



Teaching Excellence Framework (TEF) 2023

Summary TEF 2023 panel statement

Anglia Ruskin University Higher Education Corporation

Summary of outcomes

Overall: Gold

Typically, the experience students have at Anglia Ruskin University Higher Education Corporation and the outcomes it leads to are outstanding.

Student experience: Gold

The student academic experience is typically outstanding.

Outstanding quality features include:

- course content and delivery that inspires students to actively engage in and commit to their learning, and which is consistently applied across courses and student groups
- the use of research in relevant disciplines, innovation, scholarship, professional practice and employer engagement to contribute to an outstanding academic experience
- a supportive learning environment in which students have access to a wide and readily available range of outstanding quality academic support tailored to their needs
- tailored physical and virtual learning resources are used effectively to support outstanding teaching and learning
- engagement with students in a systematic way, leading to continuous improvements to the experiences and outcomes of students.

There are also some very high quality features, including:

- effective teaching, assessment and feedback practices that support students' learning, progression and attainment
- the support for staff professional development and excellent academic practice.

Student outcomes: Silver

Student outcomes are typically very high quality.

Very high quality features include:

- typically very high rates of continuation and completion for the provider's students and courses
- very high rates of successful progression for the provider's students and courses
- the evaluation of the educational gains made by students.

There are also some outstanding quality features, including:

- tailored approaches that are highly effective in ensuring students succeed in and progress beyond their studies
- a clear articulation of the range of educational gains the provider intends its students to achieve, and why these are highly relevant to students and their future ambitions
- approaches to supporting students to achieve educational gains that are evidence based, highly effective and tailored to students' different starting points.

About the assessment

The Teaching Excellence Framework (TEF) is a national scheme run by the Office for Students (OfS) that aims to encourage universities and colleges (providers) to improve and deliver excellent teaching, learning and student outcomes.

The TEF does this by assessing and rating providers for excellence above the high quality baseline that we expect from all providers. It covers undergraduate courses.

Throughout this document, we use the terms ‘outstanding’ and ‘very high quality’, which are defined in terms of the TEF 2023 assessment as follows:

- ‘outstanding’: the quality of the student experience or outcomes are among the very best in the sector, for the mix of students and courses taught by a provider
- ‘very high quality’: the quality of the student experience or outcomes are materially above the relevant high quality minimum requirements, for the mix of students and courses taught by a provider.

The assessment was carried out in 2022-23 by the TEF Panel, a panel of academics and students who are experts in learning and teaching. This document sets out a summary of the panel’s findings and judgements.

The panel reviewed the following evidence:

- numerical indicators produced by the OfS, using national datasets
- a submission made by the provider, setting out its own evidence
- a submission made by the provider’s students, setting out students’ views.

The panel applied its expert judgement to:

- identify particular features of the student experience and student outcomes that are excellent (above the high quality baseline requirements)
- decide a rating for the ‘student experience’ and for ‘student outcomes’
- decide an overall rating for the provider.

Throughout the assessment the panel took account of the context of the provider and judged how well it delivers teaching, learning and student outcomes for its mix of students and courses.

In making its decisions the panel took account of the OfS general duties and the public sector equalities duty.

Summary of panel assessment

Information about this provider

Anglia Ruskin University Higher Education Corporation has campuses in Cambridge, Chelmsford, London and Peterborough. Its mission is to provide inclusive education and states that 'employability, entrepreneurship and civic impact are central' to its mission and ethos, and that 'education for all is an enabler of positive transformational change for both individuals and wider society'.

The provider had 25,220 full-time and 5,340 part-time students in 2020-2021. There are 8,800 students registered with, but subcontracted out from, the provider.

More than half of the full-time student body is made up of mature students. 41.6 per cent of students come from the most disadvantaged areas (based on the Index of Multiple Deprivation measure) and 20 per cent were eligible for free school meals. 44.2 per cent were considered local to the provider before entry.

The most popular areas of study are Business and Management (40.5 per cent), Health and Social Care (10.6 per cent) and Nursing and Midwifery (9.2 per cent).

The assessment considered information about the provider's undergraduate courses and students on those courses.

Full details about the provider's student demographics used in the TEF 2023 assessment are available at www.officeforstudents.org.uk/data-and-analysis/data-used-in-tef-2023.

More information about this provider can be found on the OfS Register at www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/.

Student experience: Gold

Throughout this section, we refer to indicators. These indicators are based on students' responses to the National Student Survey. The indicators are 'benchmarked' to show how well the provider performs for its particular mix of students and courses.

The panel found the student experience to be typically outstanding.

Across the student experience aspect the panel found:

- five features to be outstanding
- two features to be very high quality
- that the outstanding and very high quality features apply to most of the provider's groups of students, including students from underrepresented groups.

The panel applied the ratings criteria and considered the best fit rating to be 'Gold'. This is because the evidence best fits the description: 'most features of the aspect are outstanding quality for all groups of students'.

The panel's assessment of the student experience features is set out below.

Teaching, assessment, and feedback

The panel considered this to be a very high quality feature.

The overall 'teaching on my course' and 'assessment and feedback' indicators for full-time and part-time students provided initial evidence of very high quality, with some variations across subject areas.

Further evidence in the provider and student submissions included:

- authentic assessment approaches associated with evidence of outstanding 'teaching on my course' and 'assessment and feedback' for Nursing and Midwifery
- structures in place to share best practice across disciplines
- positive faculty reports and course representative comments on teaching and assessment in the student submission.

The panel noted evidence of effective teaching, assessment, and feedback practices, which apply to the mix of students (including students from underrepresented groups) and courses. It concluded that teaching, assessment, and feedback practices that support students' learning, progression, and attainment are embedded across the provider.

Course content and delivery; student engagement in learning and stretch

The panel considered this to be an outstanding quality feature.

The provider and student submissions provided evidence of innovative and highly effective course design and content that inspires students to actively engage in and commit to their learning. The

systematic use of robust qualitative and qualitative feedback (as detailed in both submissions) suggests the efficacy of the content delivery. There was evidence that course structure supports the development of knowledge and skills. The evidence suggested outstanding course content and delivery that is consistently applied across courses and student groups.

The panel noted that, in partnership with its students, the provider developed an active curriculum framework. Active learning approaches are developed across the curriculum and include practice-based learning, group work, gamification and flipped approaches to teaching practices.

All students are required to take a Ruskin module (aligned to a UN development goal) alongside their main course of study. Internal survey data reported that 88 per cent of students valued this module. The panel considered this to be evidence of outstanding curriculum innovation.

Taking all the evidence into consideration, the panel concluded that course content and delivery inspire the provider's students to actively engage in and commit to their learning, and stretch students to develop knowledge and skills to their fullest potential.

Research, innovation, scholarship, professional practice and employer engagement

The panel considered this to be an outstanding quality feature.

The panel noted that the provider offers compelling evidence that the course portfolio is responsive to regional needs. For example, the provider has launched a medical school to address doctor shortages in its region. In 2019-20 the provider convened 33 curriculum co-design groups that brought together employers, students, learning technologists, educational developers and course teams to refresh the curriculum. The panel regarded these co-design groups as substantial evidence of an outstanding feature due to the breadth and reach of this work.

The provider submission included details of a variety of means by which it engages with research and scholarship, and with employers to ensure that its courses are up to date and relevant.

In conclusion, the panel found the evidence to show that the provider uses research in relevant disciplines, innovation, scholarship, professional practice and employer engagement to contribute to an outstanding academic experience for its students.

Staff professional development and academic practice

The panel considered this to be a very high quality feature.

The panel noted that research into teaching methods and practice engages with the student voice and informs teaching and learning. There are very high levels of advance higher education accreditation, including 127 senior fellows and 22 principal fellows. Module evaluation for the postgraduate certificate in learning and teaching is outstanding. There are variations of this course to meet the specialist needs of healthcare educators. The panel judged this to be outstanding evidence.

Other evidence included:

- a learning network that supports active learning approaches (this is part of the provider's educational strategy)

- a very high quality continuing professional development package with over 434 sessions offered and 3,381 attendees demonstrating impact and reach
- a group of eight National Teaching Fellows, three of whom work to support teaching and learning as part of the central educational development unit.

The provider's promotion scheme offers parity of esteem for staff on teaching tracks and 31 members of staff have been promoted on the teaching track over two promotion cycles, which the panel felt demonstrated the impact and reach of this promotion approach.

Overall, the panel considered the evidence of support for staff professional development and excellent academic practice to demonstrate a very high quality feature.

Learning environment and academic support

The panel considered this to be an outstanding quality feature.

The overall 'academic support' indicator for full-time and part-time students provided initial evidence of a very high quality feature, although there was some variation across subject areas and student groups.

Other evidence in the provider submission included:

- that the provider is responding to the different ways students might want to access academic support, information and guidance
- that coaches have provided around 800 individual appointments and 160 group tutorial sessions each year, and that students who engaged with coaches reported an improvement in their academic skills and feel more confident about their next academic assignment
- three writing fellows promote student learning and assessment and have given over 815 individual tutorials
- 94 per cent of students were 'very satisfied' or 'satisfied' with the language support offered at the provider's Language Centre.

The panel considered that the academic support offered by the provider meets the needs of its students across its courses. The provider's submission details its approach to student support, which is wide-ranging and comprehensive. In conclusion, the panel judged that the provider offers a supportive learning environment, and its students have access to a wide and readily available range of outstanding quality academic support tailored to their needs.

Learning resources

The panel considered this to be an outstanding quality feature.

The overall 'learning resources' indicator for full-time and part-time students provided initial evidence of a very high quality feature. There was, however, compelling evidence of not very high quality for full-time performing arts students.

The provider submission included details of resource investment and set out its approach to resourcing during the coronavirus pandemic, including:

- in 2018-2019 to 2021-2022, £42.1 million was invested into the campus estates to directly support teaching and learning facilities. Investments in IT contributed to the provider's digital strategy
- cash funding was available to students during lockdown if they needed to buy a laptop, with £190,800 distributed to 477 students in one month during lockdown.

In summary, there was compelling evidence that the provider is taking action where needed to address areas of low indicator performance. The panel found that the provider is carefully evaluating its resourcing approaches and that its support for students during lockdown study was well articulated. The panel concluded overall that there is evidence that physical and virtual learning resources are tailored and used effectively to support outstanding teaching and learning.

Student engagement in improvement

The panel considered this to be an outstanding quality feature.

The overall 'student voice' indicator for full-time students provided compelling initial evidence of a very high quality feature, with some variation across courses.

The part-time indicator provided initial evidence of either very high quality or outstanding quality.

Further evidence of outstanding quality included:

- how the provider and the students' union have established principles of partnership to guide work, with compelling evidence of effective partnership approaches
- how a 'Stop, Start, Continue' feedback approach helps the students' union and the provider to work together to be agile in responding to issues
- examples of changes introduced in response to student feedback
- how the provider has established 118 student assistants for learning and teaching to support hybrid class delivery and to respond to pandemic and post-pandemic emergent teaching requirements effectively.

The panel found that the evidence supplied in the student and provider submissions pointed to strategic student-staff partnership approaches that enhance the student experience.

In summary, the panel concluded that the provider is engaging with its students in a systematic way, and that this is leading to continuous improvements to the experiences and outcomes of its students, making this an outstanding feature.

Student outcomes: Silver

Throughout this section, we refer to indicators. The indicators for continuation, completion and progression rates are based on national data about higher education students. The indicators are 'benchmarked' to show how well the provider performs for its particular mix of students and courses.

The panel judged there to be evidence of typically very high quality student outcomes.

Across the student outcomes aspect, the panel found:

- three features to be very high quality
- three outstanding quality features
- that the very high quality and outstanding features apply to all the provider's groups of students (included underrepresented students) and most of the courses.

The panel applied the ratings criteria and considered the best fit rating to be 'Silver'. This is because the evidence best fits the description: 'most features of the aspect are very high quality for all groups of students'.

The panel did not think that 'Gold' would be the best fit because the evidence demonstrated that 'some' rather than 'most' of the student outcomes features were of outstanding quality.

The majority of the provider's student outcomes indicators provided evidence of very high quality. The panel considered the provider has identified areas of lower performance in the indicators and is proactively addressing potential issues.

The panel's assessment of the student outcomes features is set out below.

Approaches to supporting student success

The panel considered this to be an outstanding quality feature.

Evidence of outstanding quality in the provider and student submissions included:

- how the provider responds to its data and deploys and tailors approaches, which is highly effective in ensuring its students succeed in and progress beyond their studies
- the provider's employability strategy which focuses on enhancing students' 'lifelong employability skills'. There is evidence that approaches to supporting student success and progression are highly effective and tailored to meet the needs of students across its subjects
- how in the past two years, more than 9,000 students have taken their 'career pulse' to lead to tailored development planning, which has led to an increase in student confidence. The panel judged this to be compelling evidence of reach and impact

- how a certificate of professional development is offered to students in the Business School and the numbers of students engaging with this is increasing, which the panel considered to be evidence of outstanding reach
- that in 2019-2022 there have been 2,954 temporary staff employed by the provider in a range of roles to support student employability and progression
- details of a fully integrated approach to supporting students' mental health
- how a continuation and completion protocol that uses learner data to target students at risk of drop-out has reduced withdrawal rates.

Overall, the panel considered the evidence to demonstrate an outstanding quality feature. The panel concluded that the provider responds to its data and deploys and tailors approaches that are highly effective in ensuring its students succeed in and progress beyond their studies.

Continuation and completion rates

The panel considered this to be a very high quality feature.

The overall full-time 'continuation' and 'completion' indicators provided compelling evidence of a very high quality feature.

The overall part-time 'continuation' and 'completion' indicators provided compelling evidence of an outstanding feature.

There were some differences in continuation and completion rates across courses and student groups, and the panel found that the provider is working proactively to address lower results.

Overall, the panel concluded that there are typically very high rates of continuation and completion for the provider's students and courses.

Progression rates

The panel considered this to be a very high quality feature.

The overall 'progression' indicator provided evidence of a very high quality feature for full-time students, and outstanding quality for part-time students.

The panel noted there was some variation in progression rates across subjects, but overall concluded that there are very high rates of successful progression for the providers' students and courses, demonstrating a very high quality feature.

Intended educational gains

The panel considered this to be an outstanding quality feature.

The panel noted that the provider defines educational gain as its core mission and references to educational gain are threaded through its submission. The provider states that inclusion is 'baked in' and that this reflects their 'determination to deliver effective educational gain for all'. It identifies

the wide range of entry qualifications it accepts, which offers evidence of its understanding of students' different starting points.

The panel concluded that there was a clear articulation of the range of educational gains the provider intends its students to achieve, and why these are highly relevant to students and their future ambitions.

Approaches to supporting educational gains

The panel considered this to be an outstanding quality feature.

The panel found that the evidence provided in both the provider and student submissions demonstrated that the provider's approach to educational gain is successful in supporting its students to succeed.

For example, the provider points to educational outcomes data and its intake of those with lower UCAS entry points as evidence of educational gain. In addition, the provider was ninth in the Times Higher Social Inclusion Index in 2021, which the panel viewed as compelling evidence of educational gain.

In summary, the panel concluded that this is an outstanding feature because the provider's approaches to supporting its students' gains are evidence based, highly effective and tailored to its students and different starting points.

Evaluation and demonstration of educational gains

The panel considered this to be a very high quality feature.

The provider submission points to indicator evidence and other data to show how it evaluates its educational gain measures. Measures include educational outcomes data and social inclusion and mobility data.

The panel concluded that the provider is evaluating the gains made by students.

Overall: Gold

The panel considered the overall best fit rating to be 'Gold'.

The panel considered the student experience aspect rating to be 'Gold' and the student outcomes aspect rating to be 'Silver'. The panel weighted these two aspects equally and considered the evidence across all features and across all student groups, subjects and courses to come to a best fit decision regarding the overall rating. The panel considered there to be compelling evidence that the outstanding and very high quality features largely apply to all the provider's groups of students, including students from underrepresented groups which comprise a high proportion of students.

The panel found most student experience features to be of outstanding quality for all groups of students, and most student outcomes features to be of very high quality for all the provider's groups of students, including students from underrepresented groups.

When determining whether the overall rating should be 'Gold' or 'Silver', the panel considered the evidence to show, on the whole, there to be typically outstanding quality provision rather than typically very high quality provision. In judging 'Gold' to be a better fit than 'Silver' the panel noted:

- there were also some outstanding quality student outcomes features
- across the aspects, the provider presented compelling evidence to show that its approaches are embedded
- evidence demonstrating that the provider tailors its approaches to its students.

Overall, the panel judged that across the available evidence, the student experience and student outcomes are typically of outstanding quality, leading to an overall 'Gold' rating.