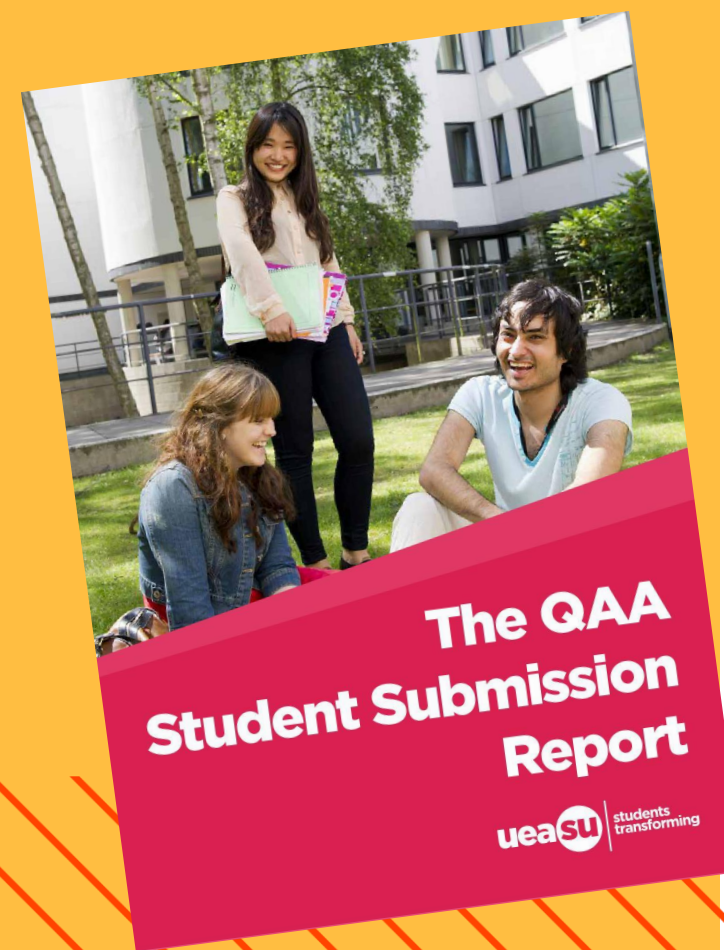
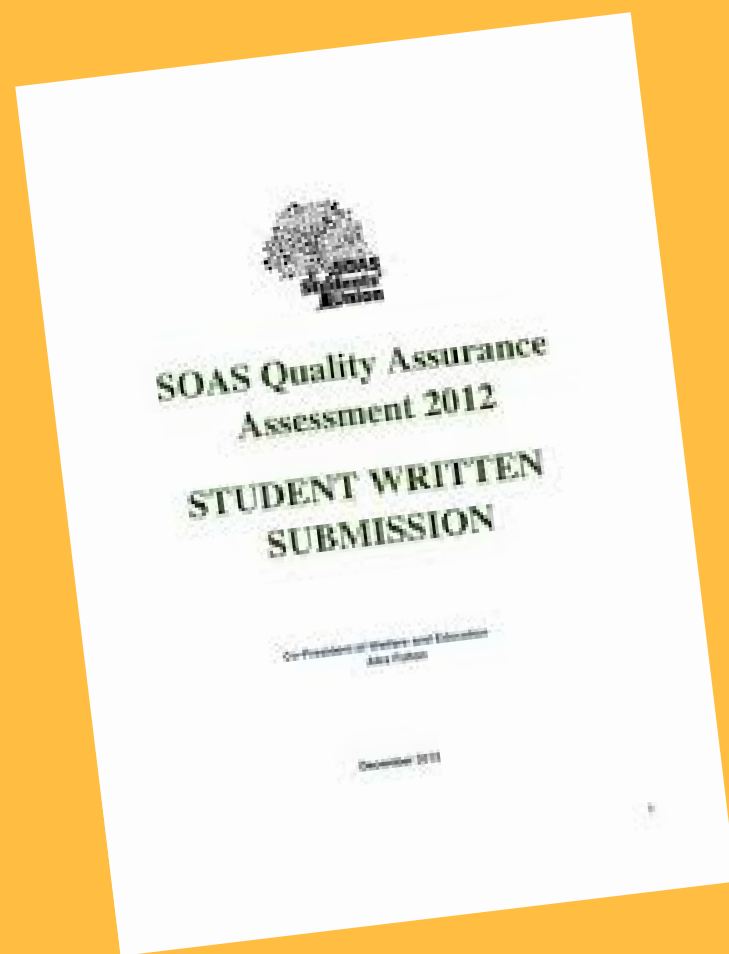
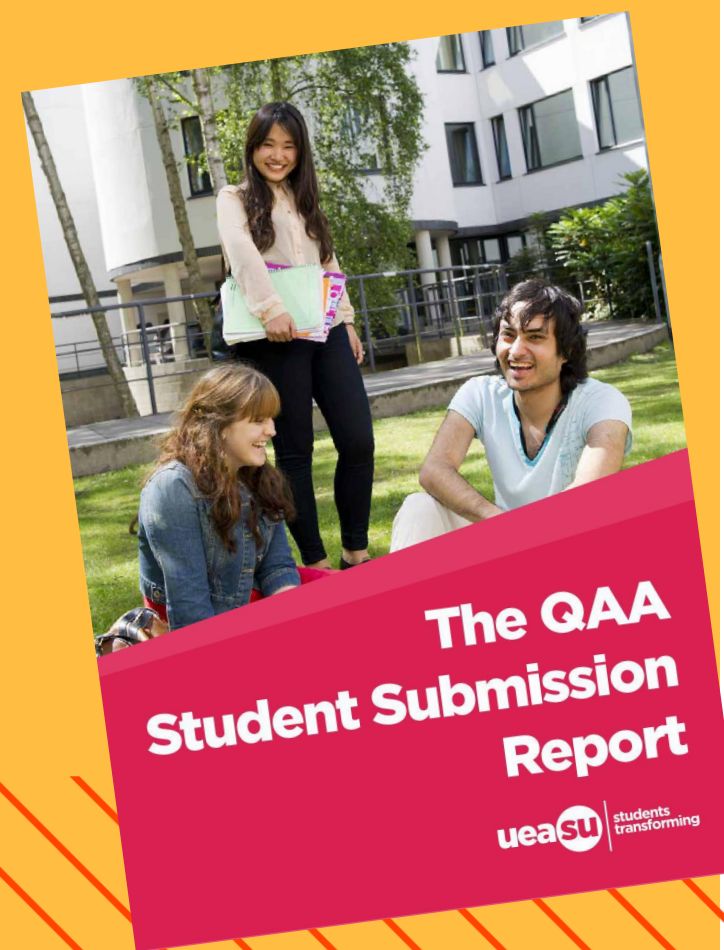
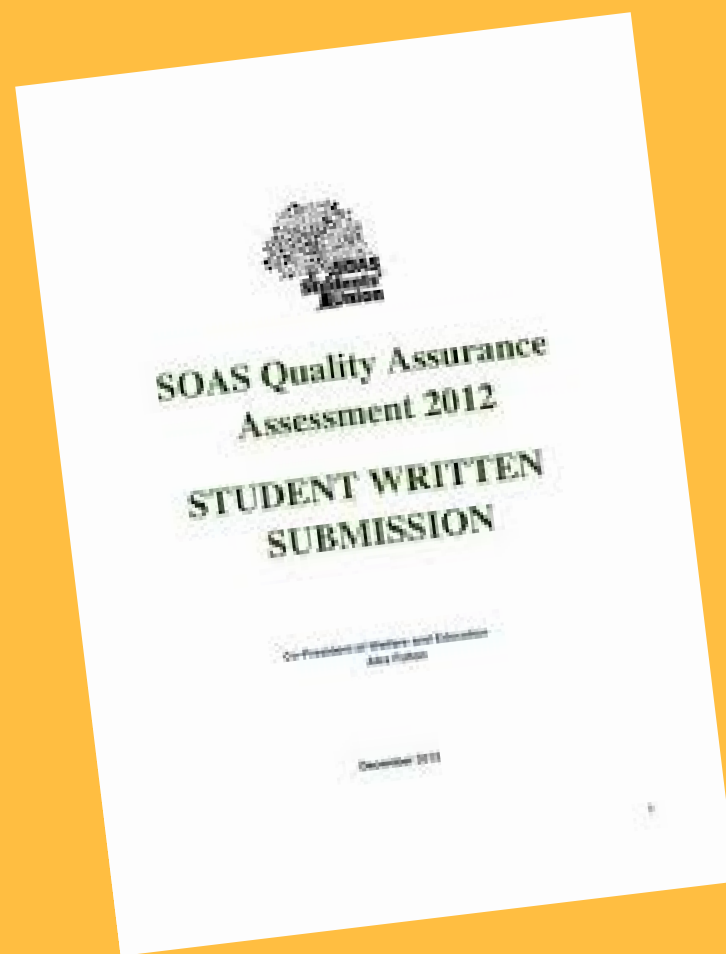


How the TEF student submission will work



WONKHE

How the TEF student submission will work



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...next steps

- There's an official chance for SUs to respond to these proposals until 17 March 2022.
- From there in theory the timeline is as follows:
 - August 2022: OfS appoints TEF panel
 - Early September 2022: The provider and student submission window opens: OfS publishes guidance on submissions and assessment; OfS publishes TEF indicators
 - Mid November 2022: Submission window closes
 - Late November 2022 to March 2023: TEF panel carries out the assessments
 - April to May 2023: Providers notified of the panel's provisional decisions about their ratings ; Opportunity for providers to make representations
 - May 2023: Outcomes published for providers that do not make representations



Consultation doc titbits

- Many providers engage their students in the improvement of their learning and teaching, and we want that to be recognised and rewarded in the TEF
- Students' perspectives captured in a way that is more direct than evidence captured in the provider's submission.
- We recognise that student perspectives may differ from their provider's.
- The impact of learning and teaching in a way that is more current than the indicators, which are based on retrospective data.
- Students will be encouraged to illustrate to the TEF panel [collectively] what it is like to be a student at that provider, what they gain from being a student at that provider, and their views on the outcomes students achieve
- While the student submission could refer to the TEF indicators or the provider's submission, students would be encouraged not to limit their submission to a commentary on these, and to include evidence gathered directly from students
- We are proposing that, to promote accessibility, students would also be able to create all or part of their submission in a format other than a written one
- Students could work with their provider, for example by sharing drafts before submission to the OfS.
- We will ask the TEF student contact to confirm that their provider had not unduly influenced the content of the student submission

In this session

- What the guidance (will) say
- How panels will evaluate the submission
- How panels will evaluate the university more generally
- Tactics on process and content
- Some of the issues you might consider raising and/or evidencing in your submission

2016 QAA

Higher Education Review
Student Written Submission

March 2016



The B Conditions...

Condition B1: Academic experience

- The provider must ensure that the students registered on each higher education course receive a high quality academic experience.
- A high quality academic experience includes but is not limited to ensuring that each course:
- is up-to-date; provides educational challenge; is coherent; is effectively delivered; and as appropriate to the subject matter of the course, requires students to develop relevant skills.

Up to date and appropriately informed...

- The subject matter of a course is not representative of current thinking and practices.
- The pedagogy of a course is not representative of current thinking and practices.
- The length of the period during which aspects of the course have not been updated.
- The scale and nature of the changes needed to ensure the course is up-to-date.
- The impact on students and others of an out-of-date course.
- Whether a provider has plans to make changes to a course to ensure it is up-to-date.

Educational challenge

- An integrated masters' course with a final year of study that does not provide sufficient rigour and difficulty, for example because students at different stages of the course are taught together in a way that does not recognise the different challenge needed, would likely be of concern.
- An undergraduate degree course with an integrated foundation year, where the foundation year does not provide sufficient rigour and difficulty such that students are not prepared for successful study in the undergraduate course, would likely be of concern.
- A research degree course that is focused on a research question that provides limited scope for original ideas would likely be of concern

Coherent

- The content of a course is too narrow.
- The content of a course is too broad.
- Students are not secure in foundational topics.
- Practical or practice-based components are not taught in an appropriate order
- Module choices do not ensure students are able to construct a coherent pathway.

Effective delivery

- The range of learning activities is too narrow.
- Learning activities are not delivered effectively. For example, insufficient opportunities for students to engage directly with teaching staff, including where parts of a course are delivered remotely, would likely be of concern.
- The research environment does not support students' learning.
- Professional or practice-based elements are not integrated with academic elements.
- Assessment is not designed into the course.

Relevant skills

- A course that does not require students to develop and demonstrate intellectual skills, such as evaluating evidence, mobilising an argument, and solving problems, consistent with the subject and level of the course, would likely be of concern.
- A course designed to lead to a particular profession that does not require students to develop and demonstrate the skills necessary for success in that profession, for example, where specific skills are required for a relevant PSRB accreditation, would likely be of concern.

The B Conditions...

Condition B2: Resources, support and student engagement

The provider must take all reasonable steps to ensure that students receive resources and support, and that there is effective engagement with each cohort of students to ensure, that there is a high quality academic experience for those students, and that students succeed in and beyond higher education.

B2 fails

- A staff team comprised solely of inexperienced teachers is not likely to be appropriately qualified.
- A staff team with narrow collective expertise in a subject area is not likely to be appropriately qualified if the range of options available to students extend beyond that collective expertise.
- A staff team in which none of the individuals hold a teaching qualification or have been trained to undertake teaching is not likely to be appropriately qualified.
- A staff team that is over-reliant on visiting teachers to deliver large or significant elements of a course is not likely to be appropriately qualified.
- A staff team that does not conduct research at the forefront of relevant discipline(s) is not likely to be appropriately qualified to provide supervision to research students.

B2 Physical and digital

- Appropriate laboratory and technical resources for STEM subjects.
- Appropriate studio, performance, and technical resources for creative subjects
- Appropriate hardware
- Appropriate software. Students have, or have reliable and consistent access to, the software they need to effectively access all aspects of course content.
- Robust technical infrastructure.
- Reliable access to the internet.
- A trained teacher or instructor.
- An appropriate study place.

B2 Support

- Academic support includes support to help students with course content or on placements, to identify and address knowledge or skills gaps, and make decisions about future study choices.
- Support needed to underpin successful physical and digital learning and teaching includes support to help students make best use of digital learning.
- Support relating to avoiding academic misconduct includes support for essay planning and accurate referencing, and advice about the consequences of academic misconduct
- Careers support includes the information, advice and guidance students need to identify their capabilities and the way in which these may be suited to particular careers, and to articulate these in a way likely to result in successful job applications

B2 Engagement

- Membership of, and effective contribution to, the provider's committees.
- Student feedback. Students not given a range of opportunities, either individually or collectively, to provide feedback on their course and the way it is delivered would likely be of concern

The B Conditions...

Condition B4: Assessment and awards

The provider must ensure that:

- students are assessed effectively;
- each assessment is valid and reliable;
- academic regulations are designed to ensure that relevant awards are credible;
- academic regulations are designed to ensure the effective assessment of technical proficiency in the English language in a way which appropriately reflects the level and content of the course; and
- relevant awards granted to students are credible at the point of being granted and when compared to those granted previously.

B4 Effective assessment

- An undergraduate degree course in which students at different stages of the course are taught together on a module and assessed in the same way, but without differentiation in the marking criteria, would likely be of concern.
- A course that assesses a limited range of subject matter, or knowledge and skills would likely be of concern.
- An integrated higher or degree apprenticeship end-point assessment that does not meet the requirements of external quality assurance monitoring, for example because it is not delivered in line with the published EPA plan, would likely be of concern.
- A course that is accredited by a PSRB and does not meet the requirements for assessment set by that body would likely be of concern.
- An absence of feedback on students' performance before a final essay or exam, or feedback not returned in time for students to learn from it before the next assessment, would likely be of concern.

The B Conditions...

Condition B3: Student Outcomes

- The provider must deliver successful outcomes for all of its students, which are recognised and valued by employers and/or enable further study.

What the panels will do

- Initially, interpret the available evidence to identify very high quality and outstanding quality features within each aspect.
- Then, consider a rating for each aspect by weighing up all the evidence relating to each aspect and applying the criteria for aspect ratings.
- Finally, consider the overall rating for the provider, applying the criteria for the overall ratings.

Student experience aspect rating	Student outcomes aspect rating			
	No rating	Bronze	Silver	Gold
	Overall rating			
	No rating	No rating or Bronze		
	Bronze	Bronze	Bronze or Silver	
Silver	No rating or Bronze	Bronze or Silver	Silver	Silver or Gold
Gold			Silver or Gold	Gold

How?

- We do not propose to specify the precise order in which evidence should be considered.
- We would anticipate that panel members would first familiarise themselves with the package of evidence for a provider and its context, and then refer iteratively to different pieces of evidence as they work through their assessment
- It would be likely that they would consider the indicators relating to all a provider's students (in each mode of study) and the submissions at an early stage, before considering in detail the split indicators. In all cases they would make judgements having weighed up all the evidence.



Context...

- The submissions could include narrative information about the provider's mission and context.
- The TEF indicators would include data about the size and shape of provision. This could be supplemented by further data in the submissions.
- The TEF indicators would show the provider's performance in relation to its benchmarks, which take account of a range of student and course characteristics.
- Evidence in the provider's and students' submissions would be relevant to the mix of students and courses at the provider.



When making judgements...

- Panel members consider the available evidence to identify “very high quality” or “outstanding quality” features and consider how far they apply across all the provider’s student groups and the range of its courses and subjects.
- They would consider the evidence in both the submissions and the indicators, testing these sources of evidence against each other and weighing them up to identify “very high quality” or “outstanding quality” features.



When reading submissions...

- Outstanding quality, where there is sufficient evidence that the quality of the student experience or outcomes are among the very best in the sector, for the mix of students and courses concerned.
- Very high quality, where there is sufficient evidence that the quality of the student experience or outcomes are materially above any relevant baseline quality requirements, for the mix of students and courses concerned.



Compelling provider submissions

- Evidence is directly relevant to a provider's mix of students and courses
- Policies and practices are evidence-based, and their impacts are demonstrated
- Evidence overall covers all a provider's student groups and courses within the scope of the TEF assessment
- Evidence is relevant to the features of excellence related to that aspect



Compelling student submission

- The evidence reflects the views of students within the scope of the TEF assessment.
 - Evidence would be more compelling, and greater weight placed on it, where it clearly articulates the views of students, and is broadly representative of all student groups and courses within the scope of the TEF assessment.
- The evidence is relevant to the features of excellence related to that aspect.
 - Greater weight would be placed on evidence that is directly relevant to these features, although to ensure the assessment can recognise diverse forms of higher education the proposed features are not intended to be exhaustive. The panel would also consider other evidence presented that is relevant to the quality of the student educational experience and student outcomes.



The QAA Student Submission Report

ueaSU | students
transforming

Indicators

- Outstanding quality = the indicator is materially above the provider's benchmark
 - performance that is at least 2.5 percentage points above benchmark should be considered as materially above benchmark
- Very high quality = the indicator is broadly in line with the provider's benchmark.
 - performance that is within 2.5 percentage points of the benchmark in either direction should be considered as broadly in line with the benchmark
- Not very high quality = the indicator is materially below the provider's benchmark
 - performance that is at least 2.5 percentage points below benchmark should be considered as materially below benchmark



Bits to note...

- NSS indicators are important but don't provide direct measures of the proposed features of the student experience.
- The NSS indicators would therefore be interpreted as providing part of the evidence needed to identify very high quality or outstanding quality features of the student experience.
- They would need to be supplemented with further evidence of excellence in the submissions
- Outcome indicators do provide more direct evidence of descriptions of positive student outcomes
- Panel members would primarily consider the indicators that cover all the provider's undergraduate students and courses, within each mode of study.



All or some?

- Panel members would primarily consider the indicators that cover all the provider's undergraduate students and courses, within each mode of study.
- Secondly, the panel members would consider the 'split' indicators within each mode of study (student characteristics, subject, teaching arrangements, type and level of course, and year)
- This so panel members:
 - Consider how far very high quality and outstanding quality features might apply across all a provider's student groups and range of courses and subjects.
 - Test the evidence in a provider's submission about its strengths and areas for improvement, including the provider's own analysis and use of the split indicators, alongside any other evidence it determines for itself.
 - NOT about gaps (that's APP) but about delivering excellence for everyone relative to benchmarks for each group.



Aspect ratings

- Overall, the indicators would contribute no more than half of the evidence of very high quality or outstanding features, for the aspect.
- Panel members would consider the extent to which the very high quality and outstanding quality features are evident across all groups of students, subjects and course types at the provider.
- Panel members would consider the extent to which there are very high quality and outstanding quality features across the aspect as a whole, rather than treating the features as a checklist.

Student experience aspect rating	Student outcomes aspect rating			
	No rating	Bronze	Silver	Gold
	Overall rating			
	No rating	No rating or Bronze		
	Bronze	Bronze	Bronze or Silver	
Silver	No rating or Bronze	Bronze or Silver	Silver	Silver or Gold
Gold			Silver or Gold	Gold

Absence of excellence?

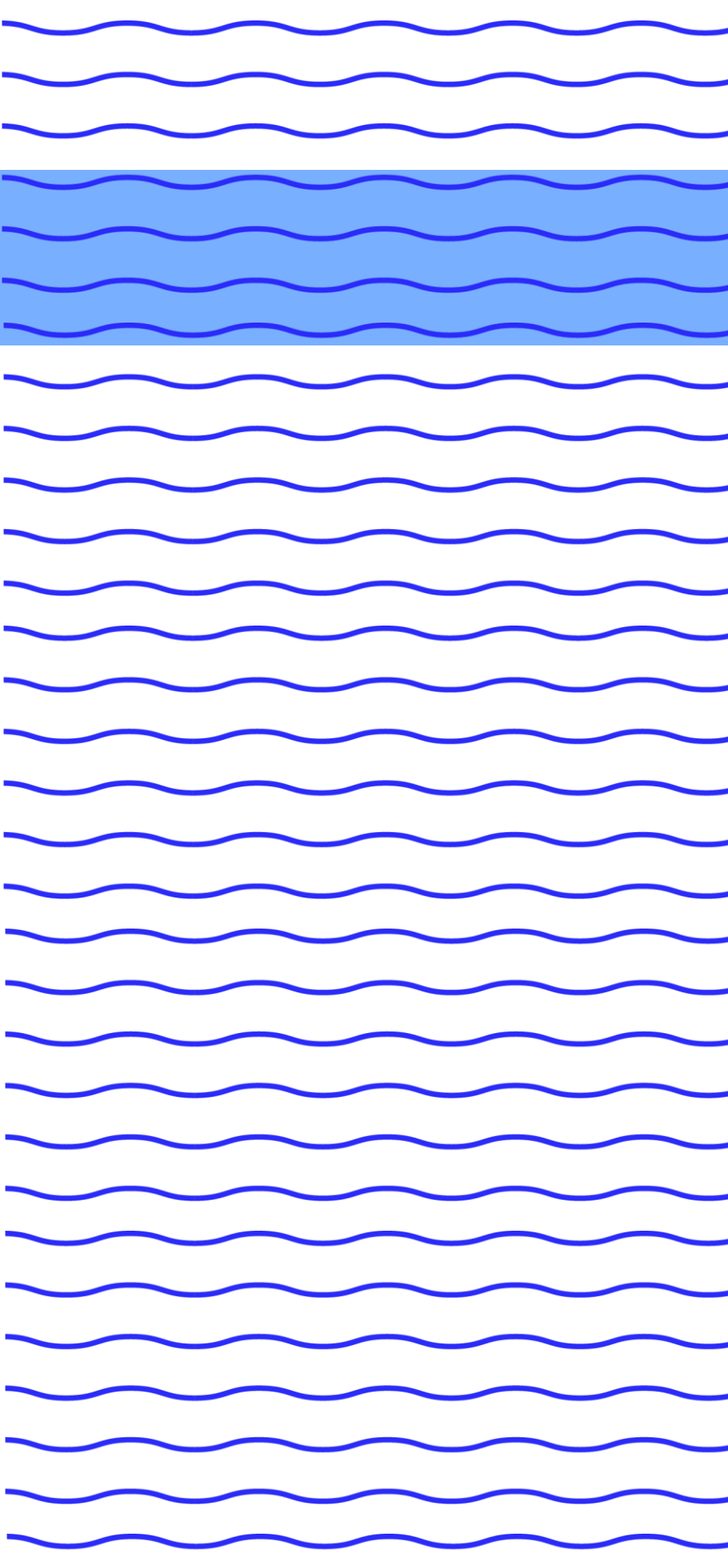
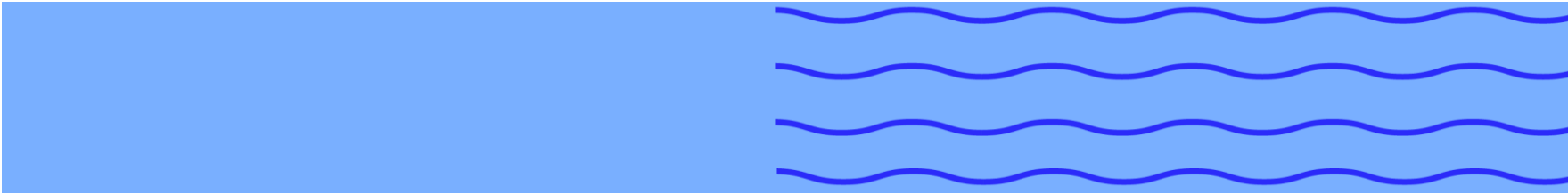
- If a provider's continuation or completion rates are materially below its benchmarks, and the information in the provider's submission does not adequately explain why this is the case or set out an effective approach the provider has in place to support its students to succeed in their studies.
- If there are split indicators that are materially below benchmark for some groups of students and materially above benchmark for others, and the submission does not adequately explain why this is the case or set out an appropriate approach the provider has in place to deliver very high quality courses for all its groups of students.
- If there are split indicators that are materially below benchmark for some subjects and materially above benchmark for others, and the information in the submission does not adequately explain why this is the case or set out an effective approach the provider has in place to deliver very high quality courses in those subjects that are below benchmark.
- If the provider's submission does not adequately explain how it engages with its students to ensure a very high quality experience; and the student submission provides reasonable evidence that the provider does not meaningfully do so.
- If the submission does not adequately articulate what educational gains the provider intends for its students, or how it supports its students to achieve them.

Student experience aspect rating	Student outcomes aspect rating			
	No rating	Bronze	Silver	Gold
	Overall rating			
	No rating	No rating or Bronze		
	Bronze	Bronze	Bronze or Silver	
Silver	No rating or Bronze	Bronze or Silver	Silver	Silver or Gold
Gold			Silver or Gold	Gold

	Aspect ratings	Overall provider rating
Gold	<p>A Gold rating signifies that the aspect is typically outstanding.</p> <p>This would be awarded where the panel judges that the available evidence 'best fits' the following description:</p> <ul style="list-style-type: none"> Most features of the aspect are outstanding quality for all groups of students. <p>OR</p> <ul style="list-style-type: none"> All features of the aspect are outstanding quality for most groups of students. 	<p>A Gold rating signifies that the student experience and student outcomes are typically outstanding.</p> <p>This would be awarded where:</p> <ul style="list-style-type: none"> The panel awards a Gold rating to both aspects. <p>OR</p> <ul style="list-style-type: none"> The panel awards a Gold rating to one aspect and a Silver rating to the other aspect, and it judges that across all the available evidence the student experience and student outcomes are typically of outstanding quality. The
		Silver-rated aspect therefore needs to include outstanding features.

	Aspect ratings	Overall provider rating
Silver	<p>A Silver rating signifies that the aspect is typically very high quality.</p> <p>This would be awarded where the panel judges that the available evidence ‘best fits’ the following description:</p> <ul style="list-style-type: none">• Most features of the aspect are very high quality for all groups of students. <p>OR</p> <ul style="list-style-type: none">• All features of the aspect are very high quality for most groups of students.	<p>A Silver rating signifies that the student experience and student outcomes are typically very high quality.</p> <p>This would be awarded where:</p> <ul style="list-style-type: none">• The panel awards a Silver rating to both aspects. <p>OR</p> <ul style="list-style-type: none">• The panel awards a Silver rating to one aspect and either a Bronze or Gold rating to the other aspect. It judges that across all the available evidence the student experience and student outcomes are typically of very high quality. <p>OR</p> <ul style="list-style-type: none">• The panel awards a Gold rating to one aspect and a Bronze rating to the other aspect, and it judges that across all the available evidence the student experience and student outcomes are typically a combination of very high and outstanding quality.

	Aspect ratings	Overall provider rating
Bronze	<p>A Bronze rating signifies that the aspect is typically high quality, and there are some very high quality features.</p> <p>This would be awarded where the panel judges that the available evidence ‘best fits’ the following description:</p> <ul style="list-style-type: none">Some features of the aspect are very high quality for most groups of students. <p>OR</p>	<p>A Bronze rating signifies that the student experience and student outcomes are typically high quality, and there are some very high quality features.</p> <p>This would be awarded where:</p> <ul style="list-style-type: none">The panel awards a Bronze rating to both aspects. <p>OR</p> <ul style="list-style-type: none">The panel awards a Bronze rating to one aspect and a Silver or Gold rating to the other aspect, and it judges that across all the available evidence there is insufficient evidence that the
	<ul style="list-style-type: none">Most features of the aspect are very high quality for some groups of students.	<p>student experience and student outcomes are typically of very high quality or typically a combination of very high and outstanding quality.</p> <p>OR</p> <ul style="list-style-type: none">The panel awards a bronze rating or higher to one aspect but does not award a rating to the other. It judges that overall there are some very high quality or outstanding features of the student experience and student outcomes. There are no features clearly below the level of very high quality, or that may be of concern that it judges to be sufficiently serious or widespread to prevent the award of an overall rating of Bronze.



	For an aspect	For the provider overall
Requires improvement	<p>No rating would be awarded to an aspect where the panel judges that the available evidence 'best fits' the following description:</p> <ul style="list-style-type: none"> There are no or minimal very high - quality features. <p>OR</p> <ul style="list-style-type: none"> There are features clearly below the level of very high quality, or that may be of concern, and these are sufficiently serious or widespread to prevent the award of an aspect rating of Bronze or above. 	<p>No rating would be awarded where:</p> <ul style="list-style-type: none"> The panel does not award a rating to both aspects. <p>OR</p> <ul style="list-style-type: none"> The panel awards a bronze rating or higher to one aspect but does not award a rating to the other aspect because there are features clearly below the level of very high quality, or that may be of concern, and it judges these are sufficiently serious or widespread to prevent the award of an overall rating of Bronze or above.

The actual submission

- Worth looking at old ones, plus

<https://www.qaa.ac.uk/docs/qaa/news/taking-the-long-view-of-the-student-voice.pdf>



Taking the long view of the student voice: Analysis of student written submissions to QAA review and audit

Executive summary

For universities and colleges going through QAA review the student submission provides an impression of what it is like to be a student at that institution. It also demonstrates how students' views are incorporated into the decision-making and quality assurance processes of the university or college.

QAA introduced student written submissions (SWSs) into its review methods in 2002. This was a pioneering initiative, predating the White Paper Students at the Heart of the System¹ by 10 years. In 2011, based on student feedback, we began accepting submissions in non-written form, such as videos, but a written submission has remained the dominant format. The student voice had never been captured so systematically before, or had a direct bearing on the student experience. Now, some 15 years later, student engagement in quality assurance (and students as partners in their education) is the norm in universities.

There was an immediate impact when SWSs were introduced. Institutions 'readily accepted their SWSs as an important source of information in the work of enhancing their quality management and academic standards arrangements'.

Direct improvements to the student experience have been made through cycles of review and audit. A case study from Nottingham Trent University describes how the SWS has directly resulted in an improved student experience; how SWSs have improved through the use of data and the engagement of a wider range of students; and how students became more engaged in quality assurance and enhancement.

The actual submission

- One “TEF Student Contact” (normally...)
- Identification of suitability
- Arrangements to hit the deadline including academic year spanning
- Submissions will be published
- Expectations that a provider’s TEF Contact would work with the TEF student contact to provide access to any other relevant information required to complete the student submission

The submission

- How students' views and other evidence presented in the submission were gathered, whether through existing student representation processes, or any additional evidence gathering activity, or both. This should indicate the range of students the evidence applies to and how far the evidence is representative of the whole undergraduate student population.
- Evidence and feedback addressing the features related to the student experience and student outcomes, as determined by students as relevant to their own context. We would encourage the submission to be based primarily on evidence and feedback gathered directly from students, although it could also reference other evidence, such as the TEF indicators or evidence referred to in the provider submission. This is because evidence gathered directly from students could supplement both the provider submission and the NSS data by providing important additional insights into students' views.

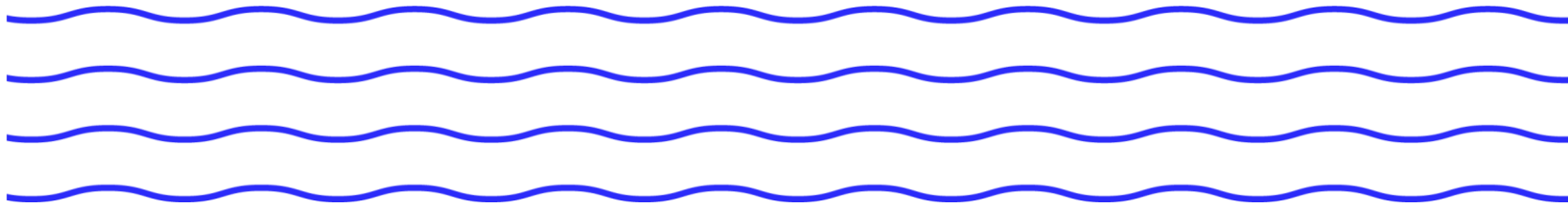
There will be a template!

- a. Approach to evidence gathering.
- b. Student experience.
- c. Student outcomes.

Non-exhaustive examples of types of evidence that students might wish to include. This could include summaries of evidence gathered through existing student representation arrangements, or analysis of student feedback gathered via surveys, focus groups or workshops.

Where relevant, the submission should refer to the size of the samples and the categories of students involved in feedback gathering activities.

Things you could evidence...



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ASSESSMENT FAIRNESS

The university tends to do badly on fairness of assessment in some schools – now assessment design will be moderated

PLACEMENT PROBLEMS

Far flung, last minute, isolation- new support introduced for students on placement and commitments on notice and travel costs

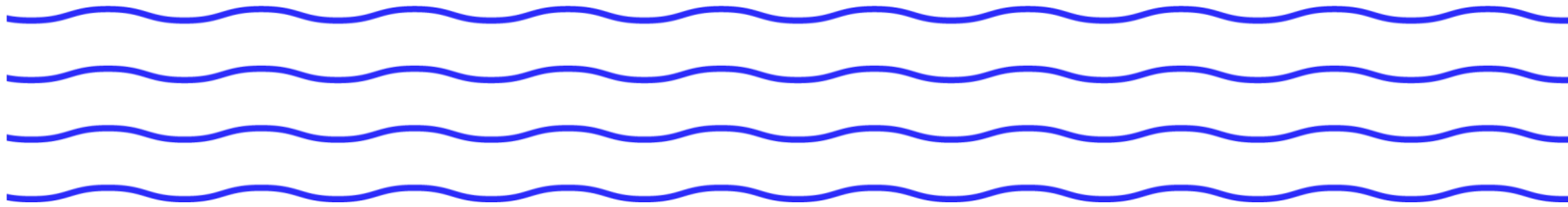
PERSONAL TUTORS

Students in some departments not getting support and don't know their PT – policy has been reviewed with new implementation monitoring

LIBRARIES AND CAMPUSES

Resources not seen to be appropriately distributed – new commitments on inter-library access

Things you could evidence...



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ACADEMIC SOCIETIES

Depts with lowest scores on Q21 also had low continuation. Major boost to academic societies in those depts through project post.

REP REVIEW

Areas with poor Q23-5 scores were worst on giving names for reps. New standards and support for reps introduced.

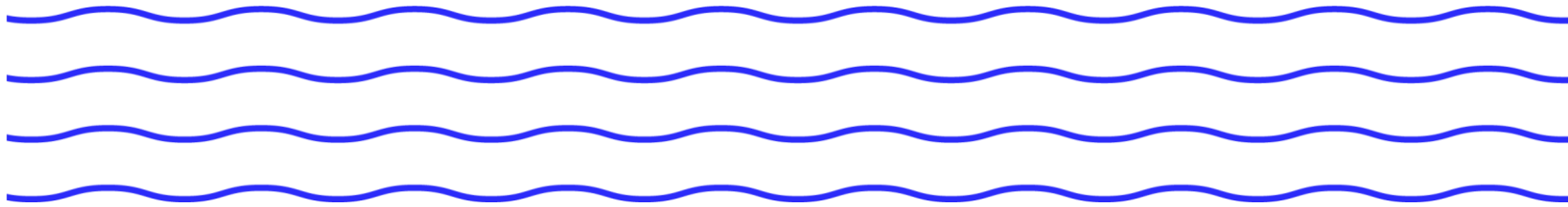
FEEDBACK QUALITY

Inconsistencies in quality exacerbate some timeliness issues. Feedback will now be sampled and moderated.

COSTS OF STUDY

Students reporting high “hidden in plain sight” participation costs – commitment to review prog by prog to being them down

Things you could evidence...



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CAREER QUESTIONS

Areas with poor progression scores- SU worked out that students not accessing careers early enough and related to gender. Proactive contact now in careers and gender based promo.

SYSTEMATIC ENGAGEMENT

New engagement protocols for professional services after review that focussed on non academic services dissatisfaction

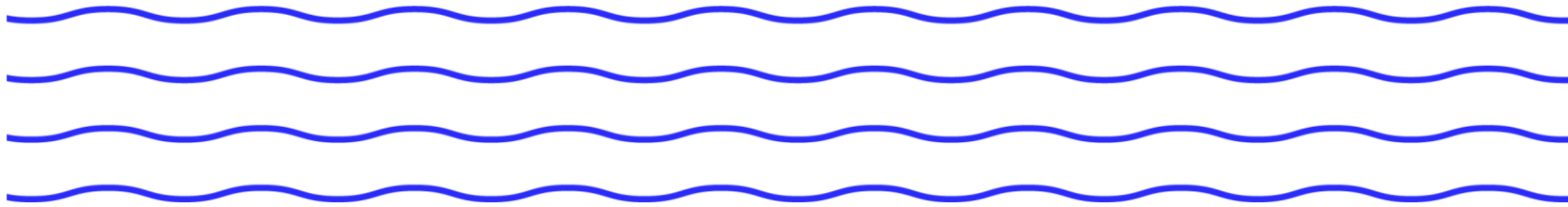
DISABLED STUDENTS

Adjustments and learning plans developed but not enforced – new training for academics and systematic monitoring introduced

DISSERTATIONS

Major inconsistencies in support for UGs carrying out research – new policy introduced with standards that students were made aware of on role and volume of contact

Things you could evidence...



13

14

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NEW HERE?

Students not feeling adequately prepared for start of year and start of summative assessment. New module for new students introduced.

ASSESSMENT CONFUSION

Students reporting a lack of clarity about what was expected in summative assessment – assignment briefs introduced

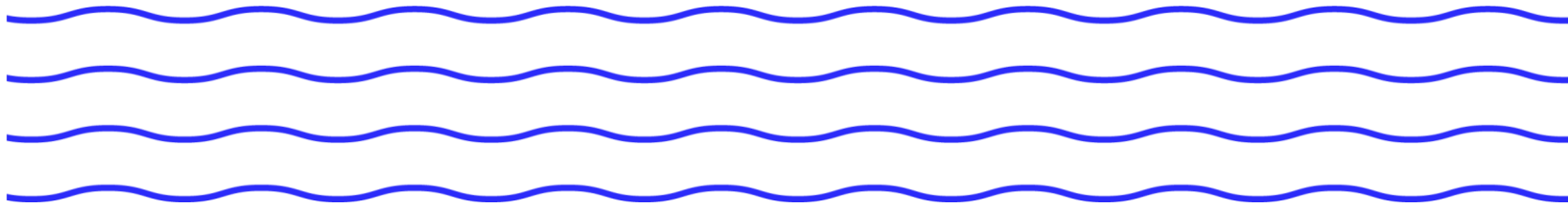
LEARNING MATERIALS

VLE monitoring introduced to ensure that materials and recordings are uploaded in a timely manner

BAME AWARDING

New student-led projects introduced targeting schools that have been slow to adopt decol measures

Things you could evidence...



17

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CAREER CONFIDENCE

Students with poor job outcomes little employment expedience and poor take up of voluntary placement. More jobs and new placement officer in place.

FINAL YEAR FUMBLES

Major issues with “final lap” for non trades – mentoring scheme involving recent grads introduced

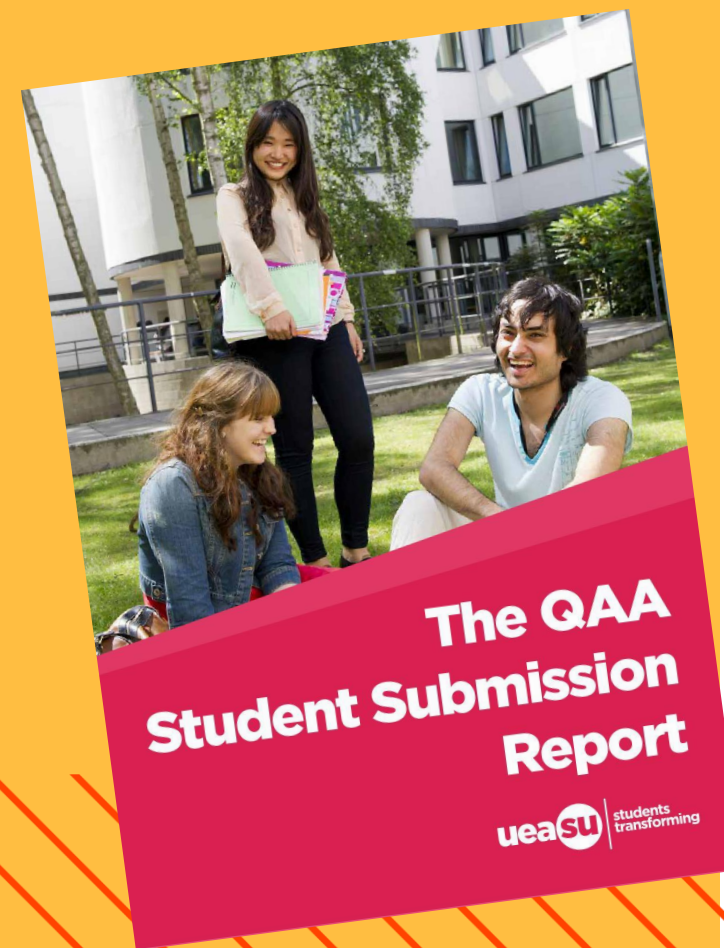
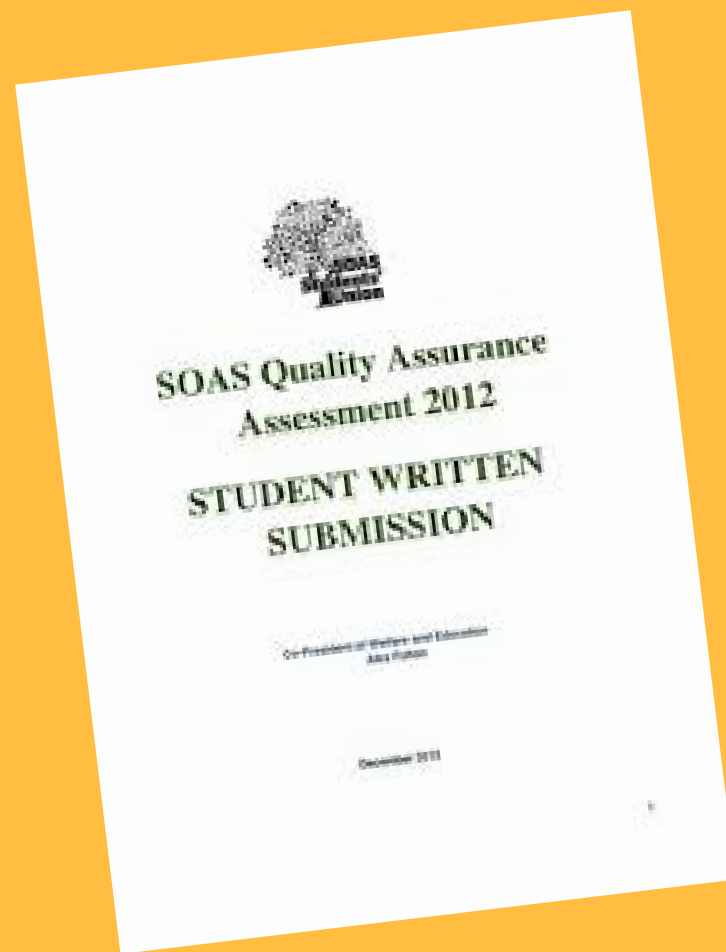
DEADLINE BUNCHING

Students reporting various aspects of T&L impacting mental health. Reps trained to take part in M/H projects across programmes

REP TROUBLES

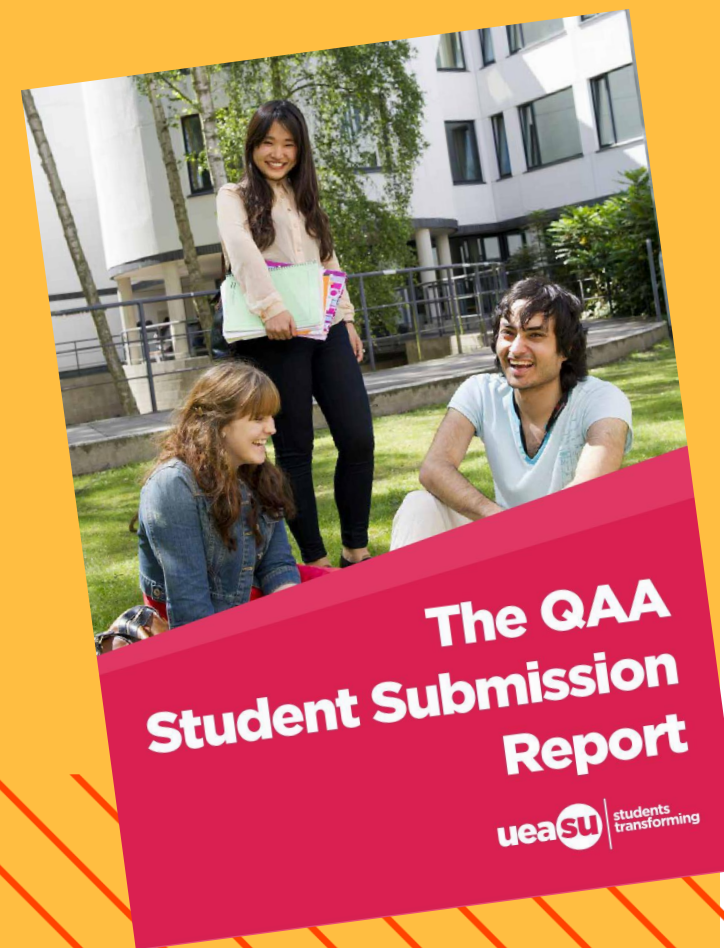
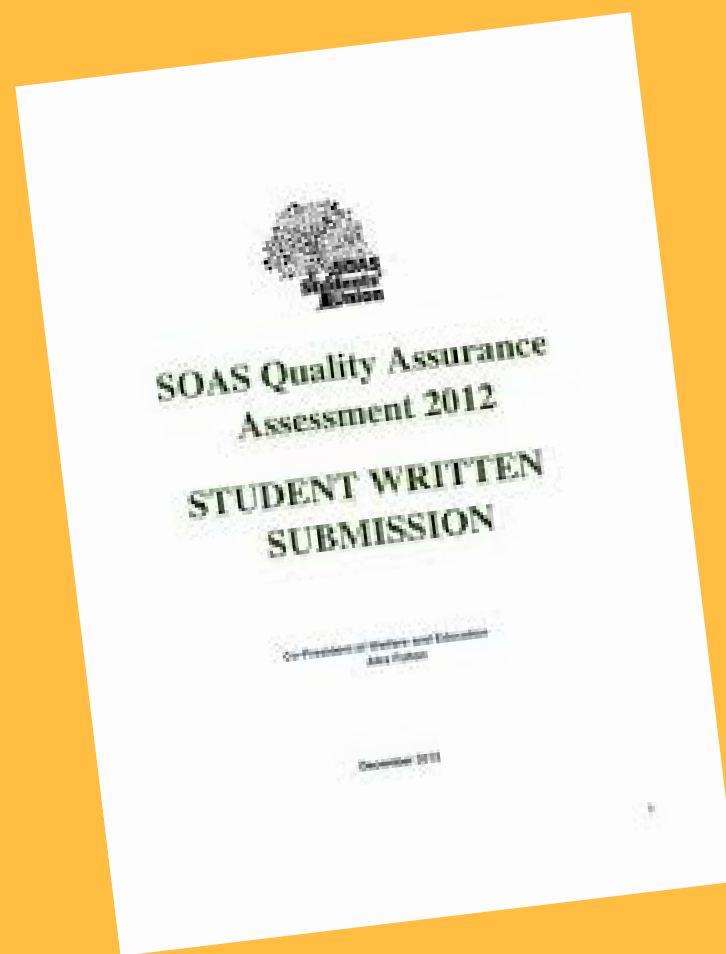
Issues raised go nowhere as “not us” and meetings focussed on “problems”. Problem trackers introduced and standard developmental agednas for SSLCs fit major T&L themes agreed in partnership

How the TEF student submission will work



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