



Teaching Excellence Framework (TEF) 2023

Summary TEF 2023 panel statement

University of Winchester

Summary of outcomes

Overall: Silver

Typically, the experience students have at University of Winchester 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 that support student's learning, progression and attainment
- highly effective course content and delivery practices across the provider that support students' engagement with their learning
- research in relevant disciplines, innovation, scholarship, professional practice and employer engagement
- supportive learning environment, and access to a wide and readily available range of very high quality academic support
- effective use of learning resources to support very high quality teaching and learning
- effective engagement leading to improvements in the experiences of students.

There is also one outstanding quality features including:

- 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:

- highly effective in ensuring its students succeed in and progress beyond their studies
- very high rates of completion and continuation for the provider's students and courses.
- very high rates of successful progressions for the provider's students and courses.

There is also one outstanding quality feature including:

- clearly articulated range of educational gains the provider intends its students to achieve, that are highly relevant to its students' 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, including 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 Winchester was founded in 1840 to train teachers to work in areas of deprivation, acquiring its university status in 2005.

The provider aims to 'transform lives through employment outcomes, social inclusion, and social purpose' and it is 'committed to widening access into higher education by providing a structure that allows each student to succeed'.

In 2016, the provider won the Times Higher Education Outreach Initiative of the Year Award for their work with young carers and in 2022 also received re-accreditation as a University of Sanctuary, in recognition of their work in the sector supporting asylum seekers and refugees.

The provider has 6,500 undergraduate students and 431 members of staff. Areas of study include education and teaching, business and management, sociology, social policy, anthropology and psychology.

More than 84 per cent of full time undergraduate students are under 21 years of age, while just over half of the provider's part-time students are 31 years and older.

Most students are located in the UK. A small proportion are international students.

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 panel found the student experience is typically very high quality, with the provider incorporating effective approaches tailored to its students. Across the student experience aspect, the panel found:

- most features were very high quality and one was outstanding
- there are no features clearly below the level of very high quality, or that are of concern.

The panel applied the criteria and considered that the rating with the best fit is 'Silver'. This is because all features 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 and course content and delivery; student engagement in learning and stretch

The panel found this feature to be very high quality.

The 'teaching on my course' and 'assessment and feedback' indicators provided evidence of very high quality. The panel noted that the student submission refers to a level of inconsistency between programmes.

Further evidence in the provider submission includes:

- effectively encouraging underrepresented groups such as care leavers to engage in their learning
- internal surveys indicating students agree they are challenged and stretched by their programmes
- a culture of continuous improvement.

The panel considered that there are effective teaching, assessment, and feedback practices, while noting evidence of inconsistency across courses. On balance, the panel concluded that the provider has embedded very high quality teaching, feedback and assessment practices that are effective in supporting its students' learning, progression, and attainment.

Research, innovation, scholarship, professional practice and employer engagement

The panel found this feature to be very high quality.

The provider submissions include evidence of:

- employer engagement and a focus on professional practice preparation
- Learning and Teaching Innovation Funds support staff to develop pedagogic projects aligned with its strategy
- a project in Psychology, which helps students transition into university and is designed to improve student attainment and retention by building a sense of community and a stronger sense of individual resilience and collective agency.

The student submission presents evidence of employer engagement and a focus on professional practice preparation, however, did not cover all the provider's student groups and courses within the scope of assessment.

On balance, the panel found the provider uses scholarship, professional practice in relevant disciplines, and employer and industry engagement to contribute to a very high quality academic experience for its students.

Staff professional development and academic practice

The panel found this feature to be outstanding.

The provider submissions include evidence of:

- above sector average proportions of Higher Education Academy Fellowships and provides its own teacher training programme that covers the requirements of fellowship
- high levels of Advance HE fellowships with evidence of this process impacting on practice across the institution
- a teaching scheme yielding positive results – 93 per cent of teachers cited positive benefits of observing or being observed during their teaching practice
- high levels of staff satisfaction with their support for teaching development
- a Learning and Teaching conference held annually for all staff.

Overall, the panel concluded there is outstanding support for staff professional development, and excellent academic practice is embedded across the provider and accordingly judged this an outstanding quality feature.

Learning environment and academic support

The panel found this feature to be very high quality.

The provider submissions include evidence of:

- Student Success and Support Advisors (SSSAs) based in each faculty to ensure co-ordination and consistency between the faculties
- the Academic Skills Student Mentoring scheme which has recruited a total of 155 undergraduate student mentors since 2018-19
- the Peer Assisted Learning (PAL) scheme, which has demonstrated a positive impact between PAL attendees and the wider cohort.

The provider submission demonstrated an understanding of the need to provide support, with a full range of support described above and evidence of positive impact.

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

Learning resources

The panel found this feature to be very high quality.

The provider submissions include evidence of:

- an investment of over £53 million in physical and virtual learning resources for students
- the use of partnership working to ensure that their students benefit from additional learning resources, e.g. the provider's partnership with the Hampshire Hospitals NHS Foundation Trust has enabled access to the Hospital's Education Centre
- student survey data agreeing that they are 'able to access the learning resources they needed', although there are limited response rates in some areas.

The student submission gives a positive account of the available learning resources and confirms the accessibility of online resources.

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 found this feature to be very high quality.

The indicators provide initial evidence that the 'student voice' is very high quality for students.

The provider submissions include evidence of:

- enhancing student engagement; over £300,000 of funding awarded from the Higher Education Funding Council for England (HEFCE) to lead the REACT (Realising Engagement through Active Culture Transformation) programme
- formal and informal surveying of students at modular level
- 'student voice' embedded in decision-making at all levels and bespoke approaches for below benchmark subject areas.

The submission offered sufficient evidence that the provider effectively engages with its students and is active in developing improvements to the experiences and outcomes of its students.

Overall, the panel concluded that these practices provide evidence that this is a very high quality feature.

Student outcomes: Silver

Throughout this section, we refer to indicators. The indicators for continuation and completion rates are based on Higher Education Statistics Agency (HESA) and Individualised Learner Record (ILR) student data returns; and the indicators for progression rates are based on students' responses to the Graduate Outcomes survey.

The panel considered all the evidence available in the submissions and the indicators and found that student outcomes are typically very high quality.

Across the student outcomes aspect, the panel found:

- four features were very high quality
- one feature was outstanding

The panel applied the 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 did not think that 'Gold' would be the best fit because the evidence demonstrates that 'some' rather than 'most' of the student outcomes features are of outstanding quality.

The panel did not consider 'Bronze' to be the best fit because the panel assessed 'most' of the features to be very high quality, rather than 'some' of the features, and the panel considered that these features are very high quality for 'most' rather than 'some' 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 provider submission describes its approaches to supporting students to succeed in and progress beyond their studies.

Evidence in the provider submissions include:

- a strong culture of student support with a focus on the 'whole person'
- bespoke approaches at subject level to supporting success and progression
- students with disabilities feel supported via surveys
- provision of individual support where needed to students.

The panel considered that the submissions include evidence of the effectiveness of the provider's approaches to supporting students via surveys.

Overall, the panel considered that the support provided to students to succeed in and progress successfully beyond their studies is highly effective.

Continuation and completion rates

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

The continuation and completion indicators for students were broadly in line with the provider's benchmark. The indicators suggest this applies to all the provider's groups of students, including students from underrepresented groups.

Despite evidence of additional actions and mitigations for certain subjects where performance is below benchmark, on balance, the panel interpreted the indicators as sufficient evidence that there are very high rates of continuation and completion for the provider's students and courses.

Progression rates

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

The 'progression' indicator provides evidence of a very high quality feature for students.

The provider submission included evidence of:

- a significant investment towards careers advice and support, including investment in high quality staff to support students
- development of mentoring schemes, which have benefited 98 students over the past two years
- one-on-one careers advice for all students
- guest lecturers from various professions, alumni visitors, and toolkits on employability to support the development of courses going through approval
- a case study demonstrating that 85 per cent of students valued the employability content, with 80 per cent believing it has helped them develop their self-awareness and 81 per cent feeling it has helped them identify their potential career options.

Overall, the panel interpreted the indicators as evidence that there are very high quality rates of successful progression for the provider's students and courses.

Intended educational gains

The panel considered this to be an outstanding quality feature.

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 provider submission includes evidence of outstanding quality, such as:

- embedding employability skills throughout the curriculum
- the wide range of support provided to its students.

Overall, the panel judged the provider clearly explains the range of 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 to be a very high quality feature.

The provider's approaches to supporting its students to achieve these gains are evidence-based, highly effective and use student engagement as a central mechanism for supporting educational gain through empowerment.

It is clear from the evidence that the provider is successful at supporting students with educational gain based on its definition. The panel concluded that the provider's approaches to supporting educational gains are very high quality features for all groups of students.

Evaluation and demonstration of educational gains

The provider did not evaluate the demonstration of educational gains made by its students. However, the provider states in its submission that a new strategy in 2023 will set out to measure educational gains, e.g. measuring academic attainment through student surveys.

Overall: Silver

The panel rated both the student experience and student outcomes aspects '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 to come to a decision regarding the overall rating for the provider.

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

Weighing the two aspects equally and considering all the evidence across all features, the panel considered the overall rating to be 'Silver'.