



Teaching Excellence Framework (TEF) 2023

Summary TEF 2023 panel statement

Bishop Grosseteste University

Summary of outcomes

Overall: Silver

Typically, the experience students have at Bishop Grosseteste 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:

- highly effective teaching, assessment and feedback practices across the provider, that support students' learning, progression, and attainment
- highly effective course content and delivery that encourages students to engage in their learning and stretches students to develop their knowledge and skills
- highly effective use of research in relevant disciplines, scholarship, professional practice, and employer engagement
- very high quality support for staff professional development and excellent academic practice
- a supportive learning environment with all students having access to a range of very high quality support
- highly effective physical and virtual learning resources used to support very high quality teaching and learning
- highly effective engagement techniques that lead to improvements in the experiences and outcomes of students.

Student outcomes: Silver

Student outcomes are typically very high quality.

Very high quality features include:

- highly effective support for students to succeed in and progress beyond their studies
- very high rates of continuation and completion the providers students and courses
- very high rates of progression for the providers students and courses
- well-articulated educational gains, including why these are relevant to students and effective support to achieve those 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

Bishop Grosseteste University (BGU) is a small university located in Lincoln, gaining full university status in 2012. BGU has a commitment to widening participation and maximising potential for their students in their chosen field. Originally founded as a teacher training college, the provider has expanded its offer across arts, humanities and social sciences, and health and lifelong learning.

BGU has approximately 2,500 students per year. The majority of these students are full-time undergraduates, with around one-third mature students. Most students study subjects in education and teaching or health and social care.

BGU's surrounding area has high levels of deprivation, poor social mobility and low-skilled employment. 65 per cent of the provider's students are from deprived backgrounds. The panel has taken into account the different demographics of students and the factors influencing their student experience and outcomes.

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

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

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

Student experience: 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 aspect to be very high quality, with elements of outstanding practice. Across the student experience aspect the panel found:

- all features are very high quality
- outstanding elements within these features.

The panel applied the criteria and considered that the rating with the best fit is 'Silver'. This was because all features of the aspect are very high quality for most groups of students.

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

Teaching, assessment, and feedback

The panel considered this a very high quality feature, although there were some mixed results across subjects.

The indicators provide strong initial evidence of very high quality 'teaching on my course' for most students and subjects.

Some subjects were found to be outstanding, including Performing Arts and History and Archaeology – both materially above benchmark.

Allied Health and Psychology were found to be materially below benchmark.

The 'assessment and feedback' indicator was found to give initial evidence of very high quality for most students and subjects.

The provider gave further evidence of very high quality features, demonstrating assessment and feedback as a priority for the provider. This includes:

- a learning, teaching and assessment strategy designed to support the academic student experience – however this was lacking in detail
- assessment standardised with a template which helps inform students' personal development portfolios
- student feedback being used to inform module and assessment design.

The provider submission contained evidence of a thorough programme review, highlighting some areas of concern for students on Counselling, Psychology and Health and Social care courses. However only one action plan was provided showing a change to the Health and Social Care course.

Although there were areas of concern for some subjects, overall, the panel concluded there was sufficient evidence of 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 a very high quality feature.

Evidence in the provider submission includes:

- opportunities for students to undertake research or projects as paid research assistants and collaborate with staff
- support and change for ethnic minorities with a focus on decolonising the curriculum, embedding Black History Month initiatives and the introduction of a Racial Diversity Officer.

Evidence in the student submission includes:

- the provider student survey showing 86.7 per cent of students were satisfied or very satisfied their course was intellectually stimulating
- a student research conference which enables students to showcase their research-informed teaching to other students.

The evidence provided has been considered alongside evidence submitted for teaching, assessment, and feedback (see above). The panel felt the provider demonstrated a systematic approach to teaching, assessment, and feedback, which in turn positively impacts course content to stretch knowledge and skills.

Overall, the panel judged that this was sufficient evidence of very high quality course content and delivery that encourages students to engage in their learning and stretches students to develop their knowledge and skills.

Research, innovation, scholarship, professional practice and employer engagement

The panel considered this a very high quality feature.

The provider submission gave evidence which includes:

- student involvement in research projects across various subjects
- a student peer-reviewed journal which embeds research-led teaching and learning across the provider
- local guest lecturers and practitioners invited to enhance the learning experience
- collaboration with local employers when designing programmes in order to embed professional practice.

The provider uses evidence-based practices which achieve impact and employer engagement is relevant to the provider's mix of students and courses.

The panel concluded that there was sufficient evidence of a very high quality feature as the provider uses research in relevant disciplines, scholarship, professional practice, and employer engagement.

Staff professional development and academic practice

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

Evidence taken into consideration was:

- 85.8 per cent of staff hold advanced higher education fellowships
- 90.5 per cent of staff have teaching qualifications
- all new staff engage in an induction programme
- annual performance review and peer observation required for all staff
- mentoring relationships in place enabling structured career pathways and support.

The provider detailed in their submission that they have a Centre for the Enhancement of Learning and Teaching; however, no further detail was shared.

The panel concluded there was sufficient evidence of very high quality support for staff professional development and that excellent academic practice is promoted.

Learning environment and academic support

The panel considered this a very high quality feature.

The indicators provide strong initial evidence of very high quality for 'academic support' with a marked improvement shown over time. There are a few subjects performing materially below benchmark including Allied Health and Psychology.

The provider and student submissions give further evidence of a very high quality feature, for example:

- a range of support provided for each student, including personal tutors, mentors and careers advisers
- membership to UK Advising and Tutoring enabling them to hear about best practice in the sector
- the student submission showing 83.4 per cent of students are satisfied with the support provided
- launch of a peer-assisted learning scheme supporting students to share perspectives and tips on learning and providing an opportunity to reflect on developed skills and knowledge.

Overall, the panel concluded there was sufficient evidence of a very high quality supportive learning environment with all students having access to a range of support.

Learning resources

The panel considered this a very high quality feature, showing improvement over the TEF period.

The indicators provide compelling initial evidence of very high quality 'learning resources' for most students and subjects.

Subjects performing materially below benchmark include Psychology but all student groups were found to be materially above benchmark.

The provider and student submissions give further evidence of a very high quality feature, for example:

- a variety of inclusivity tools utilised including screen readers and spelling and writing support tools
- the provider won the 'Blackboard's catalyst award' for inclusive education 2019
- a refurbishment of the Psychology lab leading to a rise in National Student Survey scores in 2022 (59.2 per cent to 83.8 per cent)
- a range of resources on site including a library, theatre, cinema and archive.

There was a lack of evidence submitted supporting the indicators which were below benchmark. There was also a range of variation of performance against benchmark across subjects in this feature. The panel considered the improvements evidenced across time and the investments being made to improve learning resources across the provider.

Overall, the panel concluded there was sufficient evidence of a very high quality feature with physical and virtual learning resources 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 shows initial evidence of being very high quality for most students and subjects.

There was variation across subjects and student groups:

- ethnic minority students were materially below benchmark
- there was a variety of performance across subjects with English and History and Archaeology materially above benchmark and Allied Health, Psychology, Health and Social Care materially below benchmark.

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

- a forum supporting the gathering of feedback, and communication with students. 63 per cent of students felt 'clear about how student feedback is acted upon' which is 9.4 per cent above benchmark
- regular forums and module evaluations which feed into annual monitoring reports reflecting the student voice
- the student submission shared evidence about how Health and Social Care students feel confident and supported in providing feedback.

Overall, the panel determined there was sufficient evidence of a very high quality feature with effective engagement techniques that led to improvements in the experiences and outcomes of students. The provider ensures the student engagement efforts are linked to its mix of students and covers all the student groups and courses.

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 very high quality.

Across the student experience aspect the panel found:

- most features are very high quality
- one feature had insufficient evidence to award very high quality, but this did not prevent a higher TEF rating
- the panel noted a high level of tailored support for mental health and employability in supporting their students to complete and progress.

The panel applied the criteria and considered that the rating with the best fit is 'Silver' because all features of the aspect are very high quality for most groups of students.

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 found the provider offers a range of support services which also contribute to continuation and completion rates. Examples include:

- tailored careers events and development activity in each programme
- tailored support to disabled students from the outset – although no detail of that support was provided

- investment in mental health services including a new mental health adviser and mental health support with the NHS
- pre and post placement sessions to discuss aspirations, expectations and the experience
- a website created to support current students in learning and progressing in the local job market.

The panel found the high level of connection with the local economy is an outstanding element in supporting students to achieve and progress.

Overall, the panel considered there was sufficient evidence of a very high quality feature where the provider has effectively supported its students to succeed in and progress beyond their studies. The impact of this evidence is also shown in continuation and completion rates and progression rates.

Continuation and completion rates

The panel considered this a very high quality feature.

The indicators provide strong initial evidence of very high quality 'continuation' for most students and subjects.

The 'completion' indicator gives evidence of very high quality for most students and subjects.

Based on the indicator data and supporting evidence in the submission, the panel determined there was sufficient evidence of very high quality with very high rates of continuation and completion.

Progression rates

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

The indicators provide strong initial evidence of very high quality 'progression' for most students and subjects.

There is some variation in the split indicators, for example, 'progression' is below benchmark for disabled students, which is acknowledged by the provider but no evidence has been provided to show how it addresses performance. 'Progression' is also below benchmark for Performing Arts, and whilst the provider recognises this, the panel found limited evidence of tangible actions plans.

However, overall, the panel concluded there was sufficient evidence of a very high quality feature with very high rates of progression for the provider's students and courses.

Intended educational gains

The panel considered this a very high quality feature.

The provider articulates educational gains as a cornerstone of its learning, teaching and assessment strategy and the graduate attributes that it intends its students to achieve. These attributes include:

- enterprising
- employability
- digital fluency
- global citizenship
- academic literacies
- information literacy.

The provider introduces its students to this framework in the first year, and students are awarded a certificate in recognition of the attributes they have developed at the end of their studies.

The panel found very high quality articulation of its educational gains and why these are relevant to students.

Approaches to supporting educational gains

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

The student submission highlights how the graduate attributes framework is embedded throughout subjects, but the panel did not find evidence of how this framework was currently embedded and how students were supported to achieve them.

Although the panel found the graduate attribute framework was not embedded, the panel also considered the framework being tracked by personal development plans as well as planned subject mapping – where modules will be identified where each attribute is developed.

Overall, the panel found the provider effectively supports its students to achieve these gains.

Evaluation and demonstration of educational gains

The panel considered there is not enough evidence that this is a very high quality feature.

The provider submission describes its approach to evaluation, which are still in early stages. These include:

- personal development plan ePortfolios to enable students to track their progress
- A Graduate Attributes award designed to enhance students' personal development and recognise their achievements.

Overall, the panel concluded that these practices are emerging across the provider, and there is not enough evidence to demonstrate a very high quality feature.

Overall: Silver

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

The panel considered the student experience aspect rating to be 'Silver' 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, subjects and courses.

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. The panel considered the different demographics of students and the factors influencing their student experience and outcomes and found the provider effectively supported its students.

When determining the overall rating, the panel judges 'Silver' to be the best fit because 'Silver' was awarded to both aspects.