



# **Teaching Excellence Framework (TEF) 2023**

## **Summary TEF 2023 panel statement**

**London Metropolitan University**

# Summary of outcomes

## Overall: Silver

Typically, the experience students have at London Metropolitan University and the outcomes it leads to are very high quality.

### Student experience: Gold

The student academic experience is typically outstanding.

Outstanding quality features include:

- teaching, feedback and assessment practices that are highly effective and tailored to supporting its students' learning, progression, and attainment
- 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
- use of research, scholarship and employer engagement to contribute to an outstanding academic experience for its students
- 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
- embedded engagement with students, leading to continuous improvement to their experiences and outcomes.

There are also some very high quality features including:

- support for staff professional development, and excellent academic practice is promoted
- physical and virtual learning resources which are effectively used to support very high quality learning and teaching.

### Student outcomes: Bronze

Student outcomes are typically high quality, and there are some very high quality features.

Very high quality features include:

- effective support for students to succeed in and progress beyond their studies
- clear articulation of the educational gains the provider intends its students to achieve, and why these are relevant to students
- effective support for students to achieve the intended educational gains.

# 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

London Metropolitan University states its strategy, which has been co-designed with students, puts the diversity of its student community 'at the heart of an educational mission of improving student outcomes'. It says it does this by focussing on areas including transitions, careers education, addressing awarding gaps and reviewing practices in order to support student progression.

The provider had 11,360 full-time and 1,340 part-time undergraduates in 2020-2021. Since 2017-18, there has been a steady growth in full-time numbers, and a slight decline in part-time numbers. Just under half of the undergraduate full-time students study on a first degree with an integrated foundation year.

The provider's two largest subjects are Business and Management and Health and Social Care.

Around half of full-time students are from black, Asian, mixed or other minority ethnic groups, the majority are mature, the student body is 64 per cent female, and 14 per cent of full-time students have a disability.

The majority of full-time students are from deprived socio-economic areas, and for students where data is available, more than half (58.2 per cent) are local to the university prior to entry.

The provider has fewer students entering with A Levels (12 per cent) compared to BTEC (20.4 per cent) and Access or Foundation qualifications (29.1 per cent).

The assessment considered information about the provider's undergraduate courses and students on those courses. Although the provider does have a small number of students on apprenticeships, the provider submission did not include specific information about them, nor is there any indicator data relating to this cohort, so they were not considered in scope of the assessment.

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](https://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/](https://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 quality of the student experience to be typically outstanding for the provider's mix of students and courses. Across the student experience aspect, the panel found:

- five features are outstanding
- two features are very high quality
- compelling evidence that the very high quality and outstanding features apply to all of the provider's groups of students, including the high proportion of its students who are from underrepresented groups
- that all the student experience indicators are on an improving trajectory over time, except for 'learning resources'.

The panel observed a difference in indicators for a small number of courses, but did not find this material to its assessment due to the low numbers of students involved.

Having applied the guidance, the panel considered the best fit rating for this aspect to be 'Gold', because most features are outstanding for all groups of students and courses.

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

### Teaching, assessment, and feedback

The panel considered this to be an outstanding quality feature.

The overall 'teaching on my course' indicator provides initial evidence of very high quality for full-time students, and of outstanding quality for part-time students.

There is evidence of outstanding 'teaching on my course' in the final two years of the four-year TEF period, and for Asian students and Creative Arts and Design students. The panel considered that the improvement over time was compelling evidence of the success of the provider's enhancement work.

This indicator aligns with internal student survey data, which had a high response rate and was representative of the provider's mix of students.

The overall 'assessment and feedback' indicator provides initial evidence of outstanding quality for full-time students, and of not very high quality for part-time students.

The indicators suggest at least very high quality for most groups of students and most courses. While there is evidence of not very high quality 'assessment and feedback' for Sociology, Social Policy and Anthropology students, the panel considered that this evidence was mitigated by evidence provided from an external examiner's report, which describes assessment approaches which support student progression.

The panel noted that the provider's strategic teaching, assessment and feedback framework is clearly articulated across both the provider and student submission, with compelling evidence that this strategy informs provision. The provider's submission refers to four key pillars that guide its work to improve student learning and outcomes: transitions and careers; addressing awarding gaps; reviewing regulations; and developing student engagement. It outlines its requirement for assessment to be inclusive, authentic, relevant and reliable.

The provider also offered evidence that it reviews in-depth data to help it understand and address patterns of non-submission, assessment modality, pass rates and average grades.

The student submission reports that students value group work, breakout groups, one-to-one tutorials and the practical parts of their course, and that lessons are well organised. It also notes the introduction of assessment enhancements to support assessment for learning.

The indicators and submissions led the panel to conclude that there are outstanding teaching and assessment practices across student groups and courses, and that these are highly effective in supporting students learning, progression and attainment.

### **Course content and delivery; student engagement in learning and stretch**

The panel considered this to be an outstanding feature.

The submissions provide evidence of outstanding quality, including:

- how student curriculum partners and student panel members contribute to curriculum development, and who give positive feedback on their role. The panel considered that this student partnership inspires students to actively engage in their learning
- that the curriculum is designed to meet the needs of the provider's diverse student body, in line with its strategic mission, and that the success of this work is assessed against the provider's metrics
- how an anti-racism teaching and learning toolkit was trialled in one school and is being shared more widely
- opportunities for students to do live research projects with external partners
- that 142 courses are accredited by professional, statutory and regulatory bodies
- that the provider is designing courses which meet employer needs
- that provision is playing a key role in the enabling social mobility for disadvantaged groups in the local area

The panel considered that evidence for this feature was strengthened by connected evidence cited for the 'Teaching, assessment, and feedback' and the 'Research, innovation, scholarship, professional practice and employer engagement' features.

The panel weighed up the evidence, and judged that the 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 provider presents evidence of student involvement in staff research, working on local, national and international real-world problems, and highlights student work with local charities, councils, social enterprises and small businesses. The panel considered this evidence to indicate that the provider is combining research and employer engagement to contribute to a very high quality academic experience for its students.

The provider submission describes a research project involving Sociology and Computing students, investigating levels of unemployment in local minority ethnic groups, and the support available for those groups. This project gives students chances to shadow research leads and help with transcribing interviews, and research outcomes have informed the social work curriculum. This offers evidence that the provider uses research in relevant disciplines to contribute to outstanding academic experiences.

The panel also considered evidence for the 'Approaches to supporting student success' feature, in the student outcomes aspect, to offer compelling evidence in relation to this feature.

The panel considered the evidence provided shows that the provider uses research, scholarship 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 focus of the provider's professional development support is on diversity. The panel noted very high levels of staff engagement, and that 95 per cent of staff have completed the staff training programme related to the provider's Education for Social Justice Framework.

50 to 60 staff each year enrol on a Postgraduate certificate or Masters in learning and teaching in higher education. Their work is showcased in the provider's peer-reviewed in-house journal 'Investigations in Teaching and Learning'. This journal is also used to disseminate research which ensures that excellent academic practice is promoted across the provider.

The panel noted the work the provider is doing to diversify its teaching staff, and to ensure that staff from underrepresented groups can join its professorial promotion route. It also supports staff to use real-time learner data dashboards

The evidence led the panel to conclude that across the provider there is very high quality support for staff professional development, aligned to the provider's strategic goals, and that excellent academic practice is promoted.

### **Learning environment and academic support**

The panel considered this to be an outstanding quality feature.

The 'academic support' indicator provides initial evidence of very high quality for full-time, and is slightly below benchmark for part-time students. The indicator also shows evidence of outstanding quality in the third and fourth years of the TEF period, and there is evidence of outstanding quality for Asian students, and those from the 'other ethnicity' group.

The indicator for Creative Arts and Design provides evidence of outstanding quality, but not very high quality for Media, Journalism and Communication.

The student submission cites a survey in which 70 per cent of students were satisfied with the help they received while they were taught. The response rate for the survey is noted in the submission.

The provider's submission outlines its strategy for academic support, plus evidence of reach and impact. Academic mentors support students to understand what is required in assessment, find resources, and develop skills and confidence. Peer assisted learning is also in place, with the student submission noting that students find these approaches valuable and accessible.

The panel noted that academic support and wider learning environment is designed and tailored to meet the needs of its diverse student body, and found that this was supplemented by further evidence in relation to the 'Approaches to supporting student success' feature, in the student outcomes aspect.

The panel concluded from the evidence that the provider's integrated approach ensures a supportive learning environment, and that 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 a very high quality feature.

Limited certainty in the data means that the overall 'learning resources' indicator for full-time students either provides initial evidence of very high quality, or of performance below the level of very high quality.

There is evidence of not very high quality 'learning resources' for part-time students, as well as students with disabilities, non-UK students, and Media, Journalism and Communications students; but outstanding quality for Performing Arts and Language and Area Studies students.

The panel noted the provider's commitment to digital inclusion and digital poverty, and concluded that this offered evidence that the provider's social justice educational strategy informs all aspects of provision. The provider's digital strategy seeks to provide personalised learning via multi-location and multi-device access.

The panel also noted that the provider appears to have recently introduced lecture capture. This suggests that it is a late adopter of this technology and the benefits of this are not yet delivered to students.

While the student submission is positive towards the provider's learning resources, it also points to areas where further enhancements are possible. The provider offers additional evidence of positive impact in this area by citing an internal student survey, but it is unclear if this survey benefitted from the same strong response rate as noted in another survey noted elsewhere.

The panel also noted the provider's estates strategy, and reference to funding being secured for resources for Nursing courses.

Assessing the indicators and the submissions, the panel judged that the physical and virtual learning resources are effectively used to support very high quality learning and teaching.

## **Student engagement in improvement**

The panel considered this to be an outstanding quality feature.

The overall 'student voice' indicator provides initial evidence of outstanding quality for both full-time and part-time students, and this is reflected across all student groups. These indicators improved across the four-year TEF period.

The provider's submission outlines a strategic approach to feature which is based on creating democratising and equalising spaces where the student voice can inform policy and practice. It describes using internal surveys and feedback data, and that monthly online forums were organised during the coronavirus pandemic.



The panel also noted examples in the submission which it considered to offer evidence of embedded engagement that focuses on continuous improvement. This includes a newsletter co-edited and co-produced by Social Work students.

The student submission's survey reports that students find the student representative system a valuable mechanism. While the panel noted a low response rate for this survey, it did consider that additional evidence in the student submission strengthens the survey's conclusion.

The panel considered that the students' union has outstanding levels of engagement from the wider student community, noting that nearly seven hundred students have leadership roles with the union.

Overall, the panel concluded from the evidence that the provider embeds engagement with its students, leading to continuous improvement to their experiences and outcomes.

## **Student outcomes: Bronze**

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 found the quality of the student outcomes to be typically high quality, with some very high quality features, for the provider's mix of students and courses. Across the student outcomes aspect, the panel found:

- three features that are very high quality, and one of these has outstanding elements
- two features where there is insufficient evidence of very high quality
- one feature which did not receive a rating. In accordance with the guidance, this did not affect the overall rating of the student outcomes aspect.

The panel considered that the 'continuation' and 'completion' indicators for part-time students were of concern, but did not think that a 'Requires Improvement' aspect rating would be appropriate.

Because of the evidence provided by the indicators for 'continuation', 'completion' and 'progression', the panel deemed the two related features to have insufficient evidence of being very high quality. As such, the panel did not consider that a 'Silver' rating would be suitable, because it was not the case that most features are very high quality for all groups of students, or that all features of the aspect were very high quality for most groups of students.

The panel applied the criteria and concluded that 'Bronze' was the best fit aspect rating because some features are very high quality for most groups of students.

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

## **Approaches to supporting student success**

The panel considered this to be a very high quality feature with elements that are outstanding.

The panel considered that the provider offered strong evidence of a coherent strategic approach to improving student continuation and progression.

The provider submission describes:

- use of detailed data dashboards to interrogate student outcomes in context
- a transitions framework to support students entering higher education
- use of data by the careers team to adjust its offer to student learning needs
- high engagement by students in employability and career support
- positive feedback from employers regarding its career education framework
- strategic steps which have significantly reduced the provider's degree awarding gap.

The student submission reports that the provider's focus on social justice and equity, diversity and inclusion are valued, and that these strategies are improving student outcomes. The student submission also includes data showing that students are happy that their courses prepare them for work in the real world.

However, the panel found that there did not appear to be support targeting the specific needs of part-time students.

The panel noted that while there was evidence of tailoring and some evidence of high levels of student engagement in activities to support progress, a rating of outstanding was not considered appropriate for this feature. This was because the panel considered that the benefits of some of this work was not yet evident in the indicators, as seen in the following features.

The panel therefore concluded that the combined evidence across both submissions shows that the provider is effectively supporting its students to success in and progress beyond their studies, and that this is a very high quality feature.

### **Continuation and completion rates**

The panel considered there to be insufficient evidence of a very high quality feature.

The overall 'continuation' indicator for full-time students provided initial evidence of not very high quality.

The overall 'completion' indicator for full-time students provided compelling evidence that the provider's performance is not very high quality.

The provider submission noted that there was no significant variation between different student groups for the 'continuation' indicator. It also noted internal data which suggests that continuation rates are on course to improve, but the panel did not consider this evidence in its assessment, as it fell outside of the TEF period.

For both indicators, the panel judged that the part-time indicators may be of concern. In addition, the panel was unable to identify evidence in the provider submission that the needs of part-time students are specifically addressed.

However, the panel considered that it would not be appropriate to reach a judgement of 'Requires Improvement' for this feature, given the small numbers of students in these indicators.

The panel considered that the provider did not offer compelling evidence to contextualise or supplement the indicators. Reviewing the indicators, the panel concluded that there is insufficient evidence of very high rates of continuation and completion for most of the provider's student groups and courses.

## **Progression rates**

The panel considered there to be insufficient evidence of a very high quality feature.

The overall 'progression' indicator provides initial evidence of a not very high quality feature for full-time students. The panel saw that this was fairly consistent across different groups, although there evidence of improvement in the final year of the TEF period.

For part-time students, there is potential evidence of not very high quality.

The panel concluded that there is not evidence of very high rates of successful progression for most of the provider's students and courses.

## **Intended educational gains**

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

The provider in its submission refers to its context, its mission and purpose, and presents a distinctive approach which focuses on student groups, enabling it to align the educational gain approach to its educational mission and strategy. The panel judged the coherence of the evidence for educational and learning gain to be compelling.

The provider also sets out what the panel judged to be credible evidence that its approach to learning gain aligns with its approach to student partnership and student voice.

The panel judged that the provider's use of a value added score measuring differential outcomes has led to focused and targeted support. The panel considered that the provider's focus on career readiness work and employability was relevant to needs of its students.

The panel considered the provider to clearly articulate the educational gains it intends its students to achieve, recognising students' different starting points, and why these gains are relevant to its students.

## **Approaches to supporting educational gains**

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

The panel considered that the provider's approaches to supporting its students to achieve learning gain are highly effective.

The provider identifies those students who have no work experience at entry, and establishes tailored data that is deployed as part of the provider's transitions framework, which recognises students' different starting points. The careers team measures career readiness, in order to inform the support it provides.

The panel noted how the provider monitors student engagement and its overall academic strategy to support students to achieve educational gains. A careers team measure and support career readiness.

Considering the evidence in the round, the panel considered that the provider's approach to value added and educational gain supports its work to eliminate awarding gaps, and concluded that the provider effectively supports its students to achieve these gains.

## Evaluation and demonstration of educational gains

The panel considered there to be insufficient evidence of a very high quality feature.

The provider has measured a 'value added score' since 2018-19, and captures student data on career readiness at enrolment. This demonstrates that the provider is starting to evaluate educational gains made by most of its students, but there is insufficient evidence of very high quality in relation to evaluating the gains made by all students.

The panel noted that, according to the guidance, the absence of sufficient evidence of very high quality in this aspect does not prevent the provider being awarded a higher aspect rating.

## Overall: Silver

The panel considered the student experience aspect rating to be 'Gold' and the student outcomes aspect rating to be 'Bronze'.

The panel weighted these two aspects equally and considered all the evidence across all features and across all the provider's student groups, subjects and courses to come to a 'best fit' decision regarding the overall rating for the provider. In assessing the evidence, the panel placed weight on the student submission and provider submission equally.

The panel recognised that in some of the indicators (such as 'teaching on my course' and 'academic support') there was evidence of a positive trajectory across the time series. It interpreted this evidence as giving an indication of the impact of certain strategic and local measures the provider has initiated.

The panel noted the guidance that the overall rating should be no more than one rating higher than the lowest aspect rating.

The panel conclude that the best fit overall rating is 'Silver', because the panel judges that across all the available evidence the student experience and outcomes are typically a combination of outstanding and very high quality for the provider's mix of students and courses.