Oxford Brookes University. TEF Submission January 2023

Section 1. Provider context

1. Oxford Brookes University is a distinctive, innovative and inclusive institution that has been rooted in and connected to the City of Oxford for over 150 years.
    Oxford City Council comments: '*We are very proud of the contribution that Oxford Brookes University makes to our local community, to education and to research more generally. From educating and training the next generation of nurses and allied health professionals to world-class engineering courses, Oxford Brookes provides a broad range of educational opportunities both for our local economy and the wider world.*' (1)

2. Comprising four faculties: Humanities and Social Sciences (HSS), Health and Life Sciences (HLS), Oxford Brookes Business School (OBBS), and Technology, Design and Environment (TDE), the University extends educational opportunity locally, regionally and globally. Our Strategy 2035, founded on the four pillars of Education and Enterprise, Research and Innovation, People and Culture, and Partnerships and Place, articulates our values-driven approach: '*Through our excellence in teaching, research and knowledge exchange we make the world a better and fairer place.*' (2) The strategy comprises three five-year periods of transformation and enhancement (from 2020) and affirms our institutional guiding principles: inclusivity, confidence, enterprising creativity, connectedness and generosity of spirit.

3. Our student body on 1 December 2022 stood at 17,000 students comprising around 12,500 undergraduates (UG), 4,000 postgraduates and additional students studying foundation degrees or professional qualifications. The majority of our undergraduates study full time (FT) in our portfolio of 118 undergraduate programmes; 2% study part time (PT). Our key student group of full-time undergraduate students is taught by approximately 2,000 staff across our four faculties. In addition, seven Associate College Partners offer 70 Oxford Brookes UG programmes to over 700 students. We apply the same rigorous quality assurance and academic standards expectations to all programmes, whether Oxford Brookes or Associate College Partner-based.

4. Our students are known for their employability and high-quality outcomes. Employers comment: '*We have a long relationship with Brookes … the standard of the graduates is always very high*' (Jones Lang Lasalle); '*The students at Oxford Brookes are far the best in terms of their engagement, knowledge and ambition*' (Cornwall Street Barristers); '*Brookes has given us some fabulous employees. From an employer's point of view, a Brookes graduate is as good as someone with a year's work experience*' (Penguin Random House); '*We have considered students from other universities but have had more success [with placements] with Oxford Brookes*' (All3 Media). As these commendations reflect, our students take a positive role in the workplace and are active in shaping tomorrow - for individual and societal good.

Inclusive by design

5. Our inclusive student learning experience is underpinned by our Strategy 2035 commitment to enable each graduate to be skilled, confident and successful, and to become part of a lifelong collaborative and inclusive community of practitioners and scholars.

6. All Oxford Brookes students benefit from our core commitment to inclusivity, with underrepresented or disadvantaged student groups benefiting from targeted support and

interventions. We are committed to removing barriers to participation in higher education and to closing inequality gaps in continuation, completion and progression. This is reflected in the bold targets of our 2020–25 Access and Participation Plan which commits to reducing by half the degree-awarding gap between Black and White students and between Asian and White students by 2024/5(3). Utilising a range of activities and interventions outlined in this submission, we further commit to reducing gaps in progression to highly skilled employment or further study between Black and White students, Asian and White students, and between low and high socioeconomic groups by a comparable 50% margin, by the academic year 2024/25.

7. Our commitment to inclusivity is enabled and driven by our updated **Academic Framework (AF2020)**, designed to bring increased coherence and stretch to our undergraduate portfolio, and our **IDEAS curriculum model** designed to embed Strategy 2035's guiding principle of inclusivity across all Oxford Brookes' curricula, pedagogies and academic experiences. These core aspects of our work are fully scaffolded by our integrated and inclusive academic support model, the tailored learning resources we offer, our student life cycle approach to enabling positive outcomes, and our partnership approach to engaging with students. This approach has informed the preparation of this TEF submission where we have shared data and worked in parallel with our student partners throughout the process.

8. As the commentary and evidence presented in this submission seek to demonstrate, while proud of our very high-quality (Silver) provision, we are ambitious and active in further improving our students' experience and outcomes, and our impact on a civic, regional, national and global scale. Our submission outlines how we currently know **we offer very high-quality provision**, and how we will know that we have achieved our ambitious targets, and our plans for ensuring success.

Submission layout and scope

9. Below we present evidence and commentary on our student experience (SE) and student outcomes (SO) respectively. Our TEF SO metrics all sit materially above or in line with benchmark; clearly showcasing our very high-quality provision, our firmly established Silver TEF status and our trajectory towards Gold-level data. Our TEF SE metrics show greater variation across different splits, highlighting areas for priority focus on enhancement and continuous improvement work, which we go on to address in greater detail later in this submission.

10. Our submission draws upon multiple sources of data for both SE and SO aspects including annual monitoring data, external examiner reports, Professional, Statutory and Regulatory Body (PSRB) insights, and internal evaluations. We have also made extensive use of the Brookes Strategic Monitoring, Analysis and Reporting Tool (SMART) - a series of dashboards enabling data interrogation and indicator construction at programme and module level. We also include additional survey insights from the NSS (all final-year students) and Brookes Student Survey (all first and second-year students). Evidence is also drawn from our student engagement and learner analytics tools which we have purposefully designed to track trends, analyse data, monitor student performance over time, and assess the impact of interventions.

11. It is worth noting that for our small Brookes-based PT population (2%), continuation and completion metrics for the years up to and including 2016/17 were adversely affected by an internal coding error resulting in the incorrect inclusion of data on healthcare CPD students studying single (credit-bearing) modules. This was immediately corrected, and record-keeping processes amended, following an audit in 2016/17. Later metrics correctly exclude these students from the TEF population.

12.   Our degree apprenticeship provision is small with only one programme - Level 5 Associate Nursing (FdSc award; with 101 registered learners). The majority of current and future planned apprenticeships are at Level 7 and outside the scope of TEF. We have therefore chosen not to include this small UG population in our submission. Nevertheless, we are working hard to ensure that all learner experiences and outcomes continue to improve for apprentices, including those of our small UG degree apprenticeship group.

Section 2. Student experience at Oxford Brookes University

13.   The TEF census years reflect a crucial period in the development of student experience at Oxford Brookes, with two major interventions delivered under the Education and Enterprise pillar of Strategy 2035: the implementation of AF2020 (see SE2 below) and the introduction of our sector-leading inclusive curriculum model: IDEAS (see SE1 below). These twin projects advance our strategic ambitions and respond directly to metrics which have recently shown less upward movement than we would wish. We are proud that our graduate outcomes are outstanding (see Section 3, Student outcomes) but are attentive to the fact that associated student experience satisfaction levels do not always keep pace. Our institutional student experience metrics are broadly in line with benchmark for Academic Support, Learning Resources and Student Voice, but are lower for Assessment and Feedback - an area we are particularly keen to address.

14.   We believe that our enhancement methodology, led by AF2020 and IDEAS, will deliver improvements in our student experience metrics year-on-year. This section sets out our strategy and programme for enhancing these metrics and indicates how we are applying our learning from three of our large subject areas which already show outstanding and very high-quality work across student experience (SE) indicators. The section discusses the SE features of excellence in sequence, *with the exception of SE2 which we discuss first*. We have chosen to do this, as AF2020 (which is fundamentally concerned with programme content, coherent design, effective delivery and educational challenge and stretch) represents our major change project for the period in scope.

15.   It is also worth noting here that our Associate College Partner NSS 2020–22 results are excellent with nearly all the categories including Overall Satisfaction, Teaching, Learning Opportunities and Assessment and Feedback, either maintaining or improving at or above sector. Three categories are above sector upper quartile (UQ): Academic Support 83.6% (sector UQ 82.6%), Learning Community 81.9% (sector UQ 65.7%) and Student Voice 77.2% (sector UQ 67.7%). We continue to ensure that we learn with and from these partnerships.

SE2: Developing content and delivery to inspire and stretch students

Oxford Brookes Academic Framework (AF2020)

16.   Our programme structures were historically designed using a flexible modular accumulation model where optional module clusters sat within broadly defined subject areas. In the latter period of our 2015–2020 Strategy, it became clear that in order to ensure a consistently high-quality student experience across all subject areas, there was a compelling case for adopting more linear programme structures. Accordingly, in the current TEF window, AF2020 has transformed the design and delivery of all Oxford Brookes undergraduate (UG) programmes, introducing coherence and sequential challenge through minimum compulsory strands in all programmes (90 credits Level 4; 60 credits Level 5; 30 credits Level 6). The framework has also optimised effective delivery through cohort identity as students move through their

programmes and learn with and from their peers. Within this more focused programme portfolio (984 modules were removed from 91 undergraduate programmes - a 67% reduction), there is greater emphasis on programme-level progression, and level-appropriate stretch. We have adjusted our degree classification weighting between Levels 5 and 6 from 50:50 to 25:75, to clearly define and support progression and stretch at Level 6 (Honours level).

17. The increased focus on programme-level progression requirements has re-engaged students with programme learning outcomes and with our 2012 Graduate Attributes (to which all Brookes programmes are currently mapped): Academic Literacy (GA1), Research Literacy (GA2), Critical Self-Awareness and Personal Literacy (GA3), Digital and Information Literacy (GA4), and Active Citizenship (GA5). A strategic updating of our 2012 GAs is in process as part of the first five-year tranche of the Education and Enterprise pillar of Strategy 2035.

18. The AF2020 reduction in modules also delivered important inclusivity benefits, in line with our strategic commitments. Timetabling and room allocation now occur earlier in the academic cycle so that we are able to provide timetables at least two months ahead of initial registration or return dates. For our many students with caring responsibilities and/or work commitments, this allows them to plan learning around their responsibilities with certainty.

19. Further gains delivered by AF2020 relating to learning community and cohort identity are described under SE1 below.

SE1 - Enhancing and tailoring our inclusive teaching, feedback and assessment practices

IDEAS: Inclusive by design

20. With AF2020 delivering the key conditions for programme content and stretch, our linked initiative, the IDEAS model, is designed to enhance and tailor inclusive teaching, feedback and assessment practices. IDEAS centres on inclusivity to continuously interrogate and develop all teaching and learning practices. It is informed by our keen understanding of our mix of current and future students, our understanding of differences in experience and attainment for underrepresented groups of students and the wide body of research and scholarship covering sustainability, equality, student belonging and the reduction of awarding gaps. IDEAS is designed as a 'travelling companion' model of inclusive curriculum and practice development, to inform all programme design, delivery and evaluation. It is further built to ensure that curricular and pedagogic arrangements are maximised to enable progression and good outcomes for our broad and diverse range of students. IDEAS provides the inclusive context in which the specific commitments of our Access and Participation Plan 2020–25 and our wider Strategy 2035 milestones can be delivered.

21. IDEAS is built around five features that we deem crucial for the success of our students and that resonate with our graduates' aspirations: 1) **I**nclusive learning and teaching; 2) **D**igital inclusion; 3) **E**mployability learning; 4) **A**ssessment for Learning; and 5) **S**ustainability Mindset (**IDEAS**). Our core communities of practice for education, student experience, access and participation, and inclusive student support, worked together closely in its design, drawing on internal data, wider research and sector insights. Sector esteem for the model's rigour is indicated by peer review and by our forthcoming published account of its development (4).

22. We require programme teams to engage with IDEAS during all programme validation and revalidation events, the annual programme review and other quality management touch points. The model poses student-focused questions to programme teams to ensure that student voices and experiences lie at the heart of all stages of programme development and review.

For example, Question 1 of the 'Inclusive learning and teaching' feature asks teams: 'How will you get to know me and how will I get to know my peers?' The model's design also stretches and challenges teaching teams: first-order questions ensure that all programme teams are focused on very high-quality Silver provision as standard; second-order questions ensure that teams envision, develop and showcase outstanding Gold provision wherever possible.

23. Together, AF2020 and IDEAS underpin our sustained campaign to improve assessment practices and experiences. The campaign combines pedagogic and operational improvements, monitored over time, to evidence their impact across our entire UG offer.

24. This is enabled by a new inclusive Assessment and Feedback Policy which requires a programme-wide assessment and feedback schedule to ensure students have sufficient time to complete concurrent assessment tasks without being overburdened. The policy specifies a maximum marking turnaround time, and identifies assessment rubrics as core mechanisms for feedback, feedforward, and student understanding of assessment criteria (5). We have also updated our academic integrity guidance to reflect our focus on inclusivity.

Authentic assessment

25. Our IDEAS work builds on and extends our highly effective authentic assessment activities (e.g. industry-facing projects, professionally modelled assessment, and live projects) across an increasing number of curriculum areas. Here we are actively building on clear successes in outstanding programme areas.

26. One highly effective area of authentic assessment involves students tackling pressing clinical priorities, such as BSc Physiotherapy students' involvement in a large multi-centre trial (the positive outcomes of which were recently reported in the *British Medical Journal*) to benefit patients affected by rheumatoid arthritis of the hand (6). This translates into consistently high NSS scores for the programme, e.g. Q7. 'My course has provided me with opportunities to apply what I have learnt': 2020 - 90.9%, 2021 -100.0%, 2022 - 88.9%.

27. Further examples of industry-facing assessments can be found in OBBS which promotes student involvement in delivering 90+ events each year, including the Oxford Lights Festival (with Oxford City Council), the Christmas Market (with our Students' Union) and community events in Oxford's Westgate Shopping Centre and for Oxfordshire charity Headway.

28. Students' engagement with live projects can begin as soon as they join us at Oxford Brookes. Our UG Architecture programme, where NSS satisfaction with learning and teaching over the last four years (2019 to 2022) has remained above sector or upper quartile, offers over 30 Level 4 live projects with local community groups, educational organisations and charities. Dissemination has also led to increased dialogue, collaboration and further research activity on this subject internationally. This in turn has resulted in Oxford Brookes staff playing a founding role in establishing the international Live Projects Network (7) and creating a website which publicly showcases our ongoing successes in this area (8). With these outstanding examples in train, our expertise in live project work is growing across curriculum areas, encouraging and supporting greater numbers of staff and students to work in this way.

Early indicators of impact

29. Two internal sources of data indicate the emerging positive impact of AF2020, IDEAS and our authentic assessment interventions. First, our SMART Module Review dashboard shows uplift in 2021/2 for all UG levels of study since 2019/20 in student agreement that module assessments enhanced their learning (9).

Table 1: Percentage point increase in student view of assessment tasks as enhancing learning

Module evaluation Q4: 'The assessment tasks on this module enhanced my learning'*		
Level 4	Level 5	Level 6
+2.95pp	+10.42pp	+2.28pp

*%Agree/Strongly agree - overall response rate to surveys 20-24%

30. Second, internal data drawn from the last three years, shows students continue to feel challenged by their learning experience within modules, especially those at Level 6 (10).

Table 2: Internal module evaluation data: increased challenge across academic levels

Module Evaluation Q5: This module challenged me to do my best work. (Likert scale 1–5 disagree–agree) Average over each level 2019–21*		
Level 4	First year is less challenging	3.93/5.00
Level 5	Second year is more challenging	3.96/5.00
Level 6	Final year is most challenging	4.10/5.00

*All UG Brookes-based modules by level by year 2019, 2020, 2021 average response rate 21%

31. In addition, an external indicator of the potential impact of AF2020 comes from the Year 4 TEF metric for Student Experience: Assessment (Time Series) which shows a significant improvement: while earlier scores in the time series were below sector benchmarks (-3.3pp, -3.7pp and -3.4pp for Years 1, 2 and 3 respectively), in the most recent year (Year 4) there is very strong statistical evidence of very high quality, with 97.0% of the distribution materially within the sector benchmark (indicator value -0.6pp from benchmark). We believe that this uplift results from work in OBBS (CAH2 Business and Management), who implemented the framework a year earlier and have seen a significant improvement in Assessment and Feedback for Year 4 Time Series.

32. We expect the benefits of AF2020 on this SE category to be more fully realised in summer 2023 when the first cohort to have fully studied under the framework completes. This area of student experience remains a high priority for us and in Strategy 2035 we commit to ensuring that over the strategic period 2020–25 our students' rating of their experience, and particularly of learning, teaching and assessment, will match or exceed the very high-quality continuation, completion and progression outcomes reflected in our SO indicators.

Embedding best practice through our connected learning community

33. A core element of our approach to achieving this is to harness learning and good practice from our high-performing programmes and subject areas where student outcome and experience satisfaction levels already show strong performance by individual TEF SE indicators. This good practice infuses other collaborative aspects of our work such as designing programmes and building on expert knowledge. One example of this is the connected learning from our consistently high-performing CAH2 groupings, especially those with significant student numbers on programmes, where 'at scale' high performance has been demonstrated and maintained. The following three CAH2 groupings represent over 25% of the total UG

population with reach across three faculties and have yielded some key practice which has been embedded more widely (11).

Table 3: Sharing good practice from high-performing programme groupings

Subject Grouping CAH2	Strong indicator	Practice shared
Architecture, Building & Planning	Assessment & Feedback	Live Projects
Business and Management	Academic Support; Student Voice	Student as Partners (which covers Student Voice
Sports and Exercise Science	Teaching	Coaching model of Academic Advising as teaching

34. Within our connected learning community, we design programmes collaboratively. Subject-leading academics work with students, relevant PSRBs and, wherever possible, industry partners and alumni. Programme validation processes are focused on close scrutiny of programmes to ensure they are up to date, provide educational challenge, are coherent and are effectively delivered. In the delivery of these programmes, our embedding of excellent teaching, feedback and assessment practices is underpinned by dedicated leadership roles. Faculty-based Associate Deans (Education and Student Experience), supported by Principal Lecturers (Education and Student Experience) and Programme Leaders, ensure that vision and mission are articulated fully in relation to our diverse mix of students and programmes.

35. Our connected learning community has been galvanised by AF2020 where the move to linear programmes enables students to spend longer collaborating and learning in step with peers. Peer Assisted Learning (PAL) and assessment through group work have a strong heritage within Oxford Brookes and bring learning community and inclusivity gains by enabling students with differing experiences and backgrounds to work together.

36. Internal and external data attests to students' positive views of our learning community. In our internal Brookes Student Survey (BSS) for 2021, overall agreement with learning community questions (B12) was at 62.7% compared with the NSS sector average of 61.8%. External evidence supports this further, with levels of student satisfaction with collaborative learning sitting consistently above sector averages for the last three NSS reporting periods (Table 4).

Table 4: Above benchmark performance in relation to collaborative working and community

NSS 2020-22, Q.22 % 'mostly agree' or 'definitely agree' 'I had the right opportunities to work with other students on my course'		
NSS year	OBU	Sector
2020	86.2	83.1
2021	76.9	74.7
2022	79.3	75.8

SE3. Enhancing the academic experience: research, employer engagement and professional practice

Research-inspired teaching and students as researchers

37. Research-inspired teaching is a signature feature of Brookes' high-quality academic experience, enshrined in both the Education and Enterprise, and Research and Innovation pillars of Strategy 2035. As the University's favourable REF2021 return reflects, all programme

delivery is informed by high levels of subject expertise, scholarship and research activity.

38. Crucially, connections between research and teaching extend beyond learning about the latest research, by engaging students in developing as researchers and knowledge exchange agents. In 2014 we developed the Student Research Launchpad to provide students with opportunities to undertake research and to communicate and disseminate results. The suite of Launchpad activities, which has attracted peer esteem and commendation in the sector and influenced practice elsewhere (12), includes an annual GetPublished! conference. Since 2016, this has enabled students to present research posters to peers, staff and the public, and to publish them in our open access digital Student Research Repository. Student presenters consistently report self-efficacy gains in communication, presentation and critical thinking, with a significant proportion of respondents to the 2019 conference evaluation survey reporting that participation had also improved their creative skills. GetPublished! data further demonstrates its success for enabling opportunities for underrepresented student groups. In 2019, conference presenters included a higher proportion of students from ethnic minority backgrounds when compared to the Brookes undergraduate demographic profile.

39. The suite of Student Research Launchpad activities also includes subject-specific undergraduate research and publication opportunities including our international UG geography journal *GEOverse* (13) which achieved 4,420 external page views in the period 1 Feb –1 Dec 2022 alone. Launchpad's impact is also evidenced by the adoption of its web-based list of student journals by the 2019 British Conference of Undergraduate Research for promotion on their website and at their annual conference. Further, in the period 2019–21, GetPublished! became the model for the Institute for Researchers in Schools (IRIS) research dissemination events and evaluation strategy.

Embedding employer engagement and professional practice

40. Employer engagement and professional practice are central to our Strategy 2035 Education and Enterprise Pillar and its guiding strategic principles of enterprising creativity and connectedness. Large-scale formal partnerships include our partnering with Oxford University Hospitals Trust and Oxford Health NHS Foundation Trust in our combined Oxford School of Nursing and Midwifery, and our multi-partner collaboration with over 350 placement schools in Oxfordshire, Berkshire and Buckinghamshire as a provider of Initial Teacher Education (reflecting our success in gaining DfE re-accreditation as a registered provider from 2024).

41. Our faculty-based placement teams work with academics to develop a greater understanding of students' needs and to provide tailored student support. Placement colleagues also attend faculty and programme meetings and programme design working groups, to shape and develop curricula, processes and policies. All new and revalidating programme provision is carefully scrutinised by panels of internal and external experts to ensure appropriate representation in the curriculum of employer engagement and professional practice. Our alertness to embedding opportunities for employability learning is also informed by a strong tradition of Oxford Brookes research into employability, including our recent production of an AdvanceHE-commissioned review of employability research for the period 2016–21 (15).

42. For example, the HLS faculty is a member of the OBN (formerly Oxfordshire Bioscience Network), which has generated 30 bioscience placements over the TEF period and has

enabled teaching co-delivery with clinical science colleagues from Oxford University Hospitals NHS Foundation Trust. Our Bioinnovation Hub, located on the University's Headington Campus, hosts a number of local biotech start-ups or spin-outs (e.g. Oxford Expression Technologies, Oxford Target Therapeutics) whose employees contribute to teaching final-year students about entrepreneurship and host live student projects and internships.

43. Students are highly positive about their placement experiences. Two illustrative examples (Table 5) are taken from TDE and OBBS faculty evaluations during the TEF period (16):

Table 5: Evaluation of placement

2020-21* TDE	My placement has helped me develop my skills in relation to my studies My placement has helped me to develop my general life skills	94% 100%
2021-22* OBBS	I have gained valuable experience both professionally and personally on my work placement	100%

*Response rates 36-44% of 135

44. Our Entrepreneurs in Residence (EiR) scheme offers students insight into the opportunities and challenges associated with creating and growing a business, and how to succeed as an aspiring entrepreneur. As well as stand-alone and programme-integrated learning activities, our EiRs contribute to new programme development, student mentorship, community engagement, knowledge exchange, and signposting and providing opportunities for live industry projects. EiRs during the review period include Fran Boorman (Goal 17); Adrienne Bloch (Bloch Solutions); Simon Biltcliffe (Webmart), Renee Watson (The Curiosity Box) and Charles King (CEO of several start-ups). This latter EiR partnership through the Royal Society EiR scheme, led to the development and embedding of our 'ICEQUBE' Innovation Incubator Hub, which offers specialist support, mentoring, space and facilities to student startups, particularly for underrepresented groups: in 2020, 17 of 27 'ICEQUBE' startups were founded by students from ethnic minority backgrounds.

45. Since 1999 Brookes has entered the high-profile international educational engineering competition: Formula Student. Oxford Brookes Racing (OBR) were placed second in the world in 2021 and first in the UK in 2020. These successes, and the annual promotion of Formula Student across the University, engages students from a range of subject areas with real-world experiences (engineering, business planning, marketing and project management). The OBR team consists of various sub-teams focused on accomplishing specified intensive targets in motorsports engineering but also has designated research, and business development teams. There is also a strong social and networking element within the team, with team activities contributing towards our learning community. In 2021, over 300 students registered their interest in being part of the OBR team, rising to 400 students in 2022 including students in Photography, Journalism, Luxury Marketing and Media, Events Management, English Literature, Computing and Mathematics.

Professional accreditation

46. Of our 118 UG programmes, 42 (35%) have PSRB accreditation, reflecting the strong vocational and professional orientation of our portfolio. Accreditation by relevant PSRBs and regular reaccreditation reviews, provide a rigorous external benchmarking of programmes to

ensure their relevance, credibility and currency. Importantly, they also support members of staff to maintain their professional external identities and status.

47.   Where appropriate, and in recognition of the integrated nature of professional environments and their growing internationalisation, our programmes have double or triple accreditations. For example, BA Urban Design, Planning and Development has dual accreditation by the Royal Institution of Chartered Surveyors (RICS) and the Royal Town Planning Institute (RTPI); BSc Computer Science for Cybersecurity is accredited by The Chartered Institute for IT (BCS) and the prestigious National Cyber Security Centre (NCSC), and BA Architecture is triple accredited by the Royal Institute of British Architects (RIBA), Architects Registration Board (ARB), and Lembaga Arkitek Malaysia (Board of Architects Malaysia). At the recent RIBA accreditation, the School of Architecture received   commendations which include: '*high levels of care, creativity, and effectiveness in the design of learning experiences for their students'; 'ambition and success in creating a student-centred educational culture*', and '*deep commitment to enhancement, evolution, currency, and progress, all to the benefit and opportunities afforded to their students. This spans across many aspects of the school provision, but notably includes critical emerging themes of social justice and inclusion.'*

SE4: Outstanding staff professional development and excellent academic practice

48.   To embed excellent academic practice, we undertake outstanding staff professional development using a whole-institution and staff career life cycle approach. All teaching staff joining Oxford Brookes engage with our 'EXPLORE' (Excellence in Promoting Leadership of Research and Education) CPD programme. Those who do not hold a teaching qualification undertake 240 hours of professional development in their first three years; those already holding a teaching qualification are still required to undertake 40 hours to connect them with our institutional approach to inclusive learning, teaching and assessment practices and the diverse experiences, backgrounds, needs and aspirations of our student population.

49.   Internal recognition for teaching excellence is high. We promote engagement with the UK Professional Standards Framework and Higher Education Academy (HEA) fellowship scheme, embedding these within promotion criteria (e.g. Senior Fellowship is expected for Principal Lecturers; Principal Fellowship for Professors of Learning and Teaching). In the TEF period, the total number of staff with HEA Fellowship at Oxford Brookes has increased from 31.1% in 2017/18 to 39.7% in 2021/22. In addition to   Principal Fellows and   Senior Fellows we have   Fellows and   Associate Fellows of the Higher Education Academy (18).

50.   External recognition for teaching excellence is also high. We are proud to have   National Teaching Fellows on our staff at Oxford Brookes. In 2022 our excellence in inclusive teaching and our progress in reducing degree awarding gaps for students from ethnic minority backgrounds won a Collaborative Award for Teaching Excellence (CATE) (19).

51.   Our professional development offer is led by the University's Oxford Centre for Academic Enhancement and Development (OCAED) whose staff credentials include two National Teaching Fellows (NTF), one Principal Fellow and eight Senior Fellows of the Higher Education Academy. OCAED contributes to national enhancement initiatives through QAA and AdvanceHE-funded projects and makes available a range of publications, including a Brookes-based open access scholarly magazine *Teaching Insights* (1502 unique page views in 2021) which is co-edited by our Students' Union Vice-President for Student Voice and supported by student employees who gain valuable leadership and work experience opportunities.

52. During the pandemic, staff were supported to use digital approaches and tools in flexible ways to reflect disciplinary needs and teaching priorities. The evaluation of this work informed the Digital Inclusivity domain of our IDEAS model and an associated Digitally Enabled Teaching Toolkit and online course *The Inclusive Digital Teacher*
    Uptake of workshop provision is also high with   staff attending workshops on digital accessibility and VLE enhancement in 2021/22.

53. To ensure excellent academic practice we also invest in the scholarship of teaching and learning-based innovation, offering competitive funding opportunities for strategically aligned projects which feed directly back into the enhancement of the Oxford Brookes student experience. A total of £71,983 was awarded to 32 pedagogic projects between 2017 and 2022, bringing direct benefits to students' experience of pedagogy and curriculum. HE pedagogy was strongly represented in the Oxford Brookes 2021 REF return for UoA23, where 66% of our education research outputs and 75% of research impact were judged to be world leading or internationally excellent. Two of our impact case studies linked to the Higher Education and Lifelong Learning research cluster.

SE5: Our supportive learning environment and outstanding academic support

Our integrated and inclusive academic support model

54. To contextualise our on-benchmark indicators for academic support and to illustrate how we actively create a supportive learning environment for students, this section describes our integrated academic support model, including the work of Student Support Coordinators, Academic Liaison Librarians, Digital Services, the Centre for Academic Development, and our Inclusive Support Service, augmented by a structured approach to academic mentoring.

55. Each faculty has a team of Student Support Coordinators (SCC; total FTE 20.2). The SSCs provide one-to-one confidential support, advice, guidance and encouragement to help students with academic issues. They are fully trained to recognise the intersectionality of university, home and work life, and are able to refer students to other non-academic professional support and advice as necessary. Annual per-faculty SSC reports presented to the University's Teaching and Learning Enhancement Committee attest to the significant impact of SSCs in supporting the learning community and offering academic support.

56. This was particularly evident during the pandemic period when there was a marked uplift in student interactions across all faculties (Table 6) (20). This was in part a reflection of queries relating to our Assessment Adjustments Policy, introduced during the pandemic. In distinction from the categorical 'No Detriment' policies employed in many parts of the sector, our policy adopted a more nuanced approach to assessment adjustment in order to balance effective student support with maintaining quality and standards. Unlike some institutions, we did not extrapolate historic performance to award marks that had not actually been achieved. This meant that while our process was more complex (thus the increase in SSC interactions), there was minimal impact on the number of 1st class and 2.1 classifications awarded during the pandemic period.

Table 6: Student Support Coordinator student interactions

2017/18	2018/19	2019/20	2020/21
19,136	20,860	22,898	33,272

57. Faculty-linked Academic Liaison Librarians (ALLs) work with programme academic staff from subject groupings in order to curate discipline-specific resources, provide training for student groups and work across physical and virtual learning resources to enhance the student experience. ALLs directly involve students in learning resource selection particularly via our student-facing MoreBooks! request scheme, which led to 1,127 printed and ebooks being added to our collections between 2019–22. ALLs also support students with one-to-one digital and information literacy training.

58. Digital services colleagues support access to and delivery of the extensive suite of digital learning resources outlined in SE7. Support particularly emphasises the accessibility of the digital environment through our use of the Blackboard Ally accessibility tool in our Moodle VLE. Adopted in 2020, this resulted in the University's overall VLE Ally accessibility score climbing from 76.9% (baseline in 2020) to 87.9% (June 2021) and 89.5% (June 2022) (21).

59. Our dedicated Centre for Academic Development (CAD) works with library and digital learning colleagues to support and build student academic literacies. They offer rolling inductions, study skills workshops and individual tutorial support which students can access throughout the year including during vacations. The CAD team is 10.4 FTE staff including: Learning Development Tutors (2.4 FTE) Academic Language and Literacies Lecturers (2.6 FTE) Mathematics and Statistics Lecturers (1.4 FTE) Administration Staff (2.0 FTE) and Senior Lecturers (2.0 FTE). Between 2017–2021 CAD provided 7,073 individual student appointments (up to 90 minutes each), covering mathematics, statistics or study skills. At the onset of the pandemic in 2020, we increased the number of virtual appointments five-fold to ensure students were able to receive timely academic support. Since 2018, feedback questionnaires have been sent to every student who receives an appointment. In 2018/19 students gave the service an overall satisfaction score of 100%. In 2019/20 and 2020/21 the service received a 99% satisfaction score (22).

60. CAD also provides extensive support on academic integrity and good practice in academic writing and referencing. Integral to our IDEAS 'Inclusive Learning' feature, informed by internal expertise (23) and recognising some of the key cultural barriers that can impact on academic performance, all students are encouraged to complete a short online course on good academic integrity at the beginning of their studies. Since its introduction in 2020, 4,553 students have completed the course. Evaluation ratings to date show that students rate the course Useful/Very useful: 98%   of Foundation students and 97%   of undergraduate respondents (24).

61. Our Inclusive Support Service comprises two formerly separate teams (Disability & Dyslexia and Specific Learning Difficulties Services). The service has been running annual user feedback surveys since 2018. From 2020 the survey covered the new combined service, and of the   students who completed the survey, 82% stated that they would recommend the service to someone in a similar situation and 78% reported that the service had had a positive impact on their student experience (25).

62. Our supportive learning environment also involves a highly proactive Careers Service and Enterprise Support Service, both instrumental in supporting our very high-quality student progression data. Details of these services are provided in section SO1 below.

63. To scaffold these core activities, our integrated and inclusive approach to mentoring comprises a range of different mentoring opportunities. Our approach is built on evidence gathered by a 2017 enhancement project 'MoreToMentoring' which evaluated the range of coaching, buddying and mentoring opportunities open to students and staff at Brookes. The project identified nearly 150 schemes which were subsequently consolidated into activities in five key

categories: pre-arrival schemes such as online buddying; peer/PAL schemes where students support other students; participation schemes where students are mentors to others in local schools or volunteering settings; placement mentoring as part of a vocational course; and, professional or alumni mentoring typically for employability purposes (26).

64. We are also proud of our work to ensure that the Oxford Brookes academic learning community is experienced as a safe and fully inclusive setting. Key initiatives have included implementing a 'Report and Support' tool for any witnessed instances of sexual violence, hate crime or harrassment (21 uses of the tool between January and July 2021; 24 between January and July 2022 with all instances followed up by our Student Welfare Team), and co-developing an online sexual consent education short course (2021 onwards) with our Students' Union. The latter initiative has been commended regionally by Thames Valley Police and nationally by the sexual health and wellbeing charity Brook.

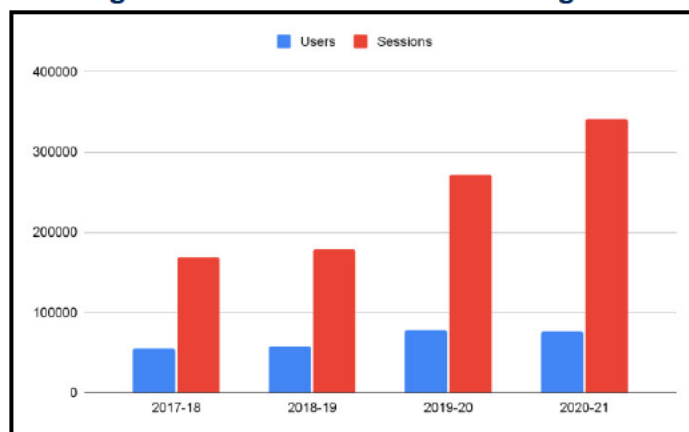## SE6: Tailored resources for outstanding teaching and learning

65. The University has exceptional physical and digital learning environments that support teaching and student learning. At the heart of these is our flagship Brookes Library, open 24/7 to students during semester time and containing close to 400,000 print books. Some 469 study spaces are available in collaborative and independent configurations. Our library operates a digital first policy in terms of learning resources. Since 2017, library users have access to an additional 5,500 online journal titles as a result of the library investing in new collections. Brookes Library staff provide online, text and face-to-face support to students to build their effective use of all library resources and to develop their research and independent study skills. Around 2,000 'live chats' take place annually to help students with their queries, with 135 staff hours and 1,327 reader hours being invested in student support in 2020-21. Via online data dashboards, library staff have visibility of 24/7 library footfall and online usage, and use this monitoring to build service excellence.

66. The sustained high NSS scores for Q19 evidence student satisfaction with the physical and virtual space and resources, and the ALL services (Table 7).

Table 7: Library resources in supporting student learning NSS 2017-2022

NSS Q19. 'The library resources (e.g. books, online services and learning spaces) have supported my learning well'			
NSS year	Oxford Brookes	Relative position (Sector Average)	Relative position (Sector Upper Quartile)
2017	86.8%	Sector Average 86.4%	
2018	88.7%		Sector UQ 88.7%
2019	89.1%		Sector UQ 89.1%
2020	87.1%	Near Sector Average 87.2%	
2021	71.7%	Below Sector Average 75.5%	
2022	83.3%		Near sector UQ 83.2%

67. Oxford Brookes librarians have also pioneered the pedagogic use of electronic reading lists, supporting staff to ensure students have easy access to resources and have led sector practice in this area (27). Our online resource list management system, Talis Aspire is embedded within our VLE Moodle and our work in integrating reading lists is described by Talis as 'some of the best in the UK sector'. Academic staff engagement with Talis is high (over 90% of modules taught on-campus in the 2021/22 academic year had an online reading list, with over 1,700 current reading lists within Aspire). Student usage of the online reading lists has risen steadily in the period 2017–21 with reading lists viewed over 340,000 times (Figure 1) (28). In addition, Aspire reading lists are also used effectively for student support and development beyond the programme to meet inclusivity and diversity aims. Academic Liaison Librarians (ALLs) create and curate lists on wellbeing, neurodiversity, and inclusive curricula which appear in the top ten reading lists by usage. The integration of library services and ALLs as an essential part of the academic team that supports students in their learning is recognised and evidenced by our strong and sustained performance for NSS Q19 (Table 5).

Figure 1: Student usage of Talis online module reading lists 2017-2020

68. Our Oxford Campus Vision drives and supports the tailoring of resources for outstanding teaching and learning. This extends from the strategic level estates masterplan to the provision of specialist equipment and technical resources in individual learning settings. The award-winning £132m John Henry Brookes Building opened in 2014 and was the first phase of our Strategy 2035 estates masterplan for the co-location of our teaching activities on the main Headington site. The process of co-location began during the TEF period, with OBBS relocating from Wheatley Campus to Headington in 2017. Brand new teaching spaces and industry-standard science laboratories also opened in 2017 for HLS, with TDE teaching due to move to new specialist facilities at Headington from September 2024.

69. Oxford Brookes now has 470 teaching rooms, providing 22,000m² of space, which accommodates large lecture and classroom-based teaching activities. We also have extensive specialist studio, workshop and lab space of a further 8000m². The University has invested heavily in specialist teaching facilities tailored to key subject areas of healthcare and technology. In HLS, nursing, midwifery and allied health programmes benefit from a new, dedicated high-fidelity clinical experience room and two immersive simulation training rooms. In TDE's engineering, computer science and cybersecurity programmes, our immersive digital classroom allows engineering, computer science and cybersecurity students to develop 3D modelling and simulation capabilities. 3D projections create an immersive virtual reality environment allowing students to move around, interact with and manipulate models.

Digital learning resources

70. To support our IDEAS feature of digital inclusivity, and our wider strategic goals the TEF review period has seen a major investment in digital infrastructure and development to facilitate the academic support work of the Digital Services Colleagues (see SE5) and to nurture students' development of the educational gain of digital agility and confidence (see SO 4/5). Between 2019 and 2022, £14.9m has been invested in digital transformation, centred on such developments as: new wifi in Halls supported by a 24/7 support service (£1.3m) and a new identity and access management system enabling online services for students (£2m). In the same period, a further £15m has been invested in two large-scale digital change projects: the go-live in 2019 of our new student record system and customer relationship management system (£15m) and of our learner analytics system (see SO1).

71. Additional tailoring of digital resources during the pandemic included an additional £800k investment in online learning infrastructure and a £1.2m investment in the digital student experience by ensuring student access to software and hardware as required such as digital devices, tablets, laptops and wifi dongles. This was augmented by an additional hardship fund of £300,000 to address digital poverty for   students.

72. Our approach to digital inclusivity ensures alertness to digital poverty and proactivity in addressing it. Oxford Brookes has over 1,200 open-access PCs for students to use across the University and since September 2020, an accelerated programme has been in place to ensure that the audio/visual technology in all teaching rooms supports not only lecture capture but synchronous onsite and remote learning and teaching. We are confident that, with the interventions and investment associated with our update to Moodle 4.1, the development of Oxford Campus Vision and our focus on specialist and tailored learning resources, we will exceed benchmark in the near future.

SE7: Students as partners in their learning

73. We are proud of our long history of staff and students working and learning together as part of our valued partnership culture. Commitment to student partnership continues as a central focus of Strategy 2035, where our Education and Enterprise pillar commits us to 'work with our students to bring about enhancements to curricula, teaching and learning, to ensure our provision is current, accessible and adaptive to their evolving career goals'. Similarly, our Partnerships and Place pillar commits to: 'Developing the connections and partnerships within and across our community of students and staff so that they are recognised as vital to our success as an entrepreneurial, forward-thinking university'. This partnership model extends from internal and external survey feedback, students' strategic engagement in learning and teaching committees, through curriculum development and enhancement drawing on IDEAS, to practical opportunities for partnerships (student module assistants and peer mentors).

74. One impactful example of students as partners in their learning is the formation in Social Work (CAH15) of a 'Global Majority Collective', where members discuss their experiences as students from ethnic minority backgrounds and implications for curriculum and pedagogy. Resulting curriculum and placement enhancements have been showcased by student-staff presentations from the collective to national regulator Social Work England, Oxfordshire County Council, and at internal and external pedagogic conferences. External recognition for the Collective includes winning joint first place in the 'Innovation' category of the 2022 University Alliance Awards; third place in the 2021 Pearson HE Innovate Awards category for 'Most innovative approach to widening participation in the curriculum'; and our 2022 AdvanceHE Collaborative Award for Teaching Excellence (CATE).

75.   Students are also proactive partners in their employability learning: for example,   student partners are currently employed in TDE to work with local employers and academic staff on graphic design branding, website development and film and media opportunities. Likewise, module assistants work in partnership with academic staff on approximately 15 large modules across OBBS each year, building on strong evidence of the educational gains in self-efficacy for participating students   , and a further six student partners are currently working with staff on student experience enhancement projects in key areas of learning and teaching enhancement related to employability and Collaborative Online International Learning (COIL).

76.   A central strand in our partnership approach is **peer mentoring**. Our Peer Assisted Learning (PAL) scheme is long established and is run directly by each faculty to ensure a tailored and impactful approach to our activities. PAL leaders work as guides to facilitate others' learning in a range of situations including classroom, laboratories and clinical skills acquisition. For example, in our TDE faculty, PAL schemes operate in those Level 4 and 5 modules where there are higher numbers of resits. Twelve PAL leaders work annually with module leaders as partners and in 2020-21 they supported   separate students. This work directly resulted in a reduction in failed resits pre-pandemic. In HLS there are 57 PAL leaders and in HSS there are two highly successful peer schemes with   peer mentors.

77.   Engagement is not simply about 'the moment' in time, supporting others or feeding back to Oxford Brookes. We ensure that all students who take up opportunities for partnership and engagement are able to log this for longer term benefit. Our central recognition scheme for student-staff partnership is the BrookesEDGE scheme (see SO1) which was co-designed with our Students' Union and continues to be run in partnership with them. The scheme enables recognition for students who undertake partnering roles in University committees and processes, such as serving as programme representatives, ambassadors at open days, panel members of University conduct committees, and the Global Buddies scheme which matches UK- domiciled undergraduates with international students as a support mechanism. Building on this work, and to ensure a fully integrated approach to supporting and recognising student partnership, OCAED has co-created an Oxford Brookes student partnership model applicable to all four pillars of Strategy 2035 and linked to the BrookesEDGE scheme. The model and its associated toolkit are being trialled and tested throughout 2022/23.

78.   Our positive partnership culture is reflected in our continuing success in NSS Q23 on student voice: 'I have had the right opportunities to provide feedback on my course' (NSS 2020 84.1%, NSS 2021 80.3%, NSS 2022 80.0%). Further, our SMART dashboard has helped in refining our module evaluation questions. In 2021 we added an additional question regarding student engagement with module learning activities and we plan that the data from this new engagement question will be used to triangulate with our learning analytics data.

Section 3. Student outcomes: supporting and evaluating positive outcomes and student success

79.   All of our FT student outcomes metrics overall show compelling statistical evidence of very high quality. Particularly strong performances can be seen for completion and continuation which were at 1.6pp and 0.7pp above sector respectively. This success is also reflected when examining our registered student population at Associate College Partners which show strong statistical evidence of outstanding quality for completion, and compelling statistical evidence of very high quality for continuation and progression.

80. In this third section of our submission, we contextualise this TEF aspect in three ways: first, how we support and evaluate high-quality outcomes for our students; second, how we support students to achieve educational gains defined by our internal indicators of Graduate Attributes (GA), Grade Point Average (GPA) and our value-added metric; and finally, how we look to complete the journey to outstanding outcomes in line with our Strategy 2035 ambitions.

SO1: Our student life cycle approach to positive outcomes

Inclusive transitions and beginnings

81. To support students' achievement of positive outcomes, we adopt a whole student life cycle approach which is alert to patterns and trends in the experience of our mix of students and flexible and tailored in response.

82. **Commencing the life cycle,** the University runs targeted outreach programmes (Brookes Engage, Discover Brookes and Brookes and Beyond, the latter involving a summer school) to support the aims of our Access and Participation Plan (APP) 2020–25 which are designed to ensure that all students with the potential to succeed have equality of access to study with us. During 2021–22, 391 students from underrepresented groups (e.g. POLAR Q1, IMD Q1, Black, Asian, Care-experienced) took part in these programmes.

83. One-to-one mentoring to support students' transition into the University is also available to offer-holders from APP groups. In 2021, 54 offer-holders took part in the mentoring programme. In our 2022 programme this increased to 147 offer-holders. The proportion of our outreach students progressing immediately to university has consistently increased year-on-year from 35% for 2017/2018 to 43% for 2020/21, which suggests our outreach activities are effective in supporting progression (30).

84. **At offer stage**, our Contextual Admissions Policy, introduced alongside AF2020 and underpinned by OfS guidance, enables targeted flexing of tariff for applicants from disadvantaged backgrounds or underrepresented postcode areas. This brought 1,420 and 1,603 students into scope for a contextual offer in 2021 and 2022 respectively, with a corresponding 338 and 224 enrolments. Respondents to our 2021 internal evaluation of the scheme   indicate that contextual offer-holders credited the policy with building their confidence about progression into higher education. Attainment-on-entry data suggests a positive correlation between contextual offer-making and Level 3 attainment: 56% of September 2021 contextual offer entrants   exceeded the standard tariff for their programme and 14% met the standard tariff.

85. **At pre-arrival stage**, our Head into Brookes initiative is designed to ensure students have a confident and informed start. The scheme begins with a self-paced online course (6,889 pageviews in 2021 and 11,580 pageviews in 2022) followed by a series of webinars where students meet peers and staff before arrival. Our 2021 internal evaluation of the scheme, albeit with a small response rate   suggests that the module is an enabler for students from underrepresented groups in higher education and successful in laying the groundwork for academic literacies and learning readiness and skills.

86. **At induction stage and on a rolling basis**, the Centre for Academic Development (CAD) offers a programme of online and in-person events to promote a sense of belonging, community-building and academic literacies development. As described in Section 2 above, CAD offers open access online skills development workshops throughout the year. The one-to-one tutorials offered by the team are well-subscribed with individual appointments in the years since 2017/18 numbering 2,147, 2,241, 1,205 and 1,480 respectively.

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Inclusive success on-programme

87. **At continuation stage and on a rolling basis**, our Academic Advisers (AAs) and Student Support Coordinators (SSCs) (see SE5) play a key role in offering students personalised support and guidance on their attainment, progress and distance travelled. These colleagues make increasing use of two key mechanisms by which we measure educational gains for Oxford Brookes students: learner analytics data and Grade Point Average (GPA) scores.

88. Our learner analytics (LA) system calculates engagement ratings on a weekly basis, drawing on data from our VLE, Library information system, single institutional sign-on and identity management system, and any student record updates to our Student Records System such as attendance or attainment data. This enables Academic Advisers and Student Support Coordinators to offer bespoke support interventions as necessary. For example, an HSS Intervention project in 2021/22 employed the LA system as one part of its strategy to identify and support students at risk of failure through poor engagement. LA insights prompted 166 student contacts from AAs and a subsequent 17.5% reduction in instances of academic failure that year (31).

89. Our Academic Advisers and Student Support Coordinators are proactive in engaging with learner analytics and discussing them with students in line with 2012 Graduate Attribute 3: Critical Self-Awareness and Personal Literacy. However, to enhance this further, we are piloting an automated alerts system so that lower engagement scores are flagged early to ensure optimal support, intervention and attention to any inclusivity implications for a student's lower engagement. Availability of the alert function for all AAs and SSCs is planned from September 2023.

90. The second key source of data informing AA and SSCs' support of continuation and success is our Grade Point Average (GPA) scheme introduced in 2013. Brookes GPA is calculated based on all modules in a student's programme (in distinction to the degree classification algorithm which is calculated on Levels 5 and 6 only). It thus provides a per-module dashboard of student performance and trajectory, offering additional insight for student support.

91. Our championing of GPA is informed by our commitment to inclusivity. Evaluation of the attainment data of 3,523 undergraduates established that including Level 4 marks in GPA scores was significantly beneficial to students from ethnic minority groups and mature students and not disadvantageous to any underrepresented group in the sample population. Indeed, we found that the GPA methodology is less liable to magnify performance differences at modular level than the overall degree classification system and that students' actual performance is therefore better reflected as they progress through their studies (32). We are confident that AF2020 harnesses GPA as a reflection of students' achievement and potential.

Inclusive preparation for employment

92. At all stages of the student life cycle, but with impetus building as students move towards **graduation (progression)**, our central careers service, Brookes Careers, works in embedded bespoke (curriculum-based) and central (individual and wider support) ways. Brookes Careers provides access to a full range of employability development, employment opportunities, and discipline-related and multi-sector employer events. In line with our focus on inclusivity, a priority aim for the careers service is to reduce differential outcomes in progression to highly-skilled employment or further study. This involves a range of interventions and mechanisms to increase student confidence and ability to identify appropriate and desirable progression opportunities, and to develop workplace and study skills.

93. In response to student feedback on our careers services and delivery (focus groups and annual feedback and evaluation reporting) we have developed the Oxford Brookes '3 Stage Careers Model'. Launched in 2019/20, this model underpins all careers work, strategic aims and actions. Its iterative approach is designed to engage students and graduates, at any stage of their studies or personal development, to take ownership of their lifelong development journey. Our ultimate aim is to empower students, whatever their starting point, to become confident agents of their own change. Beginning with our Careers Registration Survey (completed at enrolment) the three stages of our 'Discover' 'Plot' 'Action' model identify where each enrolling student sits in terms of their career thinking. Each stage has clear guidance to support development and progression and links to resources and events.

94. As part of our integrated academic support model, Academic Advisers play a key role in partnering with careers colleagues to engage students in their employability development. To complement our work using learner analytics data and GPA scores to support success while students are on-programme, our employability development tool, the Brookes Enterprise and Employability (BEE) Timeline Tool informs employability discussions. BEE is an adaptable visualisation tool designed to contribute to students' growing confidence and employment-readiness over time. It is important to us that our careers support is both visible and accessible. At programme level, we also visualise the embedded and extended employability opportunities for students to support the enhancement of their skills. BEE is embedded as a strategic enabler within the Employability Learning feature of our IDEAS model.

95. To complement and extend the work of the Careers Team, our Brookes Enterprise Support (BES) team offers a progressive programme of training and events, expert mentoring and experiences designed to build students' entrepreneurial and innovation skills, develop confidence and encourage business start-ups, whatever their subject or discipline. Our annual Spark Awards is a start-up business programme that leads to students pitching for c.£500 seed fund to start and develop their venture. In 2021/22 BES supported 16 Spark Award businesses   with a total of £10,000 funding available. Our Fuel Awards are designed to progress early stage student start-ups allowing them to bid for monies (up to £3,000) and attentive mentoring to scale up their registered businesses. In 2021/22 BES supported 10 start-ups   with a total of £50,000. BES also provides two co-working incubator spaces with a combined capacity for   student entrepreneurs, with access to hot-desking and office facilities for collaborative working and networking.

96. The BES inclusive support package includes a range of initiatives aimed at specific groups of students. For example, BES had identified that female students lack confidence in pitching their ideas and created a bespoke six-week coaching course Bloom, purposefully designed to support entrepreneurial self-defining female students as a collective   Specific scale-up support for technology enterprises of up to £10,000 is made available through TDE Enterprise Awards.

97. Recognition and badging of employability learning forms part of our support and encouragement for positive outcomes. In 2018 we launched the BrookesEDGE (Enterprise, Development, Generosity and Employability) app, designed to support students to identify, reflect upon and express the skills and competencies developed whilst engaging in a range of extracurricular activities. The app was developed in partnership with our Students' Union with the purpose of ensuring students can actively record engagement with activities such as Oxford Brookes Students' Union clubs, societies and roles; the Thrive and Enterprise festival, the Oxford Human Rights Festival Committee, the Migration and Refugees extra-curricular

series, the Sexual Consent Education project, the Bloom Coaching Programme, and roles as Inclusivity Student Consultants, Poetry Centre interns, and a multitude of subject-related activities. It also offers the opportunity to propose personal activities ensuring those whose time for extra-curricular activities is limited are not excluded.

98. The award of an associated BrookesEDGE certificate is based upon completion of six reflective accounts each of 500 words and, for students seeking recognition with our external accreditor for the scheme, the Institute for Leadership and Management, an extended professional profile for formal assessment. Successful students earn an ILM credential that can be added to their online profile as a digital badge. Uptake of BrookesEDGE is growing each year, with students accessing the different levels of certification in line with their activities and interests. In 2020/21, 200 certificates were awarded   Students are also encouraged and supported to log these credentials on their personal LinkedIn pages and in other employer-facing contexts. Going forward, we are confident that this activity, combined with the BEE tool, and our curricular and assessment work on employability learning as part of IDEAS will promote further success after students complete their studies, and will translate into improved progression metrics.

99. As a key part of our integrated and inclusive approach to mentoring (SE5) we offer opportunities for students to connect with and learn from professional or alumni mentors. For example, the Oxford Brookes Real Estate Management Society (OBREMS) alumni mentoring scheme was set up in 2012 to provide employability support to students without extant contacts and networks in the planning and real estate industry. To date,   students have been mentored under the scheme which continues to grow, with   students (85% of the cohort) benefiting from an industry mentor in 2022. All current 168 industry mentors are Oxford Brookes built environment graduates and we are proud that 30% of mentors were themselves mentees in the scheme creating a virtuous circle of employability-building. *'The mentoring scheme has been working brilliantly. My mentor has such a wealth of experience and knowledge that I've been able to benefit from. Having a mentor supporting me has helped give advice beyond the industry at how I can improve my employability.'* (2022 Mentee) (33)

100. Our successful Bacchus Mentoring Scheme, formed in 2008, is unique in the higher education sector. All final-year undergraduate students from Brookes hospitality and tourism courses receive structured, one-to-one support from mentors (c.150 mentors in 2021), all of whom are senior and experienced figures from the international hospitality and tourism industries. Inspired by the programme's success, all final-year hospitality and tourism undergraduate students now provide structured mentoring support to first-year students through a peer mentoring scheme that mirrors the Bacchus programme and provides final-year students with opportunities to develop their leadership skills.

SO2/SO3: Our excellent student outcomes metrics

101. Our very high-quality student outcomes metrics are testament to the collective and partnerships work of our academic and professional services teams outlined so far in this submission. Our metrics provide clear evidence of our commitment to and success in supporting Oxford Brookes students, and of our bespoke support for our targeted social mobility student groups. Our continuation data show very high-quality results. In terms of FT continuation, out of 63 split metrics indicators, two show outstanding quality (CAH2 Geography, Earth and Environmental Studies outperforms a very high benchmark and Allied Health with a very strong statistical evidence) and 47 show very strong statistical evidence of excellent outcomes including for underrepresented groups of students such as Mature (21 to

30 years, 31 years and over), Disabled, Asian, Black, Mixed, ABCS Q1, ABCS Q2-Q3, IMD Q1-Q2 and those eligible for free school meals.

102. A data coding error (see Section 1) has, nonetheless, impacted our continuation metrics for a subset of our student population. The impact is apparent in the Continuation data where Year 3 (2017/18) metrics show a substantial improvement (and a reduction in the denominator). We have recalculated our metrics with the fix retrospectively applied and this would result in an increase in our Other UG PT continuation to 81.5% with a denominator of 1,173 (vs 39.5% and 3190), and Other UG PT completion would increase to 85.1% with a denominator of 605 (vs 44.8% and 1,730). We cannot construct equivalent benchmarks.

103. Our completion data provides a consistently strong indication of our commitment to and success in the area of inclusivity. We have clear outstanding quality splits for our targeted social mobility groups (Asian, ABCS Q1, IMD Q1-Q2) and very high-quality splits for groups of students including Mature (21 to 30 years, 31 years and over), Disabled, Black, Mixed, and Other (including Gypsy/Travellers), ABCS Q2-Q3 and those eligible for free school meals.

104. There is statistical evidence of very high-quality activity in our progression metrics and at least very strong statistical evidence of excellent performance on numerous splits including underrepresented groups such as Mature (21 to 30 years), Disabled, ABCS Q2-Q3, Geography of employment Q1. Our overall performance is good with Year 2 data showing compelling statistical evidence of very high quality (overperforming our Year 2 benchmark by +1.3pp). This notwithstanding, we are conscious that our Year 3 data shows that our Progression indicator sits slightly below benchmark (-1.0pp). While this gap is minimal (our performance is considered broadly in line with benchmark) our activities and data-informed approach outlined throughout this submission are designed to support our students to achieve success after graduation and therefore to actively improve this score. Drawing on our analysis of the most recent graduate outcomes data, we have already identified groups that experienced the biggest decline (thereby affecting our overall metrics) and are building on our learning from our excellent work in achieving high-quality progression outcomes for some of our target social mobility groups (e.g. 21 to 30 year olds, Disabled, ABCS Q2-Q3 and Geography of employment Q1 students).

105. We cannot overstate the importance we place on transforming our students into highly successful graduates. This is why we continue to commit time and other key resources to working on the student experience (Sections SE1-SE7), our life cycle approach to supporting positive outcomes (SO1) and associated educational gains (SO4 to 6), all of which are vital in supporting our students to achieve their fullest potential and the outcomes they deserve.

SO4/SO5: Our expression of educational gains using our Value-Added indicator, Graduate Attributes, and IDEAS features

106. Educational gains sit at the heart of Oxford Brookes' founding mission and remain intrinsic to Strategy 2035 vision and our Guiding Principles. We articulate the range of students' educational gains using three principal mechanisms: our Value-Added (VA) indicator, our Graduate Attributes (GAs), and the constituent features of our IDEAS model.

107. Our Value-Added indicator was developed as part of our commitments in the 2020–25 Access and Participation Plan. Broadly based on the *Guardian Good University Guide* methodology, which compares students' degree results with their entry qualification, the metric can be used as a measure to show how effectively they are taught. A VA score of 1 means that the 'expected' outcome was achieved (based on the entry qualifications and subjects of study of

the body of students), whilst a value- added score above 1 suggests that students exceeded their expected outcomes. Our analysis shows that overall, Brookes has a VA score above 1, with consistent growth over the years (1.14 in 2017/18, 1.17 in 2018/19, 1.22 in 2019/20). We are currently in the process of repeating the analysis for 2020/21 and 2021/22 (34).

108. Next, our 2012 Graduate Attributes offer a more qualitative articulation of the educational gains we foster in our students. The 2012 GAs are mapped at programme and module-level at validation stage while revalidation processes involve scrutiny for continued GA alignment, including reflective discussion with students on perceived GA achievements. Our evidence-informed approach to sustaining the currency and fitness-for-purpose of our GAs drove our 2015 engagement (alongside the University of Surrey and the Open University) in a series of HEFCE-funded learning gain pilot projects. Combining analysis of student study diaries with a substantial body of learner analytics data, we were able to confirm the ongoing fitness of our 2012 GAs for deepened disciplinary understanding, self-efficacy and self-confidence (35).

109. The currency of our 2012 GAs was further evaluated during the development phase for Strategy 2035 and our IDEAS model. Insights from this evaluation included tracing correlations between programme teams' mapping of their programme learning outcomes to GAs, and the corresponding Student Outcome indicators. For example, the most frequently mapped attribute, GA3: Critical Self-Awareness and Personal Literacy across a sample of 20 undergraduate programmes, tracks the strong progression indicator for UG students. This informed our alignment of 2012 GA3 with the Employability Learning feature of our IDEAS model (see Table 6). This evaluation exercise indicated that the 2012 GAs now require some focused updating in line with the Education and Enterprise pillar of Strategy 2035 and with the developmental thrust of the IDEAS model. Accordingly, Table 7 shows how we will be using IDEAS to transition from five 2012 GAs to four by September 2025. These reflect **the four distinct educational gains,** two already excellent, two emergent, that we claim for Brookes students at the local programme level, and at the strategic level of our inclusive University:

Table 8: Graduate Attributes, IDEAS features and educational gains

GA2012	Academic Literacy (GA1) Research Literacy (GA2)	Digital and Information Literacy (GA4)	Critical self-awareness and personal literacy (GA3)	Academic Literacy (GA1) Research Literacy (GA2)	Active citizenship (GA5)
IDEAS feature	Inclusive learning and teaching	Digital inclusion	Employability learning	Assessment for learning	Sustainability mindset
Educational gain/GA2025	Collaborative learning (EG1)	Digital agency and confidence (EG2)	Evidence-based solution-finding (EG3)		Agency as changemakers (EG4)

Established outstanding educational gains

110. For two educational gains (EG1 and EG3) we have compelling evidence of student success in line with our SO indicators, as follows:

Provider name: Oxford Brookes University
UKPRN: 10004930

Educational Gain 1: Collaborative learning

111. Supported by IDEAS feature 'I' and as an update of 2012 GAs1 and 2, Oxford Brookes students gain expertise in collaborative learning, with the ability to recognise and draw on the learning afforded by different backgrounds and points of view, and to critically examine biases and behaviours through an active learning community.

112. We invest in this EG and tailor it to our mix of students by creating individual and group experiential learning opportunities and authentic assessment experiences contextualised to the subject, fostering a culture of enquiry, and providing the specialist resources and learning environments described in Section 2.

113. We monitor and measure students' increasing success in EG1 through module evaluation data, annual programme reviews and the BSS and externally through the NSS and GO data. For example, our most recent BSS data for survey Q22 'I had the right opportunities to work with other students on my course', shows an increase to 71% overall and for the three high-performing CAH2 subject groups an overall average of 77%. For this same Q22 at NSS level, we are at or above sector for all NSS years between 2020–2022. As illustrated in Section 2, Oxford Brookes is above sector for the optional NSS questions B12 Learning Community. Overall, for this NSS question group in 2022, Oxford Brookes is 62.7% compared to a sector average of 61.8%.

114. The Graduate Outcomes Graduate Reflections data also shows sustained positive results (strongly agree and agree aggregated) of 67% over the last available two years 2018/19 and 2019/20 for GO graduate question 'I am utilising what I learnt during my studies in my activity/activities' (Data for FT UG UK-domiciled graduates). This shows graduates are using their knowledge and skills after graduation. On the basis of this compelling evidence of students succeeding in EG1, **we believe this aspect of our work is of outstanding quality.**

Educational Gain 3: Evidence-based solution-finding

115. Supported by IDEAS features 'E' and 'A', and as an update of 2012 GAs 1–3, Oxford Brookes students gain excellence in evidence-based solution-finding, with the networks, skills, understandings and personal attributes to be successful in their chosen occupations for personal benefit and to benefit the workforce and the economy.

116. We invest in EG3 and tailor it to our mix of students by our connected approach to employability learning and enterprise education, using resources such as our BEE Timeline Tool (see SO1) which supports students in their conversations about employability and career readiness with their Academic Advisers and thus helps to maintain and improve our excellence in progression outcomes.

117. We monitor and measure students' increasing success in EG3 through analysis of employer feedback and their commendations of our graduates and by graduate outcomes data on such indicators as Oxford Brookes graduates' median salary. This compares advantageously to others in the sector (DiscoverUni) sitting at £24,949 for 2019/20 graduates (full-time UG UK) salaries. On the basis of this compelling evidence of students succeeding in EG3, **we believe this aspect of our work is of outstanding quality.**

Emerging educational gains

118. We define two further educational gains (EG2 and EG4) as tangible but emergent. Their full realisation is dependent upon the further impact of AF2020, embedding of IDEAS, and the achievement of our campus vision and associated infrastructure projects. These are:

Educational Gain 2: Digital agency and confidence

119. Supported by IDEAS feature 'D' and as an update of 2012 GA4, Oxford Brookes students gain digital agency and confidence so that they are agile in an increasingly digital world. They can use technology to support and enhance their learning and can create digital artefacts and participate in group/collaborative digital projects and online discussions. Students understand the importance of being responsible digital citizens, including understanding online privacy, security, and appropriate behaviours.

120. We will invest in EG2 and tailor it to our mix of students by creating digitally-enriched teaching and learning, underpinned by digital tools and specialist equipment. By following the principles of coherence, consistency, community and choice, our digitally-enriched teaching and learning encourages student engagement, belonging and independent learning, and grows student digital agency and agility.

121. We monitor and measure students' increasing success in EG2 by means of increasing student engagement with digital resources and our upgraded VLE through learning analytics. We will embed completion of our Digital Capabilities course within programmes (replicating our success with academic integrity development). We will support the increased use of digital recordings via our Panopto library, to support independent learning. Students will be confident in the use of, and recognise the boundaries of, new AI technologies such as ChatGPT and will be able to curate, reflect and present their work within e-portfolios and showcase their skills in specialist software and simulation.

Educational Gain 4: Agency as changemakers

122. Supported by IDEAS feature 'S' and as an update of 2012 GA5, Oxford Brookes students gain agency as changemakers with sustainability mindsets who are able to create and pursue visions and opportunities for a better world. They show the ability to question, interpret and act on knowledge as informed, engaged and empowered workers and citizens.

123. We will invest in this educational gain and tailor it to our mix of students by building on OBBS's work as signatory of the Principles for Responsible Management Education, and adopting the UNESCO Education for Sustainable Development (ESD) competencies into our programmes to create a framework for learner-centred and action-oriented pedagogy. The ESD competencies align to our other educational gains. In addition, we are linking our substantial research into SDG into teaching.

124. We will monitor and measure students' increasing success in EG4 by metrics such as our institutional sustainability credentials, directed and monitored by our recently established cross-university Education for Sustainable Development Working Group.

SO6: Evaluating gains and monitoring for success

125. In addition to the monitoring and measuring we undertake for each of the Student Outcome features discussed above, we adopt an enquiring institutional approach with an ongoing commitment to using evidence to inform our enhancement initiatives. Our Research and Evaluation team supports us by generating insights into the effectiveness of our initiatives: over 50 Type 2 empirical evaluations and research studies have been produced by the team during the TEF period, evidence from which has been presented in this submission. We now have comprehensive Theory of Change models in place for many teaching initiatives including our educational gains work and our evaluation plan for the IDEAS model (36). With reference to the OfS Self-Assessment Tool for Evaluation Activity, we therefore classify our level of evaluation activity as 'advanced'.

126. With these evaluation mechanisms in place, we are confident that our current performance and growing potential in evidence-based educational practice forms an essential foundation from which we can build future positive outcomes for Oxford Brookes, our students and alumni, and our partners.

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