UNIVERSITY OF EXETER - **DEPARTMENTAL TEACHING EXCELLENCE MONITORING (TEM) MEETINGS – SPRING 2024**

Note from the Vice President and Deputy Vice Chancellor for Education and Student Experience

Dear Colleagues,

I am looking forward to another stimulating and informative round of TEM discussions and I am grateful for the time that you spend in preparation for the meetings. These notes introduce TEMs, their purpose and their operation. The insights from every department are invaluable and I hope that you find them as stimulating as I do. Many thanks for your engagement and your continuing leadership of education and student experience in your departments.

Best wishes,

Tim

Introduction and Purpose

Our University 2030 Strategy commits us to using the power of education and research to create a sustainable, healthy and socially just future. To realise this commitment, we need to ensure that teaching, learning and student experience enable our students to fulfil their potential and to graduate with the skills needed to shape the future. Pursuing the highest quality of student academic experience and outcomes will also enable us to be well-placed to achieve another Gold rating in the next Teaching Excellence Framework (TEF) in2027), and to see year-on-year improvement in the metrics that determine the attractiveness of our provision to prospective students (National Student Survey (NSS), Graduate Outcomes, LEO, Postgraduate Taught Experience Survey (PTES) and more).

Our TEMs play an important role in the achievement of these goals:

- Firstly, by providing assurance of our collective efforts to respond to student feedback and pursue the continuous enhancement of teaching, learning opportunities, assessment and academic support. *These aspects are integral to our Quality Review and Enhancement Framework (QREF).*

- Secondly, TEMs provide an opportunity to triangulate Departmental-led and University-led work to develop our curriculum in pursuit of the highest standards, to meet the changing needs of our students and the graduate environment, and to realise our ambition to create change-makers.

Focus of discussion - 2023/24

This year, Departmental TEM meetings have two principal aims:

1) To provide an opportunity to review and discuss progress made against Teaching Excellence Action Plans (TEAPs), identifying best practice across Departments and future priorities at Department, Faculty and University-level.

2) To build on discussions at TEM meetings in 2023 to further explore Departmental approaches to developing core graduate attributes and future skills in our students. *Insights from these discussions will inform the development of Curriculum for Change.*

Inputs

Departments will be asked to prepare a short PowerPoint presentation to reflect on TEAPs progress and to support the discussion in the meeting. A template for the presentation will be provided, which includes guidance notes. Departments will be asked to share their PowerPoint presentation **no later than 48 hours prior** to their TEM meeting so that slides can be read in advance – please email this to TimQuineDVC@Exeter.ac.uk.

Data and information to consider

Departments should review the data and information used when compiling their TEAPs to assess progress made to date on actions identified. Specific datasets to be considered are included in the notes section of the agenda, with further suggestions in Appendix 1.

Attendees

- **Departments:** Pro Vice-Chancellor (or Deputy) (PVC), Associate PVC Education (APVCE), Head of Department (HoD), one or more Student Representatives (Guild / SU), Senior Education Partner (or Deputy) (SEP).

- **Additional representatives nominated by Faculties including (for example):** Quality Leads, Directors of Faculty Operations (DFOs), Director(s) of Education and Student Experience (DESE), Associate Deans Education (ADEs) (if appropriate), Department Manager (or Deputy) to support with notetaking/capturing actions (see below).

- **Education Leadership Team**: DVC Education and Student Experience (**Chair**), Dean for Taught Students (or Associates), Director of Teaching Excellence and Enhancement (or nominee).

Notes

Notes should be shared with all attendees **as well as** the following email addresses: ESE-quality@exeter.ac.uk; HLS-quality@exeter.ac.uk; HASS-quality@exeter.ac.uk. A note-taking template is provided.

Agenda

Item	Title and description	Notes
1	**Introductory remarks (Chair) [5 minutes]**	
2	**TEAPs self-assessment progress update and Department best practice examples [10 minutes]**	Presentation to summarise headlines from self-assessment report. *Slides 2 and 3 of PowerPoint Template.* It is recommended that Departments review the Office for Students' (OfS) indicators and split indicators to identify any areas where performance is below threshold (TEF data dashboard: Data dashboard - Office for Students). For those areas below threshold, Departments should consider the reasons for this and how the actions in the TEAPs will address this.
3	**Questions and discussion [10 minutes]**	Questions and discussion on TEAPs self-assessment update and Department best practice examples. *Slide 4 of PowerPoint Template.*
4	**Graduate attributes and future skills [10 minutes]**	Presentation in response to the following questions. *Slides 5, 6 and 7 of PowerPoint Template.* a. What attributes are you supporting students to develop across your portfolio of programmes and how do they map onto skills needs of the future? (Slide 5 of the PowerPoint Template). b. How are these attributes embedded across the following areas? *Slide 6 of PowerPoint Template:* • Programme and Module Intended Learning Outcomes (ILOs). • Programme and Module Assessment Strategies (including selected forms of assessment, rubric, marking criteria, and nature and purpose of feedback) c. How are you assured that all students have developed the intended skills, knowledge and behaviours through curriculum design and delivery (e.g. across core and optional modules)? *Slide 7 of the PowerPoint Template.* We encourage the discussion of core graduate attributes and future skills to reflect Departmental ambitions as reflected in (as appropriate): programme and module ILOs, Quality Assurance Agency (QAA) Benchmark Statements, Professional, Statutory and Regulatory Body (PSRB) guidance, the visions, outcomes and attributes set out in the Education Strategy and 2030 Strategy (Appendix 2), and analysis of Future Skills demands (sources in Appendix 3). For all questions, please consider the following as appropriate: • **Programme Specifications**: (https://as.exeter.ac.uk/academic-policy-standards/tqa-manual/pma/forms/): Section "C Personal/ Transferable/Employment Skills and Knowledge" and where relevant, Section "A Specialised Subject Skills and Knowledge" and Section B "Academic Discipline Core skills and Knowledge" which should list the definition of the attribute's graduates should attain by the end of their studies. The attributes listed here should also be cross-referenced implicitly or explicitly in all ILOs for the modules which make up those programmes. • **UK Benchmarking Statements**: The QAA are "currently in the process of updating Subject Benchmark Statements, 15 revised Statements were published in March 2022, 10 in March 2023 and a further 3 in September 2023. These are the first to incorporate consideration of how practice within disciplines addresses the wider social goals of equality, diversity and inclusivity; Education for Sustainable Development; requirements of disabled students; and enterprise and entrepreneurship." • **NSS data** (Education > National Student Survey (NSS) (sharepoint.com)) **and TEF indicators** (TEF data dashboard: Data dashboard - Office for Students): In particular, responses to NSS 2023 *Q9 'How well has your course developed your knowledge and skills that you think you will need for your future?'* and OfS indicators and split indicators where performance is below threshold.
5	**Questions and discussion [90-minute meeting: 50 minutes. 60-minute meeting: 20 minutes]**	Questions and discussion on graduate attributes and future skills. *Slide 8 of PowerPoint Template.*
6	**Any Other Business [5 minutes]**	*Slide 9 of PowerPoint Template.*

Appendix 1: Additional data and information that may be considered

The following data/information may be considered in preparation for TEM meetings (this is not exhaustive):

- Student feedback (end-of-module and mid-module feedback from: surveys, focus groups, etc).
- *Student achievement and progression data (OfS/internal). *OfS Student Outcomes (B3) data is available here: B3 Data Dashboard*
- Feedback from Student Staff Liaison Committee (SSLC) meetings or equivalent meetings with students.
- Peer dialogue feedback.
- *NSS, PTES data.
- *Completion, progression, retention and student outcomes (1st, 2.1s etc).
- External Examiner reports.
- Reports from partner institutions/organisations and placement providers (if appropriate).
- Reports from Professional, Statutory and Regulatory Bodies (if appropriate).
- *UG/PGT Quality Review and Enhancement dashboard data.
- *Employability data.

See the Management Information (MI) Hub.

Equality of opportunity

Increasing equality of opportunity for students at all stages is a priority for the institution (Access and Participation Plan (APP), variation 2023-24). Departments should consider how progress made against Teaching Excellence Action Plans (TEAPS) improves outcomes for under-represented and disadvantaged groups supported by the APP. Faculty and Discipline-level analysis (including Campus split) on the Access and Participation MI Hub includes:

- Number of UG entrants in the latest year by demographic and under-presented group for: UK domiciled non-Degree Apprenticeships; Degree Apprenticeships; and International Fee Status students only. (See Summary Full Person Equivalent (FPE) tab)
- Distribution (%) of UG entrants based on last three years by demographic and under-presented group for: UK domiciled non-Degree Apprenticeships; Degree Apprenticeships and International Fee Status students only. (See Summary %)
- Access, continuation, attainment and progression rates by demographic category (see Access & Participation Faculty Dashboard) Note: UK UG only.
- Progress towards selected targets (See Access & Participation Faculty Targets) Note: UK UG only.

Other useful reports on the MI hub include: Admissions detail report; Quality Review and Enhancement and Graduate Outcomes. The Success for All website provides further resources on Degree Awarding Gaps and Inclusive Education. For further information on all these resources email Rachel Mayfield, Access and Participation Data Analyst.

Appendix 2: Education Strategy (2019-25) and 2030 Strategy Vision, Outcomes and Attributes

Vision, Outcomes and Attributes

Education Strategy 2019-25

The University of Exeter is a learning community of the most talented and creative minds, committed to challenging ambitious and inquisitive learners to become global citizens and agents of change. We are committed to delivering education and student experience of the highest international quality, and to supporting all of our students to realise their potential.

…. we will develop our students as agents of change

both within the University, as co-creators of Knowledge, Societal Engagement, Impact Generation, Industrial Engagement,

and beyond, as Global 21st Century Citizens.

2030 Strategy

We will challenge and inspire our community of learners from every background to thrive, develop the skills they will need for the future and lead the change the world needs.

… nurturing key qualities including intellectual enquiry, problem solving skills, entrepreneurship, digital literacy, cultural competence and global citizenship.

Appendix 3: Sources for Future Skills demands
- QS (2022) "What do employers want from today's graduates?" - insights from the 2022 QS Global Employer Survey. https://www.qs.com/reports-whitepapers/what-do-employers-want-from-todays-graduates-2/
- World Economic Forum (2023), Future of jobs 2023: These are the most in-demand skills now - and beyond. https://www.weforum.org/agenda/2023/05/future-of-jobs-2023-skills/

Appendix 4: Educational Gain

TEF 2023 introduced the language of "educational gain" and we expect this concept to be more important in TEF 2027. We have a task and finish group, led by Professor Janice Kay and Roscoe Hastings, addressing this concept alongside Graduate Outcomes. We will update on its findings in due course. In the meantime, this is our working definition of educational gain, as used in TEF 2022/23:

'Educational gain at Exeter is focused on the development of core graduate attributes. Our Education Strategy defined curiosity, creativity, critical thinking and global understanding as key for life beyond graduation. Informed by our excellent relationships with industry, feedback from alumni and analysis of the global changes in the world of work, we have refined these target attributes in our University Strategy 2030 as follows: intellectual enquiry; problem-solving skills; entrepreneurship; digital literacy, cultural competence; and global citizenship'.

We will continue to refine this in partnership with faculties, departments and students and are seeking to develop our understanding of how departments are supporting students to develop these attributes across their portfolio of programmes and embedding these attributes across learning outcomes, assessment strategies and curriculum design and delivery.