Link to video submission:

Transcript of Worcester Students' Union TEF Student Written Submission video recording

Section 1: Introduction to WSU Officers

Hi, my names   I am the President of Worcester Students' Union. I am the lead representative and I take the lead on welfare, inclusion, diversity and sustainability. I previously studied   .
Hi, my names   I am the Vice President Education. I take a lead on representing students' academic interests and have oversight of the academic representation system. I studied
Hi, my names   I am the Vice President Student Activities, my role is based around getting as many students as possible involved in sports, societies, volunteering and fundraising at the Students' Union. My degree was in   . We started our elected roles in June   .

Section 2: Introduction to Worcester Students' Union

The students Union exists to represent and support students at University of Worcester to develop and achieve. We have a team of 17 core staff and 21 student staff, we deliver key services as shown on the screen:

Our highest decision-making body is Student Council, which is made up student representatives from different schools, student groups and campuses. We work in partnership with the University in delivering the Academic Representation System, which consists of over 350 Course Reps and over 20 School Reps. The system is overseen by the Academic Representation Oversight Group which is jointly chaired by the university Provost and The Students' Union Vice President Education. Our Reps engage regularly through a number of different co councils and committees across the University and Union. We also run the annual Students' Choice Awards, where students can nominate University academic and support staff for a range of awards, which are displayed on the screen:

We enjoy a healthy relationship with the University and are confident that we are supportive of the institution's successes whilst acting as its critical friend and pushing for change when needed. The FT Officers sit on every major committee of the University and all 3 are University Governors. There is a history and tradition of working with the University to resolve issues, which was further cemented during the pandemic. The SU is proud of its ability to highlight issues relating to the student experience as they arise, to seek solutions together with University colleagues, and to ensure it is the respected and recognised, representative student body. We can confirm that the University has had no undue influence over the content of this submission and that we have retained our independence in producing it. We have also had the chance to review the University submission, which has also been viewed by our school representatives.

Section 3: Our Approach to Evidence Gathering

We decided to focus our submission on 3 main areas which relate to the student experience. As a union We feel these areas are also extremely important for student outcomes, which we have based on student feedback, discussions and data we have received over recent years. The 3 main areas of focus are:
1. The quality of their course content and delivery
2. How helpful is assessment and assignment feedback
3. Is the University is creating a supportive learning environment?

It is important to note that we decided to focus on the student experience as opposed to student outcomes. This was due to a sense that the SU is not naturally best placed to comment on student outcomes post-graduation. Our priorities and services are concerned with students' experiences whilst they are here (which will, obviously, have a bearing on their outcomes). The 4th area we wanted to look at, which was less of a focus and targeted only at certain groups within the consultation process was the University's stated 'Graduate Attr butes' and if students are aware of them and feel the University is helping them to develop in those ways through the curriculum. We only asked limited groups about the graduate attributes, rather than the whole student body, to keep our consultation as simple and access ble as possible and to maximise responses.

In order to obtain an accurate and representative picture of the student experience in relation to the first 3 areas in particular, we have conducted the following:
A review of existing evidence and data in the form of:

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- Welfare, help and advice
- Academic representation
- Societies and sports clubs
- Student led networks
- Volunteering and fundraising
- Student bar and entertainment

Commented   : *(Displayed as graphic)* Student Choice Awards
- Provost Award for Excellence in Teaching
- Outstanding Lecturer Award
- Module Excellence Award
- The Extra Mile Award for Support Staff (Non-Teaching)
- Award for Exceptional Personal Academic Tutor (PAT)
- Sustainability Award – Individual or Departmental Achievement
- Excellence in Doctoral Supervision Award
- Excellence in Digital Teaching

Commented   : *(Displayed as graphic)* Graduate Attributes
- Social responsibility
- Reflective and resilient lifelong learning
- Problem solving
- Teamwork and effective communication
- Digital citizenship

- **Our internal feedback intelligence log** which has been maintained since 2021 and contains feedback from our officers and engagement services
- **Course and School Rep Journals**, which are online forms submitted by reps to alert the SU to feedback or issues raised by students
- Data from both the **National Student Survey** and the University's own **Course Experience Survey**
- **Agenda items and minutes from student council and sub-councils**
- **Candidate manifestos** over the last 3 years in our annual leadership elections to see what students running for office felt were key issues
- **Student Choice awards nominations** for academic and support staff at the University to be recognised for students

We also sought information from our current students by:
- **Utilising speak week**, a campaign which was hosted In November 2022 to gain student feedback. SU officers and staff went to St Johns and City campus to ask students to write on cards to give their opinion about their academic and wider experience
  We had 328 responses in total, and 18 directly related to academic experience.
- **Tasking Course Reps** with seeking opinions directly from their cohorts (on all 4 areas – including graduate outcomes), giving them guidance and suggestions on how they could do this effectively within a 3-week period.
  We had responses from 11 Reps covering courses in 8 out of 9 school within the University. We did not receive any course rep feedback from the   , likely due to placement commitments at the time.
- **Creating and sending out a simple, short on-line course experience survey** to all students, focussed on the 3 main questions, sent out over a 2 week period via (i) our weekly all student emails and (ii) University-paid Student Ambassadors who utilised a QR code and approached students directly across the main St John's campus (working for a total of 15 hours).
  We had 117 responses from students across all 9 schools within the University. We did not collect any further demographic information to keep the survey as short as possible.
- **Hosting focus sessions at 3 separate student council sub-committees:**
  Education council which is made up of School Reps, The Welfare and Inclusion council which is made up of the chairs of our student led networks, who serve to represent underrepresented groups, and TeamWorc council which is made up of the student committees who run societies and sports clubs. Students gave feedback on flipchart paper for face to face meetings, and Microsoft teams for virtual meetings. Across the 3 sub councils we had student representation from all Schools within the University.

Section 4: What our Students have said
   a) Course Content and Delivery
      i) Online Survey (2022)

Through our Online course experience survey we asked current students the following questions about their course:

Q1. How satisfied are you with the quality of your course content and delivery?
Over 90% of our students answered that they were either satisfied or very satisfied with the quality of their course content and delivery.

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Very Satisfied- 39 (33.33%)
Satisfied- 72 (61.54%)
Dissatisfied- 5 (4.27%)
Very Dissatisfied- 1 (0.85%)

Common comments that we received included:
- Lovely tutors, course is challenging yet knowledgeable
- Amazing lectures and very informative
- I love the practical elements of my course and the lectures [sic] are really friendly
- The lecturers are all efficient in delivering the course modules.
- The lessons are well planned and executed.
- High quality teaching
- Sometimes feel that we could be given more information on top of the PowerPoints, have had some instances of lecturers reading off PowerPoints and not making the lecture worth coming to
- Could have more help for students with disabilities

- Overall happy but some lectures seem irrelevant to assessments and are not engaging
- Placement has always let us down

Of the 86 total free text comments received to this question, 76% were positive and 24% less positive/suggested areas for development.

ii) Course Rep Feedback (2022-23)

The feedback collected by course reps from their cohorts was largely positive, and included:
- Good quality of course content, delivered and explained well, understandable, and clear
- Students enjoying interactive sessions e.g. measuring the length of a blue whale outside. The group also expressed dissatisfaction with the timetabling of our sessions, however these complaints appear to be listened to and taken on board which is very positive.
- In my feedback I found students are relatively happy with the quality of the course content and the way it is delivered.
- Content engaging and the lecturers brilliant at engaging with the cohort in lectures. Some liked the idea of revising certain aspects of learning from last year
- All the students of my cohort were very happy with the quality of the course, saying that the content was interesting and the staff very enthusiastic in their teaching of the content.
- Lectures can sometimes get repetitive, suggested alternative content e.g. tutorial videos

Of the 18 responses received,56% were positive and 44% less positive/suggested areas for development.

iii) Student Council Focus Groups (2022)

Feedback we received from the various councils on course content and delivery:
Courses represented in the comments below are Sociology, Psychology, Biology and Law.

We had largely positive feedback from councillors including:
- High quality
- Professional and clear
- I love the course so far/lecturers are lovely and lectures are engaging.
- I believe staff are doing an amazing job at delivering lectures and content. I am happy overall
- High quality content is engaging and informative. Modules are specific when necessary and wide enough to be useful in careers. Issues are more with delivery rather than content.
- Most of the courses are compulsory on this course due to it being a qualifying degree, so it follows a pretty narrow structure. However I have found the optional modules this year really interesting, particularly law of evidence. This week for example we had a lecture about the jury, which had some practical application and we discussed it in within the social context.

There were some comments which suggested areas for improvement around module delivery including:
- Modules removed at the last minute so variety wasn't on show.
- Module selection: some have lack of choice, some modules get abandoned and students forced elsewhere.

iv) Speak Week (2022)
Comments received on cards from students during speak week regarding course content and delivery included:
- Classes and practicals are really fun!
- Nursing - I really liked the blended learning instead of all on campus
- Interesting course, great support around various modules.
- Lectures often feel overwhelming or boring. Some 2-hour lectures have so much information that it feels rushed. In other modules we will finish in 30 minutes and be sent home. This has been addressed and brought to the attention of lecturers but nothing has been done. Lots of lectures also get cancelled and never rescheduled.
- Make assessments more accessible sooner (submitting and viewing).

Of the 18 comments received 15% were positive and 85% less positive/suggested areas for development.

v) National Student Survey (NSS) and UoW Course Experience Survey (CES)

- Here you can see the NSS results related to course content and delivery from 2020-2022.

- Here you can see the University's internal course experience results relating to course content and delivery from 2020-2022.

vi) Course and School Rep Journals (2021-2023)

These came from a range of courses, including Adult Nursing, English Language and Literature, Biochemistry, Education, Sociology, and Law:
- Praise for creative course content and interactive learning methods and group discussions, as well as supportive tutors who were readily available
- Students praising the blended learning approach
- Dissertation tutors who were part-time being hard to contact and arrange tutorials and students feeling disadvantaged
- Lack of understanding of process of allocating dissertation supervisors and around expectations of what they would provide
- Modules still being delivered on-line which the students deemed should be face-to-face.
- More guidance asked for on set reading (not just in module guides) – this was then provided

vii) Feedback and Intelligence log (2021-2023)

There have been areas of concern relating to students on healthcare courses which have been recorded on our feedback and intelligence log, which include
- Concerns were raised by several students on the Paramedic Science course around their experience and course delivery (mainly due to staff shortages). We worked well with the University, with the involvement of students, to address these concerns. This is a good example of the positive working relationship between the Union and University to continuously improve the student experience and respond effectively to feedback.
- Negative reports from Nursing students in 2021/22 around their academic and practical experience, including placement allocation and scheduling of course delivery for two different teaching streams. These were, again, addressed by the VPE with the Head of School and Course Leaders
- Midwifery students raised concerns in Semester One of 2022/23, stating they felt ill equipped to go out on to placement.

We are pleased that we have been able to collaborate with the university in addressing these issues, and it is important that this continues to happen.

viii) Student Choice Awards (SCA's)

The SU runs annual SCAs with nominations over recent years as shown on the screen.
The fact that we have had 3,050 nominations from students in this period suggests some excellent practices are taking place across the University. The students' comments speak of amazing work academic and professional services staff are doing to support and help them to achieve. Many students comment on how the staff member inspired and pushed them to work hard, to believe in their own capabilities, and to achieve more than they ever expected.

b) Assessment Feedback
i) Online Survey (2022)

Through our Online course experience survey, we asked current students the following questions about their course:

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Teaching on my course is good:
2020 - 87% satisfaction
2021 - 82%
2022 - 78%

Course is Intellectually Stimulating:
2020 - 86%
2021 - 81%
2022 - 78%

Organisation and Management:
2020 - 76%
2021 - 71%
20222 - 66%

Staff made the subject interesting:
2020 - 87%
2021 - 82%
2022 - 77%

Course has challenged me to achieve:
2020 - 83%
2021 - 77%
2022 - 76%

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Teaching on my course:
2020 - 87% satisfaction
2021 - 83%
2022 - 76%

Course Feedback:
2020 - 78%
2021 - 77%
2022 - 68%

Course challenge:
2020 - 87%
2021 - 82%
20222 - 79%

Organisation and Management:
2020 - 75%
2021 - 77%
2022 - 66%

Work Placements:
2020 - 87%
2021 - 79%
2022 - 61%

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SCA nominations
2018/19 - 582
2019/20 - 816
2021/21 - 963
2021/22 - 689

Q2. My assessment feedback supports my learning.
As you can see, 89% students either agree or strongly agree that their assessment feedback supports their learning.

Common comments that were received included:
- There is plenty of information to assist us in our assessments, and if we need help, there are padlets available.
- The feedback I have received has been in depth and told me exactly what I've done well in and what I've done wrong, and how to fix it.
- The feedback tells us what to improve on so we don't make that mistake again.
- The feedback is always positive and constructive and will always help you to improve
- Teachers are honest and supportive
- Sometimes don't get feedback back in time and then we've already done another module and assignment but understood it's a big cohort to get marking done
- Feedback takes more than the 20 days to receive by which point we have normally submitted another assignment

Of the 62 total free text comments received to this question, 84% were positive and 16% less positive/suggested areas for development.

ii) Course Rep Feedback (2022-23)

Comments received included:
- Assignments and feedback support a lot of learning. assessments are clearly laid out on blackboard.
- On the whole, the feedback from major hand-ins has been positive and comprehensive, offering constructive criticism alongside positive commentary.
- I found that the class finds our feedback and assessments to be supportive and useful for the future briefs, so they understand how to improve
- Formatives need to be set earlier so summative assignments can be started earlier. Sometimes assessment information is unclear
- When looking at the week-to-week feedback from lecturers and students though, there is often an overabundance of praise, and more often than not, a complete lack of any constructive criticism or suggestions on how a student might improve. We understand that this needs to be a fine line to be balanced, but not informing students where and how they've gone wrong, and how they might improve, feels l ke a fundamental failure of teaching.
- Peer review has mixed fortunes as some like the idea of having feedback from other peers, yet others would only like feedback from academics who know what they are doing compared to supposition by fellow peers.

Of the 17 responses received on academic related matter, 41% were positive and 59% less positive/ suggested areas for development.

iii) Student Council Focus Groups (2022)

Feedback we received from the various councils on assessment feedback:
Courses represented in the comments below are Midwifery, Psychology, Biology, Business and Primary Education.

We had some positive feedback from councillors including:
- I think that way feedback is given is good as we are given 3 things we did well and 3 things that we may need to improve on however this can sometimes be a bit vague
- Feedback is helpful to improve next assessment when given context for comments.

There were some comments which suggested there is inconsistency in feedback received:

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- Feedback varies from staff to staff. One gives 3 positives and 3 negatives whilst another will just say good.
- Rubrics are amazing but sometimes missing.
- Consistency of feedback could be better. Some lecturers are more helpful than others to put it simply. Better when the feedback is applicable to further assessments and not just critical with no points for improvement
- Feedback is a little bit hidden especially when you're looking for last year's.
- Sometimes inconsistency across lecturers (sometimes a lot of feedback and sometimes very little). However, I have always improved thanks to the feedback. Even my grades improved.

iv) Speak Week (2022)

Comments received on cards from students during speak week regarding assessment feedback included:

- Asssesment [sic] marking is too varied. Some just give a grade, others give an entire paragraph of feedback, others give feedback which is just one word.
- Joint honours students potentially have to do two different types of referencing, e.g. education is Harvard, psychology is APA.

Of the 18 comments received 15% were positive and 85% less positive/suggested areas for development.

v) National Student Survey (NSS) and UoW Course Experience Survey (CES)

Here you can see the NSS results relating to assessment feedback from 2020-2022.

In the last 2 years of NSS, the feedback from students that is not positive has mainly concerned late feedback or feedback being too generic.

Here you can see the University's internal course experience results relating to assessment feedback from 2020-2022.

In the latest CES, the feedback from students that is not positive (which seemed concentrated in a few schools) has included late or missing feedback on assessments, and feedback being inconsistent and occasionally contradictory from different staff.

vi) Full-Time Officer Candidate manifestos (2018-2022)

We looked at candidate manifestos in Full Time Officer elections back to 2018. We felt these indicated what students felt they needed to address on behalf of their peers if they were elected. Pledges improving assessment feedback and knowledge of module information appeared more than once over this time, poss bly indicating a continuing need for development in these areas.

c) Supportive Learning Environment

i) Online Survey (2022)

Through our Online course experience survey, we asked current students the following questions about their learning environment:

Q3. The University creates a supportive learning environment

As you can see, over 90% of students agreed or strongly agreed that their university creates a supportive learning environment.

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Assessment and Feedback:
2020 - 79% satisfaction
2021 - 72%
2033 - 68%

I have received helpful comments on my work:
2020 - 80%
2021 - 73%
2022 - 68%

Feedback on my work has been timely:
2020 - 79%
2021 - 74%
2022 - 68%

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Assessment and Feedback:
2020 - 84% satisfaction
2021 - 80%
2033 - 70%

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Strongly agree-   (40.17%)
Agree-   (50.43%)
Disagree-   (8.55%)
Strongly disagree-   (0.85%)

Common comments included:

- Support is around whenever we need it, the space and equipment is lovely
- Student support environments as well as learning spaces are very good.
- Very inclusive university. Excellent support.
- Everyone is very supportive and friendly, lots of places to get help.
- The lecturers are always on hand if we need help or support and are willing to make adjustments to fit our needs.
- The University is not inclusive of people with various learning difficulties. This is evident in lecture slides not being uploaded 24 hours in advance despite this issue being raised multiple times through SSLC meetings through courses reps and emails to lecturing staff. Tasks set in lessons are sometimes impossible for people like myself who have   due to the task being based solely around a reading task.
- Most time I feel I am just left with my own resources when I think the university could provide more
- Last year we had a lot of issues with lectures leaving and PATS not doing anything or acknowledging us, this year has gotten better but many of us still don't have contact with our PATs. Some lecturers have always been more than willing to help however.
- Sometimes Disorganised and timetables and placements given at short notice.
- Difficult to arrange   and travel and plan things in life. Hard to get hold of some placements so short notice creates anxiety. But understand it's a big cohort to organise and plan.

Of the 52 total free text comments received to this question, 71% were positive and 29% less positive/suggested areas for development.

ii) Course Rep Feedback (2022-23)

A summary of bespoke responses from Course Reps meeting with their cohorts is:

Supportive learning environment:

- The teachers are easily approachable and blackboard is helpful
- Generally, the feedback has been fairly positive. We know where our lectures are, we have regular meetings with our PATs and have plenty of opportunities to do group work, as well as getting feedback from peers.
- They found that the University is a supportive learning environment as they felt there is always a lecturer at hand if they ever needed support. They found there are plenty of resources for practical work and the booking system is easy to understand. There is lots of opportunity for group work within the course which the class enjoy as it lets us understand what a real working team will be like in the industry. Everyone found having a PAT to be useful, they all know who they are and feel like they help create a supportive learning environment.
- Powerpoints informative. Blackboard full of relevant information and many l ke the layout of Blackboard too, easy to navigate. PATS very helpful although some seem reluctant to contact them but that could be down to personal circumstances.
- In terms of resources that are available to students outside of the lectures, however, most people feel let down, in that we haven't been told about LinkedIn Learning, booking equipment out from the DAC, workshop groups at the Art House or the ability to use any of the equipment in the art house.

Of the 17 responses received on academic related matter, 65% were positive and 35% less positive/suggested areas for development.

iii) Student Council Focus Groups

Feedback we received from the various councils on the supportive learning environment has been broken down into themes:

Comments on **PATs / academic staff** included:
- Staff with open door policy is good
- PATs are mostly amazing
- Yes however, some lecturers don't answer emails which isn't very helpful especially when the enquiry is urgent.

Comments on **Library services** included:
- Library services are super useful
- Library people are good
- Library very supportive

Comments on **City campus** included:
- Facilities: Access to high quality student spaces, technology and resources is very dependent on campus.
- City campus – we need a common room!

Comments on **Student Support** included:
- Student services are wonderful but understaffed. Having worked alongside them, they need more staff. FAC (Fancy a Cuppa) is amazing!
- Better access to support
- Disability service is short staffed
- Student services is also short staffed but the ones there are supportive
- Careers appointments are very helpful + lots of useful workshops

iv) Speak Week (2022)

Comments received on cards from students during speak week regarding the learning environment included:

- Provide more help out of uni - revision sessions for all years, extra skill revision session, online quizzies, more CPD events.
- Poor communication with lectures.
- Replies from lecturers.
- I can't take part in a society on a Wednesday as I'm in a lecture! ( )
- Car parking /cafes very expensive

Of the 18 comments received 15% were positive and 85% less positive/suggested areas for development.

v) National Student Survey (NSS) and UoW Course Experience Survey (CES)

Here you can see the University's NSS results relating to the learning environment from 2020-2022.

Here you can see the University's CES results relating to the learning environment from 2020-2022.

vi) Course and School Rep Journals (2021-2023)

These came from a range of courses - Adult Nursing, Pharmacology, English Language and Literature, Biochemistry, Education (Education Studies, BAAP and Advancing Practice), Sociology, and Law. They mainly concern the learning environment:
- Muslim students feeling disadvantaged by Ramadan and a lack of associated support or policy at the University to help them manage exams and assessments.
- Not feeling supported whilst on placement or having access to computer systems
- Students on nursing placements put in difficult settings and feeling they needed more support
- Need more awareness about the graduate attributes

vii) Feedback and Intelligence log (2021-2023)

Entries in the log over a 2-year period that concern the areas of **the learning environment** are:
- In Semester One 2022/23, matters logged included support for international students, particularly around accommodation, finance, and communication prior to their arrival (a small number seemed to have misinterpreted information they had received). The SU reported these issues to University management, and we are aware that work is now underway to review hardship support for international students, as well as accommodation options.

viii) Full-Time Officer Candidate manifestos (2018-2022)

We looked at candidate manifestos in Full Time Officer elections back to 2018. We felt these indicated what students felt they needed to address on behalf of their peers if they were elected. Pledges that appeared more than once were:
- More peer support programmes / buddy schemes
- Equitable or better access to learning and practical resources to give students the best environment in which to complete their degree
- Removing barriers to accessing higher education and success
- Finding a balance in timetabling to enable students to juggle their other commitments or take part in extra-curricular activities

d) Graduate Attributes
i) Course Rep Feedback (2022-23)

When course reps reached out to their cohorts, they received positive comments about the graduate attributes including:
- The majority of students felt as though all five graduate attributes were relevant to them and would be considered as positive skills that will be supported during their academic careers.
- We believe that the graduate attributes are very relevant and imperative to our practice. We all feel that assignments [sic] and lectures help us reach these goals.

Of the 12 responses received about graduate attributes, 67% were positive and 33% less positive/ suggested areas for development.

Section 4: Summary of Findings

We recognise that SUs by their nature tend to hear from students who are unhappy with their experience– they will come us with the express purpose of getting something resolved. It is clear, however, that vast majority students at Worcester are happy that their experience is a good one and that many staff are going above and beyond to support our members. A small minority of students are unhappy with their experience and this is reflected by some individual student comments or quotes that we have included in this submission. In these instances, we recognise the point they raise is not necessarily widespread but we felt it appropriate to still provide this evidence, as a student representative body.

In 2022, scores in NSS and CES declined (in some areas significantly), which does concern the Union and which we don't think can all be attributed to the impact of the pandemic. We hope to see resultant action plans implemented by the University positively affect students, particularly those on health courses, and improve future scores. Our key 'take-aways' from the data and feedback collection exercises are:

Course content and delivery: The vast majority students feel that their course content and delivery is interesting and engaging. Comments have been seen over several years in various surveys, however, about 'death by PowerPoint', which still seems to be an issue for some.

For health courses, the University must ensure that expansion does not negatively affect the experience of students, that there are adequate staff and placement opportunities, and that students feel equipped to go out and work following their learning at university.

Assessment and Feedback: Most students find their feedback helpful and supportive, but we get a sense of inconsistency across the University in the quality of feedback received and believe this area poss bly needs more standardisation. Feedback needs to be timely and effective communication given to students if there are delays.

Supportive learning environment: Most students recognise that the **PAT system** is there to support them. Many students report having amazing tutors and lecturers who give lots of support. There are some comments, however, about poor communication from staff to students and emails not being replied to. Again, there seems some inconsistency across the University in terms of PAT support.

A disparity in experience for students on different campuses – there is a general sense of students being at risk of feeling disconnected at City Campus, particularly with regards to communal social spaces and the availability of centrally based University services.

The University scores consistently well in surveys for **learning resources** and study spaces, including the library.

From data available on **progression and retention** rates at Worcester, whilst we have not been able to focus on this in our submission, there is work for the University to do, as with many other Providers. We remain firm that ethical recruitment must always prevail and that students who are recruited must be supported to achieve, particularly if they are from a group known to be at risk of dropping out. The University prides itself on widening participation and we agree that it can.

Section 5: Reflections on the University's Submission

Overall, we feel that the University have created a fair submission. We would pick out a few key points on reflection, bearing in mind our own findings and the data available to us.

Regarding **Excellence in teaching and learning, assessment, and academic support: the metrics,** and, in particular the recent NSS and CES results. We accept that the pandemic had a significant impact on teaching but we do not feel that the pandemic can explain all of the results in 2022. We are keen to see these scores increase again in 2023.

Regarding **Academic support**, we have mentioned above that we still feel there is work to do around the PAT system and that, whilst many PATS provide excellent support to students, not all students experience this across the institution. We are pleased to see initiatives put in place by the University to try and ensure absolute consistency in this area, although we recognise that is not easy to achieve.

Regarding **Student Engagement and Voice**, we value the ongoing relationship with the university on academic representation and believe we have a system that will continue to go from strength to strength, as an example of good practice in the sector.

In terms of **Learning Resources**, the University performs consistently well in this area in surveys and there are some state-of-the-art facilities at Worcester. We also worked closely with the University to address digital poverty amongst students during the pandemic. We are keen that investment continues in all areas of the University estate, particularly outdoor sports facilities. We feel this is important for the student experience.

Regarding **Student Outcomes**, there is clearly a lot of work underway at the University to improve continuation and completion rates, which is something common to many institutions. Progression and graduate outcomes appear to be something the University can be proud of with high numbers of students feeling their course prepared them for the world of work. Scores for personal development and employability support in the NSS were down in 2022, but still way above national benchmarks. We agree with the University that success upon graduation should not be judged on salary or status achieved alone; many of our graduates go on to perform vital roles in society that are not highly paid or managerial positions.