



Teaching Excellence Framework (TEF) 2023

Summary TEF 2023 panel statement

Manchester Metropolitan University

Summary of outcomes

Overall: Gold

Typically, the experience students have at Manchester Metropolitan University and the outcomes it leads to are outstanding.

Student experience: Gold

The student academic experience is typically outstanding.

Outstanding quality features include:

- outstanding quality teaching, assessment and feedback across the provider's subjects and student groups
- highly effective enhancement of employment prospects through real world projects, simulations, and placements
- outstanding professional practice and employer engagement to deliver educational aims
- a highly effective strategic approach to staff development, including a range of development and training opportunities
- a supportive learning environment with a range of outstanding quality academic support tailored to students' needs.

There are also some very high quality features including:

- learning resources are used effectively to support very high quality teaching and learning
- effectively engaging with students, leading to improvements to their experiences and outcomes.

Student outcomes: Silver

Student outcomes are typically very high quality.

Very high quality features include:

- very high rates of continuation and completion for the provider's students and courses
- very high rates of successful progression
- an effective student centred approach to educational gains, responding to individual student needs.

There are also some outstanding quality features including:

- a strategic approach to supporting students to succeed in and progress beyond their studies, with evidence that these approaches are tailored and highly effective
- a credible articulation of the range of educational gains it intends students to achieve, and why these are highly relevant to students and their ambitions.

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

Manchester Metropolitan University describes itself as a 'dual intensive' institution, with a mission to 'transform lives through the power of education and research'. Its approach to education draws on values of student centredness, being future-focused and inclusive, emphasising personalised learning and support, and celebrating success.

It is a large and diverse university, serving many different groups of students. In 2020-21 the undergraduate population was around 26,000 students, and the vast majority of these were full-time, with only 410 students studying part-time. The number of undergraduate apprenticeships has tripled over the last few years to 1,540 in 2020-21.

The university is deeply connected to the Manchester city region and its partners. Over half its undergraduate students live at home or commute to the university. Of the Manchester Metropolitan University graduates entering employment 66.5 per cent work in the North West region and 51.7 per cent in the city region.

Features of the student body include:

- a broad range of subjects are studied by full-time students, with the largest proportion (25 per cent) in Business and Management, followed by Creative Arts and Design and Education and Teaching
- for part-time students the largest subject areas are Nursing and Midwifery (28.4 per cent), followed by Sport and Exercise Sciences and Engineering
- for apprenticeships, 64 per cent are studying Business and Management while 23.7 per cent are in Computing
- a large proportion of students (44.2 per cent) are from deprived socioeconomic backgrounds, with 21.8 per cent eligible for free school meals.

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

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: Gold

Throughout this section, we refer to indicators. These indicators are based on students' responses to the National Student Survey. The indicators are 'benchmarked' to show how well the provider performs for its particular mix of students and courses.

The panel found the student experience is typically outstanding quality across all groups of students and for all courses and subjects. This includes underrepresented groups of students which the panel considered relevant due to the high proportion of these students at the provider.

Across the student experience aspect, the panel found:

- most features are outstanding
- two very high quality features.

When considering the indicators relating to part-time students, the panel gave less weight to this evidence due to the relatively small numbers.

The panel applied the criteria and considered that the rating with the best fit is 'Gold'. This is because most of the features are outstanding for all groups of students and courses, notwithstanding the small number of part-time students.

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

Teaching, assessment, and feedback

The panel found this feature to be outstanding quality.

The indicators showed:

- for full-time students there was initial evidence of very high quality 'teaching on my course', and strong evidence of outstanding quality for 'assessment and feedback'
- for part-time students there was evidence that both 'teaching on my course' and 'assessment and feedback' are below the level of high quality
- for apprenticeship students there was evidence that both teaching 'on my course' and 'assessment and feedback' are outstanding quality.

The provider and student submissions show further evidence of outstanding quality including:

- active learning is a central principle in the provider's approach, implemented through flexible teaching methods across programmes
- examples of active and collaborative teaching methods from various subject areas, including real world problem solving, simulation, collaboration and peer support among others

- using the model Trigger, Review, Evidence, Consolidation to establish a baseline understanding of active learning
- using a data-led approach to ensuring quality and enhancement through the Education Annual Review process, which has students as panel members
- a system to support assessment design, marking, and feedback with additional processes for management and moderation. Student comments note the provider's commitment to strengthening feedback
- piloting 'authentic assessment' across the provider, involving a large number of students.

The panel considered there is evidence of outstanding quality teaching, assessment and feedback for full-time students, with the provider implementing institutional processes consistently across the subjects and student groups.

Overall the panel found that the provider has embedded outstanding teaching, feedback and assessment practices that are highly effective and tailored to supporting its students' learning, progression, and attainment.

Course content and delivery; student engagement in learning and stretch

The panel found this feature to be outstanding quality.

The provider submission shows evidence of outstanding quality features, for example:

- a strategic approach to Work Integrated Learning that enhances employment prospects through various real world projects, simulations, and placements
- examples of activities that stretch and develop students, including working across different disciplines, and a project linking dissertations with data analysis challenges
- upskilling students projects in collaboration with industry bodies and local authorities
- students take part in profiling, mock assessment centres, and video interviews to strengthen personal planning across the Business School
- offering flexible placements, internships, and collaborative projects, with opportunities to gain external certificates and extra credits. This has benefited thousands of students including those with disabilities and from diverse backgrounds
- student survey feedback shows 79 per cent satisfaction with the intellectual challenge of academic life, including teaching and course content.

The panel looked at the evidence from the submissions together with the teaching on my course and the assessment and feedback indicators. Overall the panel found that course content and delivery inspire the provider's students to actively engage in and commit to their learning, and stretch students to develop knowledge and skills to their fullest potential.

Research, innovation, scholarship, professional practice and employer engagement

The panel found this feature to be outstanding quality.

The provider and student submissions provide evidence of an outstanding quality feature including:

- a strategic approach to incorporating practice-based and employer-informed content in all courses
- work-based learning activities include including mock game studios, simulated hospital experiences, and live projects with external organisations and industry
- employers feed into curriculum design to ensure alignment with professional, community, and industry needs and expectations. These include employer advisory boards, insight events, and round tables
- around 60 per cent of undergraduate programmes include at least one unit focused on work integrated learning, benefiting 74.4 per cent of students currently at the provider
- support for student entrepreneurship within the curriculum
- engaging with 64 professional statutory and regulatory bodies to ensure relevance and currency of the programmes
- involving students as co-researchers, contributing to real world projects that align with the university's research agenda and have external outputs
- academic promotion and progression pathways help to integrate research and education.

The panel noted the provider's mission to provide a 'research and practice-led curriculum'. While the panel found ample evidence of outstanding professional practice and employer engagement to deliver educational aims, there was less compelling evidence of how research and innovation systematically informs the curriculum.

However, looking at the evidence in the round, the panel found that the provider uses research in relevant disciplines, innovation, scholarship, professional practice and/or employer engagement to contribute to an outstanding academic experience for its students.

Staff professional development and academic practice

The panel found this feature to be outstanding.

The provider submission outlines evidence of an outstanding feature, including:

- offering a comprehensive professional development programme, supported by its Centre for Learning Enhancement and Educational Development
- 68 per cent of academic staff hold advanced higher education fellowships, surpassing the sector average, while 50 per cent of fellows are from professional services

- peer observations for teaching and learning are integrated into the professional development review twice a year
- an Education Innovation Scholar Scheme allows staff to lead initiatives and evaluate their impact, although the uptake of this is not outlined in the provider submission
- targeted development schemes are available for experienced staff, such as 'Future Leaders' and 'Good to Great'
- an increased number of academic promotions through the provider's Education Pedagogy and Citizenship pathway
- both staff and students have access to a wide range of online courses.

The panel concluded that the provider takes a strategic approach to staff development, including a range of development opportunities, schemes, and training opportunities for all staff. Overall, the panel found there is outstanding support for staff professional development and excellent academic practice is embedded across the provider.

Learning environment and academic support

The panel found this feature to be outstanding.

The indicator shows:

- compelling evidence of very high quality 'academic support' for full-time students
- there was initial evidence of part-time 'academic support' below the level of very high quality, but this data only applied to a low number of students
- compelling evidence of outstanding quality 'academic support' for apprenticeships.

The provider and student submissions show further evidence of outstanding quality, including:

- strategically developing the personal tutoring system using personalised student analytics such as engagement, performance, and career readiness data, along with a Student Engagement Dashboard
- integrating a five year plan into personal tutoring to support students' reflection and goal setting, with 79 per cent of undergraduates saying in a survey they were aware of the plan and 27 per cent working on it
- survey data shows two thirds of students find personal tutor meetings useful, with student feedback showing the provider committed to further enhancements
- workshops and study skills short courses engaged 2,141 students during 2021-22, with higher than average participation from first generation and ethnic minority students

- the established Peer Assisted Learning scheme has engaged over 4,500 students since 2019, with strong representation from ethnic minority students as attendees and leaders. This is highlighted positively in the student submission
- a pre-arrival learning programme is available for all students, with data showing significant engagement from ethnic minority students, those from deprived socioeconomic backgrounds, and students who commute.

Overall the panel found the provider ensures a supportive learning environment, and its students have access to a wide and readily available range of outstanding quality academic support tailored to their needs.

Learning resources

The panel found this feature to be very high quality.

The indicator shows:

- compelling evidence that 'learning resources' are very high quality for full-time students.

The provider and student submissions added evidence of very high quality, for example:

- a range of facilities to support active and collaborative learning, including co-created spaces, simulation suites, laboratories, and specialist spaces
- investing in student hubs, prayer rooms, counselling, and well-being rooms to enhance student support
- a 27 per cent increase in study spaces since 2019, along with a £160 million investment in the library to provide 2,000 more study spaces
- a strategic approach to digitally enhanced learning, teaching, and assessment
- increasing investment in digital information sources, including databases, ebooks, journals, and learning resources, with 567 specialist teaching and learning packages available
- developing a virtual simulated community platform to host a range of learning activities in Health and Social Care
- increasing the number of laptop loans, with data showing students who borrow equipment are likely to continue into the next year of study.

Considering the evidence in the round, the panel concluded this to be a very high quality feature that applies to the mix of students, including those from underrepresented groups. Overall the panel found physical and virtual learning resources are used effectively to support very high quality teaching and learning.

Student engagement in improvement

The panel found this feature to be very high quality.

The indicator shows:

- initial evidence that 'student voice' is very high quality for full-time students
- initial evidence that 'student voice' is above benchmark for part-time students, though with limited certainty in the data
- compelling initial evidence that 'student voice' is outstanding for apprenticeships.

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

- a strong working relationship with the students' union, involving students in key decisions across the university. Students agree this is a positive partnership and highlight a commitment from the provider to further enhance student voice
- student voice is included through processes such as unit feedback, student voice committees, and formal feedback at the course level
- an Internal Student Survey with significant uptake in the last two years
- taking actions to address issues raised by students in the department of Nursing and Midwifery
- implementing an ambassador scheme for ethnic minority students, with ambassadors working as paid consultants with departments and professional services
- student officers act as panel members in education annual reviews.

Overall the panel found 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 that student outcomes are typically very high quality for the provider's mix of students and courses, including those from underrepresented groups.

Across the student outcomes aspect, the panel found:

- most features are very high quality
- two features are outstanding quality
- there is not enough evidence to rate one feature as very high quality.

The panel applied the criteria and considered that the rating with the best fit is 'Silver'. This is because most features are typically 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 an outstanding quality feature.

The provider submission describes its approaches to supporting students to succeed in and progress beyond their studies. This includes:

- focusing on personal student learning by incorporating practice-based activities and input from employers in the curriculum, as well as offering opportunities beyond the curriculum
- the Education Annual Review that assesses departments and programmes against measures such as degree and unit performance, graduate outcomes, and progression to further study
- initiatives to improve continuation, with evidence of improvement for students on vocational courses
- the Rise internship offering courses and opportunities for skills development beyond the curriculum, with higher engagement from students who are at risk of poor outcomes. It reaches a higher proportion of ethnic minority students and those from deprived socioeconomic backgrounds, and is positively highlighted in student feedback
- supporting students' personal and professional development through a five-year plan that is integrated into the personal tutor system
- supporting students with lower household incomes through annual bursaries, which reach 39 per cent of home undergraduate students; and increasing funding for wellbeing services to support students to continue and complete their courses
- supporting success for prospective students in Year 12 and 13 through the 'First Generation Scheme'
- a Careers and Employability Service that has supported 24,000 students and alumni over the period of this assessment
- an increase in sandwich year placements, with more diverse groups of students taking part
- supporting students' academic development through initiatives and services like academic skills support, a Peer Assisted Learning scheme, and digital skills resources.

The student submission also gives supporting evidence of the positive impact of co-curricular activity, and notes the provider's efforts to eliminate the continuation gap between student groups.

Overall, the panel considered that the provider submission evidences a strategic approach to supporting students to succeed in and progress beyond their studies, with evidence that these approaches are tailored and highly effective, consistent with an outstanding quality feature.

Continuation and completion rates

The panel considered this a very high quality feature.

The indicators show:

- compelling initial evidence that 'continuation' and 'completion' are very high quality for full-time students
- initial evidence that 'continuation' and 'completion' are outstanding for part-time students
- initial evidence that 'continuation' and 'completion' are very high quality for apprenticeships, although the data provided low certainty of this.

While the panel noted strategic approaches to supporting students to succeed, it concluded there was not enough evidence to judge this feature to be outstanding. Overall the panel found that there are very high rates of continuation and completion for the provider's students and courses.

Progression rates

The panel considered this a very high quality feature.

The indicator gives initial evidence of::

- very high quality 'progression' for full-time students
- outstanding 'progression' for part-time students, although this data only applied to a low number of students
- very high quality 'progression' for apprenticeships.

The provider submission noted that a high proportion of graduates progress to employment in the North West region and city region, which was supported by evidence in the indicators.

The panel considered the previous evidence from the submissions of supporting students to succeed, and concluded there wasn't enough evidence to judge this feature as outstanding. Overall the panel found that there are very high rates of successful progression for the provider's students and courses.

Intended educational gains

The panel considered this an outstanding quality feature.

The provider submission describes its approach to articulating the educational gains it wants students to achieve. This includes:

- defining its approach to educational gains using the Theory of Change model. This is integrated into the curriculum through work and practice-based learning, collaboration, and students using their knowledge and skills in real world settings
- developing an accountability and measurement framework to track progress and evaluate impact on educational gains. This includes their five-year plan for students, and range of opportunities beyond the curriculum through the Rise programme

Educational gains are also recognised and referred to in the student submission.

The panel considered that the submissions show a credible articulation of educational gains, in line with the provider's goals for each student 'to form, hone and realise their personal aspirations towards a range of possible graduate futures'.

Overall the panel found that the provider clearly articulates the range educational gains it intends its students to achieve, and why these are highly relevant to its students and their future ambitions.

Approaches to supporting educational gains

The panel considered this a very high quality feature.

The provider demonstrates its commitment to supporting students' educational gains which includes:

- a student-centred approach, providing a personalised learning experience that responds to individual student needs
- active, collaborative and work integrated learning in the curriculum are supplemented by opportunities beyond the curriculum through the Rise initiative
- Rise provides various development and skills opportunities, including courses, volunteering, projects, and internships
- the five-year student plan allows for reflection and goal setting to support personal development, but its overall uptake and impact are not fully addressed in the evidence.

Both the provider and student submissions recognise that Rise enhances student experiences. However, specific data on its impact and effectiveness on different student groups are lacking in the submissions.

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

Evaluation and demonstration of educational gains

The panel found there was not enough evidence to rate this as a very high quality feature.

The panel noted that the evidence shows:

- the provider has developed a set of institutional leading indicators for educational gains which will form an accountability and measurement framework to track individual progress and evaluate interventions

- the approach builds on existing measures, such as career readiness and engagement with opportunities beyond the curriculum
- however, the implementation of this approach is not yet fully demonstrated to show that students are achieving all intended gains.

As a result, the panel concluded that there is not enough evidence to judge this feature very high quality.

Overall: Gold

Based on the guidance and the expert judgement of panel members, the panel found the 'best fit' rating to be 'Gold'.

The panel considered the student experience aspect to be 'Gold'; and student outcomes to be 'Silver', and gave equal weight to both. It carefully examined the evidence across all features, student groups, subjects, and courses.

The panel found compelling evidence that the outstanding and very high quality features apply to all courses and students. This includes those from underrepresented groups who form a high proportion of the provider's students, and the panel considered this contextual factor throughout its assessment.

In judging 'Gold' to be the best fit the panel found there was typically outstanding quality provision for all groups of students and courses. It noted that:

- there are two outstanding quality features in the student outcomes aspect, and five of the six features are at least very high quality
- most of the student experience features are of outstanding quality.

Overall the panel found that student experience and student outcomes are typically outstanding quality, consistent with a rating of 'Gold'.