

# Teaching Excellence Framework (TEF) Provider Submission – University of Leeds

## 1. Introduction and institutional context

### We are large, diverse, distinctive, and changing

We are a large, multidisciplinary university, with over 39,000 students, including 13,400 international students from 137 countries, and 9,200 staff from more than 100 different countries.

We have one of the most extensive widening participation cohorts for a Russell Group university, and our portfolio of education programmes includes opportunities for degree apprenticeships, life-long learning and online education with international reach.

Our 100-acre campus, within walking distance of the centre of Leeds, is home to a wealth of resources and specialist facilities that enrich our students' learning. Our five libraries provide one of the UK's most extensive collections of resources. Our disciplines, which span across the arts and humanities, physical, biological and social sciences, business, engineering, environmental disciplines, medicine, dentistry and health, provide a vibrant learning community that offers potential for interdisciplinary connection. We have developed expertise in distinctive and emerging disciplines and are proud of our disciplinary breadth.

We have a clear strategy and values, and we work together to achieve meaningful outcomes with our students.

And we are changing. We recognise that we've had challenges with student satisfaction, and that fact is one driver of the investments and commitments we've made. The University of Leeds has embarked on an exciting 10-year strategy that aims to advance knowledge, transform lives and shape a better future for our communities, our region and our world.

Building on our strong foundations, we are developing an innovative, imaginative and effective approach to education. Our [University of Leeds Strategy 2020-2030: Universal Values, Global Change](#) highlights our approach to education

**“To provide a transformative, research-based educational experience for students from diverse backgrounds, who develop the knowledge and skills they need to succeed and make a positive impact in the world.”**

**Curriculum Redefined**, the heart of our education strategy, is a ten-year programme, representing a new £100m investment in education. This has enabled us to add nearly 100 new permanent lecturers with a focus on active and inclusive approaches to learning, creative and effective uses of digital technologies and authentic and evidence-based approaches to assessment.

We've added talent to support critical but often neglected roles in teaching professional development, assessment design and student experience. We're also restructuring and reducing the complexity of our curriculum to enable real student choice and opportunities to personalise their learning.

Our students and communities need universities committed to educating the next generation of global citizens, problem solvers, innovators and leaders. This is why we have made unprecedented investments in education. We are systematically committing to more interactive approaches to teaching that engage students as partners in their education to ensure we have this impact. It requires us to leverage digital technologies because they are most effective at enabling feedback and personalisation. Our students must also be capable of using digital tools to design, analyse and communicate in ways demanded in their careers. And they must be assessed in ways that are authentic and represent the work and challenges they will encounter when they graduate.

Our outcomes are transformative. We are an accessible and diverse Russell Group institution, and we are closing opportunity gaps to ensure that all students know they belong and can succeed. Our graduate outcomes are excellent and improving, ensuring our graduates make a positive impact in their communities and workplaces.

Most importantly, we design educational experiences to enable students and staff to thrive: to grow, develop, be healthy, and make contributions to the world that they find meaningful.

## Our approach to TEF

This submission has been prepared by a working group that includes academic colleagues, along with wide representation from relevant professional services. We are proud of our partnership with students. Our student representative for TEF is the elected Education Officer of the Leeds University Union (LUU), who has been included in our working group throughout the development of this submission. Staff from LUU have also joined the working group to ensure the student representative has been supported. We have offered the support of our University resources and teams for any aspect of the student submission, whilst recognising that it is independent.<sup>1</sup>

Our submission has been considered by our Taught Student Education Board (TSEB) and endorsed by our Senate, both of which include student representatives. These groups have had the opportunity to provide feedback and insight to support the Vice-Chancellor (as the OfS accountable officer) in signing off this submission. The Vice-Chancellor has additionally been supported by the University Executive Group.

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<sup>1</sup> This is in line with OfS Regulatory Advice 22, pages 40-41

## Our story: a student journey

We cover institutional context, student experience and student outcomes in that order, and **we have structured this narrative around a student journey** in order to show how we add value and provide support at each stage:

- Starting before the student arrives. See Section 2 'Right from the Start', where we set out how we help shape their welcome experience and offer tailored support to ensure success.
- Continuing during their studies. See Section 3 'Learning at Leeds', where we provide details of how we ensure high quality teaching is backed by a broad programme of opportunities and extensive resources to prepare students for life beyond their studies.
- To their graduation and beyond. See section 4 'Graduates with Impact', where we show how the student experience equips them with the skills they need for success and how we measure their educational gains.

Where relevant, we have also used case studies to illustrate some of the key criteria.

Given that many of our key initiatives and approach to education are relevant across multiple Features of Excellence, we have indicated the most relevant features through their code references to help the panel locate the evidence against student experience and student outcomes.

We have focused our submission on the undergraduate courses that are within the scope of the TEF exercise. However, our approach to student education applies across our broader provision at the University – including apprenticeships, transnational education and postgraduate provision.

To give shape to this student journey, we focus on three major emphases of student education at the University: **Curriculum Redefined**, which structures our approach to education and the student experience, **preparing students for life after graduation**, which characterises our distinctive investments across our provision, and our commitments to **valuing diversity and inclusion**.

### Curriculum Redefined: our approach to education and experience (SE1, SE2, SE3)

The Leeds Curriculum has underpinned our educational success for the past decade. In the context of a changing world and responding to student expectations and feedback, we are evolving the curriculum and our teaching and assessment through [Curriculum Redefined](#), our programme to enhance student education, experience and futures.

Curriculum Redefined allows creates a new institutional framework to embed research-based learning, disciplinary breadth and depth, and the development of key skills and capabilities across our undergraduate programmes. Through this approach, we are also turning disruption into long-term benefits. We have made significant progress in improving

access to education, increasing student engagement, developing student skills and enhancing authentic and inclusive assessment. (SE1, SE2, SE3)

### Preparing students for life after graduation (SE3, SO1, SO3)

The impact that our graduates have in the workplace and in wider society is a real educational outcome. Students thrive at the University of Leeds because our educational experiences encourage opportunities for engagement and active, experiential learning at scale. We believe that engaged learning is a powerful means by which students can grow in ways they value and find useful. Through the breadth of opportunities available to our students, including industry experiences, community-based learning, study abroad and a range of enterprise and entrepreneurship experiences, we provide a comprehensive set of experiences to complement and reinforce the value of their degree subject. As our submission shows, our graduates have a significant, positive impact on the world. (SE3, SO1, SO3)

### Addressing inequalities: valuing diversity (SE5, SO1, SO2, SO3)

We are delivering an ambitious strategy to enhance diversity, and we have one of largest cohorts of Widening Participation students compared to similar research-intensive universities. This makes achieving our outcomes indicators more challenging, but we're pleased to be on benchmark and confident that our ambitious strategy will support our continued upward trajectory. (SO2, SO3)

We are committed to reducing inequalities at every stage of the student journey, working closely with our students to understand their experience and needs. Our [Access and Student Success Strategy](#) sets out our commitment to enable students from diverse backgrounds to feel they belong, can thrive, are valued and can succeed at Leeds (SE5, SO1):

**Access:** we focus on sustained and evidence-based outreach to evolve our admissions policies, to provide fair opportunities for all and flexible learning opportunities for our diverse cohort of students.

**Continuation:** we have invested in learning analytics to strengthen our approach to fostering a sense of belonging for all, while tailoring support to accommodate students from diverse backgrounds.

**Attainment:** we continue to embed University-wide inclusive learning and teaching with a curriculum designed to complement a wide range of experience.

**Progression:** we offer a variety of employability opportunities, while our tailored support enables all students to be active decision makers about their future.

Our strategic approach to diversity spans the whole student lifecycle, from outreach to primary schools to postgraduate research. Our evidence-based approach enables us to target our actions, from bias and discrimination to inclusion, from access to physical and digital spaces to our work on the curriculum, including our approach to decolonisation, and from our use of student success data to fostering a real sense of belonging.

## Learning together through disruption (SE7)

Our students have faced unprecedented challenges from disruptive events. These include:

- The Covid-19 pandemic, including regional approaches to restrictions which had a greater impact on Yorkshire than many other parts of the UK.
- The wider societal impacts of Covid and Brexit, including the consequences of these for student mobility, which were considerable at Leeds given our extensive Study Abroad programme and international cohorts.
- Industrial action.

These events have had an impact on student perceptions of their experience at Leeds and serve as a reminder that both staff and students rely on each other.

We routinely capture a range of student voices to inform our long-term priorities and focus.

**The Leeds Partnership** is a longstanding formal and informal connection between the University and the student union and is the bedrock in developing trust and communicating with our students. We have a variety of routes for gathering feedback, including surveys, listening rooms and focus groups, and we are continuing to strengthen the student representation structure. (SE7)

Responses of our students to the ‘student voice’ questions within the National Student Survey show that while they feel they have had the opportunity to give feedback, they do not always feel that the feedback has been effectively acted upon. We have redoubled our efforts to find and listen to student voices. We significantly promoted NSS throughout the pandemic, even though the national expectations were relaxed. We are also learning from other national student experience surveys, such as the JISC Digital Experience Insights survey, and have invested in strengthening our own internal feedback mechanisms, particularly at the module level. And our approach to student education via Curriculum Redefined is our most substantive long-term response.

## Our approach to educational gains (SO4, SO5, SO6)

‘Educational gains’ mean the knowledge, skills and cultural intelligence that will enable our students to establish their place in the world. Alongside the achievement of their degree in their chosen subject, which demonstrates high levels of academic performance, our students benefit from personalised and tailored opportunities to develop and enhance their work readiness. Our learning and career outcomes are excellent, and we deliver strong employability benefits for our students, as evidenced by our ranking as the 9<sup>th</sup> highest UK university in the QS World Graduate Employability Rankings of global universities. On graduation, our students own the skills and literacies necessary to participate fully in their communities and address the opportunities and challenges they will encounter in their futures. (SO4).

We understand our students have high expectations. We strive to meet or exceed these expectations while consciously meeting the needs of an increasingly diverse cohort. Our

approach to educational gains is embedded across various initiatives and activities as set out in this submission. (SO4, SO5, SO6)

## 2. Right from the start (SE2, SE5, SO1, SO5)

### Beginning the student journey

We are committed to attracting a diverse range of students and ensuring they succeed on their course. Students come to us with varied life experiences. We don't assume they all arrive at the same point in their educational journey. Innovation in how students begin their studies with us is a priority.

Our goal at the very start of the student journey is to ensure a common set of fundamentals informed by (1) the educational innovations of Curriculum Redefined, (2) the need to deepen and extend students' learning to prepare them for the world and (3) how we embed reducing inequalities at the University. At the same time, we know we also need to tailor experiences at these initial moments. Our approaches are informed by evidence; some are embedded in the curriculum (e.g., Capabilities Framework and Year-Round Welcome) and others are tailored (e.g., Access to Leeds). (SE2)

**Access to Leeds (A2L)** is our contextual admissions programme that guarantees special consideration for those applicants whose personal circumstances may have affected their ability to demonstrate their talent and potential through grades alone. This long-established programme has an annual intake of over 1,000 undergraduate students who then automatically progress to the **Plus Programme** whilst on their course. Through mentoring and professional coaching, peer-to-peer support and networking the Plus Programme is instrumental in helping these students settle into university life. (SE5)

Students who progressed to the Plus Programme through A2L since 2017 have performed comparably with our University average in their degree results. For some groups, the outcomes were stronger than their comparable peers (see case study, pages 19-20). (SO1, SO5)

### Fundamentals: Welcome, Induction and Transition and the Leeds Capabilities Framework (SE2, SE3, SE5, SE7, SO2)

**Welcome, Induction and Transition** is an embedded year-round commitment that supports students on their educational journey at Leeds. This distinctive University-wide approach is built on pedagogic research and is continually informed by evaluation activities. (SE3, SE5)

For students, the feeling that they belong is vital for their success and educational gains. Our Welcome programme draws heavily on student experiences and student leadership, bringing together professional services and academics from across our University to deliver a year-round welcome for all students to support their sense of belonging and enable successful transitions throughout their time at Leeds. (SE2, SE5, SE7, SO2).

We expand on our approach to welcome in our case study on pages 7-8.



We also prepare students for successful study through our approach to the curriculum. Our **Capabilities Framework** helps students identify how their learning activities and wider student experience will develop skills to support them in life after Leeds. Our Capabilities Framework is adapted according to disciplinary needs, embedded in the curriculum, and is organised around key literacies: (SE2, SE5)

**Academic literacies:** focused on the development of literacies that enable students to recognise, express and apply ways of thinking, knowing and communicating across academic disciplines. We want them to understand language and also the wider norms, contexts, cultures and structures through which we communicate.

**Digital literacies:** focused on the development of literacies that provide students with the confidence to choose and use the appropriate digital technologies to develop their academic, personal and professional capabilities. We want students to make effective use of digital tools to design, produce and share work, information and digital content with appropriate acknowledgement, make constructive contributions to online activities and manage their own digital wellbeing.

**Professional literacies:** focused on the development of literacies that enable students to transfer their learning into the context of the workplace. We want students to develop the skills, knowledge and mindset required to inform decisions around their future career direction and confidently transition into whatever post-graduation endeavour they choose.

As we set out in the final sections of our narrative, we have confidence that our approach to establishing frameworks and expectations early in the student journey leads to excellent student outcomes when our students graduate.

### Case study: Welcome, Induction and Transition (WIT)

(SE3, SE5, SE7)

What began at Leeds as a standard ‘welcome week’ has been reimaged as a transformative approach that recognises the importance of developing students’ sense of belonging and community throughout their university journey.

We have actively developed our approach in a highly collaborative way, bringing together academic, professional service and student leaders to work in partnership on welcome, induction and transition. (SE7)

Prior to 2020, welcoming students was generally a localised activity, delivered in the first few weeks of the autumn term each year, focused mainly on new students. The limitations of this approach were identified by a pedagogical research project in 2019 (supported by LITE - see pages 13-14). In response to the research findings, we embarked on an institution-wide programme of cultural change to create an embedded and tailored welcome experience for all students. (SE3)

Whatever our students’ individual journeys, situations and ambitions, they need resources, information and support to know they are valued members of our community. Our work on

WIT over the last few years has shown us that students' needs are varied and numerous, from study skills to basic life skills to support in making connections. It is this broad mix of educational, practical and pastoral care that our strategic Welcome, Induction and Transition approach delivers. We need to deliver on all these needs throughout our students' time at Leeds, not just in the weeks immediately before or after arrival. (SE5)

By the start of the 2021/22 academic year, our approach to WIT changed from the variable practice identified by the [ELIXIR project](#) to an institutional-level approach supported by a tailored online resource that integrated subject-specific welcome activities. We further enhanced our offer with an evolving suite of year-round activities.

Key elements of the Leeds welcome:

- Coordinated communications and engagement approach: an overarching campaign of communications for all new and returning students at key transition points incorporating student-created material.
- Coordinated internal communications for staff, including the creation of an inclusive staff network and a single guide for staff. We also support colleagues in fulfilling their roles through development activities and targeted staff resources and toolkits, including sharing good practice for school level welcome and community-building activities.
- A suite of community-building activity and support across the full calendar year open to all new and returning taught and research students (wherever possible, including families), including our 'Fresh Start Festival,' delivered in close partnership between the University and LUU. This is aimed at welcoming students back to learning in Semester 2.
- A 'Welcome Buddy' scheme, which pairs over 1,500 students each year and also brings many students together in small groups for student-led workshops to help them make connections. This idea originated from our LUU International & Postgraduate Officer and is open to all students looking to benefit from peer support at key transition points.
- International arrival support: enhanced support for those arriving in the UK.

We have transformed our practice to create an embedded and consistent institutional-level approach with impact. Success has been dependent on ensuring all students are empowered to make the most of their time at Leeds. Our year-round approach has student voices at its heart. We review and refresh activities and approaches regularly, continually improving in response to the evolving needs of our students. (SE5, SE7)



## Addressing inequalities: Supporting our students to succeed (SE3, SE4, SE5, SE6, SO1, SO5, SO6)

The needs of our students are becoming more varied, increasing the importance of the welcome and support we offer. Whilst the average pre-entry tariff has increased over time, there are more students who need and who are accessing additional academic support. We have taken a number of evidence-based approaches to supporting our students and identify a range of effective measures here. (SE3, SE5)

We have refreshed our **LeedsforLife** framework that supports students in making the most of their time at Leeds in preparing them for their futures and enabling them to be successful in ways that are meaningful to them. Central to this framework is our approach to academic personal tutoring. All students are encouraged to proactively engage with their academic personal tutors via both scheduled and more informal ad hoc meetings. (SE5, SO1)

This approach to **academic personal tutoring** is key in fostering a sense of belonging at Leeds and in supporting our student success. To support our students, we have implemented an institution wide platform (Pebblepad). This platform includes an institutional workbook developed by subject matter experts. The workbook provides consistency of approach across our University, supporting student-led conversations and enabling tutors to see information about their tutees and encourage reflective practice. (SE5, SE6)

Tutors and students also have access to StREAM@Leeds, a learning analytics platform providing individual student dashboards with up-to-date learning engagement information. Tutors use the dashboard to inform their engagement with students and open conversations about how they can shape and structure their own approaches to learning alongside their own personal goals. (SE5, SE6)

We provide training for our tutors to develop their skills such as listening, questioning, and making appropriate referrals to ensure they are effective. We have also implemented the role of Academic Personal Tutor school leads, who meet regularly to share best practice. This has led to the development of a good practice repository (which includes tips and examples of meeting questions) and a visualisation of the referral routes to assist tutors in signposting students to relevant services and resources. (SE4)

Supporting educational gains starts even before entry at Leeds. Well-established initiatives include the contextual admissions programme **Access to Leeds (A2L)** mentioned earlier and the **Extended Project Qualification**.

We offer the opportunity for our **A2L students** to complete a module that prepares them for Higher Education study. This module is reviewed and refreshed annually based on feedback from students who also complete pre- and post- participation metacognitive assessments of their study skills. We also debrief academic staff and monitor degree awards of the full A2L cohort to help ensure that our students are equipped to succeed academically. (SO5, SO6)

Students completing the module in 2017 and 2018 had respective 'good' degree outcomes of only 1.2% and 1.4% below the University average. For some groups, the outcomes were stronger than their comparable peers. For example, minoritised students completing the A2L

module were more likely to be awarded a 2:1 or above, (0.6% and 3.2% higher), as were students from indices of multiple deprivation (IMD) quintile 1 (7.3% and 8.6% higher), compared with their peers who had not completed the module. (SO6)

Since 2018, we have been supporting the delivery of the **Extended Project Qualification (EPQ)** to Year 12 pupils in regional schools and colleges. We have growing numbers of students who access the EPQ. Importantly, there is a correlation between the numbers admitted with the Qualification and increases in the number of first- or second-class degrees awarded. Whilst it is not possible to claim causality, research has shown that there is an uplift in grades amongst students who complete the EPQ. (SO5)

Our **Lifelong Learning Centre (LLC)** is a multi-disciplinary school and a specialist service supporting mature and part-time learners. The Centre offers sustained pre-entry engagement and targeted outreach with local communities to raise aspirations and foster a sense of belonging for prospective students; pastoral and academic support for students from diverse backgrounds; one-to-one advice sessions, open days, community engagement, academic personal tutoring and subject events. (SE5)

The LLC supports student diversity with flexible entry routes to study and focuses on students from groups under-represented in Higher Education or those without traditional qualifications. Courses include foundation years, part-time and full-time degrees, and apprenticeships. Foundation years are aimed at those from widening participation backgrounds to enable students who don't meet direct entry to progress to a wide range of degrees at the University.

The **International Foundation Year** incorporates subject-specific models with English language and academic study skills content, ensuring students from abroad are fully prepared to join their colleagues at the start of their degree programme. (SE5)

The University's **student services** operate within a framework to enable students to engage fully with all aspects of university life, to achieve their full potential and succeed in their studies and in their lives after Leeds. This framework ensures effective links with related professional services, such as Residential Services and Security. There is close partnership working with the Help & Support team with the Leeds University Union, which regularly sends thematic updates on matters raised by students. **Disability Services** supports around 6,000 students from initial assessment through identifying required adjustments, providing specialist support and guidance for implementing adjustments in the academic setting. (SE5)

Positive student wellbeing supports a positive learning experience and outcomes for students. The **Student Counselling & Wellbeing Service** supports around 3,000 students a year including easily accessible, daily, wellbeing drop-ins, 1-1 counselling and wellbeing support and ongoing support for students with diagnosed, long term, mental health conditions. Alongside this, our innovative 12-week holistic **Lifestyle & Wellbeing** programme supports and enhances mental and physical health, wellbeing and lifestyle including physical activity, stress, sleep, nutrition and routine. The programme tailors a combination of tools and interventions to the individual student including regular meetings with a designated Wellbeing Consultant. Its impact is demonstrated through sector

recognised, measurable scales and consistently achieves positive outcomes for students. (SE5)

Key as well to supporting our students to succeed from the very beginning is our **laptop loan programme** through which we loan laptops to students experiencing digital poverty to enable them to complete their courses. We prioritise certain student groups (e.g., students on the Plus Programme (see page 19), estranged students, care leavers and finalists. (SE6)

We also offer **tailored financial support** through integrated bursaries and scholarships, alongside broader pastoral support. Research into the impact of means tested funding found that students who have been awarded a bursary “increase their likelihood of gaining a good degree by 3.1 percentage points for each additional £1,000 awarded, driven by improvements in both test scores and completion rates.” (SE5, SO6)

### 3. Learning at Leeds

#### Helping students thrive

The Leeds Curriculum is designed to shape independent thinkers who challenge, question and discover the world around them. Interdisciplinary research and learning are underpinned by an innovative approach to curriculum, assessment and learning. Our purpose is to support a thriving educational experience that enables students and staff to grow, develop, and make contributions to the world that they find meaningful.

#### A curriculum redefined (SE1, SE2, SE3, SE7, SO1)

Our 10-year investment in enhancing the education, experience and futures of our students, [Curriculum Redefined](#), aligns the core strategic priorities of the Student Education Strategy with key subordinate strategies, including Access and Student Success, Assessment, Digital Transformation and Student Opportunities and Futures.

The Leeds Curriculum is **a curriculum designed for the future**. Ethics and responsibility, global and cultural insight, employability and expanding the student experience have been integrated throughout our courses, helping students to understand the link between their academic study and societal needs. We enable our students to thrive through a sense of community with shared values. We are focused on partnering with students to shape their own educational experience. Our approach is characterised by active and inclusive learning opportunities that are embedded within the discipline and utilise the most relevant digital technologies. (SE1, SE2)

Our approach to curriculum has centred students in the design process (they have been deeply involved in design) and in how they experience it. We are not delivering a curriculum to students. Students are participants. We engage them to ask questions as to why they choose their **course** at Leeds, how they imagine their **future** and how their education can help them better understand and engage with the **world** around us. (SE7)

These three pillars are central to the redesign of all our taught programmes and are introduced in our welcome, induction and transition programming:

**Your course:** Our students' programmes of study (their courses) build on our internationally recognised research and innovation that is our strength as a research-intensive university. This disciplinary strength and identity feeds directly into the teaching and learning opportunities for all our students so that they develop a deep understanding of the behaviours, knowledge, literacies and skills that will help them make impactful contributions to their specific field. The additional opportunities we offer to students to expand their horizons also encourage them to explore new areas beyond their immediate discipline in developing their skills. (SE3)

**Your future:** During their time at Leeds, our students have opportunities to develop the relevant literacies, skills, competencies and understanding that are relevant for their chosen course and also meet their needs and ambitions in preparing for their futures. Using our Capabilities Framework and the ways we engage students to expand their experience at Leeds through our many engagement opportunities, students can explore possible futures and practise the professional literacies, digital and critical thinking skills that will prepare them for the workplace and their future lives. (SE2, SO1)

**Our World:** Our programmes, learning activities and assessments are designed to include engagement with authentic real-world examples and experiences that draw on the discipline through research-based learning and other activities that address global challenges. During their time at Leeds, students have the opportunity to actively engage with important and emerging areas of societal and global concern. In this way, we equip them to become active global citizens who, on their own terms, can make a meaningful contribution to their regional, national and global communities. (SE3, SO1)

### Assessment for learning (SE1, SE5, SE7)

Assessment is a key focus of our transformation efforts in Curriculum Redefined. Our curriculum is changing to become more student-centric and engaged with student futures and global challenges. The delivery of our curriculum is also changing, with more emphasis on active and inclusive learning; therefore, our assessment practices need to change as well. Our National Student Survey scores for assessment and feedback were at benchmark in 2019 but have declined over the past three years, particularly for those students graduating in 2022, whose time at Leeds was most impacted by Covid and other disruptions. Assessment is a priority for these reasons as well. We have implemented a University-wide [Assessment Strategy](#) that takes into account student voices, lessons learned from the pandemic years and other developments within the sector. (SE7)

Key principles and objectives include: (SE1, SE7)

- Developing a fair, inclusive and authentic assessment and feedback culture. This includes working with students as partners to shape assessment that is relevant,

provides opportunities to show how they met their learning objectives and helps them understand how that learning prepares them for their future.

- Embedding digital technologies in our assessment and feedback practices.
- Ensuring assessment practices support active learning and progression using an evidence-based approach.

We are also strengthening our approach to the calibration of standards, ensuring that awards we grant to students remain credible. We have begun implementing a simplified approach to degree classification clearly aligned to the UKSCQA principles for effective degree algorithm design. We have also refreshed our approach to academic integrity in response to student feedback, co-creating a supportive framework in partnership with students, highlighting the importance of academic integrity and how students might engage with the principles in their work. (SE5)

### Embedding quality teaching (SE3, SE4, SE6, SE7)

We have a strong student education culture at Leeds. This is demonstrated by our investment in our staff and the infrastructure and mechanisms that support education. Our investment in educators as part of [Curriculum Redefined](#) illustrates this commitment, as does the approach we take to supporting and developing our current staff in the delivery of student education. (SE4)

The Leeds approach to student education involves high levels of student engagement. Our teaching is evidence-based, active, inclusive and leverages digital technologies for formative and authentic assessment. (SE1) Promoting, embedding and rewarding this approach runs throughout the development and recognition activities that are available to all staff who teach and support learning.

Our infrastructure for promoting and embedding teaching excellence includes the [Leeds Institute for Teaching Excellence \(LITE\)](#), [Organisational Development & Professional Learning \(OD&PL\)](#) and the [Digital Education Service \(DES\)](#). The partnership and combined expertise of these teams is key to our work. These teams provided immediate and large-scale provision and guidance for the rapid pivot online during the pandemic (webinars, short course, guidance material for online delivery). They continue to provide ongoing support utilising a community of practice approach involving disciplinary networks, and they host a range of programmes to promote effective practices (over 3000 staff participated in these activities). These networks have expanded since the pivot (over 600 regular participants currently), including our enhanced CPD provision for experienced staff and the Enhance and Transform your Practice Programmes (86 participants in the past 18 months). (SE1 SE2, SE3, SE4, SE5, SE6, SE7)

All new teachers have access to initial professional development that is designed, delivered, and assessed by OD&PL and aligned to the UK Professional Standards Framework, including Foundations in Teaching (FiT) and the Advance HE accredited PG Certificate. Feedback from participants, their mentors and the External Examiner have verified the high

quality of the provision and the impact on teaching practice and associated scholarship. Since revalidation in 2018-19, 99 staff have participated in the PGCert with a further 45 either enrolled or set for the Spring 2023 start. In the same period, 2460 PGRs and staff have participated in FiT. In addition, OD&PL provides bespoke development for teams supporting teaching and learning and workshops for academic department teams on topics such as curriculum and assessment design and effective feedback and assessment. (SE1, SE2, SE3, SE4, SE5, SE6, SE7).

To support and embed excellent academic practice, OD&PL also works with cohorts of academic leaders to strengthen and support key aspects of student education and build leadership capacity. This includes leadership development dedicated to developing specific roles, including a network for our Directors of Student Education, who are appointed to all Schools, and development for Assessment Leads, Digital Education Academic Leads, and School Academic Leads for Inclusive Pedagogies. Currently we are piloting new provision for Programme Leaders (767 participants in the past year). (SE4)

LITE supports and promotes the Scholarship of Teaching and Learning at the University. LITE provides a vital means by which research in relevant disciplines, innovation, scholarship and professional practice is championed. LITE supports colleagues from academic and professional roles with opportunities to discuss, study, research, and share innovative pedagogy and practice, and this is embedded through the delivery of professional development and staff support from OD&PL and DES. Over five years, LITE has supported 52 fellowships as well as multiple smaller projects. (SE3, SE4)

LITE also organises and delivers an annual Student Education Conference (SEC), which serves as the focal point for discussion, dissemination, and celebration of the Scholarship of Teaching and Learning at the University. Student voices are represented at the SEC in the form of a student panel alongside an address from the Vice-Chancellor and an external guest keynote speaker. Each year the two- day conference attracts around 350 staff and student delegates. (SE4, SE7)

For online programmes and creation of digital resources, DES works in partnership with academics to enable digitally-enhanced pedagogy through specialist learning design and multimedia production expertise, recently expanded embedded learning technologist teams within Faculties, and a dedicated team supporting best practice in the use of our virtual learning environment and other digital education systems. That team recently won the Association for Learning Technology Digital Transformation award and the Anthology Catalyst Award for Leading Change, both in 2022, for our Minerva Ultra Upgrade project. (SE4, SE6)

To sustain excellent practices, expectations for student education are embedded in the academic career pathways and promotion criteria, including a Teaching and Scholarship route. Since 2018, 71 teaching and scholarship and /or student education leadership staff have been promoted to Associate Professor and 9 promoted to professor based on their contributions and impact at Leeds and beyond. All staff and PGRs who teach and support



learning have access to the AHE accredited Professional Recognition in Student Education Scheme (PRiSE), which supports and reviews applications for Associate, Fellow and Senior Fellow. Principal Fellow candidates are supported to develop their direct applications to AHE as well. Since 2018, 542 staff have participated in the scheme, and we currently have 1,210 Fellows in all categories, including 105 Senior and Principal Fellows. A further 368 staff hold other recognised teaching qualifications. (SE4)

We celebrate excellent practice in student education via the University Teaching Awards (UTA), National Teaching Fellow (NTF) applications, Collaborative Award for Teaching Excellence (CATE) applications, and the Partnership Awards delivered with Leeds University Union. The UTAs provide a pathway to identify and support NTF and CATE nominees. Currently we have 22 colleagues who have been awarded the prestigious NTF. **We are in the top 10 institutions in terms of NTF winners.** We have two groups who hold a CATE award. (SE4).

External networks and partnerships informing our approach include Advance HE, the Association of Learning Technologists, Staff and Educational Developers Association, Heads of Educational Development Group, QAA, UK Academic Advising and Tutoring, Our Friends in the North and the Active Learning Network.

### Physical and virtual learning resources (SE5, SE6)

Our **five libraries** provide a key hub for student learning. Our students have access to one of the UK's most extensive collections of resources, both in print and electronic. In the last 3 years, the Library has invested over £800,000 in online primary source material, paying particular attention to needs expressed by students and tutors. We continue to invest in learning spaces and have around 5,000 study spaces, with students able to use the range of individual and group spaces, bookable study rooms, breakout areas, and IT clusters. Pre-pandemic we had around 2.8m entrances annually and traffic is now returning to those levels. (SE6)

The library's **Learning Development Team** offers a range of one-to-one support for all taught students on a variety of academic skills subjects from academic writing to using statistics. We offer an in-person maths and statistics drop-in service where students are offered time with a Postgraduate Research tutor for individual or small group support. We also offer either face-to-face or online one-to-one appointments where students can seek more in-depth advice and guidance on topics such as writing, understanding feedback on their marked assessments, information searching, maths and statistics. During 2018/19/20 an average of 1,628 students attended our one-to-one support. (SE5)

We have increased our provision considerably from 16,413 students attending academic literacies sessions since 2018, to 21,975 in 2021/22. A survey in January 2020 found 98.4% of students thought that they had learned something that would improve their performance.

**Support for international students** is evidenced by our commitment to fostering an inclusive global community on campus and starts pre-arrival with preparatory information

and guidance. WIT activities foster a sense of belonging and community that continues through a programme of co-curricular activities open to our whole student community. These include [Global Café](#) (run in partnership with Leeds University Union), an [intercultural ambassador scheme](#) (bringing students together to develop and deliver student led projects), and the [University Buddy Scheme](#) (connecting students as individuals and in groups). (SE5)

**Academic skills workshops** help our students improve aspects of their academic practice and complement academic literacy activities in the curriculum. They are open to all taught students and include subjects such as academic language, note-making, using software such as Endnote or SPSS, maths anxiety and presentation skills. These workshops were held online during the pandemic and reached nearly 12,000 students in 2020/21. They reverted to face to face in 2021/22 and reached just over 5,000 students. (SE5)

Visits to our online academic literacy resources have grown by more than 10% over the last 12 months. These resources provide comprehensive guidance on referencing, academic integrity and academic writing and are created with feedback from particular groups of students. Those groups include students on the Plus Programme, to ensure the language we use is accessible to all students, and mature students to make sure their experiences and expertise are considered and included. We surveyed students when designing these resources to see what they would consider the most useful advice, and used this insight in the [resulting content](#). (SE5)

We have devoted considerable effort to ensuring that students can **access digital resources and technology**. This has included expanded **digitised library resources**. Year on year investment in electronic textbooks and streamed services – including major collections of online lectures, seminar talks and film content – continues to rise and is now well over £1m annually. The University library has one of the largest collections of digitised course readings, with over 10,000 items available to students each year. There has been an annual average of 6.5m journal article downloads, and 2.1m e-book views. (SE6).

## Preparing students for life after graduation

Key to our successful student outcomes is the way we stretch and support our students by expanding their learning experiences to complement and reinforce their degree subject. We focus here on our effective use of placements and study and work abroad.

### Placements (SE2, SO1)

The Student Research Experience Placement Scheme gives undergraduate and taught postgraduate students the opportunity to gain valuable research experience. We particularly welcome applications from candidates who can bring personal perspectives from currently under-represented groups at the University (including people who experience racism, mature students, care leavers, Access to Leeds and Plus Programme students). (SO1)

Our comprehensive programme of placements has more recently evolved to include student research internships. These six-week summer placements target students from under-

represented groups and are intended to provide additional opportunity in applying for roles and gaining paid work experience. Crucially, they also enable the interns' supervisors and a wider set of stakeholders to learn from students via their lived experience as emerging researchers. (SO1)

Work placements are a particular area of strength at Leeds. According to student responses to the NSS survey, 93% of respondents agreed that placements are valuable to their learning, and 89% agreed that placements have helped them to develop skills, both in relation to their course and for general life. (SE2, SO1)

HESA analysis shows that 3.6% of Leeds undergraduates were on industrial or other placement for either the whole year or a proportion of the year between 2017/18 to 2020/21 – **the highest proportion within the Russell Group.**

Undergraduate Placement Year students are surveyed twice during their experience. 97% of students found their placement year helped them think about their career options, and 99% would recommend a placement to other students. At the end of the placement 29% were offered a job, with an additional 19% waiting for a job offer to be confirmed by their placement provider. (SO1)

### Studying and working abroad (SE2, SO1, SO6)

We have sector leading provision of global opportunities and work placements spanning accredited full-year study and work opportunities through to a rich and diverse portfolio of leadership programmes, internships, volunteering, research exchanges and summer schools. We work with over 320 global HE partners and hundreds of employers across all sectors to facilitate these opportunities.

The breadth of this provision is designed to take account of student feedback to ensure there are opportunities that are inclusive for all students. We have leveraged digital technologies to facilitate collaboration with global partners including a co-taught modules with students at the University of Kentucky and the University of Utrecht. We participate in the online international conference for UG research and have supported widening participation students to undertake collaborative online international learning projects (COIL). Our Global Leadership Forum engages over 500 students in developing their understanding of leadership by interacting online with high profile global leaders with diverse backgrounds.

Our most recent Erasmus+ audit assessment returned the highest category of performance based on student satisfaction and the scale of our provision. As we transitioned to Turing, we added investment to ensure more students will receive grants.

Analysis of HESA data showed that 4.2% of University of Leeds undergraduates were abroad for either the whole year or a proportion of the year between 2017/18 to 2020/21. **This was the sixth highest proportion in the Higher Education sector and second highest in the Russell Group.** However, this data does not capture shorter international experiences. During 2021/22, over 1,090 students were placed overseas, with all eligible

participants receiving funding from Turing, Erasmus+, alumni, scholarships, fee waivers or institutional investment.

Students who received Turing funding evaluated their placement to determine how their experience abroad helped them to improve various employability skills, with the following results of students agreeing they had improved in each area:

- Cultural awareness: 96.6%
- Problem-solving: 93.6%.
- Independent learning: 91.6%
- Planning and organisation: 89.5%
- Increased job prospects: 86.3%
- Teamwork: 86.1%
- Analytical skills: 84.5%.
- Better able to take on work tasks with high responsibility: 82.7%
- Developing and executing ideas: 81.6%
- Clearer career aspirations: 67.7%

Our graduate data shows a 10.5% increase in graduate-level employment for graduates who worked or studied abroad over those who did not. Positive graduate destinations are even greater for under-represented participants (14.5% higher), suggesting the international mobility has an even greater impact.

## Enterprise (SE2, SO1)

Enterprise and entrepreneurship programming is truly distinctive at Leeds and open to all students. We have as many students from Arts, Humanities and Cultures participating as we do from Leeds University Business School. Our learning experiences in this domain are part of our skills framework and cut across our curricular and co-curricular offerings. Most importantly, students who take advantage of these opportunities have tremendous impact during their time at Leeds and after graduation. (SE2, SO1)

The Enterprise Curriculum has been developed over 15 years and recognises student aspirations alongside further study or employment. In 2021/22, for example, over 150 students studied enterprise, including the possibility of 'With Enterprise' degree pathways and our MSc Enterprise. In addition, we track our Enterprise Scholars' progress beyond graduation and have found that all are still either running a business or have secured a top graduate position in prestigious companies. (SO1)

In 2021 Leeds University Business School was awarded two Small Business Charter accreditations in recognition of work over several years supporting student enterprise and small business formation. The first accreditation was for our pioneering **With Enterprise degree pathway concept, subsequently emulated by other universities**. The Leeds Centre for Enterprise and Entrepreneurship (CEES) works with schools across the University to deliver undergraduate degrees that combine a specialist subject with enterprise. Students

can study subjects from biological sciences to theatre and performance alongside modules on planning, managing innovation, development, creativity and social enterprise. The programme has successfully embedded enterprise into all faculties, giving students the chance to experience entrepreneurship education in interdisciplinary environments. (SE2)

The second charter accreditation recognised the **Enterprise Ambassador** scheme, which brings 27 entrepreneurs into the classroom to support student learning through guest lectures, masterclasses and workshops. These business leaders support our students and guide the development of the enterprise curriculum. The SBC accreditation noted that: (SE2)

*“[the With Enterprise] approach to embedding enterprise across a wide range of topics can be considered exemplary due to the integrated nature of programmes in which enterprise is contextualised to each area rather than being viewed as a ‘bolt on’ topic.*

*“The Enterprise Ambassador Scheme ... could be considered exemplary as this level of investment from ambassadors who are not traditional alumni is quite unique.”*

**Spark** is the University’s Business Start-up support service for current and recent graduates. Now in its 17<sup>th</sup> year, Spark engages with around 1,500 students annually. Around 80 new businesses form each year, creating jobs and adding to the economic wealth of the city and region. After three years, around 87% are still in business, due to the early-stage nurturing and ongoing supportive network that we have created. (SO1)

In the last five years, Spark-supported businesses have generated over £25m, created more than 600 jobs and secured external investment of £8m. Our business incubator programme opened in 2015 and is based at [Nexus](#), the University’s innovation hub, which currently houses 42 businesses ranging from high-tech to creative ventures.

### Case study: Plus Programme (SE5, SE6, SE7, SO1, SO2)

Our commitment to supporting students from underrepresented groups and equipping them to succeed is underlined by The Plus Programme, which aims to improve the experiences and opportunities available and to understand why gaps and barriers exist. The Plus Programme deserves special mention as an example of our commitments to **addressing inequalities** and **valuing the diversity of our students**.

Winner of the 2019 [NEON award](#) for best widening access initiative, the programme supports students throughout their time at Leeds, including their transition into university and continuation on their course, achieving strong degree outcomes and progressing into further study or employment. The programme has also expanded to work with taught postgraduate students at Leeds. (SE5, SE6, SE7)

Students from under-represented backgrounds are not a homogenous group, and the scheme has continued to evolve and grow in recognition of this fact. One person’s experience of the programme will differ from another’s, so students can customise the programme, creating a ‘toolkit’ to suit their own requirements.

Some students prefer to use the Plus Programme to understand what opportunities or services are available and to help navigate the hidden curriculum independently. Others use it to help develop skills or characteristics they believe will benefit them, such as confidence building, social networking and employer mentoring. Some use it on a more sustained basis as a means of regular support as they progress through their studies.

The programme is underpinned by theories of change that look at each aspect of the student experience and consider which students we should be working with and why, how we can provide relevant opportunities and how we can measure the impacts of interventions. (SE5)

Data shows that membership in the Plus Programme correlates with better continuation outcomes for students. The Plus Programme's students have better completion outcomes compared to their peers who were not eligible to participate. Analysis of the University's annual completion rate data found that 94% of Plus Programme students completed their degrees within that time, compared to 89% of comparable students who were not on the scheme (SO2).

Between 2017/18 and 2020/21 the average good honours awarding gap was:

- 3% between those on the Plus Programme and other UK first degree students,
- 0% for ethnically minoritised students
- 8% in favour of IMD Q1 students on the Plus Programme compared to those who weren't on the programme.

These are remarkable outcomes and show why continuing to grow this programme is key to our education strategy. (SO1)

## 4. Graduates with impact (SE3, SO1, SO3, SO5, SO6)

### Successful outcomes

The employability of our graduates is excellent. Our commitment to delivering a comprehensive approach to skills development within the curriculum through embedding our Capabilities Framework and through the broader opportunities and support we offer to our students results in strong outcomes for them. We are proud of the fact that since 2015, Leeds has consistently been one of the top 10 universities targeted by employers, as noted in the [Graduate Market surveys](#) produced by High Fliers, which reviews reputation with employers, partnerships with employers, employer-student connections facilitated by careers provision, the number of high-profile alumni and the graduate employment rate. (SO1)

Our use of **Industrial Advisory Boards** across disciplinary areas ensures alignment with regional, national and global industrial and economic challenges and improves the employability of our students. Often leveraging the active engagement of our alumni, our Industrial Advisory Boards also provide opportunities for students through industry



scholarships, and they advise and support the development of our courses and their effectiveness in developing employable graduates. (SE3)

**Leeds comes in the top decile (and in the top 10 of UK universities) in the [QS World Graduate Employability Rankings](#) of global universities.** Between 2019 and 2022, 96.6% of our students making use of our careers service had identified their next steps to progress their career. Within the Graduate Voice questions of the latest Graduate Outcomes survey (2019/20 graduates) 79.5% of our students believe what they are doing after graduations fits with their future plans and 86.6% believe what they are doing to be meaningful.

Each percentage is growing, and each aligns with the high-level education KPIs in our education strategy. Students who participated in both Access to Leeds and the Plus Programme scored equivalently, demonstrating the success of these programmes in preparing and supporting students from less advantaged backgrounds towards the same outcomes as students from more advantaged backgrounds. (SO3)

As our students prepare to leave us, they own the skills and literacies we introduced at Welcome and practised during their course of study. The Capabilities Framework guides our approach to learning throughout their time at Leeds and has impact on their progress once they leave and go onto further study, employment or enterprise opportunities.

Our focus on academic, digital and professional literacies means our students learn to apply their learning to the world around them and recognise how their studies and skills can be applied in the workplace. We strive to ensure students feel empowered to make informed decisions about their education and career, from attainment to graduate employability. (SO1)

### **Leading in career readiness (SO4, SO5)**

In 2011, the University launched a sector-leading career readiness project. Students are asked annually to summarise their career thinking using one of nineteen 'career readiness' statements. This data set is based in careers guidance theory and has evolved and progressed in the decade since the work began.

Results have been shared across the world, and this survey has over time become best practice in the sector with over 90 UK universities now using the same methodology, along with institutions in Canada, United States, Australia, New Zealand and parts of Europe. Our work on career readiness was highlighted in a case study in the [HEFCE-commissioned Rand report on defining different types of learning gain](#) in 2015. (SO4).

The resulting data shows that the student's journey and their final year statement are the key predictors of whether the graduate will go on to have a meaningful future, including graduate-level employment. Career readiness data is also used to help demonstrate educational gain in students' career planning whilst studying at the University. Over the last four years, 90% of students on our undergraduate programmes either gained in their career planning journey or began and left in a positive category. For students with widening participation characteristics, this number increases to 95%. (SO5)

### Case study: Career Readiness - data-informed interventions (SE7, SO1, SO5, SO6)

Supporting our students to be successful using the skills they have developed during their degree is the driving force behind our approach to supporting their future success. To enable this, the University of Leeds developed a 'career readiness' survey where all students are asked each year to select a statement that they feel best summarises their career planning to date (SE7, SO1)

This data allows us to track the distance travelled in career planning progression over time and identifies key audiences who need additional support in planning their future (SO5, SO6)

In 2017 we expanded this to include similar statements at the point of graduation (called Graduate Readiness) to understand students' circumstances and state of planning at the point of leaving their studies (SO1, SO5)

Analysis over the last five years has found that the student's journey and specifically their final year statement is our number one indicator of whether the graduate will go on to have a meaningful future, including graduate-level employment. This work has seen the number of students joining the university 'Not thinking about their future' and entering final year with the same response, drop from 7.4% in 2019/20, to 3.5% in 2021/22. (SO1, SO5)

This observation applies across all student characteristics, including major diversity groups such as the OfS POLAR (Participation of Local Areas) quintiles, Ethnicity and Disability and also holds across the subject area studied and the region where the graduate eventually moves.

The data can be used by Academic Personal Tutors to trigger conversations about career planning with those most in need in their middle year of study so that they don't enter their final year without thinking about their future. Proactive use of the data has become the norm in the University of Leeds. For example, we run a suite of activities for all our final year students who have not yet started thinking about their future. This includes bespoke communications, events and 1:1 case load support. (SO1; SO5)

Finally, we cross reference the final year Career Readiness statements with the Graduate Readiness collected at graduation. This data is used to inform our Graduate Support Programme, which includes a graduate phone call programme of activity where we regularly touch base with those graduates from a widening participation background (if they opt into this programme). This work began in July 2021, and we have supported 234 graduates, with a further 500 contacted who did not require any support.

## Gaining real-world experience (SE3, SO1)

Real-world experience gives Leeds students an advantage when it comes to employment or postgraduate study. Research-based learning provides students with the grounding and skills they need to be effective. Over 90% of our external examiners state that the influence of research on the curriculum and learning is clear. Most undergraduate programmes offer students the option to engage in research as part of their final year project. Many of our graduates embark on research post-graduate degrees. (SE3, SO1)

We promote opportunities for students to broaden their skills by taking part in research or volunteering via the 'My Career' portal, with around 36,000 opportunities over the past five years. Our support for student employability is also tailored. For example, students from widening participation backgrounds have access to the University's team of Employability and Progression Assistants, who give them informal coaching about their future. We also run a targeted final year project called 'Class of 20XX' to prepare students for the world of employment, helping address any worries or concerns they may have. (SO1)

The highly successful **Leeds Internship Programme** works with small and medium businesses in the local community, creating exclusive opportunities for Leeds students to work within the local economy. In the last four years there were more than 11,000 applications made by more than 4,000 students to opportunities created through this scheme. We also ensure students can personalise their experience through work-based learning. A significant proportion of our undergraduate programmes have the option of taking the industrial programme variant, which includes a year in industry. 49% of our undergraduate students registered on programmes that are accredited. (SE3, SO1)

Finally, our portfolio of international opportunities is accessible to all students. The **Global Leadership Forum** and the **Leeds-KAIST International Leadership Programme** are fully funded interdisciplinary, work-based learning opportunities that equip students with the skills to become global citizens. In addition, students who have taken part in international or industry placements are around 12% more likely to be in a graduate role than their peers, according to Standard Occupational Classification analysis. (SO1)

## 5. In conclusion

From welcome, to the learning experience, to lives of impact

### A journey to success

In the delivery of our strategy we strive to provide a transformative, research-based education experience for our diverse students. And our students achieve excellent outcomes. Leveraging an **innovative approach to education and experience**, a commitment to **preparing students for life after graduation**, and a systemic commitment to **addressing inequalities and valuing diversity**, we design educational experiences that enable students and staff to thrive: to grow, to develop, to be healthy, and to make contributions to the world that they find meaningful.

## Student experience and educational gains

We recognise that our students have faced unprecedented challenges that have had an impact on their perceptions of their experience at Leeds. Whilst we are at benchmark for 'teaching on my course' for our full-time students (-0.4%), and significantly above benchmark for our part time students (+4.4%), our satisfaction scores for assessment and academic support are disappointing for us. And we are only beginning to recover our pre-pandemic position in relation to student perceptions of our excellent resources (we were significantly above benchmark in 2019 at +3.4%). Through our shared partnership with students, however, we are working hard to address this.

**Curriculum Redefined**, our sector-leading approach to educational transformation at scale, demonstrates our commitment to the shared delivery of our curriculum, teaching and assessment. Our students are able to engage with, and learn from, researchers and practitioners who are experts in their disciplines, but we complement the development of students' academic knowledge and skills with experiences that go beyond their discipline and offer extensive and sector leading opportunities for placement and study abroad. These opportunities enrich their experience. They are also key in helping us deliver high levels of educational gains for students, which includes their academic development, their personal development and their work readiness. These are educational gains that translate into strong employability outcomes.

We establish our approach to education right from the start of the student experience, even before our students arrive, and as part of that, we emphasise belonging as part of the shared experience of Welcome, Induction and Transition (WIT). Our approach to a year-round WIT demonstrates our commitment to students throughout their educational journey. WIT and our Capabilities Framework have grounded the entire institution on a shared focus on belonging and development and the role that each of us plays in supporting our students.

## Resources, support and engagement

We have a strong education culture at Leeds. We celebrate excellence in student education and expectations are embedded in our academic and career pathways and promotion. We continue to invest in our infrastructure for teaching excellence and are among the top ten institutions for National Teaching Fellowship Scheme winners.

The physical environment of our campus, and our specialist resources, are outstanding. All students can access these resources to enable them to work in ways that suit them, including our extensive and expanding collections of printed and electronic material.

We are investing heavily in supporting our students with a focus on academic personal tutoring so that they realise the benefit of the personalised and tailored support we provide to meet their individual needs. Our award-winning Plus Programme also allows underrepresented students to design their own support framework, and there is a wealth of support available for them.

Throughout their time with us, we make intentional efforts to prepare our students for life after graduation, with inclusive programming that engages them in work placements, research experiences and enterprise. Students thrive because of educational experiences that encourage engagement and active, experiential learning.

## Student outcomes

We deliver strong continuation, completion and progression outcomes. Leeds students are sought-after globally, and the University is one of the top-ranked for employability. The vast majority of students leave knowing what they want to achieve and how to progress to their next step onto further study, employment or enterprise opportunities.

We are incredibly proud of the achievements of our students. We admit students with immense potential and build from there through a structured and considered approach to learning, support and extended opportunities, enabling them to develop the skills and literacies they need to make a real impact in the world. We endeavour to ensure that our students' experience at Leeds is a catalyst for the rest of their lives, and we are honoured to be the place they choose to start their journey.