nus NATIONAL CONFERENCE

Higher Education Zone Proposal

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Proposal:	JoJo don't know much about quality: what a wonderful world HE could be
Submitted by:	Higher Education Zone committee

Conference believes

1. Teaching excellence is an important principle which should be central to the continued improvement of quality in higher education.
2. Teaching excellence starts, first and foremost, with the partnership between students and those who teach them.
3. We cannot talk about teaching excellence without also talking about the liberation of spaces within which teaching and learning take place. Teaching cannot be excellent unless everyone benefits from it in a safe and inclusive environment.
4. The Government's Teaching Excellence Framework does not provide a useful measure of teaching excellence and instead, by reducing it to a set of unreliable metrics, the framework undermines it.
5. The Teaching Excellence Framework, moreover, is part of an agenda designed to drive up market competition and make education more expensive for students through higher fees, both of which endanger the future of quality higher education.
6. The student movement stands against the tide of marketisation and must rally behind what it believes to be true teaching excellence by working with students, academics and support staff to develop a new vision.
7. The higher education sector has already progressed in student engagement and representation and is aware of the benefits that this brings. But this remains threatened by those who want to reduce this engagement to satisfaction scores and consumer relationships.
8. The student movement must lead the sector in replacing the concept of satisfaction with empowered student engagement and co-production of excellent teaching and learning.

Conference resolves

1. To develop a "manifesto for teaching excellence" through consultation with students, their unions, and the wider higher education sector, setting out what we believe teaching excellence looks like and how we can successfully measure and enhance it.
2. To produce research which outlines the benefits of moving away from the measurement of student satisfaction and instead empowering students to be consistently engaged and involved in decision making.
3. To investigate ways in which institutions can collaborate to improve the quality of their provision, with the involvement of students, and outside of market competition.
4. To challenge the moves to reduce the involvement of students in quality assurance, assessment and regulation by campaigning for greater student involvement in the new operating model for Quality Assessment and by campaigning against the introduction of a National Student Survey for Postgraduate Taught Students, which is being developed solely for the purpose of creating metrics for a Postgraduate Teaching Excellence Framework.
5. To generate a plan for responding to the outcomes of the current campaigning against the Higher Education and Research Bill.
6. To campaign for fair and meaningful representation of students in university governance, tackling issues of how student representatives can effectively "represent" the wider student body in decision making.

7. To support the higher education sector in the development of new measures of learning gain to help better assess what the student experience can achieve.
8. To support students' unions to lobby their institutions on the involvement of students from all backgrounds in submissions to the Teaching Excellence Framework and in Access and Participation plans, evidencing the benefits of student involvement.
9. To support students' unions in running successful course representative systems in partnership with their institution, embedding them into the decision-making process of both the union and the institution.