



The University of
Nottingham

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Application to the
**Teaching Excellence
Framework 2017**

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The Teaching Excellence Framework (TEF) has been developed by the Government with the aims of:

- better informing students' choices about what and where to study
- raising esteem for teaching
- recognising and rewarding excellent teaching
- better meeting the needs of employers, business, industry and the professions

The TEF draws on currently available, nationally collected data including, questions 1-12 of the National Student Survey, Higher Education Statistics Agency (HESA) data on student continuation and data from the Destination of Leavers from Higher Education survey. Each institution is provided with a set of core metrics, for a three-year period, relating to their performance which are set against a benchmark for that institution. The benchmarks are calculated using a complex matrix based on the University's actual student population and the national average values for the metric across sub-groups of the population, and is thus unique to the institution. The methodology is the same as for the HESA Performance Indicators. The metrics often vary with tariff score and so institutions with high tariff students tends to have higher benchmarks. Details of HESA Performance indicators can be found at www.hesa.ac.uk/data-and-analysis/performance-indicators

The core metrics and benchmarks for The University of Nottingham are shown in the Appendix. These metrics will be considered by the TEF assessors, alongside a 15-page environment statement, in order to make a judgement on the Teaching quality of the University. Details of the TEF and the process can be found at www.gov.uk/government/uploads/system/uploads/attachment_data/file/556355/TEF_Year_2_specification.pdf

Cover photo: Graduate in front of Trent Building on University Park Campus.

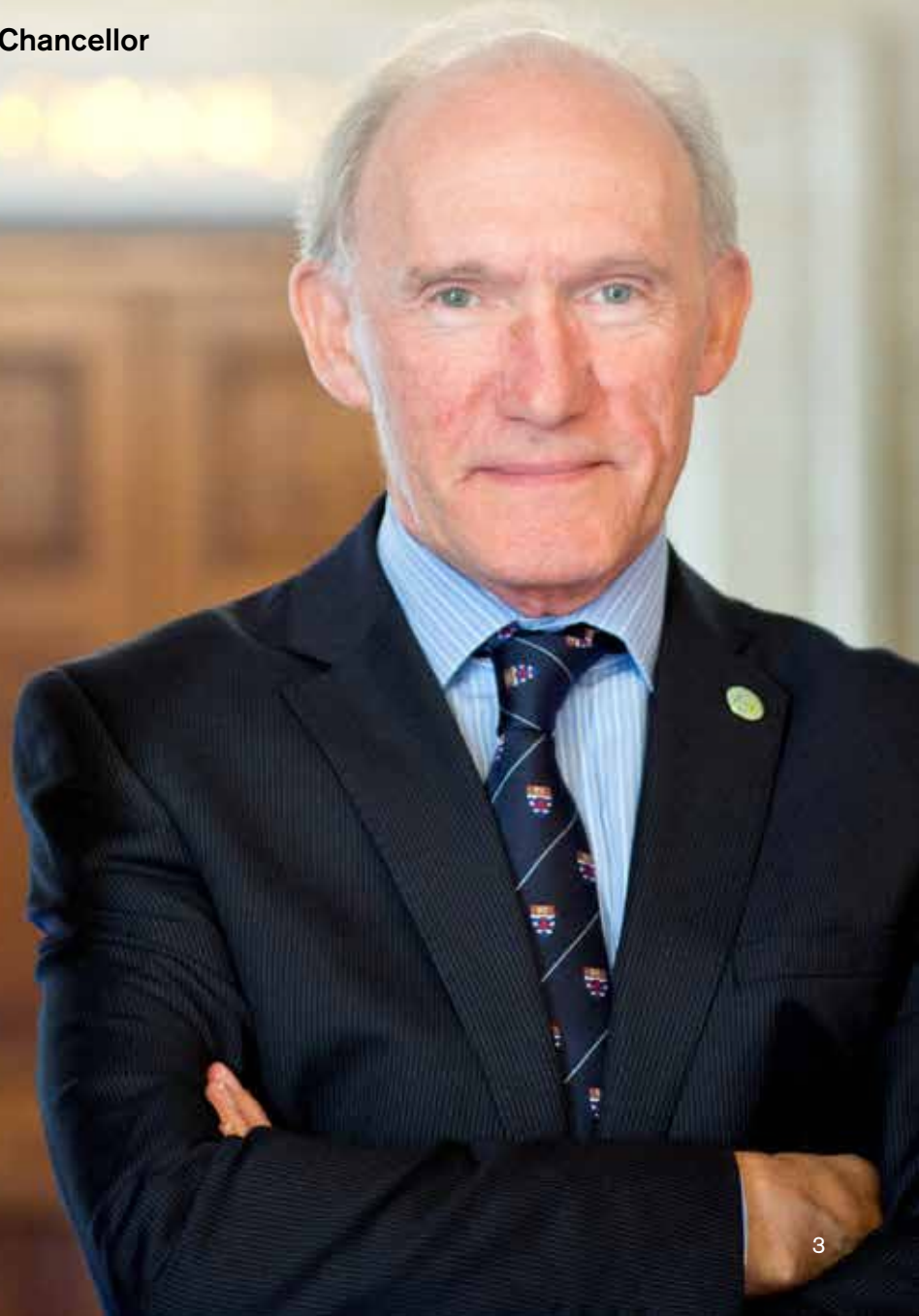
Vice-Chancellor's welcome

The University of Nottingham was founded on a compelling vision that education can transform people's lives, has great social and economic value and should be accessible to everyone who can benefit from it. This vision continues to anchor the educational ethos of our University and drives our Global Strategy 2020. At the heart of The University of Nottingham are our students; ensuring they receive an outstanding research-engaged educational experience has always been and will continue to be the focus of our efforts.

Our application to the Teaching Excellence Framework provides comprehensive evidence of the many ways our students benefit from being educated at a large teaching-focused and research-intensive university. Our graduates, amongst some of the most sought after in the UK, are now entering a world of astonishing economic, social and technological change. They have to be prepared and equipped to shape that world for the better. That is at the core of our commitment to teaching excellence.

Professor Sir David Greenaway, Vice-Chancellor

David Greenaway



Summary

The University of Nottingham is a large teaching and research intensive university with very high levels of retention and outstanding employment outcomes for its students across all disciplines and groups. This submission provides evidence of the level of excellence attained by the University with respect to each of the TEF assessment criteria and gives substance to our belief that our provision is consistently outstanding and of the highest quality found in the UK Higher Education sector, ie that it satisfies the TEF descriptor for Gold. The following pages summarise the University's position with respect to each element of the TEF descriptor, with more detail provided in the main sections.



“The provider achieves consistently outstanding outcomes for its students from all backgrounds, in particular with regards to retention and progression to highly skilled employment and further study.”

The University of Nottingham is *The Times and Sunday Times* University of the Year for Graduate Employment 2017. The University has a non-continuation rate of just 3.7%, and in 2016, 94.4% of our graduates proceeded to employment and further study within six months, with the figure for highly skilled employment being 82.5%. This performance is consistent for students from all backgrounds. We are regularly named as one of the most targeted universities by Britain's leading graduate employers in the annual UK Graduate Careers Survey, ranking either 1st or 2nd in four of the last five years. The Institute of Fiscal Studies (2016) reported that Nottingham graduates are among the very highest earners – 5th/166 for female graduates and 8th/166 for male graduates 10 years after graduation. The first Longitudinal Education Outcomes (LEO) subject specific data (for Law) shows Nottingham as the seventh highest in the UK for median salary of graduates.

“Course design and assessment practices provide scope for outstanding levels of stretch that ensures all students are significantly challenged to achieve their full potential, and acquire knowledge, skills and understanding that are most highly valued by employers.”

The University has a comprehensive approach to periodic programme review, highlighted as **good practice by the Quality Assurance Agency (QAA)** in its April 2016 Higher Education Review. Students also benefit from Professional, Statutory and Regulatory Body (PSRB) accreditation and practices enhanced by the University's Transforming Teaching Programme, which was also deemed **good practice by the QAA**. In the 2016 Nottingham Student Experience Survey (NSES), 99% of our students agreed that their course allows them to do their best work and requires them to analyse ideas and concepts in greater depth.

Links with industry, work placements for 25% of our students and the employability-focused

Nottingham Advantage Award ensure graduates have skills that are highly valued by employers. International mobility opportunities – enjoyed by 23% of our students – help to give Nottingham alumni a global perspective. The University runs the UK's largest entrepreneurship competition open to all current and recent undergraduates and our students were the Enactus UK 2016 National Champions. Student Evaluation of Modules (186,000 in 2015/2016) shows a very high level of satisfaction (20.74/25 in 2015/16) with the University's provision in fulfilling their potential. The outstanding outcomes with respect to graduates gaining highly skilled employment demonstrates how our students' learning is valued by employers.

“Optimum levels of contact time, including outstanding personalised provision secures the highest levels of engagement and active commitment to learning and study from students.”

A number of metrics underline the outstanding nature of our teaching provision and the success of our personal tutoring system. Student satisfaction with 'teaching on my course' was 89% in the 2016 NSS. There are very positive results (21.73/25) from Student Evaluation of Teaching (265,000 responses in 2015/2016), and the NSES in 2016 showed over 90% of students were satisfied with the quality of lectures and their personal tutors. Minimum contact hours are specified and enforced; contact hours are in the highest 15% of all institutions. Personalisation is reinforced by peer mentoring and measures taken to support BME and disadvantaged students. The Students as Change Agents initiative reinforces the engagement and active commitment of our students to their studies and has allowed them to make a difference in their school and to leave a positive legacy of their time at the University.

“Outstanding physical and digital resources are actively and consistently used by students to enhance learning.”

Moodle, our virtual learning environment (VLE), has been developed to an elevated level with 30-35,000 unique users per day. It is the second largest Moodle community in the world, containing

over 1.5 million individual learning resources, and enjoys a satisfaction rating of nearly 94%. Since 2014 we have invested over £60m in new buildings and facilities specifically for teaching and learning with similar spend commitments over the next three years. These have led to increased use by students (eg over two million physical visits to libraries in 2016) and very high levels of satisfaction – nearly 90% satisfaction with the libraries in the 2016 NSS and over 93% in the NSES 2016. 14,500 students engaged with dedicated information skills training in 2015/16 and with innovative approaches to online resources (eg 6,239 students enrolled on open online courses). Lecture capture, including video and audio recording of lectures for students to refer to later, is widespread and growing rapidly with nearly 0.5 million views during 2015/16.

‘Students are consistently and frequently engaged with developments from the forefront of research, scholarship or practice, and are consistently and frequently involved in these activities.’

Teaching staff are engaged in the latest research and scholarship in their field, as demonstrated by the University’s power rating of 8th in the UK (Research Excellence Framework, 2014) and the contractual requirement of most staff to combine research and teaching. The size and quality of the University’s research activity provides a teaching and learning environment for students that draws on the latest scholarship across all subjects and provides access to state-of-the-art facilities. This ensures we provide a research-led and research-engaged education to students – examples of this from across the University are cited in this document.

University of Nottingham academic staff hold over 1,000 Higher Education Academy (HEA) fellowships of various grades between them, including 10 National Teaching Fellows, and enhancement networks exist for these and other staff. Student feedback on teaching via Student Evaluation of Teaching and Learning Community Fora (LCFs) is used systematically to enhance teaching practices and improve the performance of individual teachers.

“An institutional culture that facilitates, recognises and rewards excellent teaching is embedded across the provider.”

Nearly 55% of our teaching staff are formally qualified (compared to the sector average of 44% in 2014/15). Excellent teaching is recognised via the University’s Lord Dearing Awards and the Students’ Union-led Staff Oscars, and rewarded by a promotions system that includes specific criteria for teaching-focused colleagues. In 2016, 17% of all promotions, and 15% of professorial promotions, were via the teaching and learning route. In the April 2016 Higher Education Review, we were **commended by the QAA** for the enhancement of student learning opportunities.

Partnership with students

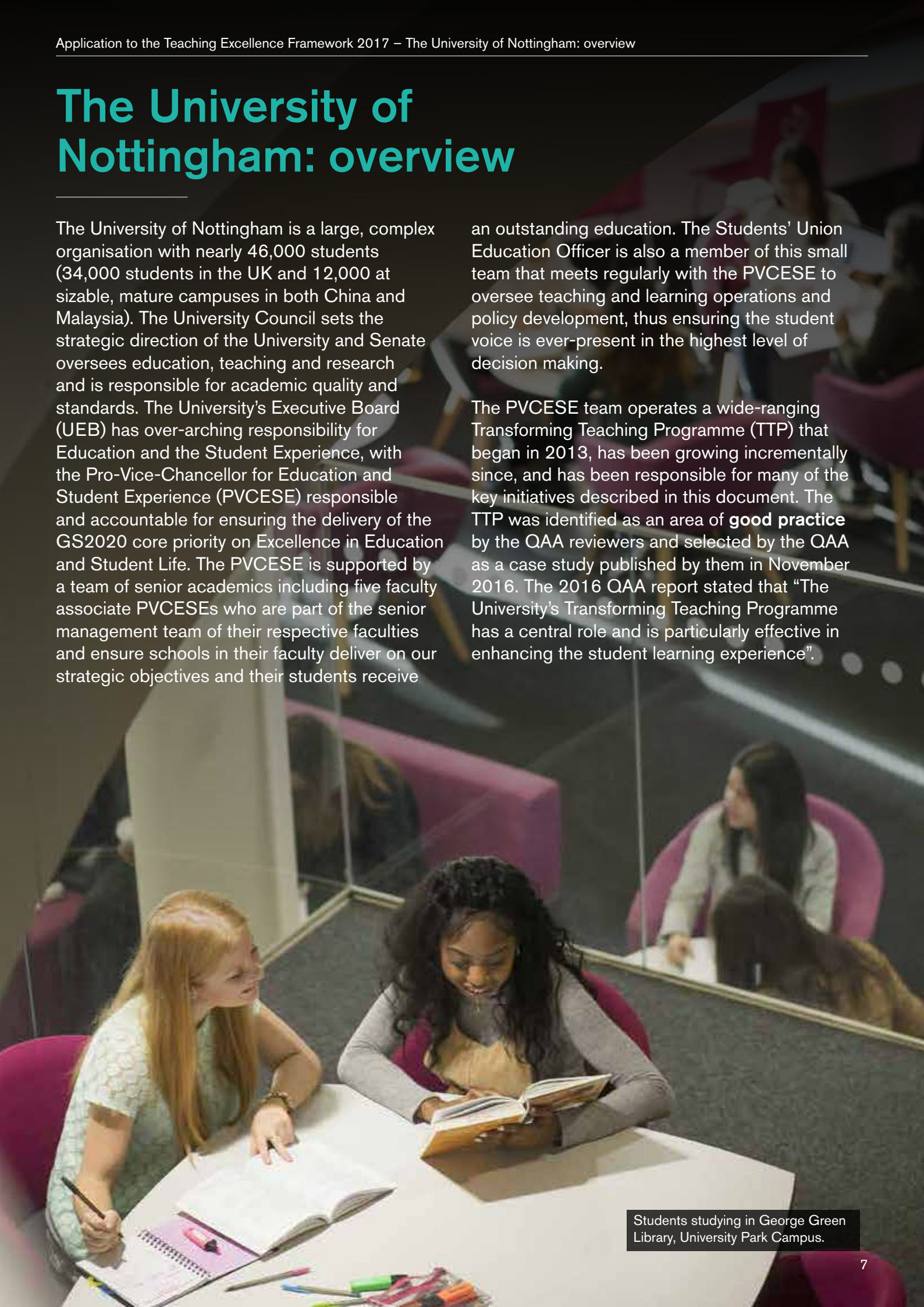
The April 2016 QAA review report stated: “The University has embedded engagement with students as partners both collectively and as individuals which makes a significant contribution to the enhancement of learning opportunities”. The ability of Nottingham to meet the TEF descriptor for Gold is strongly supported by the University’s Global Strategy 2020 (GS2020), which sets out the vision of “offering an outstanding broad-based international education to talented students” with one of the core priorities being Excellence in Education and Student Life. A key element of this is to “put students at the heart of our university and make them active partners in their own education”. Our partnership with students is exemplified by the number of actions and initiatives outlined in this document that have been formulated and delivered jointly with our student body, particularly the Students’ Union (SU). This includes the preparation of this submission and our involvement with the SU in a pilot for the HEFCE-commissioned Student Educational Partnership to ensure full student engagement in Annual Provider Review. Students are represented on all education-related committees at school, faculty, and university level.

The University of Nottingham: overview

The University of Nottingham is a large, complex organisation with nearly 46,000 students (34,000 students in the UK and 12,000 at sizable, mature campuses in both China and Malaysia). The University Council sets the strategic direction of the University and Senate oversees education, teaching and research and is responsible for academic quality and standards. The University's Executive Board (UEB) has over-arching responsibility for Education and the Student Experience, with the Pro-Vice-Chancellor for Education and Student Experience (PVCESE) responsible and accountable for ensuring the delivery of the GS2020 core priority on Excellence in Education and Student Life. The PVCESE is supported by a team of senior academics including five faculty associate PVCESEs who are part of the senior management team of their respective faculties and ensure schools in their faculty deliver on our strategic objectives and their students receive

an outstanding education. The Students' Union Education Officer is also a member of this small team that meets regularly with the PVCESE to oversee teaching and learning operations and policy development, thus ensuring the student voice is ever-present in the highest level of decision making.

The PVCESE team operates a wide-ranging Transforming Teaching Programme (TTP) that began in 2013, has been growing incrementally since, and has been responsible for many of the key initiatives described in this document. The TTP was identified as an area of **good practice** by the QAA reviewers and selected by the QAA as a case study published by them in November 2016. The 2016 QAA report stated that "The University's Transforming Teaching Programme has a central role and is particularly effective in enhancing the student learning experience".

A photograph of students studying in a library. In the foreground, two female students are sitting at a white table, looking at books. One is pointing at a page in a book. In the background, another student is sitting at a table, also studying. The library has a modern design with pink chairs and white tables.

Students studying in George Green Library, University Park Campus.

Commentary on the metrics

Our teaching is very highly rated by our students in the NSS. For the Teaching on my Course metric, our performance (88.6%) is significantly better than the sectoral benchmark as indicated by the z-score of +2.9. However, the range of scores in this measure of the NSS is very narrow (the interquartile range for all universities in 2016 was just four percentage points), which makes it extremely difficult to achieve the two percentage point positive difference from the benchmark required for the materiality test.

With regard to highly skilled employment or further study, the absolute score (over the three-year period) of 81.3% is 2.8% above the benchmark and the z-score is +7.4. It is an extraordinarily good result, is consistent across nearly all groups of students, and sets us apart from most other institutions. This is a valuable external verification of our teaching quality: we do not simply claim to be excellent – employers see the quality of our graduates by preferentially choosing to employ them in highly skilled occupations.

Non-continuation is a metric where the University's absolute score is very near the natural lower limit of zero (3.7%) and about half the average rate for all institutions. This makes securing a positive flag virtually impossible. Furthermore, students who leave do so primarily for personal or health reasons (78% of leavers during or just after their first year) and not as a result of academic failure, a desire to transfer or dissatisfaction with their course.

The majority (94%) of undergraduate students at Nottingham are on a full-time programme of study. However, the proportion of full-time students included in the metric calculations is higher (98-99%) as many part-time students are not included (~100 for the NSS-based metrics and ~250 for other metrics) because a smaller proportion of the part-time population is in the relevant year. Hence the part-time metrics represent a very small proportion of our overall

provision. For the split metrics for part-time students the categories become absolutely tiny. For example, the one negative flag in the part-time metrics is in the split of employment and further study where the outcome is based on just five disadvantaged and 20 non-disadvantaged students (from a population of ~25,000) making it difficult to draw meaningful conclusions.

For assessment and feedback, there is no flag in the metrics for first degree students, which constitute 99% of students in the calculation. The Other Undergraduates category, which is causing the overall metric to raise a negative flag, is a small and atypical segment of our student population. These are students on the Diploma in Architecture (years four-six of the architecture course) and only listed as Other Undergraduates as an artefact of the HESA return; and nursing students on the old diploma courses, which have now been replaced by degree courses. The fact that the diploma nursing students are no longer present at the University is one of the reasons why the metric for year three does not have a negative flag.

The remainder of this submission describes the impact of the University's activities on students in the areas covered by the TEF assessment criteria.

Teaching quality

Student feedback and engagement

We have collected Student Evaluations of Teaching (SET) and Modules (SEM) in a systematic way since the 1990s and this has been used to inform curriculum design, help academics reshape and refresh module content, and flag colleagues with excellent teaching and those that need further development. Until 2013/14 the exercise was paper based, but electronic 'in class' questionnaires via Evaluate were piloted in 2013/14 with a full roll out in 2014/15. Students can access Evaluate via their computers or mobile devices making interactions simpler and allowing most teaching and all modules to be subject to SET and SEM annually. The response rate is high (currently 44% for 2016/17) despite students being asked to complete multiple questionnaires for different teachers and modules each semester. In 2015 and 2016 we have received over 265,000 SET responses for our UK undergraduate programmes.



Undergraduate working in the mock dispensary, School of Pharmacy.

Each SET and SEM survey has five fixed statements (eg “The teaching methods used in the module help me to learn”) and schools can add additional subject specific statements as well. Strong agreement with a statement attracts a score of five and agreement a score of four. Average aggregate SET scores (out of a maximum possible 25) have been 21.42 (2014/15), 21.73 (2015/16) and 21.72 (semester one, 2016/17), showing that students generally agree or strongly agree with positive statements about their teaching. For SEM we have had nearly 186,000 responses over the same period with the average score for the University being 20.86, 20.74 and 20.61 for 2014/15, 2015/16 and semester one 2016/17 respectively. Students also have the opportunity to provide open comments on both positive and negative aspects of teaching and module content.

The PVCESE has access to **all** SET and SEM scores and **all** comments made by students. The faculty PVC and associate PVCESE have access to data pertaining to their faculty and heads of school view all school-level information. The data is routinely reviewed to ensure standards are enhanced and interventions are timely. The PVCESE writes to all colleagues with outstanding scores to congratulate them on their achievement. It is clear such recognition is appreciated and these letters are now being used as supporting evidence of good teaching in promotions cases. The PVCESE flags scores for individual teachers that are below 20 but above 17.5 with the faculty PVC and relevant head of school for further discussion and action if required, while any scores lower than 17.5 require an action plan to be put in place. The high-level SET and SEM scores by school/faculty are reviewed annually by UEB and reported to Senate and Council.

SET and SEM scores also play a prominent part in the staff personal development and performance review process, and have a significant impact on promotion decisions. The University’s Professional Development Unit and individual faculties support individuals whose SET scores fall below the University benchmark for the school. An example of the support offered is individual instances of international staff having difficulties with clarity of pronunciation. Group taught sessions and access to one-to-one

coaching (including teaching observation) were provided and we monitored individuals’ SET scores to ensure that improvements are made and sustained. Feedback via the Nottingham Student Experience Survey (NSES) (see below) indicates satisfaction levels with academics’ English is high – 92% in 2016 – and analysis of SET scores indicates that averages for staff with English as a second language is only slightly below the University average at 21.12. An example of support at faculty level is from the Faculty of Engineering, where between 2012 and 2014 a total of 32 staff were identified as having SET scores of concern. A range of interventions were deployed (including a Faculty Teaching Improvement Support Scheme); as a result 94% of staff no longer have scores of concern.

SET and SEM features in the University’s quality assurance processes of annual programme and module monitoring and periodic programme review as means of ensuring due attention is being paid to outcomes and systems are in place at school level for responding to scores. Schools are required to publish SEM scores and feedback from the module coordinator in a location that all students in the school can access. Module feedback is also discussed in Student-Staff Learning Community Fora (LCFs).

The NSES, better known outside The University of Nottingham as the Student Barometer, is separate from SET and SEM, and has been conducted annually since 2006. All students are invited to complete it. The survey is administered by i-graduate with nearly 180 institutions from 18 countries, including 50 in the UK, participating. As well as Nottingham specific questions, the survey includes benchmarking questions on teaching and learning, academic support, and learning facilities. Up to 6,500 students complete the NSES on an annual basis and virtually all scores on the questions relating to the teaching and learning environment have improved since 2013 (Table 1) and provide further evidence that initiatives under the TTP are having a positive impact.

Areas scored	2013	2014	2015	2016	Change in % 2013-16
Expert lecturers	96.7	96.4	96.3	96.9	+0.2%
Academics' English	91.9	91.1	92.3	92.4	+0.5%
Course content	90.7	90.5	91.2	90.5	-0.2%
Topic selection	88.5	90.3	91.6	90.5	+2.0%
Quality lectures	89.7	89.4	90.6	90.3	+0.6%
Assessment	87.0	87.1	90.3	90.2	+3.2%
Good teachers	89.1	89.1	89.6	89.3	+0.2%
Class size	85.5	87.5	88.1	87.3	+1.8%
Performance feedback	76.8	80.6	84.8	83.1	+6.3%
Marking criteria	74.0	78.3	82.0	80.3	+5.4%
Laboratories	93.6	94.4	93.2	94.9	+1.3%
Virtual learning	89.4	92.6	94.0	93.9	+4.5%
Technology	90.1	92.4	92.4	93.4	+3.3%
Physical library	87.2	89.4	90.5	93.1	+5.9%
Online library	89.1	89.9	92.4	92.5	+3.4%
Personal tutors	90.2	92.9	93.1	91.4	+1.2%
Learning spaces	91.1	91.3	91.5	90.4	-0.7%
Learning support	86.8	88.5	90.7	90.3	+3.5%
Employability	80.4	82.8	82.1	85.6	+5.2%
Careers advice	71.9	75.3	77.8	79.2	+7.3%
Work experience	69.0	75.7	75.2	78.5	+9.5%

Table 1: NSES satisfaction scores 2013-16 (percent satisfied and very satisfied).

Another important form of student feedback at academic school level is the LCFs that are held at least once each term. Matters raised can be operational or academic with illustrative examples from each faculty as follows: 1) electronic and electrical engineering, students felt they needed more opportunities to apply their learning to a practical project as the course was lecture based. So a course review took place, and a new course structure designed. This is shaped around practical group projects in order to apply learning throughout the year. It is centred on problem-based learning and enables students to practise their group-work skills; 2) in a November 2013 LCF students in geography requested that large third-year modules included more smaller group teaching – as a result, the convenor of Geographies of Fashion and Food introduced seminars running the sessions multiple times. This resulted in improved SET and SEM scores; 3) the LCF in the School of Veterinary Medicine and Science asked for the Veterinary Public

Health module to be delivered as an intensive block module instead of a full year module, as they found the subject difficult to grasp given its spread out style of teaching over the year and historically there was a higher than average failure rate for exams in this module. As a result the School of Veterinary Medicine and Science has amended this module to run as an intensive block module (similar to how most other modules of the programme are run) and moved it from the fourth year of the programme to the third year. This has resulted in improved feedback from students; 4) in history of art, the LCF suggested introduction of peer mentoring. A scheme was established that was subsequently expanded to the whole of the Faculty of Arts, and is now the template for an institution-wide approach; 5) students in chemistry, asked for school uniformity in the provision of lecture handouts, since some conveners provided them and others didn't. They now provide handouts (as booklets) for all lecture courses to supplement material available on the

VLE (Moodle); 6) in psychology and biosciences there have been issues raised at LCFs about use of lecture capture and a desire for online submission of coursework. Both schools now record lectures and put them on Moodle and have also introduced fully electronic submission, marking and feedback for coursework.

The University's Student as Change Agents (SACA) initiative engages students in the design and delivery of school-based projects that are evidence-informed and planned for lasting impact. Since commencement in 2014/15, SACA has employed 12 students to develop, run and review the scheme. This has enabled over 106 students to be trained to lead Change Agents projects that have now reached 1,257 students. The number of projects has grown from five in the pilot year (2014/15) to 22 in 2016/17. Significantly, the number of student-led as opposed to staff-led initiated projects is now at 30%. In spring 2016, four students undertook an evaluation of SACA to inform its development and growth, reporting that 95% of students found it was an enjoyable experience to undertake their project for reasons including feeling more involved in the university experience and being able to see their ideas come to fruition. 75% of students felt their projects were successful and 95% of students felt their work has made/will make a positive impact on their school.

One example of a SACA project is in mathematical sciences, where eleven current students worked with an academic in 2014/15 to develop a peer-assisted study support (PASS) scheme which began in 2015/16. The students produced tutorial materials and trained 75 of their peers to lead fortnightly tutorial sessions for small groups of first year students (275 in total) covering key topics from lectures, revision, study skills, proof, definition, and problem solving. In December 2015, the student PASS leaders surveyed the first years on the pilot of the project. Of the 133 students who responded, 75% agreed or strongly agreed that the scheme was useful to them. The success of the PASS scheme has encouraged students in other schools (eg economics, geography) to develop similar peer-assistance programmes outside of the SACA scheme.

At Nottingham we routinely use small-group teaching to facilitate engagement (generating enthusiasm through up-to-date thinking and debate), interaction (immediate feedback), reflexivity (establishing an active learning environment for both students and staff) and flexibility (iterative and dynamic learning). In some schools, small groups are the main teaching method used across the degree programme. Elsewhere they are integrated into an overall programme to support and assist learning in larger groups. Examples are: 1) the use of the tutorial, used by sociology in linking core modules to discuss texts, by law and geography as small groups in offices and by biosciences as an academic development module; 2) history use the seminar in year three in particular to deliver to small groups; 3) Graduate Entry Medicine and Graduate Entry Nursing have Problem-Based Learning Groups, where real life problem scenarios are discussed in dedicated facilities; 4) engineering use the lab, core lab session with small groups within large groups and chemistry use a similar method of workshops for small groups within large groups; 5) education use online small groups for blended learning; and 6) psychology hold tutor-less student groups. We have included an additional NSS question on this mode of delivery and monitored the results to help inform our approaches to small-group teaching. As a result of our interventions the score for the additional question on 'small-group teaching' has increased from 3.82 in 2013 to 3.98 in 2016.

The University's Quality Manual includes directives concerning minimum scheduled teaching and learning hours (contact hours). These are monitored closely and we have seen a significant increase in contact hours in certain subjects. The Unistats dataset for 2016/17 shows Nottingham has average scheduled hours in the highest 15% of all higher education institutions in the UK. However, this includes a number of specialist medical and arts institutions which focus on subjects which tend to have higher scheduled hours. Among similar institutions (ie large, comprehensive, research-intensive Universities) Nottingham ranks 1st. Since 2012 the University has included a question on contact hours among its additional NSS questions and we have used this data together with open comments relating to contact hours (either too few or too many) to

adjust our provision to ensure students receive the optimum teaching hours and face-to-face contact with staff. Since 2012 the level of satisfaction with contact hours for the University has increased from 77% to 80%.

Small-group teaching and high contact hours are made possible by the virtue of low staff-student ratios – 1:13.2 in 2016. Furthermore, we have over 100 academic support staff who provide support to students in a range of study skills, including one-to-one support, and more than 650 staff in the technical job family who provide additional teaching support in laboratory, workshop and classroom settings.

Valuing teaching

Excellent teaching is supported and enhanced by ensuring teaching staff are appropriately qualified and trained. In recently published HEFCE data for 2015/16, 51% of Nottingham staff were reported to have a formal teaching qualification against a national average of 44% in 2014/15. The proportion at Nottingham has increased over the last year and now stands at nearly 55%. Moreover, University Executive Board has set a target of 75% of academic staff with a teaching qualification recognised by HESA by 2020 and 100% by 2025. All newly appointed staff in their first teaching post are required to take 30 credits of the University's HEA accredited Postgraduate Certificate in Higher Education (PGCHE) programme. In addition, as part of its drive to enhance and maintain the University's already excellent teaching standards, we launched the Nottingham Recognition Scheme (NRS) in 2015 accredited by the HEA. This allows us to assess and accredit teaching staff based on evidence of engagement with the UK Professional Standards Framework (UKPSF) in teaching and their continuing professional development activity. 70 members of staff have been recognised via this scheme so far and a further 122 staff are currently registered on it. In addition we run a technician specific Associate Teacher Programme for technicians in student-facing roles allowing them to gain Associate Fellowship of the HEA in line with their academic colleagues. Nottingham was the first university to offer this qualification to technical staff.

The University's Peer Observation College (POC)

and related peer observation schemes are also instrumental to facilitating excellent teaching. Along with school-based peer mentoring schemes that operate under the POC, the college has recruited over 50 experienced academics to provide professional, independent and consistent teaching observation for colleagues. The college also uses information collected via observation to identify and publicise good practice. The recent QAA Review identified the POC as an area of **good practice**, stating "The Peer Observation College contributes to the University's strategic goal of ensuring that teaching is of the highest quality and held in high esteem". In November 2016, the QAA published a case study of Nottingham's POC.

Recognition of excellent teaching occurs through the University's Lord Dearing Award scheme, which has been running for 20 years. The University established this to acknowledge outstanding achievements of our staff in enhancing the learning experience. Students and staff may nominate any member of staff. The award not only allows the University to recognise outstanding achievement but to publicise and disseminate this to the wider University audience. Approximately 20 awards are made each year with the winners being presented at a University graduation ceremony. The Students' Union also has its own Staff Oscars for recognising the contribution to students' education of staff members and University units. The awards aim to showcase and celebrate amazing teaching and support staff in order to raise the standard of expectation so that the academic experience of students is always improving. Now in its sixth year, the Staff Oscars is an entirely student-led awards scheme for teaching, administrative and support staff. Organised by the Students' Union, students can nominate staff across 13 categories including Personal Tutors, Supervisors, Teaching and University Life. In 2016/17 the scheme has attracted over 350 nominations.

Reward for excellent teaching occurs primarily through academic promotions. Promotion via the teaching and learning route has long been an option, but it was a route rarely taken as it was perceived by some academics to be a 'second class' route to a chair. To address this, in 2011 the University undertook a PVC-led review of

the promotions criteria which resulted in the development of a clear career path for colleagues specialising in teaching and learning. In 2016 17% of all promotions and 15% of professorial promotions were via this route. The championing of teaching by University senior leaders is reinforced by the fact that most PVCs, the Deputy Vice-Chancellor and the Vice-Chancellor all deliver undergraduate teaching.

Rigour and stretch

The University's annual monitoring and periodic review of taught programmes is geared towards ensuring course design, development, standards and assessment are effective in stretching students to develop independence, knowledge, understanding and skills that reflect their full potential. The QAA Review in 2016 described the University's approach to periodic review "which actively supports the effective monitoring and review of academic provision, and has a significant focus on the student learning experience and substantial student involvement", as **good practice**. Key to the success of annual monitoring and periodic review is the central role of student members of review panels, meetings with students, and student written inputs to the processes.

Rigour and stretch are also provided by the University's engagements with the Professional, Statutory and Regulatory Body's (PSRBs) involved in accrediting our programmes. One hundred and seven undergraduate degree programmes are accredited in this manner, each requiring curriculum content and delivery and student performance to reach demanding levels. PSRBs are valuable and critical external assessors of our teaching quality and this level of accreditation is external validation of our teaching quality. For example, "the visitors were pleased to note the modifications to the assessment regime aimed at helping to achieve an appropriate verification of standards without assessment overload" (Royal College of Veterinary Surgeons accreditation of Nottingham in 2014).

The percentage of NSES 2016 respondents who reported that their course very often or often enables them to do their best work is 85%. If those responding 'sometimes' are added the percentage goes up to 99%. Similarly, the percentage saying their course involves them

in analysing ideas or concepts in greater depth is 80% (rising to 99% if those responding 'sometimes' are added).

Feedback

The University encourages a full range of assessment types, including online examinations, presentations, projects, and group work. Feedback on assessment, though, is an area consistently highlighted by students as of concern and despite significant past efforts NSS scores for feedback and assessment failed to improve and in some schools actually declined. To gain a better understanding of the issue we therefore undertook a detailed analysis of the NSS open comments using NVIVO textual analysis software and set up a number of focus groups with students. These, together with school specific activities, have helped inform a TTP project aimed at devising and implementing: 1) methods to elicit the articulation of clear and valid expectations of quality of assessments; 2) specific guidelines on how to communicate and engage students in understanding expectations of assessments; 3) analytic scoring methods used to record judgements during marking and 4) post-assessment analysis of marks and performance to inform standard setting procedures. Analysis of the outcomes of over 600 student responses demonstrated an enhancement of students' self-perception of their ability to understand, to self-assess and to improve their work in advance of assessment; as well as a reduction in student stress about assessment.

Feedback on assessment has also been improved by the introduction of electronic management of coursework. This enables individualised feedback to be given speedily and conveniently to students. Turnitin usage rates have increased by 28% since its introduction in 2014 and online marking has seen significant increase of 94% in the same timeframe. The benefit for students has been a speedier marking turnaround and ongoing access to previous submissions.

These activities are clearly now bearing fruit as the level of satisfaction for measures of assessment and feedback have shown a marked improvement in the 2016 NSS (2.5% increase in satisfaction compared to 2015), with no negative flag in the TEF metric for 2016, and in the improved scores in the NSES (Table 1).

Learning environment

Resources

Since 2014 we have invested over £60m in new buildings and facilities dedicated to teaching and learning with similar spend commitments over the next three years. These investments have ensured physical and digital resources are used effectively to aid students' learning and development of independent study and research skills and offer our students inspiring spaces and rich collections, both digital and in print.

There are eight libraries on our UK campuses co-located with disciplinary teaching areas. The six largest have extended opening hours (in

response to student feedback) and are open seven days a week and 24/7 at peak times. The libraries offer nearly 5,000 study spaces to students. This includes rooms for group study, private study, computer rooms and informal study areas with bean bags. There are also assistive technology rooms to support students with a variety of disabilities. In addition to formal learning spaces within the University library system, an additional 1,500 study spaces are found in our smaller on-campus halls of residence libraries and nearly 3,500 more in our schools and faculties. There are also 4,500 on-campus single study bedrooms.



Undergraduate vet students working in a laboratory practical.

From 2013 we have seen a wave of library space enhancement: most significantly, the £21m Science and Engineering Library redevelopment, investments in the Medical Library of around £800,000 including development of the Learning Hub, and the refurbishment of the library at the Sutton Bonington Campus. As well as space to study, the libraries offers collections appropriate to a research-led University with an annual spend on books and journals of over £5.5 million. In 2015/16, the number of journals and other serials subscribed to totalled 42,825 with over 1.3 million print books and 0.5 million ebooks, as well as Patron Driven Acquisition where purchase from publisher catalogues is triggered by student use. Nottingham also has a significant and unique teaching resource in its Manuscripts and Special Collections (MSC), which comprises 3.5 million archives, significant art, archaeological and geological collections and 60,000 printed volumes that provide important learning resources for classroom and research-engaged teaching and learning.

We have undertaken a number of strands of activity focused on optimising student access to library resources. We have: 1) changed the way in which funds are allocated to library materials so we can prioritise access to material to support taught courses and respond more flexibly to academic need; 2) promoted our online reading lists to signpost material identified by lecturers in support of module learning outcomes; and 3) improved our library discovery interface to support self-directed learning and improve access to our printed material and virtual library of electronic resources.

Our libraries are intensively used by students with well over two million physical visits a year and between 300,000 and 350,000 visits through our virtual library platform every month. In 2015/16 our students in the UK downloaded over 5 million journal articles and 8.5 million ebook sections from our online library not including reading materials found within Moodle. Our Q16 NSS score – the library resources and services are good enough for my needs – was 85.6% in 2014, 89% in 2015 and 89.7% in 2016, reflecting the scale of investment in our libraries. The University of Nottingham's Library Customer survey for 2015 showed 93% of our undergraduate students were

satisfied with the range of books and journals, 78% were satisfied with the variety of our space offering and 95% felt comfortable approaching library staff for help (96% felt that library staff are knowledgeable about the library, its resources and service and were confident that their queries could be resolved). The NSES results (Table 1) provide further validation of improved levels of service and since 2013 satisfaction ratings have increased in terms of the online library (+3.4%), and physical library (+5.9%).

The University's Information Services (IS) provides a wide range of IT services to students from email, file storage, state-of-the-art software, and high performance computing facilities, student laptop and tablet loan and personal device repair service. IS supports over 330 centrally timetabled rooms, in addition to computer rooms and language lab facilities (hosting 2,500+ computers) of which many are open 24/7, these provide access to generic and programme specific software. Wi-Fi is available across all campuses including on our free inter-campus hopper bus service, with major investments totalling over £1 million since 2015 in stabling equipment aimed at improving both coverage and capacity both within and outside campus buildings. Our provision was further enhanced by a £1.1m investment in network cabling in 2013/14, which resulted in a significant increase in our band width and improved intra and inter-campus connectivity. Many of the University's IT facilities are available remotely, or services are provided directly to students' own personal devices that have programme specific licensed software or free software from our suppliers.

An all-encompassing support, advice and guidance service is provided through a variety of channels: in person through Smart Bars that are located in five libraries (with an average 98% Good or Very Good rating in customer satisfaction responses); by telephone and email via the IT Service Desk which operates 24/7/365 across all campuses (with an average 89% Good or Very Good rating); Laptop Loan Service for students to utilise (with an average 82% Good or Very Good service rating); and a Personal Laptop Repair Service (with an 86% Good or Very Good service rating).

The University uses Moodle as its VLE. It currently has over 8,200 modules and nearly 1.5 million individual learning resources, making it the second- largest Moodle community in the world. Student feedback is gathered on a yearly basis via surveys and specific reviews. In July 2016, five students were employed to review a number of Moodle modules pages for each faculty, to run focus groups and to carry out clipboard surveys with students. The focus was upon compliance with the Moodle Mandate, which sets out the minimum requirements for module information that must be provided to students (eg handbooks, contact details, teaching materials available in advance of scheduled sessions), and upon support for classroom teaching. Specific questions asked about availability of lecture recordings and post-session activities to consolidate learning, use of Moodle to facilitate discussion and collaboration, and ease of navigation and access. The survey found that there was good compliance with the Moodle Mandate, but still inconsistencies in format and presentation and recommended a number of small steps staff could take to improve accessibility (eg clearer labelling of lecture materials, reduced number of clicks required to access content) for students. In Autumn 2016, the PVCESE reported on the review to staff meetings in every academic school and the Moodle training provided to staff and students has been updated according to the findings. Satisfaction with our VLE in the NSES stands at nearly 94%, up by 4.5% since 2013.

Nottingham Open Online Courses (NOOCs) act as a catalyst for teaching innovation in schools in online and blended learning, feedback, assessment and academic development. NOOCs offer Nottingham students and staff from all campuses the opportunity to study modules together online and are in some cases credit-bearing. They enhance the learning experience and provide students with an opportunity to engage in a global context. In 2013/14, two NOOCs were offered with 1,346 students registering and by 2015/16, six NOOCs were offered with 6,239 students registered.

Lecture capture has been rolled out extensively as demand from students requires. It promotes flexible study, is seen as an important revision

aid, and as an additional support for students with disabilities as well as those for whom English is not their first language. Since 2011/12 when the Echo 360 lecture capture system was implemented it has seen a tenfold increase in the number of lectures captured and a fivefold increase in views. We have the largest deployment of Echo Classroom Capture in Europe and the second largest globally (see Table 2 on page 18).

While some schools have mandated lecture capture locally (eg veterinary science and medicine, biosciences, medicine), others have chosen to invest in short video and rich-media content.

Scholarship, research and professional practice

The University's intensive engagement in research, as demonstrated by its research power ranking, is primary in ensuring the learning environment is enriched by student exposure to and involvement in provision at the forefront of scholarship, research and professional practice. The great majority of academic staff are engaged in both research and teaching, thus enabling the results of research to feed through easily to teaching activities. Examples include: 1) a suite of low/ zero carbon housing constructed on campus with sustainable energy technologies linked to a significant research portfolio of projects – architecture, energy and engineering students are actively engaged in the research through taught programmes that include hands-on design, construction and research projects linked to the facility; 2) in geography final year students are allocated a supervisor and undertake an independent research project working under the guidance of (and with) them in an area that dovetails with their supervisor's research interests – many of the dissertations go on to win national prizes and two were recently selected to present at Posters in Parliament and for students on the four-year programme, the finished result is a journal article for submission; 3) since 2010, the School of Chemistry has run an innovative series of modules in years three and four that aim to prepare 'industry-ready graduates' that are focused towards careers in the chemicals industry. In collaboration with GSK we have co-created modules that develop the concepts and

practical skills that underpin drug discovery. Crucially these modules are taught by both Nottingham academics and GSK scientists who are seconded to the University to direct studies and laboratory work in the state of the art GSK Carbon Neutral laboratories. To date, over 170 third and fourth year students have undertaken these modules, contributing to two collaborative respiratory medicine research programmes. The molecules discovered have all been screened at GSK for efficacy and several are being investigated further as they show potent medicinal activity comparable to drugs already available in the clinic. The modules are popular with our students and the outcomes have stimulated further collaboration.

With respect to pedagogic practice and research, we have developed and introduced a scheme to support staff members in their applications for Fellowship with the Higher Education Academy (HEA). We currently have 503 HEA Associate Fellows, 492 HEA Fellows, 77 HEA Senior Fellows, 10 HEA Principal Fellows and 10 HEA National Teaching Fellows. These staff have formed a professional practice network within the University that is contributing to the work of the TTP and to supporting each other in enhancing teaching. Many of the leaders of teaching and learning at faculty and university-level are HEA Fellows.

Personalised learning

All students are allocated a personal tutor and each academic school has a senior tutor overseeing the work of personal tutors; the senior tutors come together in a Senior Tutors' Network that is coordinated by the University

Senior Tutor. This community acts to ensure our personal tutoring programmes are constantly being improved in line with best practice and our personal tutors are supported and trained in their role. Since November 2015 the University Senior Tutor has worked to improve continuity of experience of personal tutoring for our students. Student satisfaction with personal tutoring in the NSES currently stands at 91.2%.

To support personal tutors in managing students' induction to higher education, a NOOC has been developed on Your University Journey. This offers a series of two-week mini-modules, spread throughout the year, covering topics such as Getting to Know Your Fellow Students, What to Expect at University, Reading Strategies and Good Notes For Good Writing. It was launched in 2014/15 with 1,486 students enrolling, rising to 2,045 students in 2015/16. To date in 2016/17, 1,490 students have enrolled with a further 26 students now trained as online peer mentors to help facilitate the course.

Information skills teaching for undergraduate and taught postgraduate students are delivered via half or full-day courses covering topics such as resource discovery and critical analysis that have been customised for each discipline. Between 12,000 and 14,500 students a year participate in these short courses and feedback shows students value this additional support and felt they had increased in confidence and knowledge. A survey of participants in autumn term 2016 found that 96% of students agreed with the statement 'I will apply what I learnt to my studies and coursework' while 88% agreed with the statement 'The activities helped me learn'.

Lecture capture	2011/12	2012/13	2013/14	2014/15	2015/16	2016-23/1/17
Recordings	897	1,270	2,602	6,443	9,835	6,152
Views	N/A	87,035	114,518	251,18	452,079	355,514

Table 2: Lecture capture recordings and views 2013-23 January 2017.

Student outcomes and learning gain

Employment and further study

A variety of sources, in addition to the TEF metrics, demonstrate the extent to which our students achieve their educational and professional goals. Student employability was highlighted as an area of **good practice** in our QAA Higher Education Review in April 2016, with the report stating that “the University has achieved one of its strategic goals by providing an extensive range of opportunities which enhance student employability”. Also in April 2016, the Institute for Fiscal Studies published a paper (IFS Working Paper W16/06) looking at graduate earnings about 10 years after graduation. This showed that, after controlling for entry grades, subject and a range of demographic variables, Nottingham graduates were among the very highest earners. Specifically, out of 166 institutions, Nottingham was ranked 5th for female graduates and 8th for male graduates. The annual UK Graduate Careers Survey from High Fliers Research has ranked Nottingham either 1st or 2nd in four out of the last five years the recent pilot of Longitudinal Education Outcomes for Law students published by the DfE in December 2016 was consistent with this, showing median earnings of Nottingham law graduates after five years were the 7th highest in the country with the median salary being higher than the upper quartile for all law graduates. Hence, not only are Nottingham graduates more likely to get a highly skilled job, they are among the best in the country in terms of progressing in their careers.

This further confirms the external assessment of our graduates as being excellent and we were extremely pleased that Nottingham was named the 2017 University of the Year for Graduate Employment by *The Times and Sunday Times Good University Guide*.

In response to student feedback the University made a significant investment in its Careers and Employability Service (CES) in 2013 with the creation of nearly 40 new posts. Following the expansion and reorganisation of the service, our Graduate Prospects Score has increased from 77.0 in 2012 to 82.7 in 2015. Levels of satisfaction with careers advice in the NSES have improved by 7.3% since 2013.

Our faculties and schools work in partnership with the CES to ensure all students are receiving focused support contextualised to their subject of study. Support is available as soon as students arrive, with welcome guides reminding them of the expert help available. Each academic school, through an appointed careers link, works with a dedicated faculty Careers and Employability Team to design and deliver activities. We have seen a significant increase in student engagement with the CES in terms of number of interactions and number of students that engage with the service, with a 60% increase in interactions and a 40% increase in students engaged from 2012/13 to 2015/16.

Employability and transferable skills

The Nottingham Advantage Award (NAA), offers undergraduates more than 400 vocationally-related modules to encourage them to make the most of their time at University and gain recognition for personal and professional learning derived from cocurricular and extracurricular activities. Students complete three modules to gain the full award, which is recognised on their degree transcripts. The NAA is overseen by a steering group consisting of student representatives, an SU rep, academics and NAA staff. The project continues to develop as a result of discussions with these and other stakeholders. Almost 10,500 students have engaged with the NAA since 2008/9.

Employers play an important role in the NAA. Organisations such as Boots, Experian and Save the Children lead their own modules, while others, like Teach First and the English Federation of Disability Sport have helped with mock interviews. We also have around 100 employers delivering skills workshops that can count towards an NAA module. Employers including Mars and Ernst & Young sponsor prizes awarded to outstanding students at the annual NAA Award ceremony.

Over 500 students have been accredited for SU involvement through the Nottingham Advantage Award in the last three years. This includes involvement in societies, sports, volunteering, student-led projects, student-run services and course representatives. This encourages students not only to think about the skills they are gaining through their involvement, but also how to develop their 'personal brand' as a Nottingham graduate.

Students are very positive about their NAA experience and feedback from the most recent annual survey indicates 95% of students would recommend participation. More than 90% of last year's NAA graduates thought it had helped them to prepare for employment with awardees highlighting improved communication, teamwork, commercial awareness and interpersonal skills. In open comments alumni stated that the award "gave me a lot of confidence and useful experience to help inform my decisions beyond University life", it "has given me the chance to develop and build on my team working, leadership and most importantly communication skills. The

reflective style of many of the courses ensures that your development is tracked and is useful as evidence in job applications" and it "allowed me to experience people in a semi-professional environment, giving me a glimpse of challenges that I might encounter in the future".

Another important means of equipping students with employability skills is opportunities for work placements. Since 2014 the University has been working to develop its placement offer. Provision in engineering has grown to over 250 placements, with a further 40 now offered within aerospace. Computer science has introduced a placement year which attracted 45 students in the first year of offer. Chemistry, neuroscience and biosciences also offer a placement year while Nottingham University Business School, physics and life sciences are currently developing an option. Alongside this, a range of schools including English, humanities, music, and, most recently, psychology offer optional placements organised and delivered by the school. In total, over 5,200 students are currently registered on degree programmes involving a compulsory placement, a further 757 students are due to take a voluntary placement module in 2016/17 and 157 students took an NAA module involving work experience in 2015/16, with the NSES score for satisfaction for work experience improving by 9.5%.

As well as supporting placements within academic schools, the CES has developed a range of short internship opportunities exclusively for Nottingham students and recent graduates with a focus on local organisations across all sectors. In 2016/17 a total of 360 opportunities are being advertised to students under the banner of the Nottingham Internship Scheme and include opportunities in third sector organisations. The Students' Union Employment Development Manager is a post which is rare within Careers Service structures in the UK. The manager is based in the Students' Union but managed through the CES. This post addresses the common challenge of students undertaking extracurricular activity in that they often understand that it is to their personal and professional benefit, but do not take the step to fully maximise that benefit in the context of their employability. The Employability Development Manager's role is to provide support to students

engaging in Students' Union activity, to the elected officers within societies and to the sabbatical officers, helping them understand and articulate the skills they gain through their Students' Union activity and consider ways of applying their experience to career planning and applications.

The University's alumni are an invaluable source of employer links for current undergraduates. Over 1,100 alumni work with our academic schools on student employability. They provide a powerful complement to the advice, guidance and careers education students receive through the University, offering our students opportunities to gain insights that might not be available through conventional recruitment interactions and to develop personal networks. In autumn 2015, we launched a new e-Mentoring platform – the result of a strong partnership with our Campaign and Alumni Relations Office (CARO). This gives an opportunity for our students to connect to alumni who are following careers in sectors or in organisations of interest.

Students at Nottingham also benefit from the international character of the University and opportunities for undertaking part of their studies abroad, broadening their knowledge and experience. In 2015/16 we had 1800 opportunities overseas and 23% of graduates had undergone international mobility during their studies. As part of our GS2020 we have a target of 30% of undergraduates participating in overseas programmes by 2020.

The University supplements its entrepreneurial education by running the UK's largest entrepreneurship competition (Ingenuity) that is open to all of our students and has a £100,000+ prize fund. The competition allows students to develop ideas with the assistance of industry experts, specialist academics and their peers, and to produce a market-ready product or service. Feedback from participants has been extremely positive and as our 2016 winner who graduated from English in 2014 stated "Taking part in Ingenuity16 was an invaluable opportunity to share ideas with other entrepreneurs and practice pitching. We learned so much from the process and winning the competition completely transformed our business. It gave us the

resources to help us run a successful Kickstarter campaign, that resulted in £40,000 of pre-orders". Micro-businesses recently created through Ingenuity are offering internships to current Nottingham students. Students from Nottingham won the 2016 competition to represent Enactus UK (an organisation committed to entrepreneurial action to transform lives, comprising 59 UK universities and 3,000 students in the UK) and represented the UK in the Enactus World Cup, making the semi-final.

Positive outcomes for all

Our most recent Access Agreement shows that 26.5% of UK undergraduates entering the University are from a low-income background, up from 17% in 2004; this equates to a 50% increase in widening participation students numbers with 1,425 undergraduates registering in 2015/16. Annual expenditure on access and widening participation is £16.5 million. Two year zero courses are run specifically for students from less advantaged backgrounds to facilitate entry to medicine and veterinary medicine. Progression to year one is high and subsequent success on-course is higher than for other students. Outstanding personalised provision secures the highest levels of engagement and active commitment to learning and study from students, resulting in almost all progressing to year one. 100% of year zero route students progressed from year one to year two, while 96% of standard route students progressed. The corresponding figures for medicine are 100% for year zero route students and 98% for standard route students. All schools in the University have a dedicated staff member responsible for Widening Participation activities and there is a dedicated team within External Relations.

CES aims for positive employment outcomes for our students from all backgrounds, in particular those from disadvantaged backgrounds or those who are at greater risk of not achieving positive outcomes. Through a newly established Business Information Team, the CES proactively use the data available to understand levels of engagement across our student body, identify potential underrepresentation in careers and employability activity and establish focused interventions to support those student groups and backgrounds. This monitoring has shown a 54% increase in

engagement by widening participation students with CES since the recent investment in the service. CES also helps widening participation bursary holders to find term-time and holiday employment through our Unitemps agency, and to use specific skills development pathways through the NAA.

A new scheme is providing bursaries for low-income students to support international work experience placements. Our Summer School Society (established 2014/15) provides a range of support for undergraduates who have participated in our widening participation summer schools; in 2016 there were 211 summer school 'graduates'. We appoint a student ambassador to lead this each year and there are currently 40 engaged with the society. The society links with the Summer School Alumni Network, comprising alumni who participated in summer schools and/or worked on them as student ambassadors. There are currently 64 alumni involved in contact with the society and numbers are growing. We facilitate links between these groups to develop undergraduates' employability through placements and networking.

As part of the University's commitment to developing its students as socially responsible citizens, we offer significant opportunities to contribute to widening participation activities, many of them with local schools and colleges. Activities range from mentoring, to classroom assistance, to helping run campus visits. There are paid and voluntary roles as well as schemes for which students can earn NAA credit.

The proportion of UK BME students in the University continues to rise and, at 19% of the undergraduate UK intake, is above average for the Russell Group. Looking specifically at black students, The University of Nottingham has the highest positive difference in the Russell Group between our undergraduate UK intake and the regional population. Training is now available for teaching staff on unconscious bias; between 2013 and 2016, 810 staff including members of UEB undertook the training. The Students' Union is undertaking a survey of BME students on behalf of the University to identify possible improvements to support or provision that would

impact favourably on this group.

Our academic schools ensure their learning, teaching and assessment policies are inclusive of disabled students, publicise disability support available within the school and University, ensure all material produced by the school can be made available in alternative formats on request, and that school facilities and equipment meet the requirements of the Equality Act. All schools have a welfare officer (WO) who is the first point of contact for students, providing advice and guidance, and liaising as necessary with the Accessibility Team (Academic and Disability Support). All schools are required to appoint a disability liaison officer (DLO) to provide a point of reference, advice and guidance for members of staff, the welfare officer and students in the school about disability issues and support. The WOs and DLOs undertake regular training and are part of a network that meets regularly to share information and good practice.

We provide support for disabled students through the Practical Academic Support Worker Service that is comprised of graduates, many of whom are current or recent postgraduates at the University. They attend training and receive ongoing monitoring and assessment. In 2015/16 there were more than 130 support workers registered with us who provided almost 14,000 hours of support work to over 200 students. Following recent changes to the Disabled Students' Allowance funding, the University has allocated a budget to cover the costs of our provision. We are also focusing on initiatives to develop a more inclusive learning environment for all students to remove barriers to learning.

Concluding statement

In 1928 when The University of Nottingham moved from its city centre location to its first campus site at University Park, our benefactor Jesse Boot (Baron Trent) wrote:

“At the moment of the opening by His Majesty the King, when the stones of the coming University are still un-weathered by time, it is difficult to appreciate the full significance of this educational development. Thousands of students as yet unborn will pass along the corridors and learn in the lecture rooms, and wrest the secrets from nature in the laboratories. Their work will link still more closely industry with science, add to the honour of our city and help to increase the wellbeing of our nation.”

His visionary words, written nearly 90 years ago, have underpinned the educational ethos of our University, resonate today and are prominent in

our Global Strategy 2020. Our students have always been at the heart of the University and ensuring they receive an outstanding research-engaged educational experience has been the focus of our efforts since the founding of the University. Our graduates are now entering a world of remarkable economic, social and technological change and equipping them to succeed in such an environment is our responsibility.

The contents of this application show that the University continues to fulfil Jesse Boot’s mission as well as demonstrating the full extent to which the University’s provision meets and exceeds the TEF assessment criteria across all areas. We are therefore completely confident, and believe that we have provided the evidence to substantiate this confidence, that our provision is consistently outstanding and of the highest quality found in the sector.



Appendix

Areas scored	Indicator (a) %	Benchmark (b) %	Difference (a)-(b)	Z-score	Flag	Years		
						1	2	3
Full-time headcount: 23,087								
Teaching on my course	88.6	87.9	0.8	2.9				
Assessment and feedback	69.1	71.3	-2.2	-5.9	-	-	-	
Academic support	82.0	82.0	0.0	0.0				
Non-continuation	3.7	3.9	0.2	1.0				
Employment or further study	93.9	94.4	-0.4	-2.0				
Highly skilled employment or further study	81.3	78.6	2.8	7.4	+	+	++	+
Part-time headcount: 1,523								
Teaching on my course	90.0	86.6	3.4	1.2				
Assessment and feedback	76.2	77.5	-1.3	-0.4				
Academic support	80.3	80.7	-0.4	-0.1				
Non-continuation	25.3	29.5	4.1	1.4			+	
Employment or further study	95.9	96.6	-0.7	-0.6				
Highly skilled employment or further study	89.8	85.6	4.2	1.9				

Table 3: Core metrics and benchmarks for The University of Nottingham.

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