



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

## **Summary TEF 2023 panel statement**

**St George's, University of London**

# Summary of outcomes

## Overall: Silver

Typically, the experience students have at St George's, University of London and the outcomes it leads to are very high quality.

### Student experience: Bronze

The student academic experience is typically high quality.

Very high quality features include:

- course content and delivery that effectively encourage students to engage in their learning and stretch students to develop their knowledge and skills
- the provider's use of research in relevant disciplines, innovation, scholarship, professional practice and employer engagement, contributing to a very high academic experience for its students.

There was also one outstanding quality feature:

- support for staff professional development, with excellent academic practice embedded across the provider.

### Student outcomes: Silver

Student outcomes are typically very high quality.

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 their relevance
- effective support of students to achieve educational gains
- evaluation of the gains made by students.

There are also some outstanding quality features including:

- rates of continuation and completion for the provider's students and courses
- rates of successful progression for the provider's students and courses, particularly for students from underrepresented groups.

# 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

St George's, University of London is a relatively small university, with around 3,000 full-time and 100 part-time undergraduate students in 2021.

Based on data from 2020-21, a large proportion of full-time students study Medicine and Dentistry (42 per cent) and Medical Sciences (35.4 per cent). Allied Health is the most common subject studied on a part-time basis (80.2 per cent). Of full-time undergraduate students, just over 70 per cent are under 21 on entry; around 32 per cent are white; 36 per cent are Asian; and just under a quarter already had a higher education level qualification on entry.

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/](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: Bronze**

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 is typically high quality for the provider's mix of students and courses. Across the student experience aspect, the panel found:

- two features to be very high quality
- one feature to be outstanding quality
- insufficient evidence of very high quality for four features.

Indicator evidence contributed to no more than half the evidence and was supplemented by further evidence in the provider and student submissions. The panel particularly noted that the student submission described how students work in partnership with the provider's senior team as well as how partnership is used to enhance the student experience.

There was no part-time data available for any of the student experience indicators.

The panel considered the best fit rating to be 'Bronze'. This is because some features are very high quality for all groups of students. The panel did not think that 'Silver' would be the best fit because the evidence demonstrated that 'some' rather than 'most' of the student experience features are very high quality.

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

## **Teaching, assessment, and feedback**

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

The 'teaching on my course' and 'assessment and feedback' indicators for full-time students provide initial evidence performance below the level of very high quality.

The panel noted the following evidence in the submissions:

- teaching methods including active learning in small groups, practice-based learning, placements in workplace settings and research-based learning
- state-of-the-art technologies used in modern healthcare
- small group teaching models (evidenced in the student submission)
- investment in assessment projects such as an institution-wide enhancement project with students and staff, although the outcome of this is yet to be determined

The panel considered that the submissions and indicators provided insufficient evidence of very high quality practice embedded across the provider and of how these practices were effective in supporting its students' learning, progression and attainment. Considering the evidence in the

round, the panel concluded that there was insufficient evidence to demonstrate a very high quality feature.

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

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

The panel noted how the provider's approach to developing course content and delivery is in partnership with students and colleagues from medical backgrounds.

The provider submission describes how online placements were created to replicate workplace learning during the coronavirus pandemic. It also includes further evidence of a very high quality feature, including:

- module resources being written with students and patients
- delivery of the Royal College of Surgeons surgical skills teaching to all medical students
- student satisfaction data on the Diagnostic Radiotherapy course rising from 46.8 per cent in 2019 to 64 per cent in 2022.

Considering the evidence in the round, the panel concluded that there is evidence that course content and delivery effectively encourage students to engage in their learning and stretch students to develop their knowledge and skills.

### **Research, innovation, scholarship, professional practice and employer engagement**

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

The provider uses research, innovation, scholarship, and employer engagement activities to contribute to a very high quality student experience, for example:

- compulsory placements in clinical settings. There were 2,064 placements for 867 students across the five Allied Health courses
- service-user engagement, e.g. Clinical Pharmacology students making pitches to a panel of industry and academic specialists in a 'Dragon's Den' assessment
- pre-placement simulation activities which led to the provider being awarded an Education Excellence Award in 2022.

The panel noted the low uptake of some initiatives relating to this feature. For example, only 5 per cent of students studying Biomedical Science or Clinical Pharmacology opted to undertake a professional training year.

The panel considered whether this would be an outstanding quality feature but noted that student uptake of initiatives was not clearly articulated. Overall, the panel concluded that the provider uses research in relevant disciplines, innovation, scholarship, professional practice and employer engagement to contribute to a very high quality academic experience for its students.

## **Staff professional development and academic practice**

The panel considered this to be an outstanding quality feature.

Evidence was provided to demonstrate that there is outstanding support for staff professional development, and that excellent academic practice is promoted through several initiatives. The provider's Centre for Innovation and Development of Education works with practice-based educators to develop their academic skills and support student engagement.

The provider submission includes further evidence of an outstanding quality feature, including:

- 56.4 per cent of academic staff hold Advance HE Fellowship which the provider states is above the sector average. In addition, 16 per cent of permanent staff are Senior or Principal Fellows
- 220 educators have secured a Postgraduate Certificate in Healthcare and Biomedical Education
- numerous education awards which celebrate staff success internally and nationally.

Overall, the panel concluded that there is outstanding support for staff professional development and excellent academic practice is embedded across the provider.

## **Learning environment and academic support**

The panel considered that there was insufficient evidence of a very high quality feature.

The 'academic support' indicator for full-time students provides initial evidence of performance below the level of very high quality.

In the provider submission, the coronavirus pandemic is cited as an explanation for the indicator data. However, the panel noted that the submission does not provide a specific explanation for the low indicator performance for some minority ethnic groups.

The student submission, however, does confirm the sense of community which is outlined in the provider submission and is supported by the following evidence:

- a tiered personal tutor scheme
- design of the curriculum, placements and approaches to learning co-created between staff, students, patients and employers
- academic and information literacy embedded into the majority of courses.

Overall, the panel concluded that there is limited evidence that the provider fosters a supportive learning environment, and its students have access to a readily available range of very high quality academic support. Considering the evidence in the round, the panel considered there is insufficient evidence to demonstrate that this is a very high quality feature.

## **Learning resources**

The panel considered that there was insufficient evidence of a very high quality feature.

The 'learning resources' indicator for full-time students provides initial evidence of performance below the level of very high quality. The provider attributes this to the coronavirus pandemic.

The provider submission outlines investment made by the provider, as described below, although there is insufficient information to measure the impact of this:

- investment in digital tools to support learning
- immersive study environments such as paramedic science simulation suites and radiographic equipment
- £5.8 million funding from the OfS in 2022 for a ten-bed simulated hospital setting and skills practice space.

The panel noted that the provider submission did not articulate how effectively the resources were being used.

Overall, when taking the indicator evidence and provider submission into account, the panel concluded that there is limited evidence of physical and virtual learning resources being used effectively to support very high quality teaching and learning.

### **Student engagement in improvement**

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

The 'student voice' indicator for full-time students provides initial evidence of performance below the level of very high quality. The exception is for Pharmacology, Toxicology and Pharmacy which shows evidence of outstanding quality.

Additional evidence noted by the panel includes:

- based on student online teacher surveys, students' views are valued at module level (81.7 per cent for Medicine and Dentistry; 76.1 per cent for Medical Sciences; and 76.5 per cent for Allied Health)
- a student advisor scheme, with 17 projects showing evidence of changes made
- 30 student-staff partnership grants
- students being co-contributors and designers of transformational educational experiences, fulfilling a key aim of the provider's strategic plan.

The panel concluded that there is limited evidence that the provider effectively engages with its students, leading to continuous improvement to the experiences and outcomes of its students. Overall, the panel considered there is insufficient evidence to demonstrate a very high quality 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 found that student outcomes are typically very high quality for the provider's mix of students and courses. Across the student outcomes aspect, the panel found:

- most features are very high quality
- two features are of outstanding quality
- the outstanding and very high quality features apply to all the provider's groups of students, including students from underrepresented groups

The panel noted that the provider demonstrates a commitment and alignment to its stated mission to support social mobility and an explicit focus on reducing attainment gaps and providing inclusive education for all students.

The panel applied the ratings criteria and considered the best fit rating to be 'Silver'. This is because 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 demonstrates that most features are very high quality rather than outstanding quality for the student outcomes aspect.

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

### **Approaches to supporting student success**

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

The panel considered that the provider tailors its strategic approaches to ensure that its students succeed in and progress beyond their studies, as illustrated by the continuation, completion and progression rates described below.

The provider submission sets out:

- the provider's commitment to its 'Access and Participation Plan' and a reduction in the overall institutional awarding gap between white and minority ethnic students from 11.2 per cent in 2016-17 to 8.6 per cent in 2021-22
- introduction of the provider's 'Inclusive Education Framework' to develop, make visible and share interventions designed to tackle award differences.

The panel considered that the provider submission describes its approaches with evidence that the provider effectively supports its students to succeed in and progress beyond their studies. Considering the evidence in the round, the panel concluded there is sufficient evidence to demonstrate a very high quality feature.

## **Continuation and completion rates**

The panel considered this to be an outstanding quality feature.

For full-time students, the 'continuation' indicator provides initial evidence of outstanding quality and the 'completion' indicator provides initial evidence of very high quality.

For part-time students, both 'continuation' and 'completion' indicators provide initial evidence of performance below the level of very high quality, with some exceptions (for example the 'completion' indicator for Allied Health provides evidence of outstanding quality).

The provider submission reflects on and explains the differences between the full-time and part-time indicator data. The narrative states that most of the PT activity relates to a discontinued programme - Healthcare Practice (Credit Bearing) within Nursing and Midwifery. The last intake was in 2012-13 with a population of 1,980 students (89.6% of the PT population). The provider explains that Healthcare Practice was intentionally designed to be flexible for learners while in employment and aligned to a government lifelong learning agenda to upskill employees, particularly those in healthcare roles.

The panel noted that the provider effectively supports its students to succeed in and progress beyond their studies by embedding research-informed teaching, and innovative simulation activities, such as clinical placements.

The panel considered the indicators and the evidence from the submissions and placed less weight on the part-time indicator data, noting the explanation in the provider submission. The panel therefore concluded that, in the round, there are outstanding rates of continuation and completion for the provider's students and courses.

## **Progression rates**

The panel considered this to be an outstanding quality feature.

The 'progression' indicator for full-time students provides evidence of very high to outstanding quality with only Nursing and Midwifery appearing to be below the level of very high quality. The panel noted that the data did not provide certainty for Nursing and Midwifery and also noted that this included students on the Healthcare Practice programme which was designed to upskill students who were already in employment.

The panel noted the excellent progression rates for underrepresented groups such as mature students and, black and Asian students.

The panel noted the following evidence:

- the NSS score for 'the skills I have developed during my time in higher education will be useful for my future career' increased for all students from 87.2 per cent in 2018 to 90.4 per cent in 2020
- in a survey of 9,572 of alumni, 75 per cent of respondents who graduated between 2012 and 2021 either 'agreed' or 'strongly agreed' with the statement 'studying at St George's prepared me well for my career'.

In considering the indicators and the evidence from the submissions, the panel concluded that there are outstanding rates of successful progression for the provider's students and courses, particularly for students from underrepresented groups.

### **Intended educational gains**

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

The provider offers a concept of educational gains around intergenerational social mobility.

The submission describes how students acquire educational gains through structured stages of their education, embedded into curricular content and assessment that are co-created between students and the provider.

The provider articulates educational gain in relation to employability and professionalism, with students having the capacity to think critically within an informed understanding of the human and social context of the workplace.

Considering the evidence in the round, the panel concluded that the provider articulates the educational gains it intends its students to achieve, and why these are relevant to its students.

### **Approaches to supporting educational gains; and Evaluation and demonstration of educational gains**

The panel considered both features to be very high quality.

The submissions provided evidence to support this, including:

- small-group teaching, practice-based learning, and research-orientated experiences from the beginning of all courses
- work placements within all General Medical Council or Health and Care Professionals Council regulated courses
- the St George's Skills and Recognition Award which enables students to record and demonstrate any transferable employability skills which they have gained and use this as evidence when seeking employment
- the use of analytics to establish student development and career readiness at different stages of their education so that individual student needs can be tailored to and addressed
- evaluation of educational gains through a Careers Registration Dashboard
- monitoring of interventions through the provider's Inclusive Education Framework.

The panel considered all the evidence and concluded that the provider effectively supports its students to achieve educational gains and that it evaluates the gains made by its students.

## **Overall: Silver**

The panel noted the guidance that the overall rating should not be higher than the highest aspect rating and should be no more than one rating higher than the lowest aspect rating. The panel considered the student experience aspect rating to be 'Bronze' and the student outcomes aspect rating to be 'Silver'. The panel weighted these two aspects equally and considered all the evidence across all features and across all the provider's student groups, subject and courses to come to a 'best fit' decision regarding the overall rating for the provider.

The panel considered that, across all the available evidence, the student experience and student outcomes are typically very high quality for all groups of students and courses and therefore the 'best fit' rating is Silver.