



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

## **Summary TEF 2023 panel statement**

**Leeds Trinity University**

# Summary of outcomes

## Overall: Silver

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

### Student experience: Silver

The student academic experience is typically very high quality.

Very high quality features include:

- teaching, assessment, and feedback practices
- content and delivery that effectively encourage students to engage in their learning, and stretch them to develop their knowledge and skills
- use of research in relevant disciplines, innovation, scholarship and professional practice to contributing to a very high quality academic experience
- support for staff professional development with excellent academic practice is promoted
- a supportive learning environment, where students have access to a range of very high quality academic support
- physical and virtual learning resources that support very high quality teaching and learning
- effective engagement with students, leading to improvements to their experiences and outcomes.

### Student outcomes: Silver

Student outcomes are typically very high quality.

Very quality features include:

- effective supports of students to succeed in and progress beyond their studies
- rates of continuation and completion for the provider's students and courses
- rates of successful progression for the provider's students and courses
- articulation of the education gains the provider intends its students to achieve and why these are relevant to students
- effective support of students to achieve 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

Leeds Trinity University aims to offer 'a career-led, inclusive, individual, and transformative experience for students to realise their aspirations and ambitions'.

The provider is a Catholic Foundation Institution and 'sees social justice as the dignity of the human person and the value of each person in society'. It defines the key values of 'investing in mental wealth and health gain' as part of student success.

The provider is a growing university with plans to expand its portfolio of courses and learning and teaching spaces. New courses include Nursing and Biomedical Science.

There were approximately 6,440 full-time undergraduate students in 2020-21. The provider has collaborative partnerships with 30 higher education institutions across 13 countries.

The assessment considered information about the provider's undergraduate courses and students on those courses. Apprenticeship courses were also included within the scope of 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: Silver**

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 very high quality for the provider's mix of students and courses. Across the student experience aspect, the panel found that all features are very high quality for most groups of students and courses.

The panel applied the ratings criteria and considered the best fit rating to be 'Silver'. This is because most features are very high quality 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 a very high quality feature.

The 'teaching on my course' indicator for full-time students offers initial evidence of a not very high quality feature. There is varying satisfaction across subjects and the majority of ethnicity indicators, except for white students, show evidence of very high quality.

For apprenticeship students there is evidence of a very high quality feature, however the panel noted the low number of students and therefore placed less weight on this evidence.

The 'assessment and feedback' indicator for full-time students shows initial evidence of very high quality. This applies to most of the provider's students. The exceptions are Asian and black student groups which show evidence of outstanding quality.

The panel noted that data for year four showed signs of improvement for both indicators.

The provider and student submissions offers evidence of a very high quality feature, including:

- a focus on student learning, connectedness and inclusivity during the coronavirus pandemic where the provider developed a 'Pre-Live-Post' teaching model to address student feedback. This innovation, among others, increased student satisfaction scores
- the National Student Survey (NSS) showed some evidence of effectiveness in this teaching approach which is further supported by external examiners' praise.

In summary, while there is a difference in overall satisfaction between the 'teaching on my course' indicator and the 'assessment and feedback' indicator, the provider and student submissions included evidence regarding the effectiveness and tailoring of both teaching and assessment practices.

Overall, the panel concluded that the provider has embedded very high quality teaching, assessment, and feedback practices that are effective in supporting its students' learning, progression, and attainment.

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

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

The panel considered the provider's evidence regarding course content and delivery to show some very high quality elements for full-time students, including:

- development of course content and delivery to encourage students to access international experiences through the Go Global programme
- cross-cultural engagement in virtual classrooms creating learning opportunities and stretching students to develop their knowledge and skills
- embedding of social justice within the curriculum, with examples of enrichment opportunities. A commitment to social justice and equitable education are externally recognised
- examples of 'stretch' that are visible within Law, including mootings, demonstrating the impact on student overall pass rates.

The panel noted that the student submission, although limited, suggests graduate outcomes are embedded within the curriculum with positive impact.

Considering the evidence in the round, the panel concluded that course content and delivery effectively encourage the provider's 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 submission offers evidence to support this, including;

- a £70,000 investment in student-staff co-production, leading to cross-institutional student co-creation and seed-funding projects. It was unclear in the provider submission to what extent the seed-funding projects, and the embedding of research and scholarship had an impact on the student experience
- Employer Advisory Boards used to maintain a fit-for-purpose curriculum
- compulsory professional work placements in all courses, supported by work-integrated learning opportunities and industry-linked assessments. However the panel noted that it is too early to see impact from this initiative on student experience.

The panel concluded that the provider uses research in relevant disciplines, innovation, scholarship and professional practice to contribute to a very high quality academic experience for its students.

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

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

The panel identified very high quality support for staff professional development, including:

- 83 per cent staff holding a recognised teaching qualification and Advance Higher Education Fellowship
- two Principal Fellows, and three National Teaching Fellows working within the institution

- peer review of learning and teaching that is used effectively to support and enhance the quality of teaching across both schools.

Based on this evidence, the panel concluded that there is very high quality support for staff professional development and excellent academic practice is promoted.

## **Learning environment and academic support**

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

The 'academic support' indicator for full-time students offers evidence of a very high quality feature. The panel noted that satisfaction levels dramatically increase in year four, showing evidence of at least very high quality or outstanding quality, and demonstrating the provider's academic support is on an upwards trajectory.

The 'academic support' indicator for apprenticeship students shows evidence of outstanding quality. There is no data available for part-time students.

For white students and those from mixed ethnic backgrounds, the indicator show evidence that 'academic support' is not very high quality and for black and Asian students, the indicator shows evidence of very high quality.

The provider and student submissions provide examples of very high quality practice, including:

- gathering of student feedback through student voice workshops, student experience surveys and other mechanisms. In a survey of level 4 and 5 students, 83 per cent felt ready to begin learning
- learning analytics are gathered and used to assist students with their academic performance
- establishment of a Learning Hub providing students with tutorials and 500 in-class workshops. The workshops are embedded with the curriculum and address academic skills development.

The panel noted that although the provider has focused on developing integrated support for the students, there is little evidence of impact for some initiatives. However, the provider recognises this and has indicated it is too early in the evaluation cycle to show how some initiatives impact the student experience.

Overall, the panel concluded that the provider fosters a supportive learning environment, and its students have access to a readily available range of very high quality academic support.

## **Learning resources**

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

The 'learning resources' indicator for full-time students shows evidence of a very high quality feature. However, the panel noted a drop in satisfaction in year three which significantly impacted the overall indicator score.

The satisfaction levels across student groups and courses are broadly consistent with the overall indicator. Groups including 'other undergraduate', those over 31 years, black students, and non-UK

students, in addition to two subjects, show evidence of outstanding quality. There are, however, six subjects that show evidence of not very high quality, along with disabled students and those from a mixed ethnic background. For apprenticeship students there is evidence of very high quality although the panel noted the statistical uncertainty for this data. There is no data available for part-time students.

The provider and student submissions supplement the indicator evidence by providing some examples of very high quality practice, including:

- improvement in personal tutoring practices, student liaison and engagement officers
- investment in Learning Hub resources
- delivery of 7,000 tutorials and 500 in-class workshops
- Pre-Live-Post evaluation informed the teaching model in which digital provision was used to support student learning. Students reported these tasks extended their learning beyond the classroom.

Overall, the panel concluded that physical and virtual learning resources are used effectively to support very high quality teaching and learning.

### **Student engagement in improvement**

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

The 'student voice' indicator provides evidence of very high quality for full-time students.

For apprenticeship students there is evidence of outstanding quality, but there is less than probable statistical certainty of this.

The panel noted that the levels of satisfaction in the overall 'student voice' indicator drastically increased in year four to show evidence of outstanding quality. This demonstrates the provider is on an upwards trajectory in improving the student voice.

There is some variation in satisfaction between subjects and all non-white ethnicity indicators show evidence of outstanding quality.

The provider and student submissions supplement the indicator evidence by providing some examples of very high quality, including:

- development of the personal tutoring scheme
- development of module evaluation approach, with examples of impact
- engagement of students as co-creators of curriculum and enhancement of practice.

The panel considered whether this could be an outstanding quality feature, but the overall indicator is very high quality and there is variation in satisfaction across subjects. Therefore, overall the panel concluded that the provider effectively engages with its students, leading to improvements to the experiences and outcomes of its students.



## **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 the student outcomes are typically very high quality for the provider's mix of students and courses. Across the student outcomes aspect, the panel found:

- five features are very high quality
- one feature where there is insufficient evidence of very high quality

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

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 provider submission describes its approaches to supporting students to succeed in and progress beyond their studies, including:

- a provider-wide framework for career-led opportunities to inform curriculum design, student support, and employer engagement leading to specific tools being created
- career readiness assessment and online tracking tool
- compulsory professional work placements in all courses, supported by work-integrated opportunities and industry-linked assessments with evidence of employer and student satisfaction with placements
- research-informed development of employability support.

The panel considered the characteristics of the student body and the high numbers of students from underrepresented groups to be relevant when weighting this evidence.

The provider and student submissions include evidence regarding the effectiveness of support for student success, which apply to the mix of students including students from underrepresented groups, and apprenticeships.

Overall, the panel concluded that the provider effectively supports its students to succeed in and progress beyond their studies.

### **Continuation and completion rates**

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

The 'continuation' indicator for full-time students shows initial evidence of a very high quality feature.

For apprenticeship students there is evidence of not very high quality 'continuation'. For part-time students there is evidence of outstanding 'continuation'.

There is some variation in results among student groups and across courses. For example, for 'other undergraduate' students there is evidence of outstanding quality, and for both Allied Health and Health and Social Care there is evidence of not very high quality.

The panel also noted there was no explanation provided for why full-time Black students' 'continuation' data was not very high quality, however, did note the extensive work underway to reduce continuation gaps within the provider.

The 'completion' indicator for full-time students shows evidence of a very high quality feature. 'Completion' indicator data is not available for apprenticeship students. For part-time students, there is evidence of not very high quality 'completion'.

There is variability in completion across student groups, with 'other undergraduate', 21 to 30 years, 31 years and over, black students, Asian students and students from certain backgrounds showing evidence of outstanding quality. The provider submission acknowledges the groups that are outstanding quality but does not acknowledge the few that are below.

The panel also noted that the provider's expansion of career education, information, advice and guidance has increased opportunities for staff to pursue other qualifications.

The panel considered the continuation and completion indicators for full-time and apprenticeship students to provide initial evidence of very high quality for most students. It concluded that there are very high rates of continuation and completion for the provider's students and courses. It noted that there are pockets of outstanding provision, just as there are pockets of provision that are not very high quality and that on balance, this would suggest a very high quality feature.

## **Progression rates**

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

The 'progression' indicator for full-time students shows evidence of a very high quality feature. There is no progression indicator data available for part-time or apprenticeship students.

There is some variability in evidence across subjects and groups. 'Other undergraduate' and Asian students show evidence of outstanding quality. However, black students and some other groups show evidence of not very high quality.

Considering progression, the panel took note of the skills questionnaire that is mapped to a graduate attributes and skills framework. This allows students to build a picture of their strengths and development areas. Within the provider's future career planning surveys, 70 per cent of students surveyed said they felt more confident in commencing their career after graduating.

Taking the evidence into consideration, the panel concluded that there are very high rates of successful progression for the provider's students and courses.

## **Intended educational gains**

The panel considered that this is a very high quality feature.

The panel noted how the provider conceptualises educational gains around citizenship and students contributing positively through social justice.

The provider submission offers evidence of very high quality, including:

- enhancing workplace learning opportunities and understanding the chosen career destination
- student employability
- digital capabilities
- co-creation of content and curriculum design.

There is an emerging picture of the educational gains accompanied by the provider's values-based educational approach, which draws on the institution's commitment to supporting students' mental health and wellbeing during their studies.

The articulation of educational gains is evolving, and some very high quality elements are visible in the provider submission and investments made to support students.

The panel concluded overall that the provider articulates the educational gains it intends its students to achieve and why these are relevant to students.

## **Approaches to supporting educational gains**

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

The provider measures educational gains by embedding its learning and teaching themes in each programme.

The effectiveness of its approach is demonstrated via feedback events that capture the student voice about the student experience holistically. For example, 93 per cent of employers who facilitate placement learning, which is integral to students' educational gains, state they felt students met or exceeded expectations on performance at the interview. The provider's approaches to supporting students to achieve these gains are effective and tailored to its students.

The provider submission describes its approaches to supporting students to succeed in their educational gains, including:

- 'Pre-Live-Post' teaching model to address student feedback. This innovation, among others, lead to an increase in student satisfaction scores in 2022
- development of the personal tutoring scheme
- development of module evaluation approach, with examples of impact
- engagement of students as co-creators of curriculum and enhancement of practice.

The panel noted both the positive top ten ranking in each of the last 5 years Guardian University Guide as well as a new initiative beginning in September 2022 to collect data on career readiness. Overall, the panel concluded this feature to be very high quality.

### **Evaluation and demonstration of educational gains**

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

Besides indirect mechanisms for evaluating educational gains, such as annual review cycles, the panel noted that the provider does not discuss a framework that evaluates the impact of its educational gains strategy.

Ultimately, the panel concluded that there is an emerging picture of how educational gains are starting to be used to support students through their studies, but it is not an established enough approach for the panel to consider it to be very high quality.

### **Overall: Silver**

Having considered all the evidence across all features, and across all the provider's student groups, subjects and courses, the panel recommended the 'best fit' for the overall rating is 'Silver' as the panel awards a 'Silver' rating to both aspects.

Across the entire assessment, the panel found only one feature to have insufficient evidence of very high quality, and all other features to be of very high quality. The panel therefore judged that the student experience and student outcomes at Leeds Trinity are typically of very high quality.

In reaching this decision, the panel considered there to be compelling evidence that the very high quality features apply to most of the provider's groups of students, including students from underrepresented groups across a challenging economic region.