



Senate Committee members'  
Briefing  
1<sup>st</sup> October 2015



WARWICK

# Induction Briefing Schedule

- Lunch & Networking
- **Welcome, Introductions and Institutional Priorities 2015-16**, Vice-Chancellor
- **Good Academic Governance**, Roberta Wooldridge Smith, Deputy Academic Registrar
- **Teaching and Learning Priorities 2015-16**, Professor David Lamburn & Katharine Gray, Senior Assistant Registrar, Teaching Quality

# Good Academic Governance

- The University's status
- The requirement for governance
- How the University is governed
- The committee structure
- The roles of the Council, the Senate, and their committees
- Your role in academic governance

# The University's Status

- The University is an **exempt charity** whose principal regulator is the Higher Education Funding Council for England
- The University's legal status derives from a **Royal Charter**, granted in March 1965
- Its powers and framework of governance are set out in the Charter and its supporting Statutes



# The requirement for governance

- The University must demonstrate appropriate use of public funds
- The University must manage its resources effectively to achieve its charitable aims, and show the public benefits derived from its activities
- The University must demonstrate to its regulators that it has strong quality assurance mechanisms
- **All of the above require a strong governance framework**



# How is the University Governed?

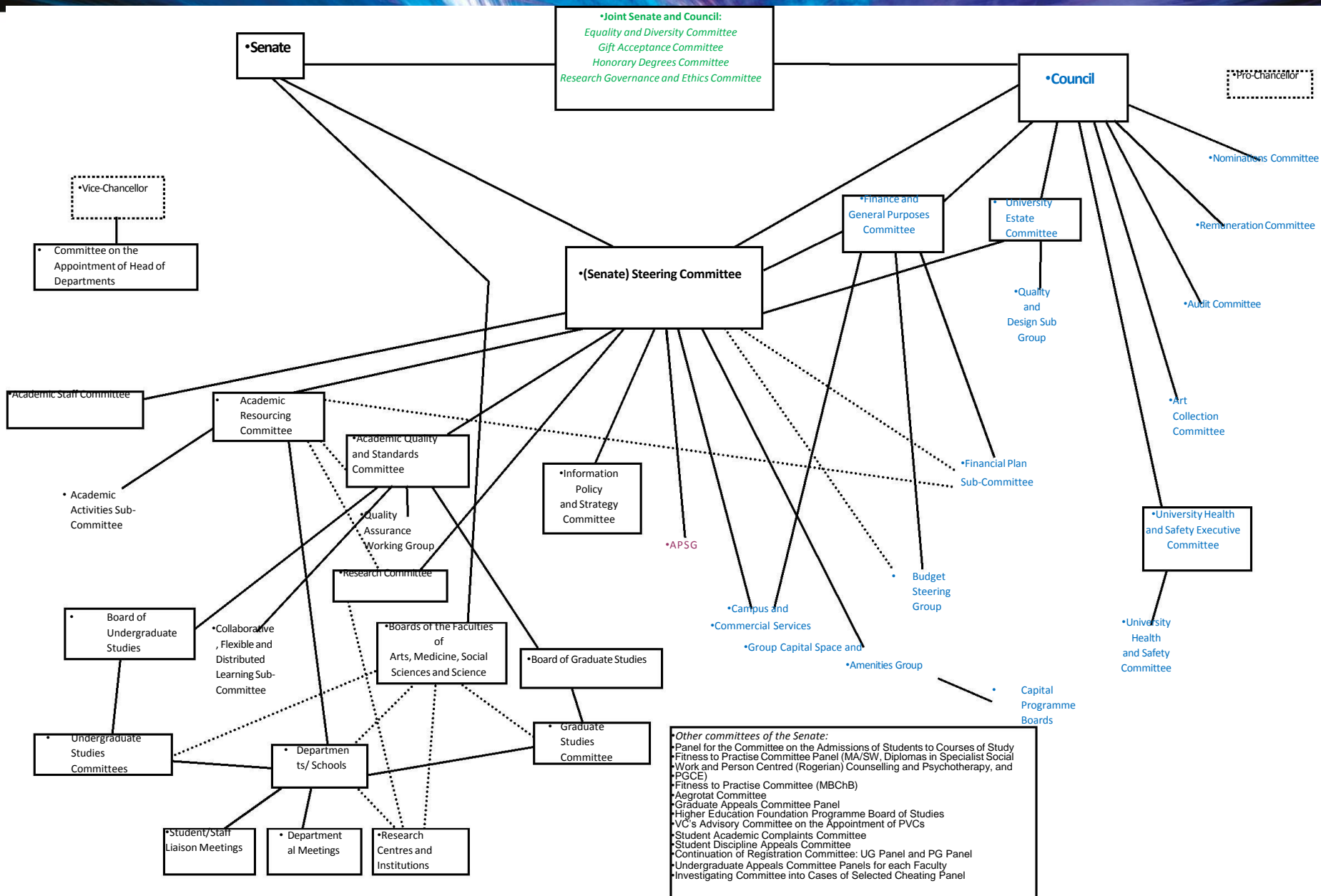
- Our Charter and Statutes set out at a high level how we must self-govern
- We interpret these through Ordinance, Regulation .... and still further through policy and procedure
- The University's governing instruments are set out in the University Calendar
- The HEFCE, the Charities Commission, and other regulatory bodies also impose governance requirements on the University, and of course we must ensure that we comply with relevant legislation



# How is the University Governed?

- All committees, from the Council and Senate level, through to department committees, form part of our governance framework
- The Council and the Senate discharge their responsibilities through an interlinking committee structure
- Information and decision-making is cascaded through the system to ensure that the University works effectively at every level, to progress its goals with ambition, whilst demonstrably adhering to the complex legislative and regulatory operating environment







# The Committee Structure

- **The Council** is the executive governing body, responsible for the finance, property, investments, the general business of the University, and for setting our strategic direction. Academic members sit alongside lay members of the Council.
- **The Senate** is the academic authority of the University and draws its membership predominantly from the academic staff and the students of the institution. Its role is to direct and regulate teaching and research.
- Both bodies have subcommittees, some of which are joint. A list of committees and their terms of reference may be found online at <http://www2.warwick.ac.uk/services/gov/atoz>

# The University Council

25 members in total

Lay majority (14 members including two *ex officio* members)

4 academic, 1 non-academic staff and 2 student representatives

*Ex officio* members: the Pro-Chancellor, the Treasurer (both lay members), the Vice-Chancellor, the Provost, and two Pro-Vice-Chancellors



The Council is chaired by the Pro-Chancellor, Sir George Cox. Ms Viki Cooke was appointed Vice-Chair in 2012/13.



# The University Senate

Chaired by the Vice-Chancellor

48 members of whom:

- 7 PVCs
- University Librarian
- 4 Chairs of Faculty Boards
- 1 Chair of the Board of Graduate Studies
- 6 members appointed by each Faculty Board
- SU President, Education Officer & PG Sabbatical Officer



# Relationship between the Council & the Senate

- The relative powers of the Council and the Senate are set out in University Statute
- The 35 listed powers of the Senate set out in Statute 16 are replicated in the terms of reference of the Committee
- The Statute provides for the Senate to make recommendation, and to provide opinion and advice to the Council

# Your Committee; Your Role

- Membership, term of office, sources of representation
- Terms of reference; extent of delegated decision-making and where to make recommendations to a higher committee
- Regulations underpinning work; key procedural documentation
- Resources available to you through your committee secretary and specialist colleagues
- Informed and engaged membership, mindful of risk and knowledgeable about institutional strategy

# A Culture of Collegiality

- Many core processes continue to rely on culture of trust
- Culture requires thorough interrogation of proposals at all levels and a willingness to challenge colleagues
- All staff are encouraged to speak up when identifying concerns and to provide thorough, evidence-based responses when sought by committees
- Committee membership offers an opportunity to share good practice, learn of other depts.' approaches and gain insight into what committees seek in proposals and communicate this back to depts.
- Committees are valuable conduits of information; 2-way communication with depts. is the expectation of membership
- Committees are accountable for their decisions

# Resources & Support

- Registrar is Secretary to Senate and Council
- Institutional Governance services led by Pippa Glover (Council) manage financial committees (except ARC)
- Academic Governance is led by Roberta Wooldridge Smith (Senate): teaching & learning, research committee and research centre review; academic student casework
- Online resources: introduction to University Governance, the University Calendar (including the University's Charter, Statutes, Ordinances and Regulations), a list of University committees; their membership and terms of reference, and biographies of our lay members of Council.
- See <http://www2.warwick.ac.uk/services/gov/>

Thank you for listening

Questions?



# University Strategy Goal 1

- Outstanding student experience
- Inspiring Teachers
- Innovative Curriculum
- Accessible and welcoming
- Highly employable graduates
- Global citizens
- Innovative approaches to teaching

# QA priorities for 2015-16

- Placement learning credit; Erasmus study abroad implications
- Course approval: BPR held; systems review underway. Consultation spring/summer? New system 2017?
- Course review; principle agreed
- Review of departmental implementation plans for local Assessment Strategies
- Review underway of 17 point Marking Scale
- Review of final year Degree Classification Conventions scheduled for 2015
- Consideration of rules on remedying failure/retakes
- External examining; improved interface with Externals; tighter link between reports, responses and tracking of these

# HEFCE QA Consultation

- External examining: national register and training
- Exploration of calibration of degree standards (with a view to securing comparability)
- Development of degree classification algorithms
- Role of governing bodies; external scrutiny of institutional assurance on Q&S
- End to cyclical assessment visits other than for new entrants; judgements based on internal review processes
- Use of existing HEFCE Assurance Review (HAR); focus on outcomes data
- Potential for HEFCE to commission external verification of robustness of an HEI's Q&S
- Strengthened causes for concern scheme

# Teaching Excellence Framework



- Create culture where teaching has equal status with research
- Intended to make HEIs more responsive to students; drive up student engagement and address variability in teaching
- Detail to come in Green Paper (planned for w/c 12 October); 10 week consultation expected
- Likely to comprise basket of common metrics for all HEIs incl NSS and DLHE and a 'case for excellence' statement supported by each HEI's own choice of metrics.
- Timing crucial; datasets for 2016-17 judgements probably already out there
- TEF 1 (2016-18?) at institutional level (voluntary?)
- TEF 2 (2018 onwards?) at discipline level to aggregate into institutional judgement.

# Teaching Excellence Framework

- Selection of indicators for TEF 2 to be determined by institutional choice of indicators for TEF 1
- Gap between TEF 1 and TEF likely to allow time for work on measures of Learning Gain
- Push-back on the proposition that outputs of TEF 1 should inform decisions on the indexation of fees from 2017 but other quarters report consideration of proportion of sector to be permitted to increase; 25-30% indicated
- BIS establishing Operational Delivery Group for TEF; no ToR yet
- BIS also establishing independent panels to assess evidence on teaching excellent at HEI level to make recommendation to Sec of State on where teaching is excellent
- Concern over potential binary divide; especially harmful to international markets

# A 'basket' of metrics

What might a TEF basket of metrics contain?

- Student surveys; NSS, (PTES, PRES; not sector-wide)
- DLHE
- QAA concerns scheme; OIA complaints data
- KIS data
- UCAS data
- SLC information students receiving support
- HEFCE HESES, HEISES and AMS returns data
- Outcomes data (successful completions); by classification?; possible segmentation of student community (BME, gender, disability)

# Learning Gain Project

- Successful bid submitted to HEFCE June 2015, value £750k
- Warwick leading Russell Group consortium over 3Y period
- Aims to deliver an evidence base in support of improving the development of learning gain methodologies across the HE sector
- Will address how to measure 'distance travelled' in terms of student progress with respect to curriculum measures and employability
- Outputs should inform development of TEF2 from 2018

# BIS Inquiry into QA in HE

- To examine proposed changes to QA in HEIs and potential impact of introducing TEF
- Chair: Iain Wright MP, Chair of BIS Committee
- Scope: “To scrutinise Government plans for assessing QA in HE to ensure new mechanisms are effective and strengthen the UK’s world-leading university brand.
  - What issues was HEFCE’s Quality Assurance review addressing?
  - Will the proposed changes improve quality in Higher Education?
  - What should be the objectives of a Teaching Excellence Framework (‘TEF’)?  
How should the proposed Teaching Excellence Framework and new quality assurance regime fit together?
  - What do you think will be the main challenges in implementing a Teaching Excellence Framework?
  - How should the proposed connection between fee level and teaching quality be managed?
- Deadline for submissions 30<sup>th</sup> October 2015



# CMA

- Developed from Which? Report into universities contract terms Feb 2015
- Consumer Protection Law has applied for some time owing to students' relatively weak consumer position and % of HEIs' income derived from student fees
- CMA guidance issued March 2015; compliance checks from October 2015
- Core elements:
  - Information provision
  - Fair terms and conditions
  - Complaint handling

# Operational controls: Institutional

- Identify information 'owners' to ensure integrity, currency, accuracy
- Clean up 'old' information online ensuring consistency of message
- Raise awareness of corporate responsibility amongst all teams
- Include essential pre-contract information with offers
- Review Ts&Cs for fairness and clarity
- Review 'surprising' terms; these will vary between markets
- Provide key information in durable media and retain cohort versions
- Manage expectations of service levels; service level agreements?
- Be clear about the roles of differing marketing channels
- Manage social media carefully, being careful to clarify the distinction between institutional accounts and others

# Operational controls: Departmental

- Adhere to undertakings in KIS e.g. contact hours
- Ensure staff attend complaints handling training; share and learn from specific complaints
- Review departmental reference points scrupulously e.g. handbooks, to ensure currency and accuracy
- Train staff and student ambassadors involved in marketing/recruitment/online 'chat' /social media activity
- Archive relevant cohort information
- Manage change in academic provision and organisation sensitively

# CMA Working Group

Chair, Mike Glover, Academic Registrar

Secretary, Louise Hasler, Academic Registrar's Office

- Roberta Wooldridge Smith, Deputy Academic Registrar
- Geraldine Swanton, Shakespeare Martineau
- Simon Gilling, Legal Services
- Helen Toner, Law
- Lynne Bayley, Chemistry
- Kim Eccleston, SRAOS
- Jim Bell, SRAOS
- Jo Bell, Student Finance
- Helen Pennack, Marketing
- Jen Bowskill, TQ
- Charlie Hindhaugh, Students' Union

# WIHEA

- Approved by Senate July 2014
- Launched May 2015, aiming to:
  - champion inspirational teaching;
  - promote teaching excellence;
  - act as a focal point for international partnerships built around innovative pedagogy and student engagement;
  - develop T&L strategies in collaboration with students
- Focus for and driver of T&L ambitions to provide transformational student experience
- 40 Foundation Fellows appointed for 2015-16
- Advertisement for Director currently online; recruitment of admin team underway

# Monash-Warwick Education



## Strategy Priority Projects 2015-16

- Developing intercultural competence
- Alliance Masterclasses
- Shared respository of learning objects pilot
- Enhancing student mobility programme
- Collaboration through the Academies
- Student Engagement Fund
- Technology enablers

# Student Survey outcomes

- Work in train to read across headlines from PRES, PTES, NSS and work with depts accordingly
- Method for combined action planning on behalf of ARC and AQSC remains under review
- NSS working group already developed categorisation of depts.
- Greater involvement of Faculty Chairs in leading on action planning and addressing issues arising from student feedback

Thank you for listening

Questions?