



Teaching Excellence Framework (TEF) 2023

Summary TEF 2023 panel statement

The University of Warwick

Summary of outcomes

Overall: Gold

Typically, the experience students have at The University of Warwick and the outcomes it leads to are outstanding.

Student experience: Gold

The student academic experience is typically outstanding.

Outstanding quality features include:

- teaching, feedback and assessment practices that are highly effective and tailored to supporting learning, progression, and attainment
- course content and delivery inspires students to actively engage in and commit to their learning
- use of research, innovation, scholarship, and professional practice contribute to an outstanding academic experience
- engagement with students is embedded, leading to continuous improvement to their experiences and outcomes.

There are also some very high quality features including:

- support for staff professional development and promotion of excellent academic practice
- a supportive learning environment in which students have access to a readily available range of very high quality academic support
- physical and virtual learning resources are used effectively to support very high quality teaching and learning.

Student outcomes: Gold

Student outcomes are typically outstanding.

Outstanding quality features include:

- tailored approaches that are highly effective in ensuring students succeed in and progress beyond their studies
- outstanding rates of continuation and completion
- the provider's clear articulation of the educational gains it intends its students to achieve, and why these are highly relevant to its students and their future ambitions
- approaches to supporting students to achieve educational gains are evidence-based, highly effective and are tailored to students and their different starting points.

There are also some very high quality features including:

- very high rates of progression for students and courses
- the educational gains made by students are evaluated.

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

The University of Warwick's ethos is to provide research-led teaching which encourages students to 'learn beyond boundaries'. This ethos has four characteristics – disciplinary excellence, interdisciplinarity, internationalisation and student research – with two principles of co-creation and inclusion.

The provider has had an average of around 16,200 full-time undergraduate students each year for the last four years. Around one fifth are studying undergraduate degrees with postgraduate components.

A small number of undergraduates study part-time. This number has decreased from around 1,200 annually to around 700 over the TEF period. The apprenticeship provision has grown over the TEF period, with undergraduates going from 240 to 760 annually.

The biggest subject areas are: business and economics, maths, engineering and politics.

The vast majority of undergraduate students are young – under 21 on entry – and there are around 1,000 mature students annually. There are approximately equal numbers of students identifying as male and female, and the vast majority are not local prior to entry.

Most students enter with A-levels, at AAA or higher grades.

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: 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 quality of the student academic experience is typically outstanding for the provider's mix of students and courses. Across the student experience aspect, the provider embeds effective approaches and tailors them to its students to provide a consistent and excellent student experience. The panel found:

- four features are outstanding, and three features are very high quality (one of which has some elements of outstanding practice)
- the very high quality and outstanding features apply to all of the provider's courses and groups of students.

The panel considered the best fit rating to be 'Gold'. This is because most features are outstanding 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 an outstanding quality feature.

The overall 'teaching on my course' and 'assessment and feedback' indicators for full-time students provide compelling initial evidence of at least a very high quality feature, with some indication of outstanding quality.

The provider submission includes a number of features which could be considered to be outstanding in respect of teaching, learning and assessment. These include:

- governance structures set up for education, including quality, standards and inclusion, and the education executive, which contains senior education leaders across the provider
- a rigorous approach to quality with institutional teaching and learning reviews conducted every five years
- partnership with students and student representation through staff student liaison committees, and student representatives on many university committees
- a new digital platform to support online assessment
- regulation changes have been introduced to provide increased flexibility around assessment, and the quality and timeliness of feedback on work has been a focus.

The student submission shows 'clear examples of good practice', although notes that 'there is not enough sharing of good practice'. The provider submission acknowledges that student satisfaction is lower in some subjects, and provides limited rationale to explain this. The student submission also comments on the strength of collaborative work between students and academics to enhance provision at the modular level based on student feedback.

Overall, the panel judged that the evidence demonstrated 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. The panel considered that this is an outstanding quality feature.

Course content and delivery; student engagement in learning and stretch

The panel considered this to be an outstanding quality feature.

The provider submission sets out that an integral part of their education model is 'learning beyond boundaries'. Students are encouraged to take advantage of a wide range of opportunities within and outside of the curriculum, at both institutional and discipline level. There are a number of examples which were considered to be outstanding, for example:

- the opportunity for all students to take an interdisciplinary module and/or interdisciplinary projects beyond their primary subject. This is offered by all departments and taken up by 44 per cent of students
- excellent use is made of international mobility schemes, including short periods supported by bursaries, which are positively received by students
- a Warwick Intercultural Training programme to encourage global competencies
- a Warwick International Intensive Study programme, which provides cross-departmental intensive credit-bearing modules for students at all levels with key international partners.

Overall, the panel concluded 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. The panel considered the evidence to demonstrate an outstanding quality feature.

Research, innovation, scholarship, professional practice and employer engagement

The panel considered this to be an outstanding quality feature.

The provider submission includes evidence of its research-intensive nature. Including:

- its Research Excellence Framework performance (it is stated that 50 per cent of the research is world leading and 42 per cent is internationally excellent)
- opportunities for students to participate in research, for example through the undergraduate Research Student scheme, attending the international conference of undergraduate research, or through their Research England funded Social Mobility Research Hub
- examples of 'Learning Circles' informing policy, and recognition with the National Teaching Fellowship.

Entrepreneurship is central to the education offer, with Warwick Enterprise established in 2019 to bring together students, staff, founders and investors. £25,000 seed funding has been invested since 2020 to embed innovation in the curriculum for all students.

Overall, the panel concluded that the provider uses research in relevant disciplines, innovation, scholarship and professional practice to contribute to an outstanding academic experience for its students. The panel considered the evidence to demonstrate an outstanding quality feature.

Staff professional development and academic practice

The panel considered this to be a very high quality feature, with some examples of outstanding practice. There are several examples of very high quality support for staff to develop their academic practice, including:

- academic and professional pathway programmes for staff, and promotion routes on a teaching-focused pathway
- some evidence of academic staff demonstrating teaching excellence through in-house provider recognition awards and the award of seven National Teaching Fellowships between 2018 and 2022
- the Warwick International Higher Education Academy has a competitive internal secondment scheme to enhance the student experience and raise the profile of teaching.

The student submission emphasises the high quality of teaching and attributes the relationship between academic staff and students as a factor in enhancing academic provision.

Overall, the panel concluded that there is very high quality support for staff professional development and excellent academic practice is promoted across the provider. The panel considered the evidence to demonstrate a very high quality feature, with some evidence of potentially outstanding support for staff professional development.

Learning environment and academic support

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

The panel interpreted the 'academic support' indicator as providing compelling initial evidence of a very high quality feature for full-time students. The provider and student submissions supplement this with further evidence of a very high quality feature:

- the Warwick Scholars programme supports students from underrepresented groups in higher education
- specific support and resources, code of practice, and awards for personal tutoring, with all staff taking part in training every three years
- a variety of support for students to develop critical skills
- an inclusive education model has been implemented to close awarding and continuation gaps.

The student submission notes examples of excellent practice in many areas, including academic support, but highlighted that there needs to be greater sharing of good practice across the provider. The student submission reflects on the services particularly for disabled students, who 'characterised support as reactive rather than proactive, with students experiencing barriers or disadvantages before gaining support'.

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. The panel considered the evidence to demonstrate a very high quality feature.

Learning resources

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

The panel interpreted the full-time 'learning resources' indicator as providing compelling initial evidence of a very high quality feature. The provider and student submissions supplement this with further evidence of a very high quality feature. For example:

- the work done to ensure there are sufficient learning spaces across campus, including some recent initiatives to ensure digital tools support the learning experience
- significant investment in buildings and facilities
- the recent Faculty of Arts building was co-created with students and contains teaching and social learning spaces for students.

Overall, the panel concluded that physical and virtual learning resources are used effectively to support very high quality teaching and learning. The panel did not consider that there was sufficient evidence that the resources are fully tailored to support outstanding teaching and learning. There is also insufficient evidence presented of the impact that these new facilities are having. The panel therefore considered this a very high quality feature rather than an outstanding feature.

Student engagement in improvement

The panel considered this to be an outstanding feature.

The panel interpreted the full-time 'student voice' indicator to be compelling initial evidence of an outstanding feature. The provider submission notes that it takes steps to 'make meaningful student engagement' by drawing students into decision making. The student submission states the students union is 'committed to collaborating ... but more needs to be done on closing the feedback loop'.

Both submissions suggest a strong, collaborative partnership between academic staff and students. Examples include the renovation of spaces on campus based on student feedback, and students being involved in discussions about education quality and experience from programme level to provider level. Students are partners in their education – for example, large numbers of students act as course reps, there is a 400-strong student panel who are surveyed fortnightly, students are partners in many of the new projects, and academic practice development projects must include co-creation with students.

Overall, the panel concluded that the provider has embedded engagement with its students, leading to continuous improvement to the experiences and outcomes of its students. The panel considered the evidence to demonstrate an outstanding feature.

Student outcomes: Gold

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 weighed up all the evidence relating to the student outcomes aspect as a whole and determined the rating to be 'Gold'.

The panel found:

- four of the features to be outstanding
- two of the features to be very high quality (one of which has some elements of outstanding practice)
- evidence of typically outstanding student outcomes across the aspect as a whole.

The panel judged there to be compelling evidence that the outstanding and very high quality features apply to all the provider's groups of students, including students from underrepresented groups.

The panel considered the best fit rating to be 'Gold' because most features are outstanding 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 an outstanding quality feature. Evidence in the provider submission shows tailored support for students, and a range of 'meaningful, lasting' interventions for students with different characteristics.

Evidence of outstanding quality from the provider submission also includes:

- work-based learning opportunities within the degree programmes
- a student volunteers programme
- embedding skills within the curriculum to enhance employability
- dedicated support for specific student groups
- a Director of Student Experience to support progression in departments where needed
- bursaries for underrepresented students.

The student submission noted the importance of employability, and was generally positive about various initiatives such as Careers Week and regular emails which led to students being successful in gaining internships.

Overall, the panel concluded that the provider deploys and tailors approaches that are highly effective in ensuring its students succeed in and progress beyond their studies. The panel considered this an outstanding feature.

Continuation and completion rates

The panel considered this to be an outstanding quality feature.

The panel considered the 'continuation' and 'completion' indicators to provide evidence of outstanding quality. Overall, there are outstanding rates of continuation and completion for the provider's students and courses. The panel considered the evidence to demonstrate an outstanding feature.

Progression rates

The panel considered this to be a very high quality feature, with some evidence of outstanding practice.

The panel considered the progression indicator to provide initial evidence of at least very high quality for full-time students and outstanding quality for part-time students.

On balance, the panel judged that the evidence in the indicators and the submissions suggested that this feature is very high quality, and that there are very high rates of progression for the provider's students and courses.

Intended educational gains

The panel considered this to be an outstanding feature.

The discussion of educational gains in the provider submission describes the development of a framework to establish how students have achieved their own learning intentions. This is linked to the key ethos within the curriculum of 'learning beyond boundaries'.

The provider submission acknowledges that a high proportion of students enter with high grades and notes the need for individual learning routes, such as students engaging with international and intercultural options.

The Warwick Award was launched in 2021-22 and has engaged with around 8,500 students to date, and includes reflective elements relating to the four core Warwick characteristics.

Overall, the panel concluded that the provider clearly articulates the range of educational gains it intends its students to achieve, and why these are highly relevant to its students and their future ambitions. The panel considered the evidence to demonstrate an outstanding quality feature.

Approaches to supporting educational gains

The panel considered this to be an outstanding quality feature. A narrative of educational gain is woven through the provider submission, and approaches to supporting its students to achieve and demonstrate educational gains are described in general terms within the sections above.

The provider submission details the effectiveness of its 'learning beyond boundaries' approach.

Overall, the panel concluded that the provider's approaches to supporting its students to achieve these gains are evidence-based, highly effective and are tailored to its students and their starting points. The panel considered the evidence to demonstrate an outstanding quality feature.

Evaluation and demonstration of educational gains

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

The provider submission proposes an evaluation framework, which encompasses a combination of the Warwick Award and data from the Graduate Outcomes survey. Graduate Outcomes data are used to demonstrate whether graduates perceive they have the 'agency' in their future employment, and the Warwick Award is indicative of the 'learning beyond boundaries' opportunities, which have contributed to the development of the agency.

The provider submission indicates that they will 'continue to evaluate the effectiveness' of these two components, with a plan to renew institutional commitment to the Warwick Award in the next education strategy (due in 2024). This will underpin half of their approach to measures of educational gains moving forwards, in combination with selected questions from the Graduate Outcomes survey.

Overall, the panel concluded that the provider evaluates the gains made by its students. The panel did not find evidence that the provider is fully demonstrating that its students are successful in achieving the intended gains yet. The panel therefore considered the evidence to demonstrate a very high quality feature, rather than an outstanding quality feature.

Overall: Gold

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

It considered the student experience aspect rating to be 'Gold' and the student outcomes aspect rating to be 'Gold'. 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' decision.

The panel found most student experience features to be of outstanding quality for all groups of students and courses, and most student outcomes features to be of outstanding quality for all the provider's groups of students, including students from underrepresented groups.

Across the aspects, compelling evidence was presented to show that approaches are embedded across the provider, as well as evidence demonstrating that the provider tailors its approaches to its students, including those from underrepresented groups.