

What do students think about teaching excellence?

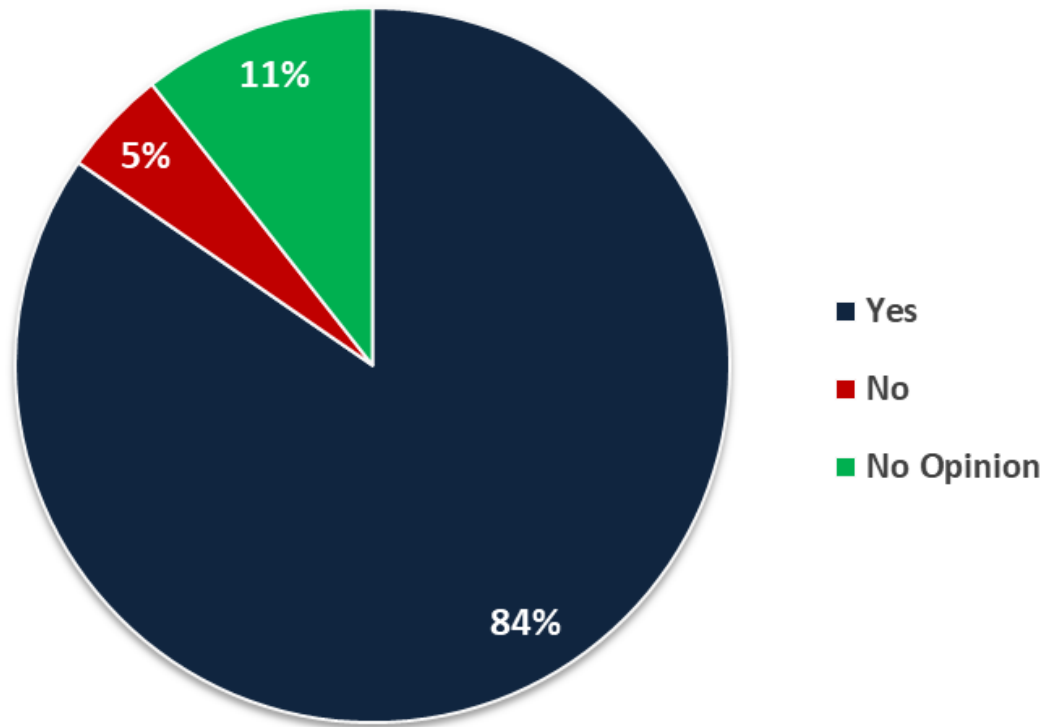
Introduction and background

- Creation of **Teaching Excellence Framework** and rapid flux in scope, depth and definitions/weightings
- Shift in assessing/assuring/determining **HE quality** from processes/voices to metrics/outcomes
- New Office for Students; regulatory framework done now TEF development (and NSS)
- Gvt views TEF as a tool for student **choice** and a driver of **change**
- Student voices absent from much of the debate about TEF and OfS

Introduction and background

- Research to look at student views of teaching excellence
 - What is it?
 - How/should accountability work?
 - What would assessment do to decision making?
- Survey with quantitative and qualitative
- 10k students, 124 Universities, Last Summer, All year groups
- Weighted for institution and representative of UG and PGT cohort
- Results for SUs as well as national results
- This presentation looks at the headlines along with key questions and conclusions

Should the Government be running an exercise to encourage excellent teaching in universities?



Teaching which takes into account the needs of it's student, is responsive, innovative and supportive

teaching to deliver competent graduates

true learning not just memorising for the test or a grade

Where students feel that their teachers best interests align with their own best interests, and both parties encourage eachothers performance.

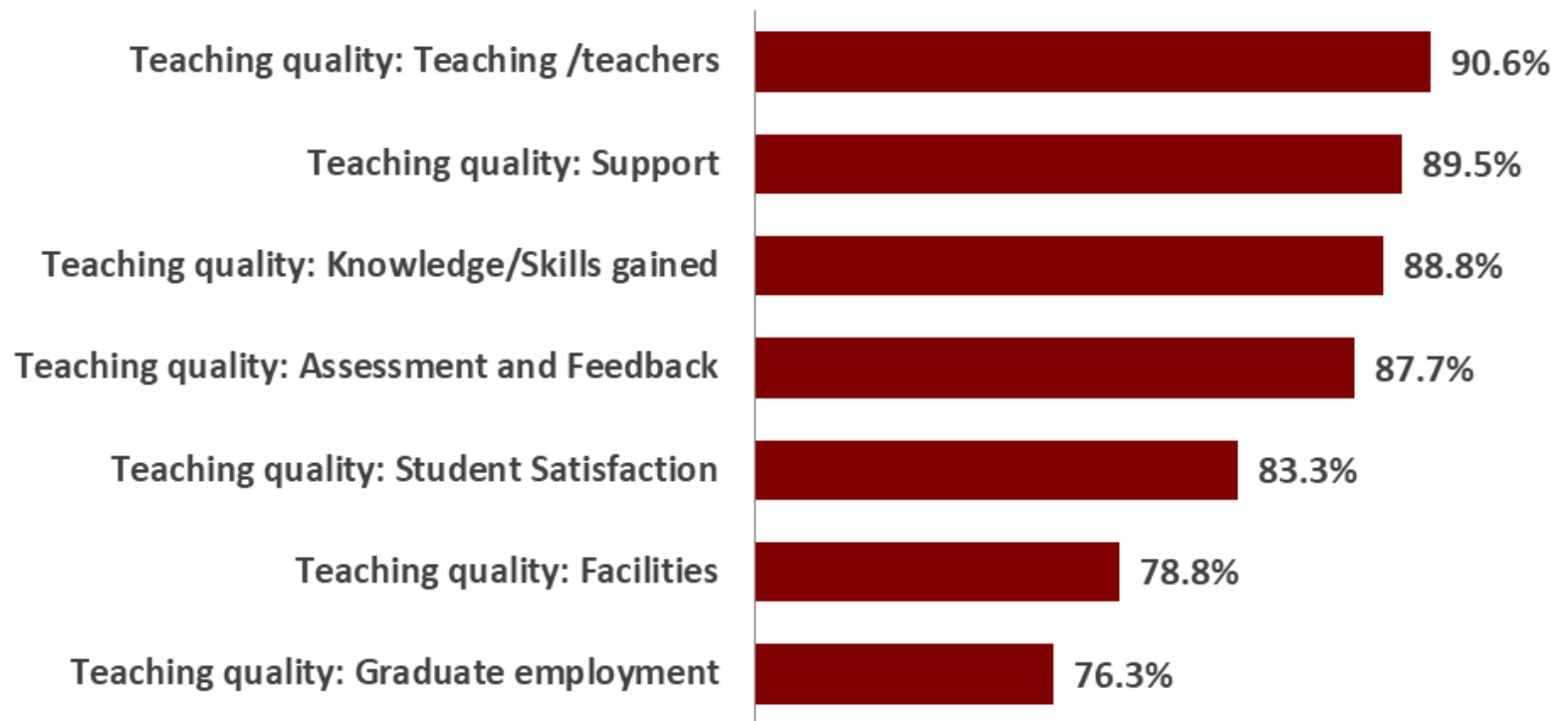
Making students have a real interest in the subject whilst also giving them a high proficiency in .

Providing a student with all of the means to achieve their individual targets during their course of studies.

It means to teach students the real life experiences before graduating to fully support them and give them hope to achieve success in their lives.

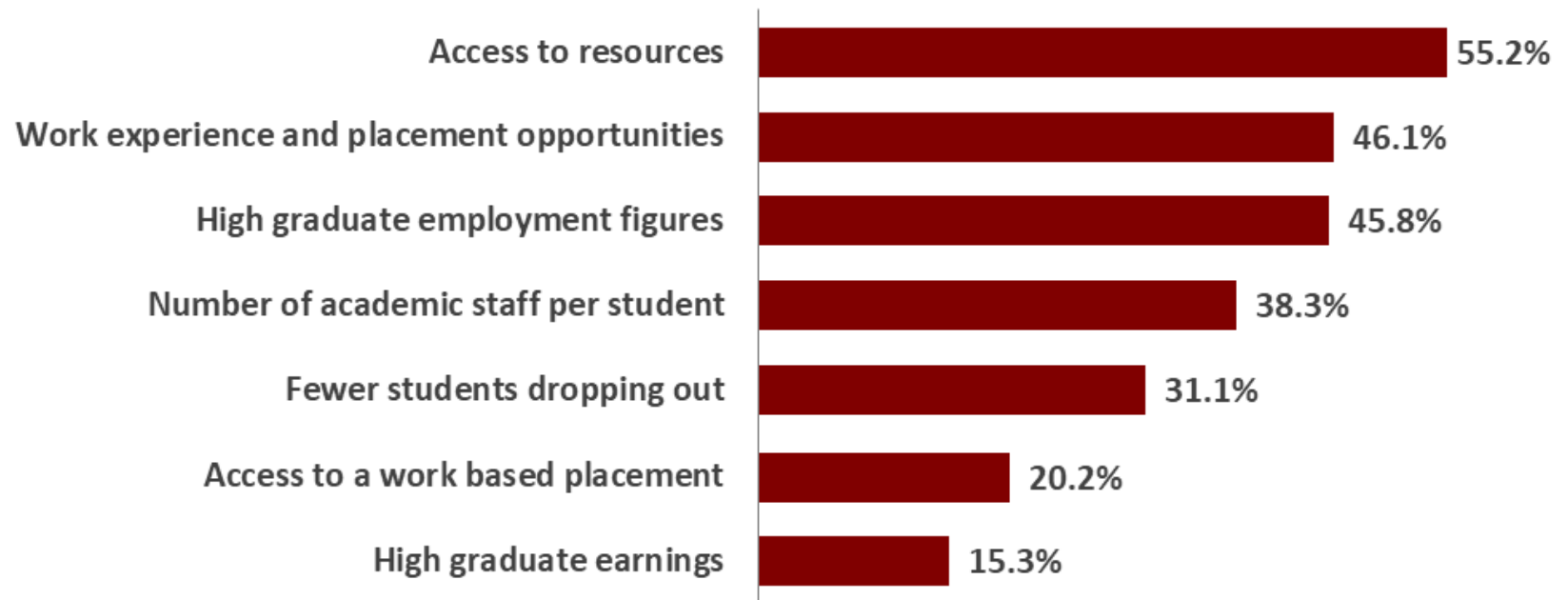
Teaching that inspires you

Judging a university's teaching quality



% of students that either 'Agreed' or 'Strongly Agreed' with assessing teaching quality on each of the mentioned factors

Factors that indicate that a university has excellent teaching

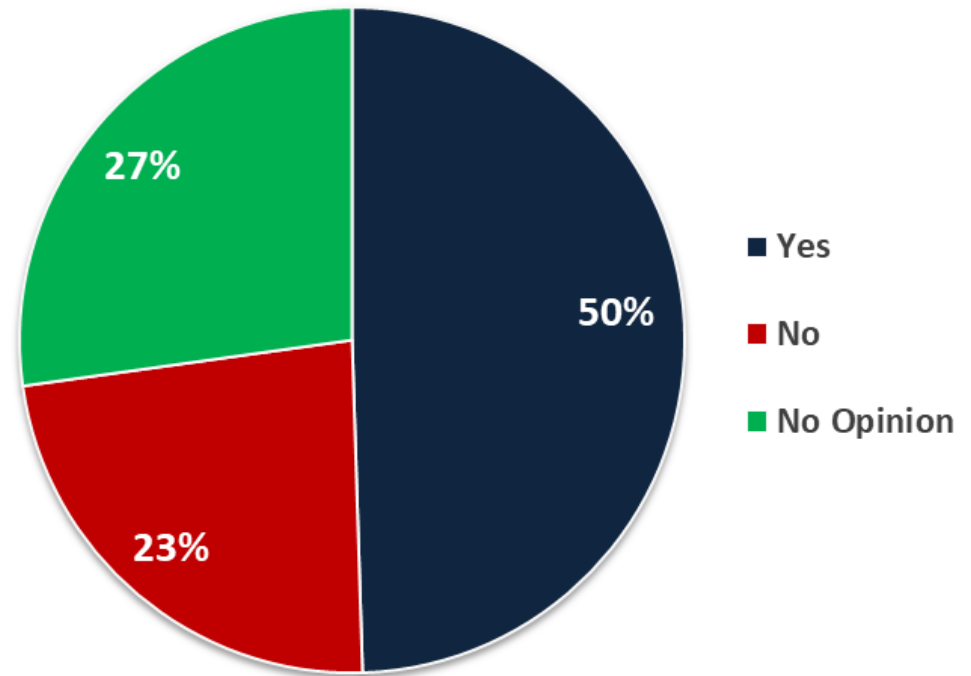


Assessing Teaching Excellence

- There is strong support amongst students for a Government exercise that encourages excellence in teaching (85% agree)
- Students have a wide understanding of teaching excellence and define it in multiple ways that the TEF does not define
- Students believe that TE should encompass a number of factors related to the teaching and learning environment not currently in TEF (86% IT, 93% Library, Course Resources 93%)
- There is less support amongst students for employment metrics being in the TEF than other factors (1 in 4 do not agree they should feature but 90% agree that quality of teachers should be included)

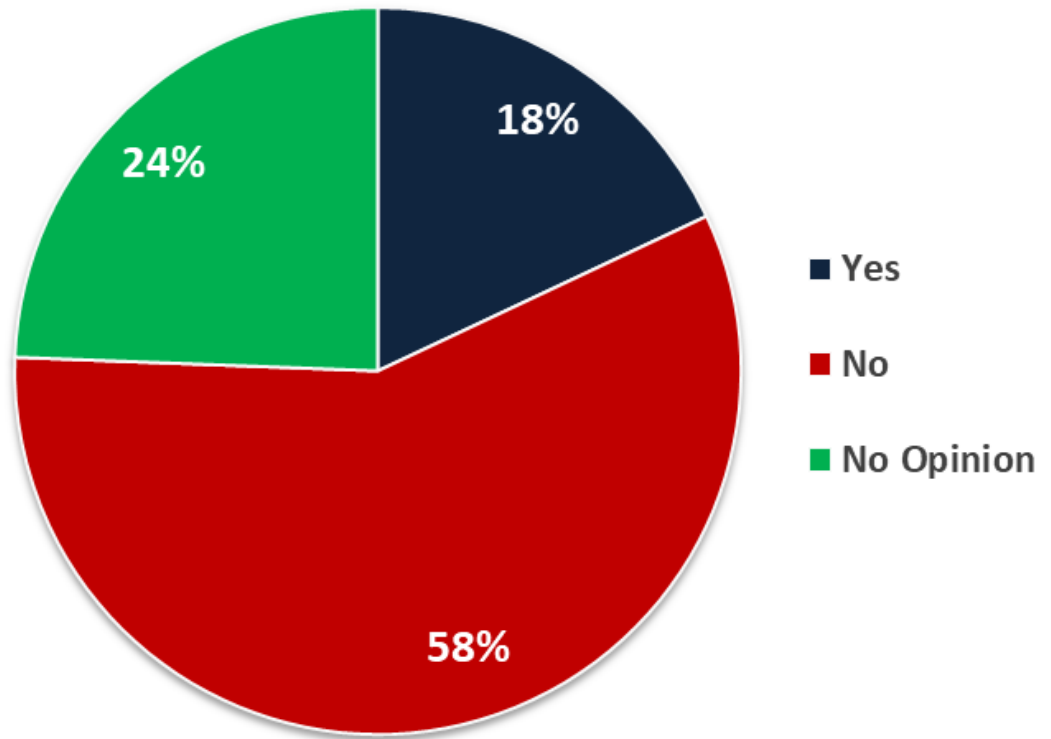
Should universities be held to account if students are dissatisfied with their experience?

Students' Union
Research Group



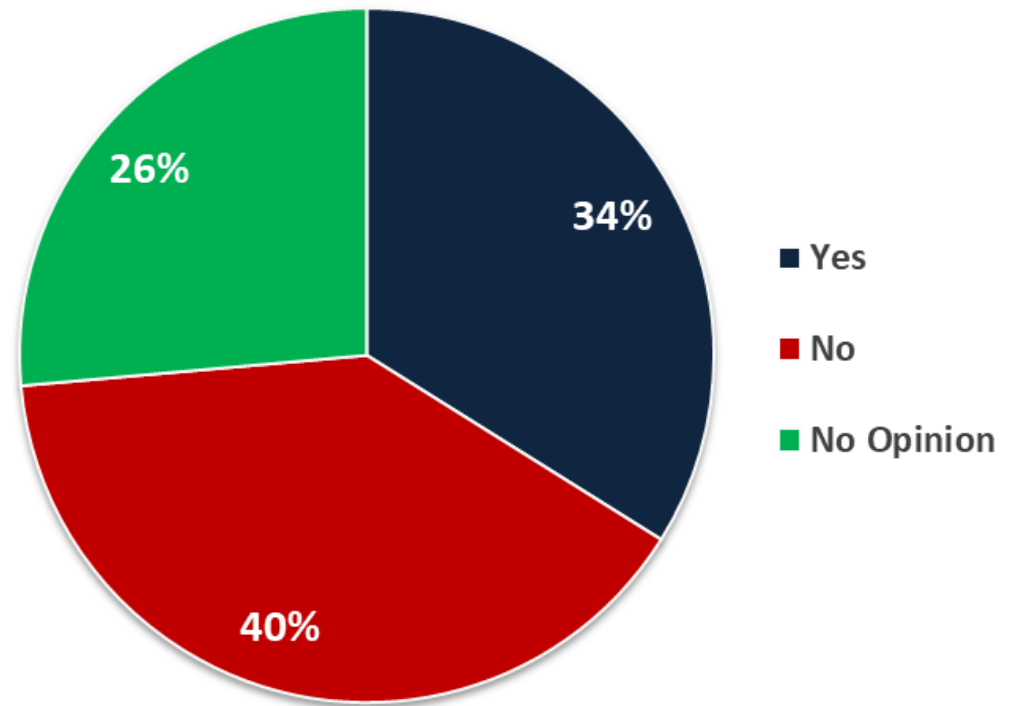
Should universities be held to account if students drop out?

Students' Union
Research Group



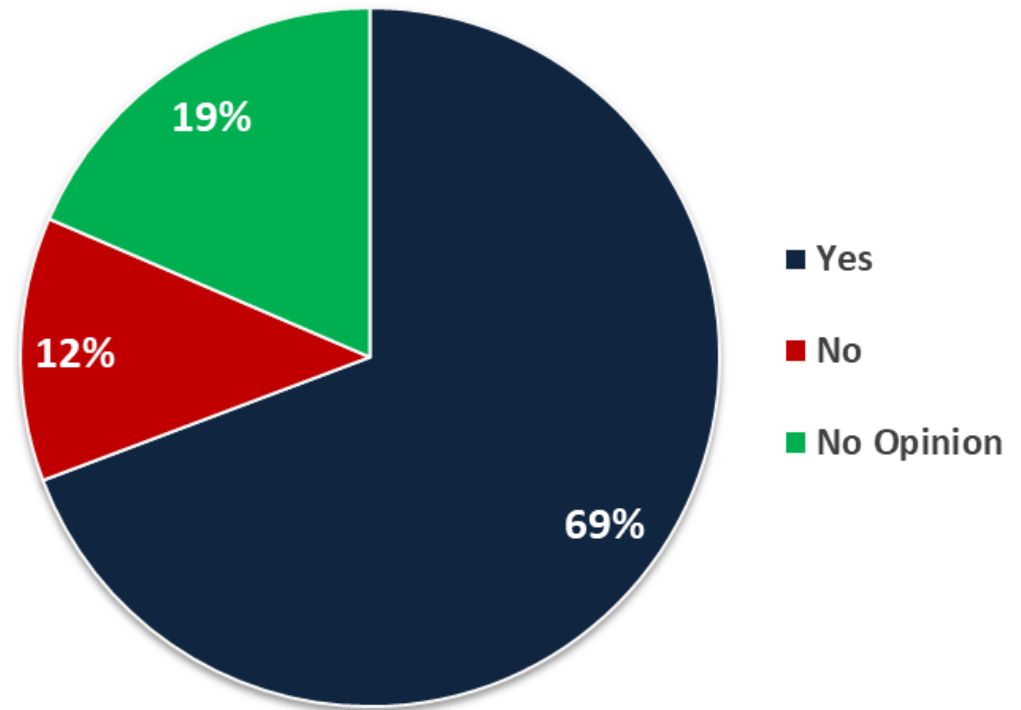
Should universities be held to account if their graduate jobs ratings are poor?

Students' Union
Research Group



Should universities be held to account if the teaching isn't good enough to enable you to succeed?

Students' Union
Research Group



What should be the consequences?

A clear outline for improvements and development, set out through an agreement between students (possibly through the student union) and the university's governing board

Discounted repayment loans

The Govt through an Ofsted-type organisation

Less people would go there for the bad rep already surely?

Refunds/Rights to Students - Like Consumer Protection

Panel Have to address feedback and make active plans to Improve the quality of teaching from feedback. of faculties within the university

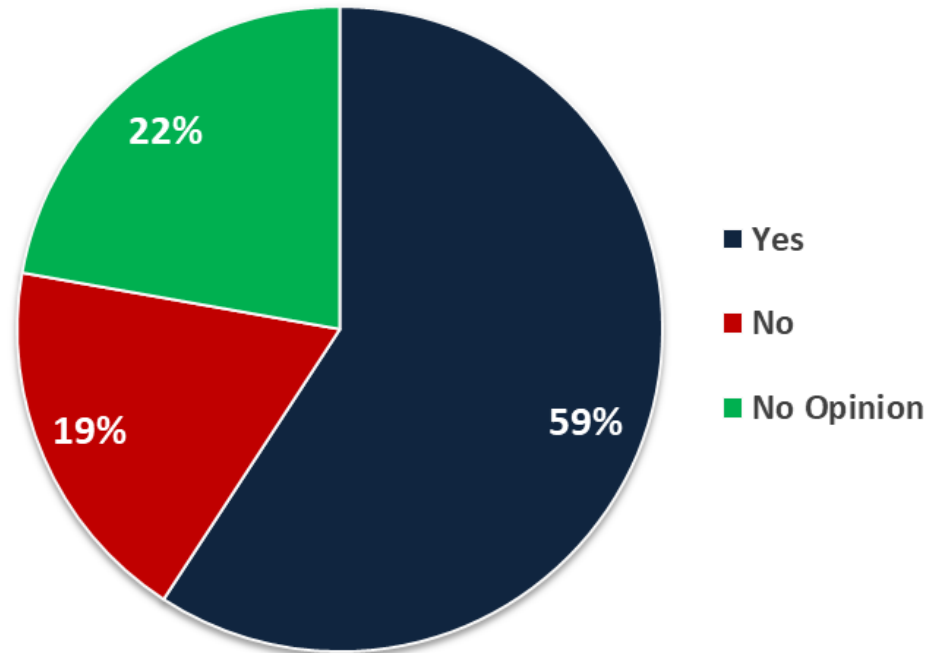
Impact on lecturers' performance reviews, negative publicity (e.g. through publicly reported outcome measures), ultimately funding reduction (although this is usually counterproductive)

Accountability

- Whilst students agree that Universities should be held to account for teaching “not good enough to enable them to succeed”, only 34% agree they should be held to account if graduate jobs ratings are poor, and just 18% agree they should be held to account if students drop out.
- Students are highly conflicted on what should happen if satisfaction rates are poor- some favouring public shaming (with the threat of poor recruitment a driver for improvement) and others more traditional improvement methods
- Students are also conflicted on who should hold Universities to account- with a clear divide between external approaches (ie regulation/government) and internal approaches (ie other academics, SU)

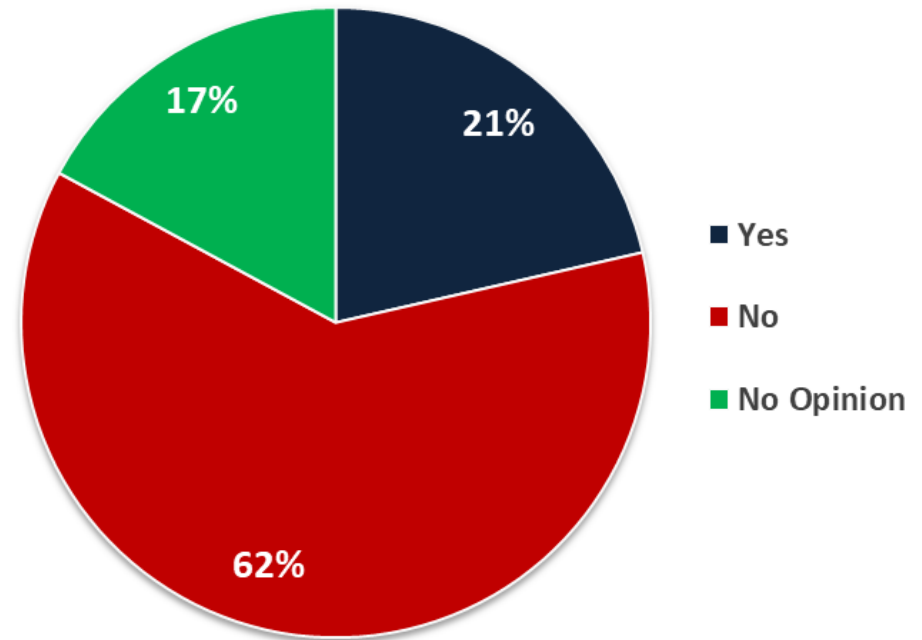
Do you agree with the government giving ratings (Gold/Silver/Bronze) to universities based on teaching excellence?

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Should student fees be linked to the rating of the university?

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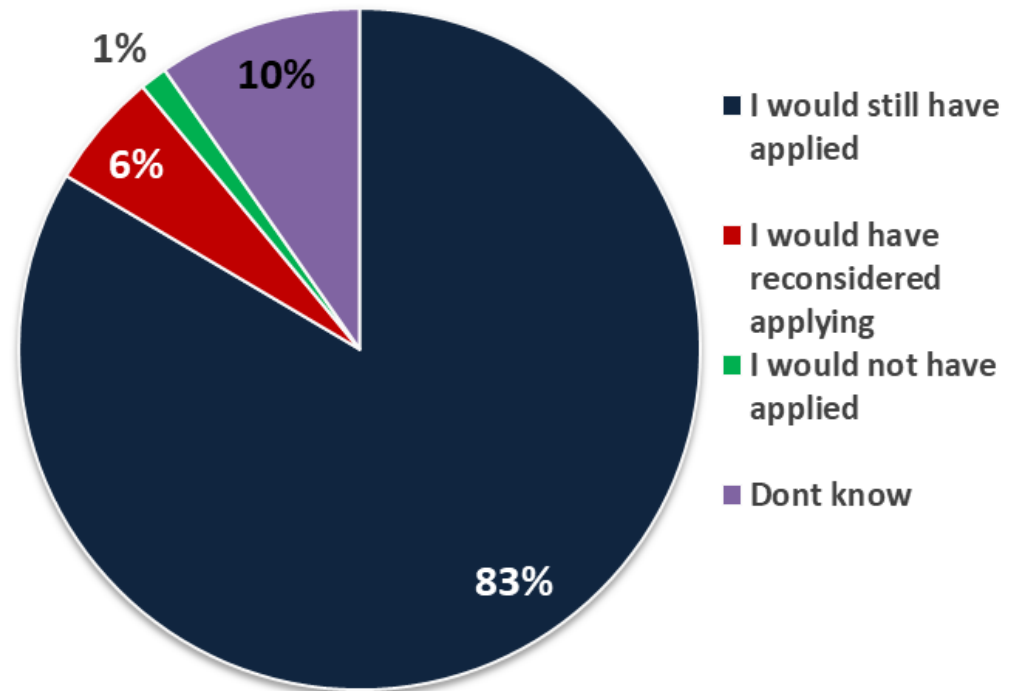


Should fees be linked to TEF?

- No- Course may be high quality even if the university as a whole isn't.
- Value for money for students, could deter students from lower socioeconomic status.
- Will put off some people going to better universities and not achieving their best potential
- You should not have to pay more for education filters should be based on merit. Eg raise the minimum requirements of the good university. But fees should be standardised or ideally scrapped as an investment into higher education is an appreciating investment in the countrys' future.
- It is massively unfair that students should be made to pay more for a good standard of teaching, it should be a universally good standard as increases sets students from disadvantaged background up for failure and more debt despite their intelligence.
- I would assume higher rated uni have higher entry grades so i dont see why, after proving your ability, you would then be blocked by a higher price barrier

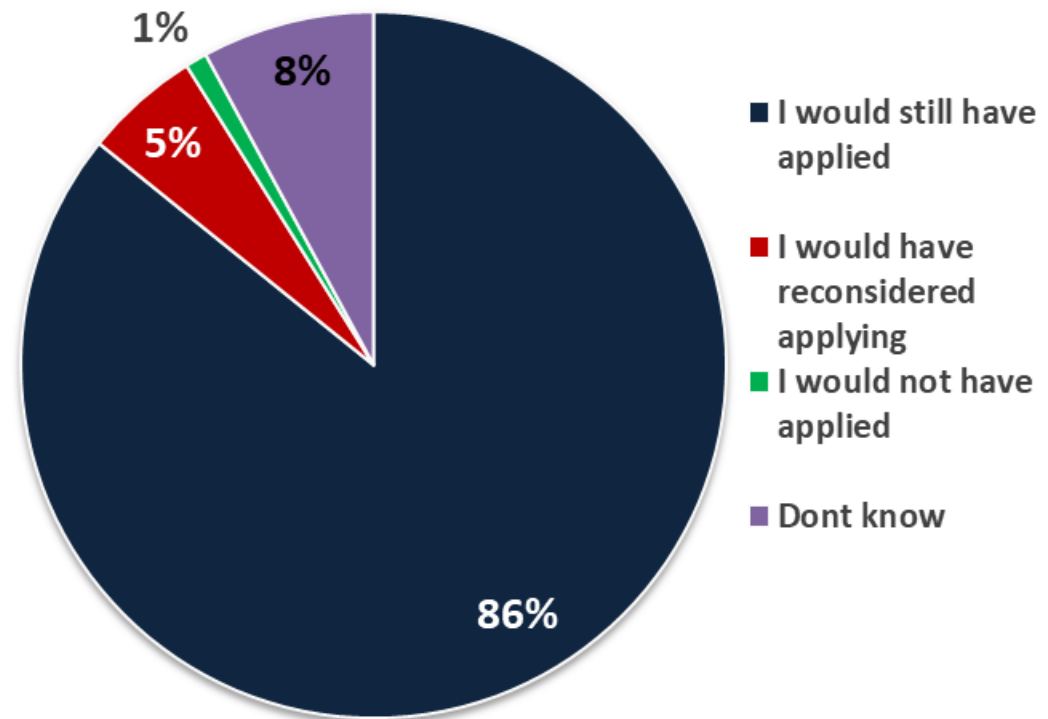
If your university had been given a Gold rating when you applied, would it have affected your decision to apply?

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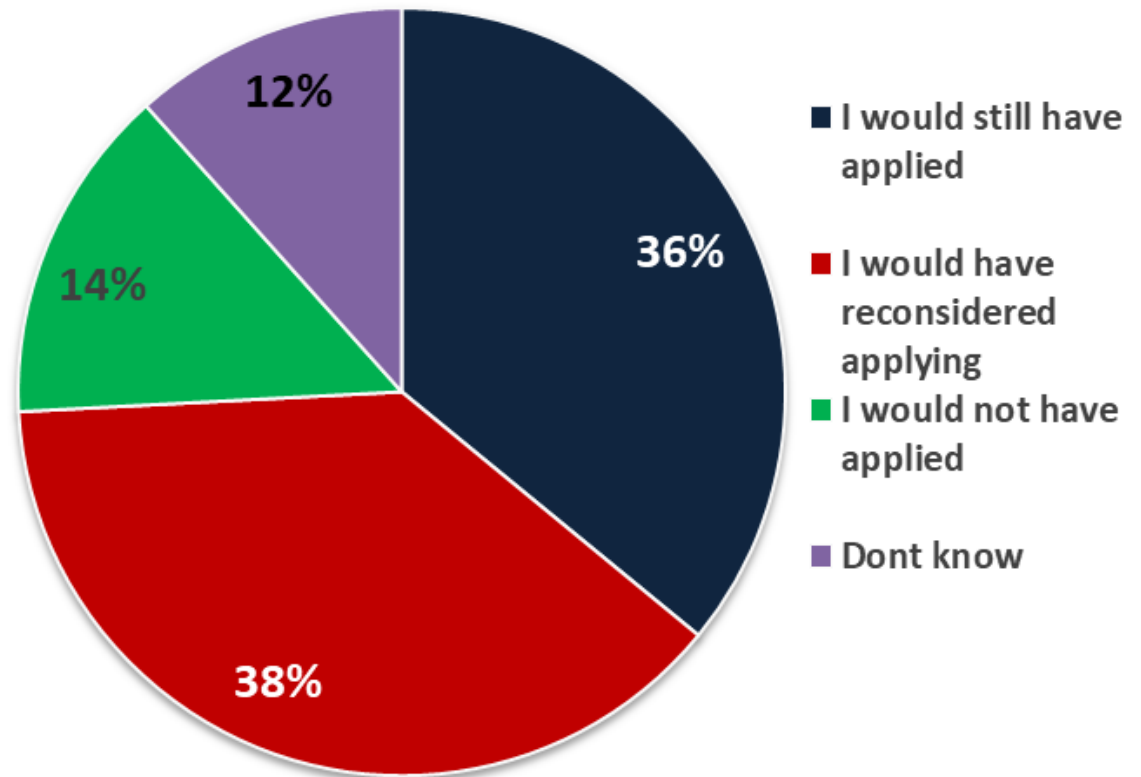
If your course had been given a Gold rating when you applied, would it have affected your decision to apply?

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If your course had been given a Bronze rating when you applied, would it have affected your decision to apply?

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Psychology

- Whilst only around 1 in 5 disagree with “Gold, Silver, Bronze” rankings, 4 in 5 don't agree that student fees be linked to the rating of the university.
- Students regard charging more for a “better” university as faulty or unjust
- When considering factors that indicate that a university has excellent teaching, students are over three times less likely to identify high graduate earnings when compared to access to resources.
- 48% of students would have reconsidered or not applied to their University if they had known it was rated “Bronze”
- 7% of students would have reconsidered or not applied to their University if they had known it was rated “Gold”
- Similar proportions would have reconsidered or not applied if the same judgements were levied at course level.

Key Conclusions

- Students want a framework and are happy with Universities being held to account
- Students are happy that this includes factors directly related to the teaching and learning experience
- They are divided on who and how accountability should work
- Students are much less supportive of impact measures such as drop out or graduate employment being used as a proxy for “teaching Excellence”
- Students overwhelmingly disagree with linking fee levels to the exercise
- They regard it as unfair or unjust esp from a widening access POV or debt burden POV (tax on talent)
- Given a large proportion of students would have reconsidered their choice if rated Bronze there are CMA/Consumer rights issues if a Bronze course was run in a “Gold” institution
- There may be unintended consequences in the rankings with the potential that a Gold ranking would have put some students off from applying to a particular university/course

We found no evidence that students understood that the TEF Medals are based upon performance against a benchmark rather than absolute performance: whenever students talked about medals, they consistently assumed that a 'Gold' rating at one institution is directly comparable to the 'Gold' rating at another institution.