

7. Teaching Excellence Framework Update

- 7.1. **Received** a verbal report from the Chair and Ms Lizzie Vinton on the upcoming Teaching Excellence Framework (TEF) publication schedule, and a reminder of how the exercise established institutional rankings. It was noted that the results were due to be published on 28 September 2023.
- 7.2. EdCom was reminded that the TEF experience and student outcomes metrics, benchmarked against comparable institutions, and balanced that with contextual information provided in written submissions from the institution and its students.
what would be expected based on performance in the metrics.
- 7.3. EdCom noted that, while TEF did not capture all that makes a UCL education unique and of high quality, it was a key factor in international league tables, and so could contribute positively or negatively to recruitment. This was of specific importance given the drop in position in the most recent NSS in the area of student satisfaction with the quality of our teaching, a measure which UCL historically performed well in.

8. Analysis of Student Survey Results 2022-23

- 8.1. Received - papers

faculties. Of particular concern was the poor performance in the Teaching category in the Faculty of Engineering, and the Assessment and Feedback category in the Faculty of Social and Historical Sciences.

- iii. That a review of the free text comments seemed to indicate net dissatisfaction with study space, the timetable, student staff ratios and engagement with professional services staff. It also indicated net positive feeling about the opportunities provided to fieldwork.

- 8.6. The Chair reflected on the analysis and commented that it showed there were rooted issues that needed to be tackled within specific areas of UCL that were impacting on the overall results. She added that this had been picked up in initial feedback from the TEF panel. It was clear that enhancement work needed to be focused on the areas experiencing these persistent problems with student satisfaction, and that money and time was being allocated to do this work.
- 8.7. EdCom were informed that follow up actions would be prioritised in the areas of assessment and feedback. Those questions that had ranked in the fourth quartile in supported with a dedicated ChangeMakers project, analysing, and seeking to understand the free text comments. Most importantly, specific faculties and subject areas contributing disproportionately to the poor institutional performance would be followed up with individually.
- 8.8. The Chair concluded with a remark on how, in the free text comments that were negative, students reported feeling that they did not feel that their voice mattered, or that they were being listened to. She noted that it was possible to turn around poor performance by addressing this relatively straightforward request, and pointed to the Slade, whose staff had managed to turnaround their NSS performance within a year, based predominantly on a focused campaign of working with and listening to their students.

9. Office for Students governance update

- 9.1. Received a paper at EDCOET8&

9.3. The Chair noted