UNIVERSITY OF WARWICK

BOARD OF THE FACULTY OF MEDICINE

There will be a meeting of the Board of the Faculty of Medicine on the 19 May 2015 at 2.00pm in room A042 of the Medical School Building.

Note: Questions on agendum items or apologies for this meeting should be directed to the Secretary of the Committee, Lara McCarthy on Ext 73111 or the Assistant Secretary, David Lewis on Ext 75770, D.Lewis.1@warwick.ac.uk

Ken Sloan
Registrar and Chief Operating Officer

AGENDA

1 Conflicts of Interest

TO REPORT:

That, should any members or attendees of the Board of the Faculty of Medicine have any conflicts of interest relating to agenda items for the meeting, they should be declared in accordance with the CUC Guide for Members of Higher Education Governing Bodies in the UK.

2 Minutes of the previous meeting

The minutes of the meeting held on the 12 February 2015 (copy attached). (Also available online at http://www2.warwick.ac.uk/services/gov/atoz/bfm/minutes)

3 Membership and Constitution of the Board of the Faculty of Medicine

TO CONSIDER:

The membership and constitution of the Board of the Faculty of Medicine for the academic year 2015/16 as set out in paper BFM.15/14-15 (copy attached).

4 Membership of Senate

TO REPORT:

That the Senate has six places for representative members of the Board of the Faculty of Medicine appointed by the Board and that continuing representatives (with their term of appointment in brackets) are as follows:

Professor S Kumar (Warwick Medical School) (2017)
Professor L Roberts (Warwick Medical School (2017)

That, in accordance with University regulations, the majority of the six Faculty representatives must be Professors and the majority must be Heads of Departments.

TO CONSIDER:

In accordance with University Regulation 2.2 on Annual Elections, the election of four members of the Senate from the membership of the Board of the Faculty of Medicine for 2015/16 to serve for the period from 1 August 2015 to 31 July 2018.

5 Matters Arising

(a) The Environment (minute 19/14-15 (b) refers)

TO CONISDER:

Proposals from the Chief Operating Officer for how environmental initiatives can be championed within the Faculty of Medicine.

(b) Development of the Faculty (minute 20/14-15 (c) refers)

TO RECEIVE:

A paper and oral report from the Chair of the Faculty of Medicine on proposals for the development of the Faculty, specifically the governance arrangements going forwards (BFM16/14-15).

6 Chair's Business

TO RECEIVE:

(a) An update from the Chair regarding the WMS Review.

(b) Warwick in California

7 Review and Revision of University Feedback and Complaints Resolution Framework

TO CONSIDER:

A paper and brief oral report from the Director of Delivery Assurance inviting initial feedback on the implementation of the integrated Student Complaints Resolution Pathway and formal Procedure since its introduction on 29 September 2014, with a view to detailed proposals for refinements being put forward to the Senate in the Summer Term (AQSC.43/14-15).

8 Student Discipline

TO CONSIDER:

A brief paper and oral report inviting initial comments on the plans to revise the student discipline framework, including a number of associated University Regulations, while retaining the University's zero tolerance policy on illegal substances and introducing a summary statement of expected student behaviours (BFM.17/14-15).

9 Mitigating Circumstances

TO RECEIVE:

A paper from the Mitigating Circumstances Working Group providing an update on the progress of the review of University mitigating circumstances policies and guidance (paper AQSC.39/14-15)

10 Course Approval Process

TO CONSIDER:

A paper from the Deputy Academic Registrar setting out recommendations regarding the University's course approval process as set out in paper AQSC.41/14-15 (available online).

11 DSA Changes

TO RECEIVE:

A paper from the University Disability Coordinators on the University's response to changes to the Disabled Students' Allowance, as set out in paper AQSC.42/14-15 (copy attached).

12 Departmental Response Rates for NSS 2015

TO RECEIVE:

Paper AQSC.72/14-15 (copy attached) showing overall response rate to the NSS from departments.

13 IATL Modules

TO CONSIDER:

Papers proposing changes to module IL011 *Thinking with Data in the Humanities and Social Sciences* and the creation of a new module *Entrepreneurship: A Critical Perspective* (BFM18/14-15 and BFM19/14-15).

14 Curriculum Review

TO RECEIVE:

An oral report from the Head of the Medical Education Hub on the implementation of year two (Phase II) of the refreshed curriculum and progress with Phase III.

Members are asked to note that information is also available on the following web page: http://www2.warwick.ac.uk/fac/med/about/cr/about

15 Undergraduate Studies Minutes

TO RECEIVE:

The draft minutes of the Board of the Faculty of Medicine Undergraduate Studies Committee meeting held on the 7 May 2015 as set out in paper BFM20/14-15 (to follow).

16 Graduate Studies Minutes

TO RECEIVE:

The draft minutes of the Board of the Faculty of Medicine Graduate Studies Committee meeting held on the 5 May 2015 as set out in paper BFM21/14-15 (to follow).

17 Items to be brought to the Senate

TO CONSIDER:

Any items to be brought to the attention of Senate for consideration.

18 Date of the Next Meeting

TO REPORT:

That meeting dates for the academic year 2015/16 will be circulated, by the secretariat, in July 2015.

UNIVERSITY OF WARWICK
BOARD OF THE FACULTY OF MEDICINE

Minutes of the meeting of the Board of the Faculty of Medicine held on the 16 February 2015.

Present: Professor P Winstanley (Chair), Dr D Biggerstaff, Professor D Evans, Professor L Green, Mr A Hammant, Dr P Handslip, Dr C Melville, Professor L Roberts, Dr P Sutcliffe, Professor D Wolke

Apologies: Dr M Allen, Dr S Allen, Professor M Balasubramanian, Professor J Barlow, Professor R Bivins, Professor A Clarke, Ms J Cooper, Professor G Currie, Dr G Hartshorne, Ms J Hodge, Professor S Kumar, DR C Marguerie, Professor J Miller, Mr D Mullins, Dr P O'Hare, Professor M Pallen, Professor K Seers, Professor S Singh, Professor S Stewart-Brown, Mr M Wall, Professor S Williams, Professor V Zammitt

In Attendance: Mr D Lewis, Prof J Palmowski (for Aggendum 6 only), Mr D Pearson (for Aggendum 6 only), Ms L McCarthy

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MINUTES

15/14-15 Conflicts of Interest

REPORTED:

That, should any members or attendees of the Board of the Faculty of Medicine have any conflicts of interest relating to agenda items for the meeting, they should be declared in accordance with the CUC Guide for Members of Higher Education Governing Bodies in the UK.

None declared.

16/14-15 Minutes of the previous meeting

RESOLVED:

That the minutes of the meeting held on the 6 November 2014 be approved.

17/14-15 Membership and Constitution of the Board of the Faculty of Medicine

CONSIDERED:

The membership of the Board of the Faculty of Medicine as set out in paper BFM.1/14-15 {Revised}.

REPORTED:

That the nomination of the representative from the Boards of the Faculty of Arts to the Board of the Faculty of Medicine was being sought.

RESOLVED:

(a) That the membership of the Board of the Faculty of Medicine as set out in papers BFM.1/14-15 {Revised} be approved.

(b) That a letter from the Chair be sent to the Chair of the Board of the Faculty of Arts regarding representation on the Board of the Faculty of Medicine.

18/14-15 Membership of Senate

REPORTED:

That the Senate had six places for representative members from the Board of the Faculty of Medicine and that following Professor A Clarke appointment as a representative of the Assembly a vacancy existed.

RESOLVED:

That in accordance with University Regulation 2.2 on Annual Elections, the election of one member of the Senate from the membership of the Board of Faculty of Medicine for 2014/15 to serve for the period from 1 August 2014 to 31 July 2017 be sought with nominations considered at the next meeting of the Board of Faculty of Medicine on 19 May 2015.

19/14-15 Matters Arising

(a) Constitution and Membership (minutes 02/14-15 (iii) refers)

REPORTED:

That Lucy Taylor had been contacted regarding the importance of medical representation on the Fitness to Practise Committee.

(b) The Environment (minute 10/14-15 refers)

RESOLVED:

That proposals from the Chief Operating Officer for how environmental initiatives should be championed within the Faculty of Medicine be presented at the next meeting of the Board of the Faculty of Medicine on 19 May 2015.

(c) Membership of the Student Disciplinary Offences Committee (minute 02/14-15 (a) (iv) refers)

RESOLVED:

That nominations to replace Dr C Melville as representative of the Board of the Faculty of Medicine on the Student Disciplinary Offences Committee be sought.

20/14-15 Chair's Business

(a) WMS Review

REPORTED:

(i) That R&T staff were informed in late 2014 if they were at risk of redundancy and received a Finance statement on the status of their research grant support with first consultation meetings being conducted in late December 2014.

(ii) That a Finance Validation group heard responses concerning the status of research grants and as a result some staff had been removed from the 'at risk group'.

(iii) That second consultation meetings were held during January 2015 and several members of staff had accepted EVLS.

(iv) That a small number of staff remained at risk and the Academic Redundancy Committee would meet in March 2015 to hear their cases.

(v) That to date one T-only contract had been advertised and filled by redeployment from the 'at risk' group.

(vi) That models to define the 'at risk' groups among T-only, R-only and Administrative staff have not yet been finalised or proposed to the Academic Redundancy Committee and would require Union consultation in due course.

(b) Dentistry Update.

REPORTED:

(i) That the full-time Masters course had ended and that students still needing further SDCT had been placed elsewhere.

(ii) That student complaints were being heard by PVC Palmowski.

(iii) That new Course Directors had been appointed to the part-time Implantology and Endontics courses and, following the termination of the contract with GIFT, new clinical placements were being established.

(iv) That the part-time Orthodontic Therapy and Restorative and Aesthetic Dentistry courses were unaffected by these changes.

(c) Development of the Faculty

REPORTED:

(i) That the Faculties play a vital role in facilitation, oversight and governance, although Medicine, due to historical reasons, does not currently conform to the standard Warwick model.

(ii) That the University wants to establish a more standard governance arrangement for Medicine.

RESOLVED:

That proposals on the development of the Faculty, and specifically the governance arrangements for Medicine, be presented by the Chair at a future meeting of the Board of Faculty of Medicine (date to be determined).

21/14-15 Graduate School Update

CONSIDERED:

An oral report from Pro Vice Chancellor Professor Palmowski on the professional development of doctoral researchers as set out in paper BGS.30/14-15.

REPORTED:

(a) That the optional pathways would provide a mechanism to signpost students towards the portfolio of learning available, including the PG Certificate in Transferable Skills, and would offer sufficient flexibility to allow students to develop skills directly relevant to an academic career or wider transferable skills.

(b) That there could be benefits in integrating the personal development framework with the annual appraisal process.

(c) That the Warwick Collaborative Postgraduate Research Scholarship programme is being reviewed with the revised scheme being introduced in 2015/16 and views on the appropriateness and effectiveness of the current scheme were being sought.

(d) That there were three disparate processes for monitoring and reporting on the progress of PhD students and consideration is being given to simplifying these into a single process.

RESOLVED:

(a) That comments relating to the professional development for doctoral researchers, the Warwick Collaborative Postgraduate Research Scholarship programme and reporting progress of PhD students be sent directly to Professor Palmowski.

(b) That any future proposals relating to the professional development for doctoral researchers, the Warwick Collaborative Postgraduate Research Scholarship Programme, and the reporting of progress of PhD Students be presented and considered in the Board of the Faculty of Medicine Graduate Studies Committee.

22/14-15 Complaints Resolution Framework

RECEIVED:

Information of the new complaints resolution framework as set out in papers BFM.9/14-15 and BFM.10/14-15.

RESOLVED:

That any feedback on the revised framework be sent directly to the Director of Delivery Assurance.

23/14-15 New Research Centre: The Centre for Television History, Heritage and Memory Research

CONSIDERED:

The establishment of a new university Research Centre, the Centre for Television History, Heritage and Memory Research as set out in paper RC.20/14-15.

RESOLVED:

That the support of the Board of the Faculty of Medicine to establish the Centre for Television History, Heritage and Memory Research be given.

24/14-15 New Research Centre: Warwick Cancer Research Centre

CONSIDERED:

The establishment of a new university Research Centre, Warwick Cancer Research Centre as set out in papers BFM.11/14-15 and BFM.12/14-15.

REPORTED:

(a) That the proposal was very broad in nature and, given its scale relative to the existing CRUK Centres, the Centre might benefit from a focus on a specific niche area of research or identifying a unique selling point.

(b) That although the proposals were broad, there were a number of additional well-established and relevant areas of research across the University which could also be incorporated, notably research around patient engagement (PPI), evidence synthesis, quality of life (PROMS), and cell biology within the School of Life Sciences.

(c) That the Centre could also benefit from collaboration with the University of Birmingham's School of Cancer Science, particularly for Phase 1 and 2 clinical trials and access to a Clinical Research Facility.

RESOLVED:

That the support of the Board of the Faculty of Medicine to establish the Warwick Cancer Research Centre be given.

25/14-15 Curriculum Review

REPORTED:

(by the Head of the Medical Education Hub)

(a) That School Review process was impacting on the ability to recruit key posts in the new curriculum, reducing morale and resulting in an excessive teaching load on existing members of staff.

(b) That there were concerns that teaching space in the MTC was being considered for conversion in to laboratory space which would add further pressure.

(c) That the advertisement for recruitment of the Phase III lead had now closed.

(by the Chair)

(d) That there were no plans to reduce or remove any existing teaching space for the MB ChB.

RESOLVED:

That a note of thanks be given to Dr Colin Melville for his leadership, service and support to Faculty.

26/14-15 Undergraduate Studies Minutes

RECEIVED:

The minutes of the Board of the Faculty of Medicine Undergraduate Studies Committee meeting held on the 19 January 2015 as set out in paper BFM.13/14-15.

RESOLVED:

That the quality and passion demonstrated during the Education Monitoring Visit to SWFT be noted.

27/14-15 Graduate Studies Minutes

RECEIVED:

The minutes of the Board of the Faculty of Medicine Graduate Studies Committee meeting held on the 26 January 2015 as set out in paper BFM.14/14-15

28/14-15 The Environment

REPORTED:

That there were no issues for consideration.

29/14-15 Items to be brought to the Senate

RESOLVED:

That items related Senate Membership (minute 18/14-15), Centre for Television History, Heritage and Memory Research (minute 23/14-15), and

Warwick Cancer Research Centre (minute 24/14-15) be taken to Senate for consideration.

30/14-15 Date of the Next Meeting

REPORTED:
That the final meeting of the Board of the Faculty of Medicine during the academic year 2014/15 will be held on the 19 May 2015 at 2.00pm in room A-030 of the Medical School Building.

That the final meeting of the academic year 2014/15 will be held on the 19 May 2015 at 2.00pm in room A-042 of the Medical School Building.

Membership 2015/16

Deletions are ~~struck through~~ and additions underlined.

Chair of the Faculty of Medicine (Chair)	Professor P. Winstanley
The Vice-Chancellor	Professor N. Thrift
The Dean WMS	Professor S Kumar
Pro Dean (Education) Pro Deans (Research)	Professor L Roberts Professor J Barlow Professor M Balasubramanian
Head of the Division of: • Biomedical Cell Biology • Translational and Systems Medicine • Health Sciences • Mental Health and Wellbeing	Professor J Millar Professor M Pallen Professor A Clarke Professor S Singh
Heads of Education Hub	Dr G Hartshorne TBC
Five members of academic staff elected by and from the Warwick Medical School	Dr D Biggerstaff Dr J.P. O'Hare Professor K Seers Professor S. Stewart-Brown Dr P Sutcliffe
The Chair of the School of Life Sciences plus two members of academic staff elected by and from the School	Professor L Green Professor D Evans Dr M Wall
Up to three co-opted members, being permanent full-time members of staff of the University of Warwick	Professor G Currie Mr D Mullins Professor D Wolke
Up to five co-opted members external to the University, nominated by the Faculty Board, and subject to the approval of the Senate	Dr S Allen Dr M Allen Dr C Ashton Dr P. Handslip Dr C. Marguerie
One member of academic staff elected by and from the Board of the Faculty of Arts	TBC
One member of academic staff elected by and from the Board of Science	TBC
One member of academic staff elected by and from the Board of Social Sciences	TBC
One student member	Mr A Hammant

Development of the Faculty of Medicine 2014-15.

Peter Winstanley February 2015

A. Summary.

a) *Medicine has always had its roots in Higher Education and all members of the Russell Group of Universities (other than LSE) include Medical Faculties.*
b) *By its nature Medicine brings HEIs into close partnership working with the NHS, particularly the local University Hospital[1] which usually shares HEI aspirations of academic excellence in research as well as education.*
c) *The scope of Academic Medicine is broad: it overlaps with the life sciences, the social sciences and the medical humanities. Consequently, to be at its best, Medicine must draw upon extensive interactions in Science, Social Science and the Arts: which is why periodic calls to establish medical schools within the National Health Service have never been heeded.*
d) *The University of Warwick has a structure that facilitates such interdisciplinary links, in part through its lack of executive Faculties and the resulting closer relationships between Departments.*
e) *Even so Warwick Faculties play vital roles in facilitation, oversight and governance, and Medicine has never conformed to the standard Warwick model (for historical reasons): the 'Faculty of Medicine' and 'Warwick Medical School' (WMS) have, hitherto, been indistinguishable.*
f) *While this situation was accepted 2007 to 2015 the present paper articulates the need for stronger governance and follows the recent decision to separate the roles of Chair of Faculty and Dean of Medicine. The paper sets out the governance challenges facing Warwick Medicine and how these are best addressed by establishing it as a standard Warwick Faculty.*

B. Warwick Faculties and the roles of their Chairs.

1) Senate paper S.26/10-11 was drafted in the wake of the 'Constitutional Advisory Group' (the 'Harris report') and sets out changes to the role of CoFs (see particularly Annexes A and B). CoFs were to remain non-executive but were to take on greater strategic responsibilities than previously. In particular they were to:
   a) Provide high quality support to departments in the Faculty (to include acting as a first port of call and, in support of the Deputy Vice-Chancellor, some aspects of line management of Heads of Departments);
   b) Coordinate interaction between departments and the Centre, becoming 'the first ports of call' for Heads of Department in raising strategic issues with the VC and DVC'.
   c) Develop key roles in academic recruitment (including acting as chairs of panels for Assistant Professor-level posts).
   d) Act as an advocate for the interests of the Faculty within the University and with external parties;
   e) Promote and lead projects to support the development of high quality curricula and assessment practice (in liaison with the Pro-Vice-Chancellors for T&L);
   f) Promote excellence in research within and between departments in the Faculty (in liaison with the Pro-Vice-Chancellors for Research);

[1] http://www.aukuh.org.uk/

g) Provide a focus for collegial activity within the Faculty;
h) Take on specified responsibilities in the appointment of academic staff;
i) Advise the Faculty on key decisions affecting it and the University including the prioritisation of requests for academic resourcing;
j) Chair meetings of the Board of the Faculty and recommend Chairs of sub-committees;
k) Serve, ex officio, on a range of University committees, notably: Senate, Steering Committee, Research Committee, AQSC, CPARG and ARC.

2) Additional to these *de jure* functions all three Chairs of Faculties have *de facto* roles.
   a) Where there is a functioning Faculty Advisory Board the CoF is the main driver.
   b) The CoF chairs a 'Heads of Departments Forum' (or variants on this nomenclature) to facilitate cross-faculty discussion.
   c) Responsibility for some initiatives rests with HoDs, but the CoFs have facilitated such things as: Gender equity, the 'culture' of departments (as measured by PULSE), Widening Participation and Employability.
   d) The CoF acts as a source of informal advice to members of the academic staff outside their relationship with the Head of Department.
   e) CoFs serve Study Leave Committee.

C. The Faculty of Medicine - history and context.

3) Before 2000 the University of Warwick had three (non-executive) Faculties - Arts, Science and Social Science – within which it grouped its (executive) Departments/Schools and Research Centres.
4) The *Leicester-Warwick Medical School* (LWMS) was launched in 2000 having secured HEFCE funding for a new MBChB course. Warwick's ambitions for Medicine meant that, by 2005, it had informed Leicester of its desire to end the collaboration and, in 2006 after GMC approval, Warwick was given degree-awarding powers (for MBChB).
5) Whereas LWMS could have been established as a part of the Faculty of Science in 2000, in the event the University established a fourth proto-Faculty: Medicine.
   a) One reason may have been the partnership with Leicester (2000 to 2006) and the need to contain the involvement of this HEI.
   b) After 2006/7 there seems to have been no call to set the Faculty of Medicine aside. However its governance remained unusual in that it contained only one School (WMS): thus, until the recent change to Ordinance (7(5)), the role of CoF in Medicine was *ex officio* the 'Dean of WMS'.
   c) This arrangement resulted in a lower degree of academic and administrative oversight for WMS and increased the responsibilities of the Dean/CoF.
6) WMS grew considerably between 2000 and 2010 (the year in which the author joined Warwick). Although 2010 to 2015 has seen little net growth in numbers of staff there has been considerable growth in complexity and the need for a formal mechanism of oversight has become apparent (see section D).
7) In consequence, the roles of Dean and CoF have been separated (by decision of the Senate and change to Ordinance in December 2014). This is a step forward but Medicine remains a one-Department Faculty with the risk of absurd duplications. Thus the roles of the CoF need to be articulated and **the present paper sets out to do this**.
8) It is suggested that this paper be revisited in 12 months' time to permit consideration of the model.

D. The main issues that need to be addressed in Medicine.

9) All the functions listed above under #1 and #2 (where they have been relevant to Medicine) have been undertaken by the Dean of WMS in his role as CoF. The key difference, of course, has been a lack of oversight of the School with resulting weaker governance. In addition there are external roles that are specific to Medicine which would be better performed at Faculty level than within WMS.

Learning & Teaching Governance.

10) In the existing structure (it should be noted that the change in the roles of Dean and CoF have yet to result in organisational change) the 'School' and 'Faculty' are indistinguishable. Thus although the Graduate, and Undergraduate, Studies Committees notionally operate at Faculty level (and reporting to the Board of Faculty as well as BGS and BUGS), they are actually School committees whose Chair, academic and administrative membership is School-based.
11) Furthermore just as the Dean of WMS had both executive and oversight responsibilities, the same remains true of senior Administration in WMS (which supports the Board of Faculty while also having executive roles in education within the School).
12) The potential consequences of this unusually low degree of oversight on teaching quality has been the main driver of the present change, and reports to the Senate[2] recommended that:
    a) Detailed scrutiny is necessary where the approval of new courses is apparently urgent, especially where such courses are complex (as is the case for clinical subjects).
    b) There should be clear differentiation between those proposing a course and those involved in scrutiny/approval.
    c) Clinical governance is not a subject on which University committees have expertise, and any course proposal involving patient care should receive an extra level of scrutiny within Faculty and detailed explanations at University committees.
    d) A new 'implementation approval process' (following University sign off) should be introduced at Faculty level to ensure that new courses are actually ready to run.
    e) While the proposed academic and administrative roles for Quality Assurance in WMS are, appropriately, planned at School level there is a role for Faculty in providing oversight.
13) It would be absurd duplication to establish a second tier of Faculty-level Graduate and Undergraduate Study Committees and so, in the present configuration of a single-school Faculty, the current committee structure must be retained, however:
    a) Academic oversight will be strengthened by the separation of the roles of CoF and Dean of Medicine (the CoF is yet to become an *ex-officio* member of both Committees but this move is in hand);
    b) Administrative oversight will be strengthened by changing senior administrative support of Faculty committees from the existing arrangement to a proposed new level-7 (section F).
    c) Membership of the existing WMS USC and GSC (and their terms of reference) will be addressed and consideration will be given to increasing non-WMS participation where necessary.

[2] Report by David Lamburn SC.49/14-15 (reserved)

Research governance.

14) A recent Internal Audit of the University's compliance with the *Concordat on Research Integrity & Governance* concluded that four key areas require consideration: training & development, the local structure of research ethics committees, the institutional policy framework and clinical research governance & sponsorship. **Of these areas relevant to the Faculty of Medicine the matter of research sponsorship is probably the most pressing**.
15) Research on humans requires ethics approval. Where these participants are NHS patients or staff, this approval is routed through NHS RECs. For non-NHS participants, Universities must establish internal research ethics committees. Although the University may be considering changes to these two Warwick committees: BSREC (WMS and Faculty of Science, excluding Psychology) and HSREC (for the Faculty of Arts and Social Sciences, and the Department of Psychology) it is suggest that there is probably no useful role for the Faculty of Medicine.
16) Change may be needed to the process for review and approval of clinical trials that require University *Sponsorship*[3] and it is suggested that the CoF for Medicine could play a part.
17) The role of Sponsor is a regulatory and legal function under which an organisation assumes responsibility for matters including:
    a) Ensuring that necessary authorisations are in place;
    b) *Good Clinical Practice*[4] and the conduct of clinical trials;
    c) *Pharmacovigilance* (a term referring to the reporting of adverse events in people taking medicines);
    d) Manufacture and labelling of investigational medicinal products;
    e) Oversight of trial data, compliance, trial documentation and contracted facilities.
18) The University's portfolio includes trials that come within the clinical trials regulations (Clinical Trials of Investigational Medicinal Products[5] (CTIMP)) and trials that involve only medical devices, food therapies, or other non-medicinal therapies (non CTIMPS). The University currently entrusts *Sponsorship* to the School-level (WMS) *Oversight Group for Research Sponsorship* (OGReS).
19) Although the University's clinical trials portfolio is relatively small at the moment, the role of Sponsor is significant and discussion with the Director of RIS suggests that improvements could be considered:
    a) **Reporting lines**: OGReS is a School based 'committee'. It is currently chaired by one of the Pro Deans for Research (Professor Barlow) and reports to the WMS Research Committee (which the same Pro Dean may also Chair). OGReS is not a formal university committee and therefore does not report into Research Governance Committee (although the Chair of OGReS is an ex-officio member of Research Governance Committee).
    b) **Portfolio:** most of the trials portfolio is WMS related but some trials may be led from other Schools, suggesting that OGReS should not be at School-level.
    c) **Membership**: Good practice (articulated by the MHRA) requires a large clinical and NHS membership of Sponsorship committees. It is advantageous if there is representation from the NHS R&D of key Trusts (in this case UHCW). Plans are underway to improve this for OGReS but the proposed move of the committee to Faculty may facilitate such changes (see also #24 to 29 below);
    d) **Oversight:** not all the University's CTIMPs run through the WMP *Clinical Trials Unit* and the University ought to be able to provide reasonable oversight for all its CTIMPs. Generally one would expect quarterly reports from the CTU (or the Chief Investigator, where the trial is not CTU-based) reported through the governance structure of the institution.

[3] https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/139565/dh_4122427.pdf
[4] https://www.gov.uk/good-clinical-practice-for-clinical-trials
[5] http://ec.europa.eu/health/human-use/clinical-trials/index_en.htm

20) Taking all of this into account, it might be useful to consider the re-establishment of OGReS as a formal university committee reporting directly into the Research Governance Committee. The 'reach' of the committee could then be all trials, from whichever part of the University, requiring sponsorship.
21) These proposed changes could also be a step towards establishing a joint approach to sponsor review by the local Trusts.
22) It is suggested that the CoF (Medicine) may be the correct officer to chair this revised committee (particularly given the NED role of the CoF in our chief NHS partner).

The NED role at University Hospital.

23) Appointment to NHS Trust Boards is made by the Appointments Commission at national level, (although the recommendations of Trust Board Chair and VC carry much weight when proposing a nominee from the partner University).
24) The responsibilities of NEDs within the Trust are extensive and have been set out elsewhere[6]. It is expected that NEDs will attend nearly all meetings of the Board (monthly) and focused Board 'seminars' (monthly) but additional time demands are:
    a) Membership (ideally chairmanship) of committees that report to the Board (the author is a member of Audit Committee, Quality Governance Committee and Remuneration Committee).
    b) Safety 'walkabouts' (monthly) in which parts of the Trust are visited to conduct spot checks on a range of safety-related issues.
    c) Membership of appointment committees.
25) Furthermore NEDs are required to engage with periodic national assessments (e.g. UHCW will undergo organisational challenge by the Care Quality Commission when it visits in March 2015) and with Board Development activities.
26) The responsibility of this NED role for the University is to act as the main point of dialogue with the Trust in matters relating to education and research.
27) In the past the NED role has been carried by the Dean of WMS but it is suggested here that, for an initial period of 5-years, this ought to be a CoF role:
    a) The time-commitments of the Dean have become too extensive to permit the NED function to be done well. (This same issue has been recognised by other HEIs which have divorced 'Dean' and 'NED' roles).
    b) The very 'cross-campus' nature of Warwick means that, while WMS must retain is central role in partnership, other Schools could benefit from dialogue with the NHS (see the next section).
28) The author is a Fellow of the *Royal College of Physicians* but recognises that future CoFs will often be non-medical. Other Universities have non-medical academics as their recommended NED and there is no reason why this role should be exclusively reserved for doctors. (Indeed it's the author's view that non-medical academics would bring valuable additional skills to the NED role, and strengthen the Board). If an initial period of 5-years is approved then this matter can be revisited.

[6] http://www.ntda.nhs.uk/wp-content/uploads/2013/04/NED-Role-Description-and-competency-framework.pdf

Warwick Healthcare Partnership.

29) The Warwick Healthcare Partnership (WHP) was launched in 2012 as a collaboration between the University, University Hospital Coventry & Warwickshire (UHCW), GE-Healthcare and Coventry City Council[7].
30) Warwick and UHCW shared a joint vision in the 1990s to establish WMS. However, in the 14 years since the foundation of WMS (and faced with many competing pressures), the Board of UHCW may have lost sight of the reasons underlying its ambition to be a University Hospital.
31) In July 2014 the author (as a NED of UHCW) presented a paper to the Board that re-stated the nature of that ambition, which is to:
    a) Offer Specialist Services (often in the setting of tertiary referral and usually based on academic excellence) of the highest international standard with resulting quality, reputational and financial benefits.
    b) Be an active partner in biomedical and translational research that underpins excellent Specialist Services (and thereby to host an NIHR Biomedical Research Unit or, in due course, Centre[8]).
    c) Be an active partner in applied health research that seeks to transform the clinical service based on expertise to be found in Departments additional to WMS (e.g. WBS and WMG).
    d) Be an active partner in Health Education with Departments additional to WMS (e.g. WBS and WMG). (It is suggested here that this proposed change gives Warwick the opportunity to involve NHS Trusts in the *Warwick International Higher Education Academy* (WIHEA)).
32) Further, in the ensuing 14 years, while much has developed well within WMS 'translational research' (the core area for medical school interaction with its teaching hospital) has failed to flourish – this an additional pressing reason for the joint vision to be refreshed. Given the distributed nature of 'health research' at Warwick (i.e. that it is cross-campus) this refreshed vision must extend beyond WMS.
33) The Board of UHCW is enthusiastic about this refreshed Joint Vision and a Joint Strategy Paper is being written to deliver on the shared ambition.
34) In due course the term 'WHP' must be the public manifestation of this refreshed partnership – if it is not, and a different nomenclature is used, confusion will result. However the present structure of the WHP will not serve:
    a) It is key to the refreshed vision that the main partners are University and Hospital.
    b) Commercial engagement must be a key element of WHP but it is suggested that this should be wider than GE-Healthcare alone (a view that is shared by GE-Healthcare).
    c) Partnership with the City Council is important but, like commercial partnerships, this is outside the proposed WHP 'core'.
35) A proposal will be put to SMT during 2015[9] for a change in the structure of the WHP as follows:
    a) A core partnership will be formed between the UHCW and Warwick (to include WMS but extend beyond it to WBS and WMG): the CoF (who has the advantage of carry responsibilities for both University and Trust) will chair meetings of an 'operations group' (membership and ToR yet to be developed). It must be stressed that, for the future, a medical degree is not essential for this role.

[7] http://www2.warwick.ac.uk/newsandevents/pressreleases/warwick_healthcare_partnership/)

[8] See http://www.nihr.ac.uk/about/biomedical-research-centres.htm

[9] The timing of this will be determined by (a) progress in discussions with UHCW and (b) developments in the strategy of WMS as part of the current Planning Round.

b) A wider partnership will be developed around this core, and will include the City Council and GE-Healthcare as well as additional commercial partners (it is suggested that the PVC for Science, Engineering and Medicine should continue to chair these meetings).
c) WHP will work within the framework of the West Midlands *Academic Health Science Network.*

E. Additional matters to be addressed.

Within the Faculty.

36) **Faculty of Medicine Advisory Board**. FAB membership is now such that is acts as a critical friend that understands 'academic excellence' (and its absence). While, in essence, FAB serves only WMS it will remain notionally at 'Faculty-level' planning ahead to expansion of the Faculty beyond one department (e.g. if one of the existing WMS category-C 'Centres' is promoted to category-A[10]).
37) **HoDs Forum (see #8b)**. Clearly there is no need for such a meeting in the present configuration of Medicine but the Dean and his Heads of Divisions may find the following useful:
    a) WMS Senior Management Group meetings have a rolling agenda item in which the Dean/CoF has previously provided updates from University meetings (where the material has been neither confidential nor restricted). This function will now be discharged by regular electronic mailing (with help from Faculty administrative support) to the Dean and his SMG.
    b) Regular 'meet the CoF' sessions (in the form of surgeries) will be available to the same group – attendance being optional – if there are items that merit discussion. Such informal sessions might be usefully scheduled to coincide with key parts of the planning round.
38) **Academic promotions**: the current CoF has retained his seat at VCAG and ASC.
    a) The separation of CoF and Dean roles will facilitate balanced advice to both committees.
    b) The CoF will be available for advice to Dean, Heads of Division and individual academics.

Cross campus interactions*.*

39) **Research.** The GRPs have facilitated inter-disciplinary research collaborations and, of course, collaborations also happen bottom-up. The GRP 'Science & Technology for Health' is chaired by Professor Barlow who has invited the author to join the steering group. (The work of the WHP 'operations group' may well facilitate this GRP).
40) **People & Public Engagement**: restructuring cannot help but impact upon morale and external reputation. The CoF hopes to work with the relevant PVC on this. Similarly although it is important that HoDs lead on Gender Equity there is a useful link-function to the University-level committees (including Athena-SWAN Steering Group) and the CoF will take this on.
41) **Space**: the CoF will seek an invitation from the relevant PVC to join the group planning new laboratory building at Gibbet Hill.
42) **External collaborations –** Over the next 12-months the CoF lead a Faculty 'work-stream' as part of the 'Warwick in California' developments**.** If establishment of medical education (MBChB and health-related courses) and research seems realistic then this role may be prolonged.

[10] See Research Committee paper RC32/11-12

External roles.

43) It will be convenient for the present CoF to remain a Board Member of the WM-Academic Health Science Network, although it may be wise to revisit this position in 12-months.

F. Investment in support of the new Faculty.

44) A 0.4 FTE appointment will be needed at level-7 to support Board of Faculty and its sub-committees, thereby providing the necessary administrative oversight (as described in Section C). A faculty Budget will be needed to permit developments described in Sections D and E.

G. Summary of main proposed changes.

	Recent/Current arrangement	**Immediate change**	**Possible future configuration**
Board of Faculty	The Chair has had an executive role in WMS and secretariat based in WMS	The roles of Dean and CoF have been separated and secretariat will now be based in Teaching Quality	No further change
Undergraduate and Graduate Studies Committees	Chaired by the WMS Pro-Dean (Education) and secretariat report in WMS	Chair of Faculty will be a member ex officio. Secretariat will report to new Level-7 (based in Teaching Quality).	Chaired by the Chair of Faculty and secretariat based in Teaching Quality
OGReS	WMS committee	University Committee (chaired by the Chair of the Faculty of Medicine) reporting to Research Governance Committee.	No further change
Faculty Advisory Board	Chaired by the Chair of Faculty	No change	No change
Non-Executive Director of University Hospital	The Dean of WMS	Chair of Faculty	Role to be revisited after 5-years
Warwick Healthcare Partnership	Main academic partner WMS	Broader University engagement additional to WMS	Periodic reassessment
Heads of Departments Forum	None	None	No further change

UNIVERSITY OF WARWICK

Student Complaints Resolution Pathway and Procedure:
Summary of Implementation to Date and Proposed Refinements

For the meetings of the Boards of the Faculty of Arts, Medicine, Science and Social Sciences to be held on 18, 19, 20 and 21 May 2015 respectively

1. Purpose

This paper is provided to each of the four Faculty Boards to seek members' views on the implementation of the integrated Student Complaints Resolution Pathway, including in particular the associated formal Procedure and information and guidance, since its introduction on 29 September 2014. In the light of the feedback provided by the Faculty Boards and others to be consulted, a more detailed paper inclusive of any proposed refinements to the Pathway and Procedure will be considered at a meeting of the Senate this Summer Term.

Key Questions proposed for consideration and discussion:

(a) Are all students and staff aware of the new integrated, three-stage, Student Complaints Resolution Pathway and formal Procedure and the associated requirements and timescales?
(b) Is the definition of complaint used in the Procedure appropriate? ["*An expression of significant or sustained dissatisfaction where a student seeks a specific action to address the problem.*"]
(c) How aligned are local systems for student feedback and complaints as published online and/or in course information and handbooks and information available on www.warwick.ac.uk/go/studentfeedbackandcomplaints ?
(d) What further steps can be taken to raise awareness of the Student Complaints Resolution Framework and build capability in student complaints resolution?
(e) Is there any additional guidance and information required that would support student complaints resolution at the University?
(f) How clear and understandable is the Student Complaints Resolution Procedure and the associated online information, forms and guidance?
(g) Are there any specific amendments required to the Student Complaints Resolution Pathway and associated formal Procedure? The Board is invited to specifically comment on those areas of proposed amendment as set out at the end of Appendix B.

Together with this paper the following Appendices are provided to inform discussion and feedback:

Appendix A Summary Slides of new Student Complaints Resolution Framework
Appendix B Table of Objectives, Progress Achieved, and Areas for Development Identified
Appendix C Summary Table of Stage 2 and Stage 3 Complaints by Department together with Engagement in Training and Briefings

Should any members be willing and able to provide their views and experiences of the Student Complaints Resolution Pathway prior to the meeting of the Board or, in any event, no later than 21 May 2015, please complete the brief online feedback form available at www.warwick.ac.uk/go/studentfeedbackandcomplaints/student_complaints/pathwayfeedbackform or, if this is not possible, email studentcomplaints@warwick.ac.uk.

2. Background and Context

In recent years, acknowledging the year on year rises in student complaints across the sector and in particular to the Office of the Independent Adjudicator (OIA), significant consideration has been given to the development and deployment of early resolution strategies for student complaints.

Within this context, the University's processes were considered and consultation exercise was undertaken across the University in relation to the University's Feedback and Complaints Resolution Framework. Following benchmarking against other organisations within and out with the sector and growing understanding of different successful models of complaints resolution, the University took the decision to align multiple student complaint processes into a single framework incorporating mediation and a strengthening of front-line resolution.

Following consideration of objectives and initial proposals by the Academic Quality and Standards Committee, the Quality Assurance Working Group and the Steering Committee, detailed proposals for implementation of the Student Complaints Resolution Pathway were considered and approved by the Steering Committee at its meeting on 22 September 2014, including the formal Procedure document, the Stage 2 Complaint Resolution form, and the Stage 3 Complaint Resolution form, and these came into effect from 29 September 2014 across the University. It was also agreed at this time that a review of the new Student Complaints Resolution Pathway and its initial implementation would take place in the late Spring/early Summer terms 2015. We are currently undertaking this light touch review now, bearing in mind that the Pathway was introduced only eight months ago.

This Pathway integrates academic related complaints from students as well as complaints relating to the University's administrative and professional services and those relating to the University's Dignity at Warwick Policy. The Procedure sets out a clear three stage University process for student complaints resolution as follows:

Stage 1: Frontline / Local Resolution
Stage 2: Formal Departmental Resolution
Stage 3: Formal Institutional Review and Final Resolution
Followed by potential external escalation (including to the OIA)

A high level summary of the current Pathway is outlined in the slides attached as Appendix A. Further information together with the details of the Pathway, the formal Procedure document and the Stage 2 and 3 student complaint submission forms are available from the following webpages:

www.warwick.ac.uk/go/studentfeedbackandcomplaints/

As outlined in the previous proposal documents, there were a number of agreed objectives for the Framework, acknowledging that building the infrastructure and capability for complaints resolution would take time and that, while the new Pathway and Procedure would be launched across the institution from September 2015, further development of associated advice, guidance and capability in complaints resolution would be pursued over the following year. The objectives and an initial assessment as to the status of progress together with a high level summary of achievements and identified areas for further development are set out in Appendix B for consideration and review.

Additionally, Appendix C sets out a summary table of the Stage 2 and Stage 3 complaints to date under the new Pathway together with information on those who have attended the one-day and two-day mediation sessions and/or the central briefing sessions on the new Student Complaints Resolution Framework.

It is hoped that this information collectively aids the consideration and review by members of the Board.

3. Request for Feedback

Members of the Board are invited to review the Student Complaints Resolution Pathway and the formal Procedure document and provide views on areas of successful progress and, importantly, priority areas where further development and improvement should be progressed. In particular, proposals as to refinements of the formal Student Complaints Resolution Procedure document are requested.

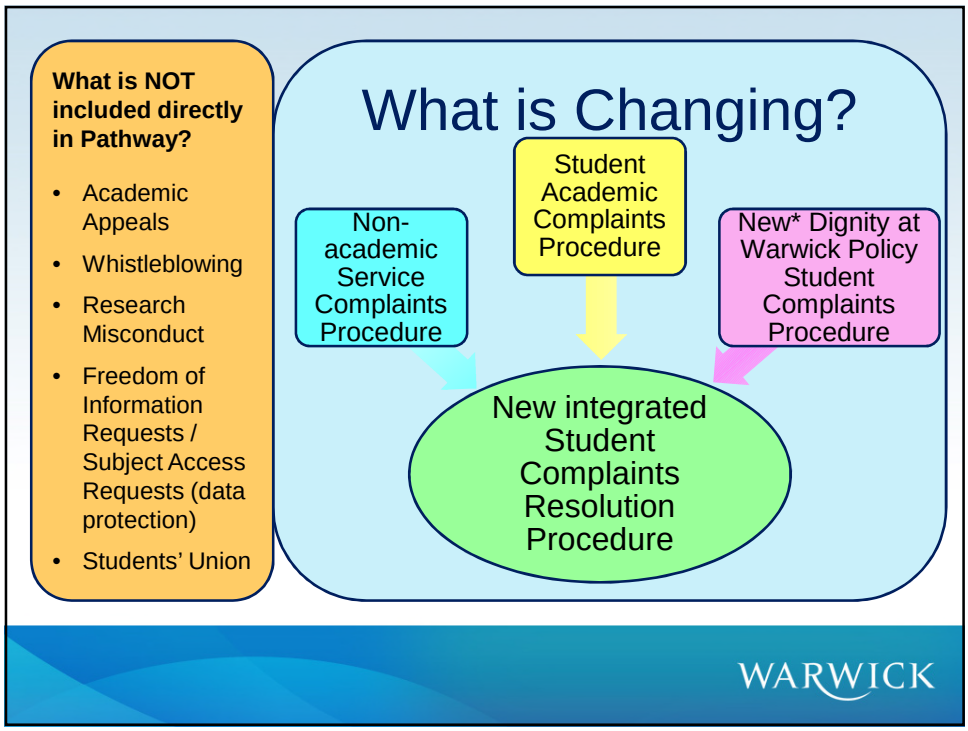
In addition to discussion held at the meeting of the Board, members are encouraged to complete the brief online feedback form available at the following webpage:
www.warwick.ac.uk/go/studentfeedbackandcomplaints/student_complaints/pathwayfeedbackform

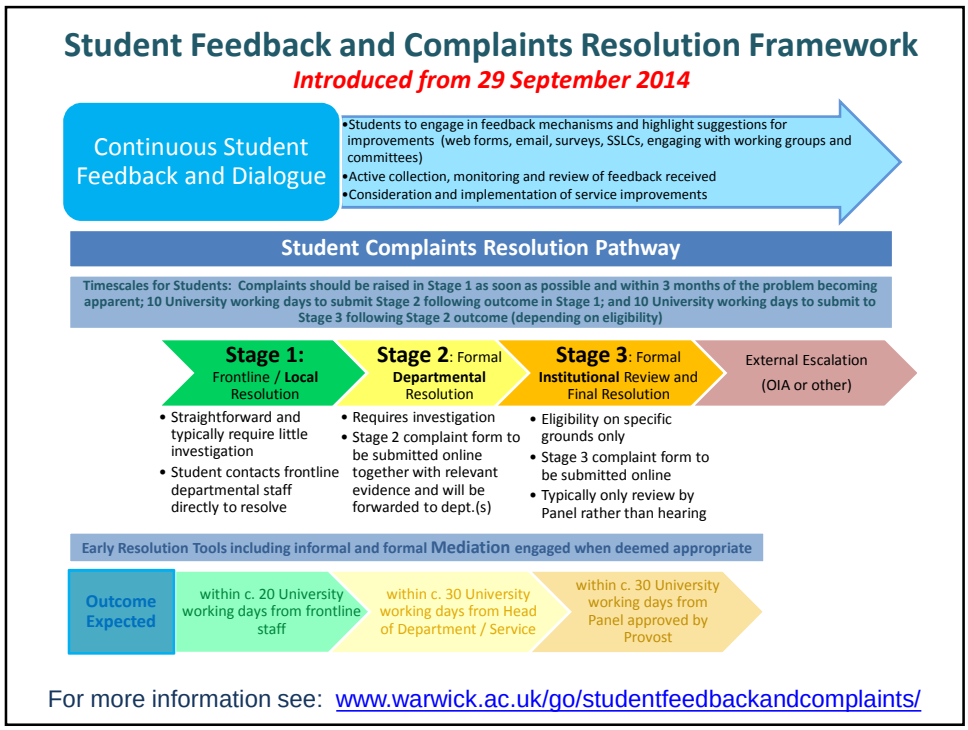
It is important that this feedback is received by the Central Complaints Resolution team no later than 21 May 2015 so that proposals for refinement of the Student Complaints Resolution Pathway and Procedure can be developed taking feedback into account with a view to the Senate being requested to consider and approve any revisions this summer term to take effect from the start of the Autumn Term 2015.

Yvonne Salter Wright
Director of Delivery Assurance

11 May 2015

Appendix A





For more information see: www.warwick.ac.uk/go/studentfeedbackandcomplaints/

Appendix B

Original Objectives of the Revised Student Feedback and Complaints Framework:
Summary Status, Progress Achieved, and Areas Identified for Further Development and Improvement

Members of the Board are requested to consider the below and comment on the initial proposed assessment and progress to date, and, importantly, further priority areas for development and improvement that should be included.

Objective	Status	Progress to Date	Areas Identified for Further Development and Improvement:
1. Increased transparency and accessibility		a) Significantly increased transparency through integrating three previously separate student complaints processes and implementation of a clearer three stage Pathway and Procedure. b) Pathway and Procedure information accessible via University web pages and cross-referenced through other University induction materials and handbooks c) Stage 2 and Stage 3 complaint forms aid students in supplying information necessary to progress and resolve the complaint(s)	a) SSLCs and SU Sabbatical team and others advising students about complaints (Student Support Services, SU Advice Centre, PG Hub, Personal Tutors) to be provided with further briefing information at start of Autumn Term b) Further work needed to align information on feedback and student complaints in local departmental web pages, handbooks and other information c) Need to articulate more clearly dovetailing of Pathway and SSLCs, Appeals and Student Disciplinary processes
2. Make the complaints process more streamlined and efficient		d) Three-stage process includes clear indicative timelines and escalation routes e) Student Complaints Resolution Officer in the Academic Registrar's Office and University Complaints Resolution team to share good practice and remind those involved in complaints resolution of their responsibilities and timescales involved	d) Improved accessibility of Stage 2 and Stage 3 Complaints Forms e) Building further capability for local, front-line complaints resolution
3. Greater clarity of roles and responsibilities for staff and students		f) Procedure sets out responsibilities and expectations of all parties concerned. g) Initial FAQs and information for students and staff published online (though still in development).	f) Further signposting to appropriate support and advice available to staff named or involved in a student complaint (in addition to procedural and good practice advice and guidance for staff) g) Increased clarity in relation to where division of duties between where Stage 1 and Stage 2 responses should lie (particularly if Head of Department responded at Stage 1).

4. Focus on early resolution including development of tools such as mediation; encouraging resolution of complaints at the local level and at the earliest stage possible		h) Over 90 staff members have attended mediation training sessions since Sept 2015 (which included raising awareness about the new Pathway and Procedure) i) Pool of mediators established (2-day mediation training session held) together with associated information and guidance j) New Procedure and associated information and advice encourages local and front-line resolution; student complaints cannot typically be escalated to Stage 2 without showing how resolution was sought at Stage 1.	h) Continue to encourage use of mediation at all stages in complaints resolution. i) Maintaining pool of mediators to be deployed and communicating the independence and impartiality that is expected from all mediators.
5. Support the development of good practice in complaints resolution and effectively capturing and responding to feedback across the University		k) Over 100 staff members attended briefing sessions on new Student Feedback and Complaints Framework, in addition to briefings at all Faculty UG and PG Studies Committees in the Spring Term 2015 l) Central complaints resolution team established and supporting implementation of Pathway and development of advice and guidance for staff and students	j) Build broad capability for implementing good practice in complaints resolution k) Further guidance on undertaking Stage 2 complaints investigations l) Improvements in systems for monitoring and reporting formal complaints m) Systems for responding to and capturing matters raised at stage 1 Local Departmental complaints resolution level and potentially associated logging and monitoring requirements
6. Encourage active feedback loops and dialogue		m) Pockets of good practice developed across the University's academic departments and administrative services for requesting, capturing and responding to student feedback.	n) Further advice and guidance on capturing and addressing student feedback and concerns prior to escalation to a complaint; link with NSS and associated student engagement developments.
7. Develop ability to use any issues identified to improve teaching and learning provision and service performance		n) Termly reports provided to the Quality Assurance Working Group on student complaints (and appeals) o) Quarterly case review meetings held p) Improved data capture, logging and monitoring for formal complaints (Stage 2 and Stage 3)	o) Develop periodic summary reporting to Heads of Departments in relation to formal student complaints and those escalated to the OIA p) Consider data and monitoring that could be integrated within Education dashboards. q) Enhanced reporting to and consideration by the Quality Assurance Working Group; consider in particular Stage 1 reporting and monitoring requirements

8. Ensure appropriate alignment with the OIA Good Practice Framework for handing complaints and academic appeals (published December 2014) and Chapter B9 of the UK Quality Code		q) Pathway and Procedure took into account Chapter B9 principles and provisional consultation document from the OIA. r) Initial mapping undertaken of Student Complaints Resolution Pathway against OIA Good Practice and Chapter B9 of UK Quality Code and shows positive alignment. s) New Student Complaints Resolution Pathway and Procedure, including developments related to mediation, have been viewed positively by other institutions and the OIA.	r) Assess alignment with Competition and Markets Authority requirements on HEIs and associated complaints processes s) Ensure any refinements align with OIA and QAA Code. Those refinements to be made to the procedure already identified include: (i) Clarity that academic judgement cannot be the basis on which a complaint is made; alignment with terminology used in the Appeals process (ii) Explicitly highlighting appropriate links with Student Disciplinary Regulations (iii) Clearer statement of expected courtesy on behalf of all parties involved in the complaint and reference to what will happen should any party's behaviour be unacceptable. (iv) Further clarify those individuals involved in Stage 3 complaints resolution and how they are appointed. (v) Additional references to need to highlight to staff members involved in a complaint where support can be obtained. (vi) Potentially, consider definition of 'complaint' in relation to OIA and QAA, acknowledging that many other systems deal with bullying and harassment complaints through separate processes. (vii) Potentially, indicative timescales for responding to complaints at each stage but ALSO the time students have to escalate t) Track escalation of complaints to the OIA and relevant outcomes, noting that from September 2015 the OIA will be using the OIA Good Practice Guide when making determination on the outcomes of complaints.

Student Complaints Resolution Pathway: Student Complaints Resolution Stage 2 and 3 Complaints and Attendance at Related Training and Briefing Sessions

Please note that in addition to the specific one and two day mediation training sessions held and the student complaints resolution briefing sessions, a number of colleagues engaged in shorter briefing and discussion sessions at all meetings of the Faculty UG and PG Studies Committees and a small number of departmental briefing sessions have been held. The data presented below is provisional and is for the period from 29 September 2014 through to 11 May 2015

Department	Stage 2 Complaints	Stage 3 Complaints	No. of Staff attended mediation session	No. of staff attended briefing session
Faculty of Arts				
Academic Departments				
Classics and Ancient History (Department of)				1
English and Comparative Literary Studies (Department of)				
Film & Television Studies (Department of)			1	1
History (Department of)	1		2	2
History of Art (Department of)			1	1
Modern Languages and Cultures (School of)			2	3
Theatre, Performance & Cultural Policy Studies (School of)			1	1
University Research Centres [I] and Other Academic Entities				
Humanities Research Centre				
Study of the Renaissance (Centre for) [I]			1	
Cultural Policy Studies (Centre for) [2]				
Global History and Culture (Centre for) [2]				
History of Medicine (Centre for) [2]				
Yesu Persaud centre for Caribbean Studies [2]				
Eighteenth Century Centre [3]				
European History Centre (EHRC) [3]				
Faculty of Medicine				
Warwick Medical School	4		9	10
University Research Centres [I] and Other Academic Entities				
Royal College of Nursing Research Institute (RCNRI) [2]				
Faculty of Science				
Academic Departments				
Chemistry (Department of)			1	
Computer Science (Department of)	1		1	
Engineering (School of)	4		3	1
Life Sciences (School of)	1		3	1
Warwick Manufacturing Group	1		3	1
Mathematics (Department of)			1	
Physics (Department of)			2	2
Psychology (Department of)			2	3
Statistics (Department of)			1	2
University Research Centres [I] and Other Academic Entities				
Warwick Systems Biology Research Centre [I]			1	
Scientific Computing (Centre for) [I]				
Integrative Synthetic Biology (Warwick centre for) (WISB) [2]				
Industrial Biotechnology and Biorefining (Warwick Centre for) [2]				
Warwick Environmental Systems Interdisciplinary Centre (WESIC) [2]				
Warwick Infectious Disease Epidemiology Research (WIDER) Centre [2]				
Analytical Science (Warwick centre for) (W-CAS) [3]				
Cognitive and Neural Systems (Centre for) (CCNS) [3]				
Complexity Science (Centre for) (incl DTC) [3]	1			
Digital Healthcare (Institute of) [3]				
Discrete Mathematics and its Applications (Centre for) (DIMAP) [3]				
Fluid Dynamics Research Centre [3]				
Fusion Space and Astrophysics (Centre for) (CFSA) [3]				

Student Complaints Resolution Pathway: Student Complaints Resolution Stage 2 and 3 Complaints and Attendance at Related Training and Briefing Sessions

Department	Stage 2 Complaints	Stage 3 Complaints	No. of Staff attended mediation session	No. of staff attended briefing session
Industrial Ultrasonics (Centre for) [3]				
Magnetic Resonance (Centre for) [3]				
Mathematics Research Centre (MRC) [3]				
Molecular Organisation and Assembly in cells (MOAC) Doctoral Training Centre [3]	1			
Research in Statistical Methodology (Centre for) (CRiSM) [3]				
Warwick Crop Centre [3]				
Warwick Data Science Institute (WDSI) [3]				
Faculty of Social Sciences				
Academic Departments				
Warwick Business School	3		14	18
Economics (Department of)				3
Centre for Education Studies	1	1	2	1
Law (School of)			2	3
Philosophy (Department of)				1
Politics and International Studies (Department of)			2	2
Sociology (Department of)	2		1	2
University Research Centres [I] and Other Academic Entities				
Applied Linguistics (Centre for)			5	1
Education and Industry (Centre for) [I]				
Educational Development, Appraisal and Research (Centre for) [I]				
Employment Research (Institute for) [I]			2	2
Interdisciplinary Methodologies (Centre for) [1]			1	
Professional Education (Centre for)			3	1
Comparative Labour Studies (Centre for) [2]				
Connecting Research on Employment and Work (Centre for) (CREW) [2]				
Consciousness and Self-Consciousness Research Centre [2]				
Criminal Justice (Centre for) [2]				
Human Rights in Practice (Centre for) (CHRP) [2]				
Industrial Relations Research Centre [2]				
Legal Research Institute [2]				
Operational Policing Research (Centre for) (COPR) [2]				
Research in Philosophy, Literature and the Arts (Centre for) [2]				
Rights, Equality and Diversity (Centre for) [2]				
Science of Cities (Warwick Institute for) [2]				
Study of Safety and Well-Being (Centre for) (SWELL) [2]				
Study of Women and Gender (Centre for) (CSWG) [2]				
Competitive Advantage in the Global Economy (Centre for) [3]				
Economic Research Institute [3]				
Ethics, Law and Public Affairs (Centre for) [3]				
Innovation, Knowledge and Organisational Networks Research Unit (IKON) [3]				
Law, Regulation and Governance of the Global Economy (Centre for) [3]				
Research in Economic Theory and Applications (Centre for) (CRETA) [3]				
Social Theory Centre [3]				
Studies in Democratisation (Centre for) (CSD) [3]				
Study of Globalisation and Regionalisation (Centre for) (CSGR) [3]				
Cross-Faculty Departments				
Institute of Advanced Study				
Institute for Advanced Teaching and Learning				
Centre for Lifelong Learning	1		3	3

Student Complaints Resolution Pathway: Student Complaints Resolution Stage 2 and 3 Complaints and Attendance at Related Training and Briefing Sessions

Department	Stage 2 Complaints	Stage 3 Complaints	No. of Staff attended mediation session	No. of staff attended briefing session
Administrative and Professional Service Departments (not a comprehensive list; only summary level listed)				
Campus and Commercial Services				
Warwick Accommodation	4		3	2
Physical Education and Sport				1
ITS				
Academic Registrar's Office			6	8
Student Finance	1	1		
Deputy Registrar's Office			3	5
Student Support Services	2			
Vice-Chancellor, PVC and Registrar's Offices			4	15
Finance Office			1	
Library				
Development and External Affairs				
Estates				
Human Resources			1	2
Totals:	**28**	**2**	**88**	**99**

UNIVERSITY OF WARWICK

Student Discipline Framework Review Consultation

For the meetings of the Boards of Arts, Medicine, Science and Social Sciences to be held on 18, 19, 20 and 21 May 2015 respectively

This paper is provided to each of the four Faculty Boards to highlight the ongoing review being undertaken of the Student Discipline Framework, in particular the underpinning regulatory framework, and to seek initial views which will be taken into account when bringing forward future proposals. The three key proposals outlined here are:

(a) *Retention of University's Zero Tolerance Illegal Substances ('Drugs') Policy and Re-articulation through Related Regulations and Protocols (including a warning system for Class B and C illegal substance possession and use)*
(b) *Providing greater alignment and enhancing parity and proportionality through regulatory reform*
(c) *Publishing a Statement of Expected Behaviour*

Changes to take effect from the 2015/2016 academic year are being sought to the University's regulatory framework which would provide greater consistency, parity and resilience while also resolving a number of matters that have been identified through further coordination between the relevant administrative and professional services and in consultation with the Students' Union.

1. Context

***Embed our values to ensure they support an inclusive and dynamic culture that creates the conditions for our students and staff to succeed.* Goal 4, Objective 1 of the University Strategy**

The University's Student Discipline Framework should be seen in the wider context of the safe, positive and productive learning and living campus environment we wish to maintain. It is important to set out agreed expectations as well as have transparent and clear ways of addressing behavior that does not meet those expectations, particularly when it does or has the potential to cause distress and harm to other members of the community.

In 2013 there was a substantial refresh of Regulation 23 on student disciplinary offences. Consultation across key internal stakeholders was continued throughout its implementation with a view to enhancing associated information, advice and operational protocols for staff and students.

Disciplinary consequences for students are spread across a number of Regulations, most notably Regulation 23: Student Disciplinary Offences, Regulation 27: Residential Accommodation Regulations, and Regulation 36: Student Registration, Attendance and Progress. Additionally, the related support and advice infrastructure for students forms a critical role as does the University's engagement with external agencies such as the emergency services and providers of medical and clinical care.

The University must retain its ability to deal with matters swiftly, effectively and proportionately within the growing complexity and frequency of serious incidents and activity leading to potential disciplinary action while ensuring the wellbeing of the University community.

2. Initial Aims of Regulatory Review as Part of the Student Discipline Framework Review

Within the overarching review of the Student Discipline Framework, it has been determined that the priority for consideration is ensuring that the regulatory framework is refreshed in time for the start of the 2015/2016 academic year.

The initial aims of the regulatory review are as follows:

(a) Achieving greater parity across the University's student discipline framework (including matters that fall currently within Regulations 23 on student disciplinary offences, 27 on residential accommodation and 36 Student Registration, Attendance and Progress section 4c concern over behaviour), ensuring good practice is consistently embedded in all relevant areas as appropriate
(b) Enhancing clarity for students of consequences for contravening/breaching University regulations and the policies/protocols that will be followed
(c) Clarifying structure and primary purposes of associated relevant documentation and written communications
(d) Enhancing effectiveness and resilience of student disciplinary and disciplinary appeals processes, taking into account the importance of the wellbeing of all parties involved
(e) Taking into account concerns previously identified by stakeholders wherever possible
(f) Increasing clarity and transparency of roles and accountabilities of University Staff and members of the Residential Life Team, as well as relevant external service providers and associated mechanisms for coordination

3. Key proposals

Retention of University's Zero Tolerance Illegal Substances ('Drugs') Policy and Re-articulation through Related Regulations and Protocols

While it is proposed to retain the University's existing 'zero tolerance' position to illegal substances, it is also proposed to revise how this policy is articulated and put into practice within the regulatory landscape in order to have greater parity and proportionality of disciplinary sanctions across all regulations and parts of University activity.

The Students' Union have raised concern about the perceived disparity in treatment of students found in possession of/using illegal substances in on-campus residences versus elsewhere on campus (or who do not live in campus residences) and have argued that the sanction taken of four weeks' notice being provided to students in residences for a first offence is disproportionate. Significant consideration has been given to the University's policy and protocols related to illegal substances and a benchmarking exercise with other UK universities was undertaken. While being mindful of the requirements placed on the University as a Landlord within its halls of residence to ensure as far as possible that such illegal activity is not being undertaken in its residences, refinements are being now proposed.

A formal warning system is proposed whereby the sanction for first personal use and/or possession of Class B and C illegal substances (including cannabis) anywhere on the University's premises, including within its residential accommodation, would be a significant fine (circa £500) and formal reprimand being issued together with advice about the support available and serious consequences of continued use – in terms of both personal wellbeing as well as potential further disciplinary penalties. A second offence of possession or personal use of illegal substances would lead to referral to the Registrar under section 8 on major disciplinary offences of Regulation 23. 4 weeks' notice for removal from campus residences will be expressly added to the types of sanctions that a Discipline Committee under Regulation 23 can and should typically assign for a second offence, acknowledging the University's legal responsibilities under the Misuse of Drugs Act. The Police would be involved in any allegations of intent to supply and/or Class A illegal substance use or possession and such incidents would be referred to the Registrar for consideration under the major discipline procedure of Regulation 23. This approach is in line with that agreed through significant liaison with local forces through Security Services. Capability and expertise has been developed at Warwick and all security staff have now been trained in the enhanced protocol for undertaking in undertaking on-site substance analysis and a robust search protocol has been established with appropriate safeguards such as the need to have approval from the duty manager to undertake any such search as well as contemporaneous notes being made during any search undertaken.

Providing greater alignment and enhancing parity and proportionality through regulatory reform

A range of regulatory amendments are required to achieve the above stated aims, particularly if the University should adopt the approach to illegal substances set out above.

Regulation 27: Residential Accommodation

It is proposed for the scope of Regulation 27 to be narrowed to include that which is relevant solely to 'on-campus' residential accommodation, mindful the responsibilities associated with 24/7 community living and to enhance the clarity and protocols to be used by the residential life team members in the management of minor offences within on campus residential accommodation. Acknowledging their voluntary status when acting in this capacity, the important pastoral/supportive role of the residential life team will be retained, including the ability to deal with minor disciplinary offences to maintain a healthy and safe residential environment. A clear escalation route will be introduced for serious offences to major discipline under Regulation 23. Clarification of treatment of incidents involving more than one student/student groups will also be incorporated here as well as within Regulation 23: Major Disciplinary Offences.

Regulation 23: Student Discipline Offences

All major incidents will continue to be investigated under the University's existing robust procedures within Regulation 23. Allegation of dealing illegal substances remains a serious offence with automatic escalation to Police and consideration under section 8 on Major Disciplinary offences. The first warning system for illegal substance use or possession as proposed above will be incorporated within this Regulation as well as within Regulation 27. Additionally, clarification will be provided as to the existing ability of Heads of Departments/Schools to be able to deal with minor health and safety matters within their department. The periods for submitting appeals against disciplinary sanctions will also be aligned and made proportionate with the scale of the offence and associated potential penalties.

Regulation 36: Student Registration, Attendance and Progress

The University is seeing increasing numbers of students suffering from mental health issues that significantly impact the wider residential community in which they live. Student Support Services and the Residential Life Team, in conjunction with the Student Union Advice Centre, provide extensive support for such students, however, balancing the welfare requirements of individuals suffering from such conditions and those of others living closely with them is extremely challenging.

Although current regulations provide a route for escalation of such situations (Regulation 36 section 36.4c: concern over behavior), greater clarity and enhanced protocols are necessary in this regard. Where 'behavioural problems' have been seen as medically-based taking a disciplinary-based process is not seen as an appropriate route given the associated health and support needs of the student.

The changes suggested focus on assessing the student's fitness to attend University as distinct from the ability to succeed academically on their course. For example, students' suffering from conditions that manifest in self-harm can be highly functional academically. It is proposed to articulate and express far more clearly the consequences of continuing behavior that is causing not only harm to the student themselves but also significantly impacting the wellbeing of others as well as ensuring that access to relevant support is provided.

The proposed change offers two clear benefits:

- Enables the University to address its responsibilities to the wider community by fulfilling the reasonable expectation of students to live in a harmonious and safe environment.
- Defines a clearer end point to the expectations on support staff and residential life team members in supporting individuals in very challenging and complex circumstances. This is important, because University based support is, by definition, limited to what an education

and learning institution can reasonably provide, as opposed to the more extensive and dedicated, specialist clinical mental health support that needs to be accessed through external agencies.

Further work to develop this aspect is being undertaken, acknowledging it is a challenge that is being grappled with across the UK HE sector.

It is proposed to introduce a new clause in Regulation 36: 'Concern over behaviour as a consequence of ill-health' with an associated Protocol for supporting students. The protocol introduces clearer monitoring, develops a documented student care plan, outlines the consequences of no-change and documents timescales for agreed improvements. There are three stages, with the final option recommendation to the Registrar for temporary withdrawal. The proposal is for a clear, simplified, staged process that highlights the support that can be made available by the University and requires full commitment and engagement by the student. Where there is no successful resolution during stages 1 or 2, the process inevitably leads to stage 3 where a Continuation of Registration Committee would have to challenge why in the particular circumstances, required temporary (or permanent) withdrawal by the student was not the most appropriate outcome. Where appropriate and in the most serious cases, progression directly to stage 3 might also be exceptionally warranted. Such decisions would never be taken lightly and would be looking at the situation as a whole, importantly considering consequences for the local community as well as for the individual.

Publishing a Statement of Expected Behaviour

It is proposed that the University expresses the positive expectations relating to student behavior, aligned with the University Strategy, within one summary statement that can be referred to through a number of communication channels.
Development of a statement on expected behaviours by students at Warwick would bring Warwick more into line with other institutions - currently 80% of Russell Group Universities have such statements or codes of conduct.
It is suggested that such a statement could cover the following areas:

- Key elements of Dignity at Warwick and cross referral to this policy
- Expectations to engage appropriately in a positive learning environment, linking to the University's values in particular Community and Global Perspective.
- Warwick's illegal substance policy
- Expectations around independent living within residential accommodation and as part of a campus community (referring to information within the Residential Handbooks)
- Jurisdiction beyond campus and in social settings, particularly those where students are on University related activities or visibly appear to be representing the University of Warwick
- Taking responsibility for your own actions/decisions, particularly in relation to drunkenness or substance abuse.
- Consequences of misconduct: potential loss of accommodation; impact on career options; potential expulsion in most serious cases; linking to relevant student disciplinary processes.

Cross references to such a statement could be made as introductions to both Regulation 23 and 27, reinforcing relevant key messages, particularly those already articulated in the University's Dignity at Warwick Policy.

4. Request for Views and Feedback

Members are invited to comment on the above proposals, particularly identifying any key associated risks, with a view to detailed proposals being brought forward to the Senate in the summer term. Further comments outside of the meeting can be made by contacting the Director of Delivery Assurance or by emailing studentdiscipline@warwick.ac.uk

Yvonne Salter Wright
Director of Delivery Assurance
13 May 2015

University of Warwick

Initial Report from the Mitigating Circumstances Working Group for the May 2015 Meetings of the Undergraduate and Graduate Studies Committees of the Faculties of Arts, Medicine, Science and Social Sciences

Context

AQSC requested the establishment of a working group to look into mitigating circumstances at the University. The impetus to set up a working group was provided by two key drivers: an appeal from the Medical Centre reporting increasing pressure on staff to issue medical notes (especially during the summer exam period); and reports from departments and central services that the number of cases of mitigating circumstances had substantially increased (partly due to a steady rise of cases featuring mental health issues), resulting in substantially more time being spent considering them.

A small review group was formed, and Dr Catherine Constable was invited to chair the group by the Chair of AQSC. Representatives were invited from departments across the four faculties, representatives from the Students Union and the Students Union Advice Centre, the Medical Centre, as well as the chairs of BUGS and BGS.

Surveys

In order to further substantiate the issues raised above, two surveys were sent out to departments and central services to gather information on current practice (survey A) and to find out whether people felt there was a need for further guidance or policy on mitigating circumstances (survey B). All faculties were represented in the responses to survey A, providing a clear picture of working practices across the University. There were 118 responses to Survey B and more than 40 volunteers for the proposed working group.

An analysis of the information provided in the responses to both surveys showed:

a) An overall sense that the system was not broken but was overloaded.
b) The importance of the local handling of mitigating circumstances because of the in-depth knowledge of students and their situations. 74% of respondents rejected the proposal of a central process for mitigating circumstances.
c) 75% of respondents supported a clearer definition of mitigating circumstances (roughly equal numbers requesting policy, guidance or both).
d) Substantial numbers of requests for more guidance to departments in the handling of mitigating circumstances, particularly: definitions of appropriate and acceptable evidence and clarification of the impact/scope of accepted mitigating circumstances such as the right to resit or (in the case of UG finalists) academic classification.
e) It was clear that the perceived absence of clear guidelines was leading departments to develop their own mitigating circumstances procedures and processes, including proformas for submitting evidence, and, more contentiously, definitions of 'acceptable' evidence. Different departments had created 3 or 4 point scales for evaluating the scale of the mitigating circumstances: e.g. slight/moderate/severe.

Actions Arising

Given the range of practices beginning to emerge across the University and the urgent request for further information across departments, central services and support staff, the working group is seeking to provide a clear definition of mitigating circumstances and guidance as to their implementation, which would inform departmental and central practices in the next academic year.

At the first meeting of the working group, members agreed to produce proposals for consideration delineating the following:

a) A clear definition of what was (and what was not) a mitigating circumstance.

b) An indication of the supporting evidence would be acceptable in different cases.
c) An indication of the compensation that the mitigating circumstances might merit. (points b) and c) are to guide but not stifle the discretion of the pre-board/exam board).
d) A template application form for mitigating circumstances.
e) A recommended scale for the assessment of mitigating circumstances.
f) A description of the relationship between the mitigating circumstances pre-board and the Board of Examiners. This will build on current guidance given in the University's exam conventions.

These proposals will be considered at two further meetings of the working group in May 2015, and an overarching paper will be drafted by the working group for consideration by the 2 June 2015 meetings of the Board of Graduate Studies and the Board of Undergraduate Studies.

Dr Catherine Constable, Chair of the Working Group
Ruth Cooper, Secretary to the Working Group

1 May 2015

UNIVERSITY OF WARWICK

Warwick's Response to the Changes to the Disabled Student Allowances

For the meeting of Academic Quality and Standards Committee to be held on 14 May 2015

The Ministerial statement in April 2014 and the recent guidance released by SFE in April 2015 have now confirmed the imminent changes to the Disabled Student Allowances (DSAs) that will have a substantial impact on disabled students and the University as a whole.

Some of the changes will take effect from September 2015 with the rest being implemented from September 2016. This will very likely impact on the student experience, student expectations of the University as well as admissions, retention, attainment and subsequently employability. The changes will signify a shift in ethos from DSA based provision to institutionally based provision. It will require a positive response from the University in terms of resources to support those disabled students no longer able to access the DSA, as well as necessitate institutional changes to ensure that policies, practices, procedures and curriculum delivery become more inclusive. The timescale for the implementation of these changes is challenging especially since our institutional response will need to include policy changes and staff training.

2015/16 Changes announced to date

- Delays in students accessing DSA, reduced eligibility based on medical evidence, increased queries with additional demands on resources and staff time.
- £200 student contribution required towards any recommended IT equipment and an expectation that HEIs will address this new requirement to mitigate disadvantage.
- DSA will only fund anything that goes beyond the reasonable adjustments HEIs are required to provide with a clear re-balancing of responsibilities.
- Independent needs assessors will also include in their reports recommendations about the reasonable adjustments HEIs should be providing that fall outside the remit of DSAs.
- The administration charges of hourly paid workers providing enabling support and how those are calculated will have to be formally justified and invoiced for separately, which will impact on staff time and resources.
- The funding for specialist Non-Medical Helper support bands (mentoring-specialist study skills) are expected to decrease over the course of the student's study, therefore HEIs will be expected to resource any additional support required.
- Additional costs will have to be absorbed by HEIs for the typing up of any handwritten notes taken by support workers as DSA funding for typing up can only be provided if specifically justified, only for an extra 30min per hour of handwritten notes and at a lower rate of pay.

2016/17 Changes announced to date

- In addition to the 15/16 changes, more significant rebalancing of responsibilities will take place in 2016/17.
- HEIs will be expected to provide and fund human support that had previously been covered through DSA including note taking, library assistance, mobility assistance and exam support. This will impact on the university as a whole but will particularly stretch the DS resources.
- Other IT equipment such as printers and scanners will not routinely be funded under DSA and HEIs are expected to provide readily accessible alternative facilities.
- Consumable allowances such as printing and photocopying credits will no longer be funded via DSA and HEIs will be expected to put in place alternative arrangements.
- No DSA funding from 2016/17 will be awarded for en-suite accommodation costs and there will be an expectation that HEIs will put measures in place to ensure disabled

students will not incur any additional costs for this type of accommodation when warranted by specific disabilities.
- HEIs are expected to develop and promote a comprehensive inclusive teaching and learning strategy to negate the need for additional DSA contributions.
- HEIs are being asked to also improve the appeals process for students who have requested an adjustment which has been rejected and to minimise any delay for disabled students seeking adjustments.
- It is likely that the cuts announced in funding for equipment and support may put off some disabled students from applying for university.

The University will continue to have the legal responsibility under the Equality Act to ensure disabled students are not disadvantaged and to make reasonable adjustments. However, the funding attached to individual disabled students will reduce considerably and all the above changes will have significant resource implications.

DSA Working Group

In initial response to the DSA changes announcement, a series of presentations and papers were prepared by Disability Services to raise awareness of the impending changes. Those were presented to senior managements, Steering Committee, Equality and Diversity Committee and Network and the Disability Interest Group. Preliminary meetings took place with several stakeholders such as IT services, Accommodation and E&D HR team.

Subsequently, the University has formed a DSA Working Group, chaired by Pro VC Professor Pam Thomas. The group includes representatives from all Faculty Boards, Accommodation, Student Finance, ITS, Student Experience Managers, Equality and Diversity Advisers, Senior Tutor, Student Union, Teaching Quality, Mental Health and Disability Services teams. The purpose of the group is to assess the impact of the DSA changes on students and the institution as a whole and to formulate an action plan.

The group has met once already in March 2015 and has initially identified the following four priority objectives:

OBJECTIVE 1 – By September 2016

To support the Institution in developing and promoting an inclusive teaching and learning strategy to minimise the need for individual DSA based support arrangements as a result of the announced rebalancing of responsibilities. To raise awareness of and support the embedding of inclusive teaching and learning issues into strategic decision making committees.

OBJECTIVE 2 – By September 2015

To explore resources in response to the new requirement of £200 contribution from students towards any recommended IT equipment under DSA.

OBJECTIVE 3 – By September 2016 (with a possible pilot in 2015/16)

To identify measures to address the lack of DSA funding for en-suite accommodation costs from 2016/17.

OBJECTIVE 4 – By September 2016

To invest in existing and explore new IT Services systems to support the inclusive teaching and learning agenda in response to the cuts in DSA funding.

The first Working Group meeting resulted in positive actions and some progress has already been made against the priority objectives. The Working Group will continue to meet on a monthly basis over the next few months. The Working Group will be seeking senior management support to resource any new initiatives, actions, staff training and the further development of an inclusive teaching and learning strategy.

Challenge and Opportunity

The funding changes will inevitably pose a challenge to the university in continuing to meet the needs of disabled students and its legal obligations. At the same time, these changes provide us with an exciting opportunity to develop an innovative inclusive teaching & learning

strategy, to celebrate existing good practice and to promote creative thinking that will contribute towards a positive learning experience for not only students with disabilities but the entire student cohort as a whole. We believe that even throughout these challenging times Warwick can and should maintain its reputation of being at the forefront of any new development and a leader in its field.

References

http://www.practitioners.slc.co.uk/media/893396/1516_policy_changes_-_fact_sheet.pdf

http://www.practitioners.slc.co.uk/policy-information/guidance-chapters.aspx

http://www.practitioners.slc.co.uk/products/disabled-students'-allowances/dsas-updates-for-practitioners.aspx

http://www.practitioners.slc.co.uk/about-us/practitioners-news/bis-1516-dsa-draft-guidance.aspx

http://www.practitioners.slc.co.uk/media/847636/guidance_document_-_second_draft_for_publication_16.10.2014.doc

https://www.gov.uk/government/speeches/higher-education-student-support-changes-to-disabled-students-allowances-dsa

Kathryn Fisher and Despina Weber
Disability Coordinators, Disability Services

28/4/15

UNIVERSITY OF WARWICK

For the meeting of the Academic Quality and Standards Committee on 14 May 2015

Departmental response rate results for the National Student Survey 2015

The University of Warwick's overall response rate is 78.91%. This just misses the target of 80% but is an improvement on the 77.41% response rate achieved in 2014.

At the departmental level, 17 departments secured response rates over 80% and eight departments secured response rates between 70% and 80%. All but eight departments improved their response rates from last year. Despite much improvement at the departmental level, the institutional rate hasn't changed quite as much due to large departmental cohorts featuring down the bottom of the response rate rankings.

The last column in the table below shows the change in response rate from 2014 to 2015. Blue indicates strong increase whilst red denotes significant decrease. The Committee are reminded of the effect of small cohort sizes for some departments (the five smallest eligible cohorts are in bold).

Department	Eligible students 2015	Responses 2015	Response Rate final 2015 (%)	Response Rate final 2014 (%)	Department RANK	change 2014 to 2015 (%)
Politics	98	91	92.86	86.81	1st	6.04
Italian	**22**	20	90.91	88.89	2nd	2.02
CES	50	45	90.00	-	3rd	N/A
Psychology	80	71	88.75	86.82	4th	1.93
CAS (Hist)	**26**	23	88.46	78.13	5th	10.34
Law	205	179	87.32	65.24	6th	22.08
German	53	46	86.79	85.07	7th	1.72
Film & TV	**44**	38	86.36	82.00	8th	4.36
Chemistry	90	77	85.56	85.83	9th	-0.27
Classics	47	40	85.11	66.67	10th	18.44
Physics	162	137	84.57	80.89	11th	3.68
History of Art	**44**	37	84.09	76.47	12th	7.62
Economics	409	342	83.62	82.69	13th	0.93
Life Sciences	166	135	81.33	77.95	14th	3.38
Maths	192	156	81.25	77.50	15th	3.75
Sociology	61	49	80.33	77.94	16th	2.39
French	81	65	80.25	78.95	17th	1.30
History	148	117	79.05	83.13	18th	-4.08
Theatre	**28**	22	78.57	97.30	19th	-18.73
Philosophy	66	50	75.76	71.62	20th	4.14
English	136	102	75.00	66.27	21st	8.73
Comp. Sci.	123	92	74.80	84.54	22nd	-9.74
Statistics	127	93	73.23	79.05	23rd	-5.82
Engineering	329	236	71.73	76.92	24th	-5.19
WMS	165	118	71.52	75.15	25th	-3.64
WBS	404	280	69.31	68.84	26th	0.46
CLL	58	33	56.90	78.75	27th	-21.85

UNIVERSITY OF WARWICK

Proposal Form for New or Revised Modules (MA1 - version 7 – April 2014)

Approval information	
Approval Type	☐ New module ☒ Revised module ☐ Discontinue module
Date of Introduction/Change	2015/16, autumn term
If new, does this module replace another? If so, enter module code and title:	IL011- Thinking with Data in the Humanities and Social Sciences
If revised/discontinued, please outline the rationale for the changes:	With Simon Musgrave (Monash) I've been developing an outline for a collaborative module developing from IL011, which IATL advised me would require formal approval. The module takes a more focused approach than IL011, and draws on expertise at both Warwick and Monash (where it will be taught as MON3005. I'm visiting Monash in February thanks to some Alliance Seed Funding, at which point the module details will be finalised, but the outline below has been discussed between myself and Simon. Note that this will be a collaborative, rather than co-taught module. Simon and I feel that the nature of the course content, with skills training feeding into group projects which make up a substantial part of the assessed work, along with the non-alignment of teaching periods across the two institutions, means that co-teaching is not feasible. Delivery for Monash students has to commence before Warwick students start their academic year, with co-teaching possible only in the overlap period. Therefore, some of the sessions will be co-taught and many of the rest will be available as video-streams or student-written summaries; this is a far more sustainable model given the relative term dates at Warwick and Monash as well as having the pedagogic advantage that students will be active constructors and sharers of skills and knowledge. Monash sessions from the first part of semester will be recorded and will be available to Warwick students also. These materials will also encourage and form the basis for asynchronous discussion within and across the two student cohorts. Given that this is a digital humanities module, we aim to take a wider view of co-teaching than simply using the international portal and video-streaming. Digitally enabled collaboration is a key element in digital humanities work and we want to foster such co-operation (even though joint projects are not feasible due to the mismatch of

Approval information	
	teaching periods).
Confirmation that affected departments have been consulted:	History have been consulted. Other Departments were as part of the development of IL011.

Module Summary	
1. Module Code (if known)	tba
2. Module Title	Digital Humanities and text(s)
3. Lead department:	IATL
4. Name of module leader	David Beck
5. Level	UG: ☐ Level 4 (Certificate) ☐ Level 5 (Intermediate) ☒ Level 6 (Honours) PG: ☐ Level 7 (Masters) ☐ Level 8 (Doctoral) See Guidance Notes for relationship to years of study
6. Credit value(s) (CATS)	12 or 15
7. Principal Module Aims	Arts and Social Science scholars are increasingly interacting with volumes of data, but their training remains rooted, largely, in the analysis of individual texts in theoretical and historical context. This module aims to: • Equip humanities and social science students with the skills necessary for dealing with data, as a way of illustrating, arguing, and investigating the things they are studying. • Offer an opportunity to Computer Science / Complexity Science / Statistics students to produce some research based on datasets which are actively being worked on in disciplines elsewhere in the university. • Demonstrate to students that "data" is an important and increasing part of the research environment in both the arts and social sciences, illustrating the value and necessity of inter-Faculty collaboration. • Link closely with both the Warwick Undergraduate Research Scholarship scheme and the Academic Technology Internship scheme which will offer undergraduates from all faculties who have technical skills the opportunity to be paid over the summer for working on datasets within the Humanities. The module is one of a number of similar interdisciplinary modules. It will be available to all Warwick Undergraduates from Year 2 on, and will form part of the IATL strategic initiatives supporting interdisciplinarity.

Module Summary	
8. Principal Learning Outcomes	By the end of this module, students will be able to discuss and begin to analyse a variety of approaches to textual data. They will reflect on how "data" is dealt with in their home discipline, and how interdisciplinary collaboration may achieve interesting and meaningful analytic results.
9. Timetabled Teaching Activities (summary)	3x 1hr lectures 4x 1hr seminars 4x 2hr seminars 2x 2hr computer labs 1x 1hr tutorials
10. Departmental Web-link	http://www2.warwick.ac.uk/fac/cross_fac/iatl/activities/modules/ugmodules/thinkingwithdata/
11. Other essential notes	N/A.
12. Assessment methods (summary)	15 CAT: group research project and individual 1,250 word reflective essay (55%), project proposal (15%), 2 x Wiki entries of 500 words each (30%) 12 CAT: group research project and individual 1,000 word reflective essay (60%), project proposal (20%), wiki entry 500 words (20%)

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Level	JACS3 Code	Teaching Split
		If not provided in 3b above

External Credit Level		Scheme	

Module Context

13. Please list all departments involved in the teaching of this module. If taught by more than one department, please indicate percentage split.

85% David Beck (IATL)
10% Mark Philp (History)
5% Tilly Harrison (CAL)

14. Availability of module

Degree Code	Title	Study Year	C/OC/ A/B/C	Credits
	All Faculties	**2 or 3**		**12 or 15**

15. Minimum number of registered students required for module to run

8

16. Pre- and Post-Requisite Modules

none

Module Content and Teaching

17. Teaching and Learning Activities *(totals for module – please see guidance)*

Module duration (weeks)	**10 weeks (including a reading week)**
Lectures	**3 one-hour**
Seminars	**4 one-hour** **4 two-hour**
Tutorials	**1 one-hour**
Project Supervision	
Demonstration	
Practical Class/Workshops	2 two-hour
Supervised time in studio/workshop	
Fieldwork	
External visits	
Work based learning	
Placement	
Year abroad	
Other activity *(please describe): e.g. distance-learning, intensive weekend teaching etc.*	

18. Assessment Method (Standard)

Module Content and Teaching		
Type of assessment	**Length**	**% weighting**
Written Examinations	Hours	
Practical Examinations	Hours	
Research Project	Project and 1,000 word reflective essay (12 CAT) Project and 1,250 word reflective essay (15 CAT)	**60%** **55%**
Project proposal	500 words (12 CAT) 500 words (15 CAT)	**20%** **15%**
Wiki entr(y/ies)	500 words (12 CAT) 2 x 500 words (15 CAT)	**20%** **30%**

The *wiki entries* will engage with and assess a Digital Humanities output from a list curated by Beck and Musgrave. It aims to encourage an analytical approach to DH outputs, encourage students to reflect on quality / assessment criteria for their research projects, provide an early diagnostic tool on student's technical knowledge, and to build a collaborative resource accessible to both Monash and Warwick students on the connected modules.

The *project proposal* will put forward a research question based on one of two datasets specified by the module convenors, and potential approach to using digital humanities methods to answer it. In addition to marking, tutors will assess the viability and rigor of approaches to decide which project proposals may be taken up by the group research projects.

The *research project* will be completed as a group of three to four students. It may involve the production of an annotated edition of a segment of text, the analysis of a large corpus, the development of a programmatic approach to textual analysis in the digital humanities, or another approach as discussed with the module convenor. In all cases, the digital component must illustrate (or give) a meaningful answer to a research question. It will be accompanied by an individual 1000-1,250 word reflective essay, which will be based around a templated set of questions.

While we will take feasibility into account, experimental approaches to research will be encouraged, so some of the *research projects* will in all likelihood fail to provide anything significant for submission. In that case, we'll invite a 2500 word co-authored analysis and reflective piece on the issues and problems which the group encountered (following a template), alongside the individual reflective essay. These analyses and reflective pieces will be eligible for the full range of marks.

18a. Final chronological assessment *(please see guidance*)	**Research project**

19. Methods for providing feedback on assessment.

Detailed written feedback will be provided by the module leader to individual students for each element of assessed work. Formative oral feedback will also be given to students at relevant points within seminars throughout the module, particularly following the wiki entry tasks.

20. Outline Syllabus

The contact hours on this module will be front-loaded, to take advantage of the opportunity presented by co-teaching a portion of the module with Monash's MON3005.

Week 1
Intro to DH and thinking about data [1hr seminar]
(co-taught, Monash lead) Books and Writing in a Digital World (Anna Poletti, Monash) [2hrs subject specialist/interdisciplinary]

Week 2
(co-taught, joint) Digital Histories: Accessibility and accountability, reducing the gap between primary data and audience [2hr seminar]
(co-taught, Warwick lead) Texts as "data"- the example of Godwin's Diary (Mark Philp, History) [2hrs subject specialist/interdisciplinary]

Week 3
(led by Monash students and David Beck, Warwick) discussion of text analysis and visualisation: what can, and can't, the digital tell us?
(led by Warwick students and Simon Musgrave, Monash) discussion based around extracts from Moretti, *Graphs, Maps, Trees*.

Week 4 - Corpus linguistics in language teaching (Tilly Harrison, CAL)

Week 5 – 2hr computer lab [introducing voyant, and some corpus linguistics tools] AND agree assessment criteria.

Week 7 – 2hr computer lab [introducing xml markup, both manual and automated. OR, google fusion tables and QGIS if the students interests are spatially-orientated]

Week 9 – 1hr project tutorial

Week 10 – 2hr seminar, "what is humanistic in Digital Humanities?"

21. Illustrative Bibliography

Facchinetti, R. (ed.) *Corpus Linguistics 25 Years on*. New York/Amsterdam: Rodopi, 2007
John A. Walsh. "'Quivering Web of Living Thought': Conceptual Networks in Swinburne's "Songs of the Springtides"." Yisrael Levin (ed.) *A. C. Swinburne and the Singing Word*. Farnham, England: Ashgate, 2010
Lothar Lemnitzer, Laurent Romary, and Andreas Witt. "Representing human and machine dictionaries in Markup languages." *Dictionaries. An International Encyclopedia of Lexicography.*

Supplementary volume: Recent developments with special focus on computational lexicography. Mouton de Gruyter, 2010
Ullrich, C., Borau, K., & Stepanyan, K. (2010). *Who Students Interact with? A Social Network Analysis Perspective on the use of Twitter in Language Learning*. Paper presented at the EC-TEL 2010 - Sustaining TEL: From Innovation to Learning and Practice 5th European Conference on Technology Enhanced Learning., September 28 - October 1, 2010, Barcelona, Spain
Gregory I.N. and Geddes A., eds. (forthcoming 2014) *Towards Spatial Humanities: Historical GIS and Spatial History*. IUP
Gregory I., Cooper D., Hardie A., and Rayson P. (2014). "Spatializing and analysing digital texts: Corpora, GIS and places" in Bodenhamer D., Corrigan J. and Harris T. (eds.) *Spatial Narratives and Deep Maps*. Indiana University Press: Bloomington.
Gregory I. and Cooper D. (2013) "The interdisciplinary mapping of the past: Geographical technologies, history and texts" *Journal of Victorian Culture*, 18, pp. 265-272.

Extracts from the three books below will be used extensively in the module:
Franco Moretti, *Graphs, Maps, Trees: Abstract models for a literary history* (2005)
Lisa Gitelman (ed.), *Raw Data is an Oxymoron* (2013)
Paul Wouters, Anne Beaulieu, Andrea Scharnhorst, and Sally Wyatt (eds), *Virtual knowledge: experimenting in the humanities and the social sciences* (2013)

Other core general texts and online resources include:
David M. Berry (ed.), *Understanding digital humanities* (2012)
Tufte, *The Visual Display of Quantitative Information* (2001).
Few, *Show me the numbers: Designing tables and graphs to enlighten* (2004).
Eric Margolis and Luc Pauwels (eds), *The SAGE handbook of visual research methods* (2011)
Atsuyuki Okabe (ed.), *GIS-based studies in the humanities and social sciences* (2006)
McGhee, "Getting Started with Data Visualization"
Information Aesthetics
Flowing Data
Visual Complexity
DataVis

22. Learning outcomes
Successful completion of the module leads to the learning outcomes. The learning outcomes identify the knowledge, skills and attributes developed by the module.

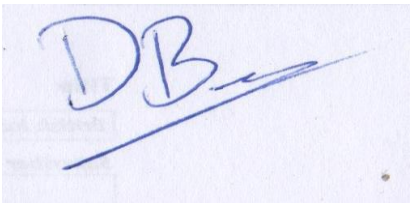
Learning Outcomes should be presented in the format "By the end of the module students should be able to..." using the table at the end of the module approval form:

Resources

23. List any additional requirements and indicate the outcome of any discussions about these.

The computer lab sessions will need to be held in one of the IT labs. Extracts from the three books shown above will need to be scanned or photocopied by the Library.

Approval

Approval	
24. Module leader's signature	
25. Date of approval	25/01/2015
26. Name of Approving Committee (include minute reference if applicable)	IATL Module Approvals Committee
27. Chair of Committee's signature	
28. Head of Department(s) Signature	

Examination Information		
A1. Name of examiner (if different from module leader)	**N/A**	
A2. Indicate all available methods of assessment in the table below		
% Examined	**% Assessed by other methods**	**Length of examination paper**
0%	**100%**	**N/A**
A3. Will this module be examined together with any other module (sectioned paper)? If so, please give details below.		
No		
A4. How many papers will the module be examined by?	☐ 1 paper	☐ 2 papers
A5. When would you wish the exam take place (e.g. Jan, April, Summer)?		
A6. Is reading time required?	☐ Yes	☐ No
A7. Please specify any special exam timetable arrangements.		
None		
A8. Stationery requirements		
No. of Answer books?	**N/A**	
Graph paper?	**N/A**	
Calculator?	**N/A**	
Any other special stationery requirements (e.g. Data books, tables etc)?	**N/A**	
A9. Type of examination paper		
Seen?	☐ Yes	☐ No
Open Book?	☐ Yes	☐ No
Restricted?	☐ Yes	☐ No
If restricted, please provide a list of permitted texts:		

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	**Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 15)**	**Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 16)**
<u>Subject knowledge and understanding</u> 1. Understand and use elements of different disciplinary languages 2. Critically evaluate texts and data with a comparative understanding of different disciplinary processes 3. Recognise the different disciplinary uses of data 4. Design and implement standard techniques for dealing with data, and have a basic knowledge of a variety of suitable tools. 5. Quantitatively and qualitatively evaluate existing data analyses 6. Find and select appropriate data in connection to a particular question	• Specialist sessions from a number of disciplines. • Interaction with peers from other disciplines in seminars and workshops. • Inter-disciplinary seminars, led by the module leader, covering a wide range of topics and tools. • Provision of technical support by the module leader and other academic technologists. • The reflective journal will provide an opportunity for students to deepen their learning, and consider how it will apply in their wider studies.	Project, wiki entries and project proposal.
<u>Key Skills</u> 1. Properly document and organise data in order to prepare it for reuse 2. Reflect on their own and others' creative and analytical processes 3. Communicate with their peers and with academics. 4. Manage time to meet a series of deadlines as an individual and team member 5. Develop collaborative skills (across disciplines) of listening, giving and receiving feedback, and achieving resolution 6. Solve problems creatively and with originality	As above	Project, wiki entries and project proposal.

(By the end of the module the student should be able to....)	**Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 15)**	**Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 16)**
<u>Cognitive Skills</u> 1. Interact with visual as well as textual and numeric sources and begin to show the ability to synthesise different types of source material into arguments. 2. Reflect on their own and others' experiences as participants in a creative and interdisciplinary learning process 3. Reflect on and contrast different disciplinary models of pedagogy and learning 4. Identify trans and inter disciplinary issues, formulate questions and engage in problem-solving, including own independent research 5. Synthesise ideas from a range of different disciplinary perspectives	As above	Project, wiki entries and project proposal.
Subject-Specific Skills/Professional Skills 1. Choose a tool which provides the functionality required for a specific data analysis 2. Appreciate the value of understanding different disciplinary approaches and perspectives, especially in relation to their subject specialism 3. Leverage a confidence and competence in interdisciplinarity for further study, work and citizenship 4. Develop an understanding for the value of interdisciplinary work and collaboration in future studies and beyond 5. Develop an awareness of the possibilities of work through the URSS and Academic Technology Internship schemes.	As above	Project, wiki entries and project proposal.

BFM19/14-15

UNIVERSITY OF WARWICK

Proposal Form for New or Revised Modules (MA1 - version 7 - April 2014)

Approval information	
Approval Type	x New module ☐ Revised module ☐ Discontinue module
Date of Introduction/Change	2015/16
If new, does this module replace another? If so, enter module code and title:	
If revised/discontinued, please outline the rationale for the changes:	
Confirmation that affected departments have been consulted:	

Module Summary	
1. Module Code (if known)	TBC
2. Module Title	Entrepreneurship: A Critical Perspective
3a. Lead department:	WBS
3b. Teaching Split (if known):	40% WBS (Gabriella Cacciotti and Vishalakshi Roy, Sarah Chen) 10% Centre for culture and policy studies (Ruth Leary) 10% Sociology (Eric Jensen) 10% Psychology (Elisabeth Blagrove) 10% Law (Mark Mimler) 20% External Speakers (e.g. Glen Smith, Nigel Sykes, Warwick Incubator)
4. Name of module leader	Gabriella Cacciotti and Vishalakshi Roy
5. Level	UG: ☐ Level 4 (Certificate) ☐ Level 5 (Intermediate) ☒ Level 6 (Honours) PG: ☐ Level 7 (Masters) ☐ Level 8 (Doctoral) See Guidance Notes for relationship to years of study
6. Credit value(s) (CATS)	12 or 15 CATS
7. Principal Module Aims	This is an interactive and practical module aiming to inspire students to entrepreneurship by giving them an interdisciplinary overview of the

Module Summary	
	entrepreneurial process and the main steps involved in setting up and running a new venture.
8. Principal Learning Outcomes	See Learning Grid
9. Timetabled Teaching Activities (summary)	20 hours
10. Departmental Web-link	
11. Other essential notes	
12. Assessment methods (summary)	**For 15 CATS:** 3000 word reflective essay (Students have to present a critical reflection on entrepreneurship based on one of the perspective discussed in the module) (60%) + business case presentation (30%) + blog (500 words)(10%) **For 12 CATS:** 2000 word reflective essay (70%) + business case presentation (30%)

For use by Strategic Planning and Analytics Office only - Do not fill in this section

Level	JACS3 Code	Teaching Split
		If not provided in 3b above

External Credit Level		Scheme	

Module Context

13. Please list all departments involved in the teaching of this module. If taught by more than one department, please indicate percentage split.

40% WBS (Gabriella Cacciotti and Vishalakshi Roy, Sarah Chen)
10% Centre for culture and policy studies (Ruth Leary)
10% Sociology (Eric Jensen)
10% Psychology (Elisabeth Blagrove)
10% Law (Mark Mimler)
20% External Speakers (e.g. Glen Smith, Nigel Sykes, Warwick Incubator)

14. Availability of module

Degree Code	Title	Study Year	C/OC/ A/B/C	Credits
	Arts Faculty **Science Faculty** **Social Sciences Faculty**	**2 or 3** **2 or 3** **2 or 3**		**12 or 15** **12 or 15** **12 or 15**

15. Minimum number of registered students required for module to run

8

16. Pre- and Post-Requisite Modules

None

Module Content and Teaching

17. Teaching and Learning Activities *(totals for module – please see guidance)*
This course is highly interactive. Sessions are comprised of a combination of formal lectures, presentations from entrepreneurs and group discussion on the lecture's topic.

Module duration (weeks)	**10 weeks**
Lectures	**9 x 1 hour**
Seminars	**6 x 1 hour**
Tutorials	**1 x 2 hours (week 10 preparation)**
Project Supervision	
Demonstration	
Practical Class/Workshops	3 x 1 hour
Supervised time in studio/workshop	
Fieldwork	
External visits	
Work based learning	
Placement	
Year abroad	

Module Content and Teaching		
Other activity *(please describe): e.g. distance-learning, intensive weekend teaching etc.*		
18. Assessment Method (Standard)		
Type of assessment	**Length**	**% weighting**
Written Examinations	Hours	
Practical Examinations	Hours	
Presentation	15 minutes	**For 15 CATS: 30%** **For 12 CATS: 30%**
Assessed essays/coursework	Words For 15 CATS: 3000 + Blog (500 words) For 12 CATS: 2000	**For 15 CATS: 60% + 10%** **For 12 CATS: 70%**
18a. Final chronological assessment *(please see guidance*)	**Assessed essay**	

19. Methods for providing feedback on assessment.
Detailed written feedback will be provided by tutors to individual students for both assignment. Formative oral feedback will also be given to students during seminars throughout the module.
20. Outline Syllabus
The module leader will attend each session, to integrate and stimulate the interdisciplinary learning. The module will consist of 2 hour sessions, for no more than thirty students from across the University's Departments. The teaching and learning approach will embody an interdisciplinary emphasis where specialists from different departments will provide their perspective on aspects of the entrepreneurial process. The core design is that each week a subject specialist will deliver 60 minutes of disciplinary grounded material; this section is followed by a further 60 minutes in which students will engage in learning activities (taking part to experiments, activities and simulations, organising group presentations, watching videos etc). Occasionally, there will be guests (entrepreneurs) talking about their experience. The idea of this module develops from a recent article by Jones, Matlay and Maritz (2012) on enterprise education. These authors identify four modes of enterprise education (EE): EE at the business school; EE as a "skill"; EE through Business start-ups; and EE as a transformative pedagogy. While activities are under way under the first three modes, the forth mode is largely missing, especially at undergraduate level. Thus, the purpose of this module is to highlight the interdisciplinary/transdisciplinary nature of enterprise/entrepreneurship as a field of study.

The module aims to help the students develop an enterprising mindset through an interdisciplinary overview of the process that leads to business creation. This includes reflections on different aspects of the entrepreneurial process such as the motivation to start a business, opportunity identification, risk assessment, social and legal responsibilities, financial resources, business plan, market research.

The module will be available to all Warwick undergraduates from Year 2 onwards, and will form part of the IATL strategic initiatives supporting interdisciplinarity.
Indicative weekly topics:

1. Introduction
2. The role of Motivation and Passion in entrepreneurship
3. Transforming personal interests into a business
4. Creative thinking
5. Responsibilities
6. Building your entrepreneurial team
7. Gathering the resources for the venture
8. Understanding customers' needs
9. Sustainability, International development and female entrepreneurship
10. Presentation day/Conclusion

(See end of document for more information)

21. Illustrative Bibliography

Feld, B. (2012). Startup Communities. Hoboken, New Jersey: John Wiley & Sons.
Horowitz, B. (2011). The hard thing about hard things. London, UK: HarperCollins Publishers.
Jones, C. A., & Murtola, A.-M. (2012). Entrepreneurship, crisis, critique. In D. Hjorth (Ed.) Handbook on Organisational Entrepreneurship (pp. 116-133). Cheltenham, UK: Edward Elgar.
McKeown, M. (2014). The Innovation book. Maverick & Strong
Neck, H.M., Greene, P.G., and Brush C.G. (2014). *Teaching Entrepreneurship: A Practice-based approach*. Cheltenham: Edward Elgar Publishing Limited.
Read, S., Sarasvathy, S., Dew, N., Wiltbank, R, and Ohlsson, A. (2011). *Effectual entrepreneurship*. Oxon: Routledge.
Ries, E. (2011). *The lean start-up*. London: Penguin Group.
Rideout, E.C., & Gray, D.O. (2013). Does entrepreneurship education really work? A review and methodological critique of the empirical literature on the effects of the university-based entrepreneurship education. Journal of Small Business Management, 51, pp. 329-351.
Shane, S. (2008). *The illusions of entrepreneurship*. New Haven & London: Yale University Press.
Trieas de Bes, F. (2008).*The little black book of entrepreneurship*. Berkeley: Ten Speed Press.

22. Learning outcomes

Successful completion of the module leads to the learning outcomes. The learning outcomes identify the knowledge, skills and attributes developed by the module.

Learning Outcomes should be presented in the format "By the end of the module students should be able to..." using the table at the end of the module approval form: See table at the end

Resources
23. List any additional requirements and indicate the outcome of any discussions about these.

Approval	
24. Module leader's signature	
25. Date of approval	25/01/2015
26. Name of Approving Committee (include minute reference if applicable)	IATL Module Approvals Committee
27. Chair of Committee's signature	
28. Head of Department(s) signature	

Examination Information		
A1. Name of examiner (if different from module leader)		
A2. Indicate all available methods of assessment in the table below		
% Examined	**% Assessed by other methods**	**Length of examination paper**
0	**100**	
A3. Will this module be examined together with any other module (sectioned paper)? If so, please give details below.		
A4. How many papers will the module be examined by?	☐ 1 paper	☐ 2 papers
A5. When would you wish the exam take place (e.g. Jan, April, Summer)?		
A6. Is reading time required?	☐ Yes	☒ No
A7. Please specify any special exam timetable arrangements.		
A8. Stationery requirements		
No. of Answer books?		
Graph paper?		
Calculator?		
Any other special stationery requirements (e.g. Data books, tables etc)?		
A9. Type of examination paper		
Seen?	☐ Yes	☐ No
Open Book?	☐ Yes	☐ No
Restricted?	☐ Yes	☐ No
If restricted, please provide a list of permitted texts:		

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	**Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 15)**	**Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 16)**
Subject Knowledge and Understanding i) Reflect on the different disciplinary approach in relation to entrepreneurship ii) Compare different perspectives on the same topic and make a critical evaluation iii) Express the complexity of entrepreneurship through multiple lenses iv) Understand the manifestation of enterprise related concepts in non business disciplines v) Understand how their entrepreneurial mindset can benefit from an interdisciplinary approach	For all: • Analytical discourse and creative exercises facilitated by Module leader and disciplinary experts • Weekly preparation of participatory response based on set readings • Reflective blog posts • Conceptual and research based seminars by a range of disciplinary experts and professionals • Independent reading, research and reflection	Formative tasks **By tutors** - Feedback on session participation - Presentation feedback **By students:** - Peer review - Own reflection on learning and performance **Summative assessment** - Reflective essay - Blog posts - Business case presentation
Key Skills i) Reflect on their own critical and analytical skills ii) Communicate with peers, academics and professionals iii) Articulate their thoughts verbally and make convincing presentations iv) Articulate their thoughts in written essays, supported by reading and research v) Manage time to meet deadlines	- All the above	
Cognitive skills i) Reflect on their idea of enterprise before and after the module ii) Reflect on and contrast different disciplinary models of pedagogy and learning iii) Understand the potential of different disciplines in discussing	- All the above	

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	**Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 15)**	**Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 16)**
the same topic iv) Make connections between their own discipline and the object of this module (enterprise), and stimulate original research questions v) Synthesize ideas from different disciplinary perspectives vi) Articulate a critical position regarding the role of entrepreneurship		
Subject-Specific/Professional Skills i) Reflect on themselves and their personal development as well as motivation to make the decision to start a business. ii) Understand the entrepreneurial mindset, and the factors that influence the development of enterprises. iii) Recognise the resources required by individuals to start a business Understand the role of creativity and innovation in entrepreneurship **iv)** Understand the different responsibilities they face when they make the decision to become entrepreneurs.		

Contributors

1. Ruth Leary (Centre for Cultural Policy Studies) - Creative Thinking (R.Leary@warwick.ac.uk)
2. Glen Smith (Entrepreneur/External speaker) - transform personal interests into business ventures
3. Sarah Chen (Warwick Engineering /WBS) - Sustainability, international development, and female entrepreneurship (case study approach) (saherabanu.chen@warwick.ac.uk)
4. Mark Mimler (Warwick Law) - (M.Mimler@warwick.ac.uk)
5. Elisabeth Blagrove Warwick Psychology) - The role of Motivation and Passion in entrepreneurship (E.L.Blagrove@warwick.ac.uk)
6. Raphael Weninger (Warwick University Incubator) - (R.Weninger@warwick.ac.uk)
7. Nigel Sykes (External speaker) – Formation and working of Entrepreneurial Teams (nigelgsykes@gmail.com)
8. Eric Jensen (Warwick Sociology) – Market Research for Entrepreneurs (e.jensen@warwick.ac.uk) Sociology

Module Structure

Week 1= Introduction
Week 2 to 4 = who you are, focus on the self
Week 5 to 7 =you and the others
Week 8 and 9= practical approach
Week 10 = Conclusion
Each session must address theoretical aspects of the topic and practical implication. Therefore, where possible, in the second hour students will engage with exercises and group works.

Week 1: Introduction

Gabriella Cacciotti and Vishalakshi Roy

In this introduction lecture, the first hour will provide an overview of the whole module to the students. We will explain why it is important to take a critical position regarding the idea of entrepreneurship and how this can be accomplished. We briefly explain how each session will contribute to develop a mindset for a meaningful critique to entrepreneurship. This will also include an illustration of the main objectives of the module, lectures' contents, reading material, and expected outcomes. In the second hour, it will be also explained what is required as final assignment for the module. We explain the purpose of the blog and the final presentation.

Week 2: The role of Motivation and Passion in entrepreneurship

Elisabeth Blagrove

When individuals decide to start a business they enter an achievement context where they are exposed to successes and failures. Understanding personal motivation to "enter the arena" is crucial to build the determination to win. At the same time, understanding who you are in relation to the context is fundamental to put things into perspective and give the right meaning to your personal accomplishments. This lecture aims to shed light on the role of individual passion and personal motivation in the choice of starting a business.

Week 3: Transforming personal interests into a business

Gabriella Cacciotti and Glen Smith

One of the major inhibitors of starting new ventures is given by the fear of failure. Many who have good business ideas may actually choose not to go into business for the fear of not making it. Not everyone, however, reacts in the same way and this lecture will light on both the detrimental and beneficial aspects of fear of failure. In the second hour, building on the insights of both this lecture and the previous one, we present the case of an entrepreneur whose business was created around his own passions and interests and we shall focus on how they dealt with their fear of failure.

Week 4: Creative Thinking

Ruth Leary and Vishalakshi Roy

Entrepreneurship is often fuelled by looking at problems or situations from a fresh perspective in order to suggest unorthodox solutions. This is the essence of creative thinking. Ruth Leary from the Centre for culture and policy studies will give a lecture on the different styles of thinking that entrepreneurs may apply to solve problems, with a focus on gaps in the market. The second hour is devoted to a variety of tasks and group activities to try to develop creative thinking.

Week 5: Responsibilities

Mark Mimler

This session aims to understand how the law sees or relates to a new venture. In this lecture, Mark Mimler will explore the concept of different responsibilities people have to consider when starting a venture. In the second hour, the students will engage in different exercise to practise empathy.

Week 6: Building your entrepreneurial team

Nigel Sykes

Gathering the right people around you is important for any successful venture. We need to understand who we are, our strengths and our goals and how to best communicate them to others. Nigel Sykes will explain the students how a good entrepreneurial team recognises each others' talents and encourages different leadership capabilities to take over the helm of the business going through changes of the business and the surrounding landscape. He will address the main differences between 'envisioners', 'enablers' and 'enactors'. The second hour of the lecture will give us a hands-on-approach to group conflict management techniques.

Week 7: Gathering the resources for the venture

Raphael Weninger

Where do entrepreneurial ideas come from? How do we evaluate them? Which kind of activities are required to develop entrepreneurial ideas and transform my intention into action? Raphael Weninger, founder of Warwick Incubator, will explain the core steps people have to take to develop business, discovery customer and gather resources in the early stages of the entrepreneurial process. He will also talk about the supporting role of the Warwick Incubator. In the second hour, students will engage in the exercise of disruptive thinking to understand how to develop multiple ideas starting from a context familiar to them.

Week 8: Understanding customers' needs

Eric Jensen

The session relates to the importance of knowing the market and the consumer. It focusses to the role of market research for entrepreneurs i.e. Market research: Principles, practice and problems' and using technology to understand customers: The challenges and opportunities of market research in a digital age. In the second hour, students will practise the creating customer personas exercise. This exercise will help students walk in their customers' shoes and develop an empathetic understanding about who they are and how they think.

Week 9: Sustainability, International development and female entrepreneurship

Sarah Chen

Many entrepreneurs are not profit-driven but develop business ideas aimed at making the world a better place by providing a solution to some kind of social problem. In this sense we talk about social entrepreneurship. Using a case study approach, Sarah Chen will guide the students through the importance of sustainability and international development. By discussing her recent projects, she will also talk about the barriers to entrepreneurship that females experience in certain countries.

Week 10: Presentation day/Conclusion

Gabriella Cacciotti and Vishalakshi Roy

In the last session, we will bring together the different perspectives on entrepreneurship presented in each session. Students will prepare and make a 'representation' of what taking a critical perspective on entrepreneurship means to them. They can use the format they prefer (video, play, power point presentation). The more creative they are, the better it is. We will conclude with a brief summary of the main takeaways of the module. We will ask the students to reflect aloud on the advantages of exercising their reason and judgement on the role of entrepreneurship. We will also talk about the opportunities provided by the University for whoever decides to move forward with entrepreneurship.