional services teams to support departments and/or students towards the embedding of blended learning in ways that enhance 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.	

Eval' Area Aspect	Evaluation Criteria	Guidance	Outputs
	• Identification of effects of blended learning as delivered since 2020 that are visible through the work of the Professional Service cluster, but which may not be readily apparent to academic departments. • Consideration of the longer-term effects of blended learning and its consequences for the nature of study at Warwick upon service delivery.	The panel will also consider the extent to which professional services teams are sufficiently prepared to adapt modes of service delivery and engagement with students and/or academic departments to account for blended learning being a permanent part of the landscape at Warwick. 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 evolution of ambition or interventions are identified, the ITLR Review Panel will seek to understand enablers required to deliver transformation. In addition to evaluating the readiness of professional services clusters to support blended learning, the panel will also encourage clusters to contribute to the development of cross-institutional insights of the effects of blended learning on students. For example, this could take the form of aggregated and anonymised evidence provided by students to professional services teams as a result of the students' engagement with processes managed by professional services teams such as complaints, appeals and/or feedback. Professional services teams, departments and panels are encouraged to draw upon the QAA's Building a Taxonomy For Digital Learning	
4c: Education for Sustainable Development (ESD)	• Reflection on the establishment of or opportunities for creating a vision of ESD as an opportunity to equip students and staff with the necessary knowledge, skills and attributes to pursue sustainable and inclusive visions of the future as global citizens; plans for cross-institutional connections and contribution to the University Strategic Direction 2030.	"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 service teams to work with staff, students and other stakeholders to contribute to a more just and sustainable world.	

Eval' Area Aspect	Evaluation Criteria	Guidance	Outputs
	• Review of the framing, design, and content of or opportunities for the services provided which, where appropriate, encourages the development and delivery of ESD skills and values. Reflection on ways to engage students as co-creators in this process. • 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.	As part of this theme, the ITLR Review Panel will look to understand how the different service teams are already/or are planning to embed ESD into services provided through, for example, extracurricular activities and community engagement. The panel will consider how the service teams plans to contribute to equipping staff and students with the necessary knowledge, skills and attributes to support and enact sustainable development. The review may therefore include how the service teams work with, or contributes to, other service areas/departments delivery of ESD as well as any civic or community engagement. Professional Service areas and panels are encouraged to draw upon the QAA and Advance HE's Education for Sustainable Development Guidance. 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.	

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 / clusters 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.

Aspect		Possible evidence
Evaluation Area 1: Baseline Assurance (evaluated for each team individually)		
a	Clarity of purpose	• Link to published information about the team's purpose and responsibilities
b	Service effectiveness	• Inputs to and outputs from previous strategic planning exercises • Previous reporting on performance against targets or success measures (possibly including Grid Meeting reports for teams in the Registrar's Group). • Service accreditation and benchmarking reports
c	Engagement	• Analysis of the team's stakeholders and service users • Links to information for staff, students and stakeholders on how they can feedback and inform service development • Annual service delivery plans with faculties and academic departments • Outputs from external engagement • Service accreditation and benchmarking reports
d	Strategic Capacity	• Long-term plans for developing the department / function / team • Annual operating plans setting out team priorities • Evaluations and progress reporting against priorities and plans
e	Strategic alignment	
Evaluation Area 2: Strategic Improvement (evaluated for the cluster collectively)		
a	SWOT	• A collective SWOT analysis of the University's position in relation to the cluster theme, drawing in a range of stakeholder views.
b	Strategy for Education and Students	• Shared plans, strategies, policies or committee papers that have set the direction of travel in relation to the cluster theme
c	Enabling Culture	• Proposals and outputs from joint initiatives that transcend organisational boundaries
d	Strategic Capacity	