



Teaching Excellence Framework (TEF) 2023

Summary TEF 2023 panel statement

Roehampton University

Summary of outcomes

Overall: Silver

Typically, the experience students have at Roehampton 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:

- effective teaching, feedback and assessment practices
- course content, design and delivery that encourages students to engage in their learning
- research strengths and highly effective employer and community partnerships
- a supportive learning environment, with a range of very high quality support services
- physical and virtual learning resources are used effectively to support very high quality teaching and learning
- a clear collaborative culture with students which leads to improvements to the student experience.

There is also one outstanding feature:

- exceptional support for staff professional development and excellent academic practice embedded across the provider.

Student outcomes: Silver

Student outcomes are typically very high quality:

Very high quality features include:

- effective support provided to enable students to succeed in and progress beyond their studies
- very high rates of progression to positive outcomes after qualifying.

There are also two outstanding features:

- clearly explained educational gains that that the provider intends its students to achieve, that are highly relevant to its students' ambitions
- evidence-based, highly effective approaches to supporting students to achieve these gains, with methods that are tailored to its students, leaving them positive about their career readiness and sense of belonging.

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

Roehampton University is based on a campus in southwest London. Its mission is to ‘change lives by helping our students to develop the knowledge, skills and confidence needed for a successful professional career and fulfilling life, irrespective of their background or circumstances’.

The provider had around 5,400 undergraduate and around 4,000 postgraduate students in 2022. Around 900 of its students study part-time.

It teaches courses across a range of subject areas, ranging from life and health sciences, education and psychology, to business and finance, the humanities and social sciences, and the creative and performing arts.

A large proportion of students at the provider are from underrepresented groups, and around two thirds of the students at the provider are female. The university was originally established in the nineteenth century to train women to become teachers.

The assessment considered information about the provider’s undergraduate courses and students on those courses, including programmes delivered through a partnership with QA Higher Education.

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

- most features are very high quality
- one outstanding quality feature
- there are some variations in the indicators for male students and some subjects but the indicators typically give evidence of a very high quality experience for most students.

The panel applied the criteria and considered that the rating with the best fit is 'Silver'. This is because all features were at least very high quality.

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

Teaching, assessment, and feedback; and Course content and delivery; student engagement in learning and stretch

The panel found that these features are very high quality.

The indicators provide strong initial evidence of very high quality 'teaching on my course' and 'assessment and feedback' overall for full-time students. There is no indicator data for part-time students.

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

- workshop-led teaching across a wide range of subject areas to encourage students to support one another and learn together
- promotion of students' ability to accurately judge their own work, and timely, quality feedback
- experiential course design where students are given the chance to develop people skills through the process of learning by doing
- staff with a 'zeal' for teaching and innovative learning materials.

There is some evidence in the student submission that there are some inconsistencies in the timeliness and quality of feedback.

Overall, the panel found that the provider used very high quality teaching, feedback and assessment practices that are effective in supporting students' learning, progression and attainment; and that its course content, design and delivery encourages students to engage in their learning and stretches them 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 describes research strengths and partnerships with employers and the local community.

Some of the specific examples include:

- employer engagement in course design and approval, student career and networking, guest speakers, internships, real world challenges
- business masterclasses
- city and community collaborations which support the student experience

Overall, the panel considered that the provider uses research in relevant disciplines, innovation, scholarship, professional practice and/or employer engagement to contribute to a very high quality academic experience for its students.

Staff professional development and academic practice

The panel found that this is an outstanding feature.

Evidence in the provider submission includes:

- that academic staff are qualified with high levels of accreditation
- promotion opportunities for academic staff based on excellence in learning and teaching
- staff support to integrate the digital and in-person student experience
- an established peer review process.

In their submission, students commented that they valued 'engaging with experts' and were positive about innovative teaching.

The panel considered that there was compelling evidence that there is outstanding support for staff professional development and that excellent academic practice is embedded across the provider.

Learning environment and academic support

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

The indicator for 'academic support' gives some evidence of a very high quality feature.

The provider submission describes a wide range of academic support, and the student submission is particularly appreciative of the support for wellbeing. Across both submissions, there is an emphasis on tailored support for students and fostering a supportive environment.

Some examples of the evidence include:

- pastoral support provided through a college system

- student wellbeing officers as a key point of contact for wellbeing
- support for commuter students
- high levels of student engagement and satisfaction with student support services and high third-party ratings for mental health support
- a team of student staff who help students to settle in and make friends, also delivering a year-round programme of activity and signposting students to support.

Overall, the panel considered that there is evidence that the provider fosters a supportive learning environment, and that students have access to a range of very high quality support.

Learning resources

The panel considered this a very high quality feature.

The 'learning resources' indicator gives evidence of a very high quality feature.

The provider's submission describes the integration of its digital and in person learning environment as being of great importance, enabling more flexibility. It says it has invested heavily in physical and digital learning environments, including an award-winning library and new teaching facilities. The student submission indicates that students appreciate the physical and virtual resources available to them.

Evidence across both submissions includes:

- online databases of e-books, podcasts and documentaries
- bookable study rooms and open-plan study spaces to cater to different learning needs
- facilities open 24 hours during exam periods
- opportunities for students to test their knowledge with online tests and quizzes.

Overall, the panel felt 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 gives some evidence of performance below the level of very high quality, but with little certainty in the data.

There is evidence in the provider submission that the 'student voice' is slightly below the level of very high quality, which the provider acknowledges, describing steps taken to address this. The provider also notes the fall in the indicator during coronavirus.

The student submission describes a clear collaborative culture with students. Both the provider and student submissions share various examples showing the institution's approach to student engagement and working together to improve student experiences and outcomes, such as through the college system and student societies.

The student submission does note that there is the need to improve 'closing the feedback loop'.

The provider has a clear student engagement strategy, including a student 'senate', which is consulted on policies and issues, and which also has an annual budget controlled by student members. Evidence of partnership working includes a student helpline and free sanitary products.

Other evidence in support of this feature includes:

- a student rep system, and student representation embedded in committee structures
- part-time officers present across campus and online spaces
- personalised timetables for commuting students.

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 student outcomes are typically very high quality for the provider's mix of students and courses.

Across the student outcomes aspect, the panel found:

- two features are very high quality
- two features are of outstanding
- one feature has elements that are very high quality.

The panel found the very high quality and outstanding quality features apply across the provider's student groups and that the provider supports success for students from underrepresented groups.

The panel considered that the rating with the best fit is 'Silver' as the features are typically 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 found that this is a very high quality feature.

The provider submission describes a strategic approach to effectively supporting students to succeed in and progress beyond their studies and for increasing the proportion of students who complete their studies.

Evidence provided to support this includes:

- efforts to measure and collect data about learners and their level of career readiness
- opportunities for students to engage in learning by doing
- targeted call campaigns
- proactive support during coronavirus
- improved rates of black, Asian and mature students continuing their studies or qualifying
- lower withdrawal rates
- paid and voluntary student leadership opportunities
- open events and campus tours to build interpersonal skills.

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

Continuation and completion rates

The overall indicator for 'continuation' provides strong initial evidence of very high quality continuation for most student groups, with some variation in the split indicators for certain student groups and certain subjects.

The part-time 'continuation' indicator (covering a very small number of students) is considered to be outstanding quality. When balancing the indicator evidence, the panel assessed there to be very high rates of continuation for the provider's students and courses.

The overall indicator for 'completion' provides strong initial evidence that the provider's performance is below the level of very high quality across almost all student groups and courses. The part-time 'completion' indicator also does not provide initial evidence of very high rates for these students.

The provider submission acknowledges the below benchmark completion rates and states that it is taking steps to improve them.

Overall, the panel considered that this feature could not be considered to be very high quality, but acknowledged the very high rates of continuation.

Progression rates

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

The indicator for full-time progression provides strong initial evidence of very high quality progression.

There are very high progression rates for some courses, such as education and humanities subjects, but progression rates which are below the level of very high quality for some subjects such as business and computing. The provider submission acknowledges this variation and describes how it has taken steps to address progression in these areas, with some evidence of impact.

Evidence provided to support this includes:

- progression rates for minority ethnic and disabled students are near to being very high quality
- evidence of improved and improving progression for all students from underrepresented groups.

Overall, the panel found that there are very high rates of successful progression for the provider's students and courses.

Intended educational gains; Approaches to supporting educational gains

The panel considered these features to be of outstanding quality.

The provider submission includes evidence of how educational gains are defined and how students are supported to achieve them, which includes:

- tracking of improvements in students' academic performance, taking into account their starting position
- improved 'value-added' score
- employability embedded within the provider's programmes
- student life proactively promoted through college system and leadership opportunities.

The student submission provides further evidence, for example:

- evidence of how students are active in their community
- a wide range of paid and volunteer roles
- student placements and internships
- academic guidance tutors.

In their submission, students are positive about the gains they make, the challenge they experience and their increased confidence. They are positive about their career readiness and sense of belonging.

Overall, the panel considered these features to be outstanding as the provider articulates the educational gains it intends its students to achieve, and why these are relevant to its students, and the provider effectively supports its students to achieve these gains.

Evaluation and demonstration of educational gains

The panel considered there was not enough evidence to judge this feature. The absence of this evidence did not prevent the panel from awarding a higher TEF rating.

The submission did not contain detailed evidence of how the provider currently measures, or would plan to measure, the specific educational gains that it wants students to achieve.

Overall: Silver

The panel considered both the student experience aspect and the student outcomes aspect to be 'Silver'. The panel weighed these two aspects equally and considered all the evidence across all features and across all the provider's student groups, subjects and courses to come to a 'best fit' overall rating for the provider.

The panel found that outstanding quality and very high quality features apply across the provider's mix of students and courses, including underrepresented groups, which comprise a high proportion of the student body.

The panel determined that the student experience and student outcomes are typically very high quality. This fits the criteria for a 'Silver' overall rating.