

Section 1: PROVIDER CONTEXT

Overarching Mission and Vision: Regent College London (RCL, 'The College'), was established in 2010 and now has campus buildings in Central London, Wembley, Harrow, Kingsbury, and Southall. RCL is dedicated to providing opportunities to those whose backgrounds may mean that they have previously struggled to access HE. We are committed to widening access and participation for all. RCL's overarching mission and priorities together with our pedagogical approach are articulated in our Strategic Plan 2020-25¹.

The College aims to ensure that every student has the best chance of realising their potential, we recognise the significant challenges faced by our students and take pride in the individually tailored, extra-curricular academic development, digital skills training and personal development support we provide to help them accelerate their professional careers. Our ethos is encapsulated in our **vision statement**:

"the end result of education is character"

Since 2010 RCL has delivered BTEC Higher Nationals (HNDs). In 2013, as our HND provision matured, our data showed that, from 2014/15-17 only 35% of our HND graduates were progressing to further study. For the benefit of our students we decided to seek partners with whom we could deliver honours degree programmes in order to allow our students seamless progression routes to level-6 (L6) awards. This strategy has allowed us to provide a highly personalised continuity of service and care to our students as well as an opportunity for our teaching staff to engage with university academics and share best practice. (65% of our students who started their HNDs in 2018/19 have now progressed to RCL L6 delivered programmes, 58% of 2019/20 HND starters have also now progressed to RCL L6 delivered programmes and, to date 32% of 2020/21 HND starters have already progressed to L6, due to multiple entry points only half of 2020/21 HND starters have completed their programme).

In seeking partners we have focused on those who have similar values with regards to widening access and participation. Since 2017/18 we have launched a range of programmes leading to awards from our partner awarding bodies. 2018/19: franchised top-up degrees in Business Management in partnership with the University of Northampton (UoN) and Buckinghamshire New University (BNU). 2018/19: extension of the BNU franchise arrangement to allow us to offer a full Business Management degree and a foundation year. 2019/20: a range of degree programmes in Business and Management, Health and Social Care and Computer Science with the University of Bolton (UoB) for UG and PG. 2021/22: RCL also delivered its own Foundation Degree (FdSC) validated by UoB to replace HND Level 5 qualifications. 2022/23: undergraduate programmes in Law and Sports & Exercise Science with St Mary's University and with NCUK to deliver International Pathway programmes as a route to UK Higher Education.

We have UKVI Track Record (Student Route), however we did not actively recruited students from overseas until April 2022.

Educational mission and strategic aims: RCL's **educational mission** and **strategic aims** as articulated in our Teaching, Learning and Assessment Plan (TLAP) 2022-25² are:

"to provide an outstanding, personalised education to our learners to achieve the results they want, in their studies, their careers and their personal lives, regardless of their educational background or experience at a time and place convenient to them"

Strategic Aim 1: NSS overall satisfaction score and **continuation, completion** and **progression** rates to consistently be sector leaders and exceed OfS thresholds by at least 2.5%.

Strategic Aim 2: Provide **outstanding education** and a **flexible learning experience** which maximises student engagement and achievement.

Strategic Aim 3: Maximise students' opportunity to become **economically active** through the provision of **outstanding teaching, learning and assessment, personal development support** and **careers guidance**.

Strategic Aim 4: Promote the development of academic and professional staff to ensure students achieve the best possible outcomes.

Strategic Aim 5: Gain **new degree awarding powers** up to, and including Master's degrees in 2025-30 through the process of NDAPs → DAPs → University title by 2030.

Strategic Aims, KPIs: Internal and external KPIs against which our strategic aims are measured are fully articulated in our Academic Governance Action Plan 2022-25³ and are reviewed annually. In summary form the internal KPIs are: **SA1: RCL internal KPIs**²: overall NSS Satisfaction Score 93%+; overall continuation rate: 90%+; overall completion rate: 80%+; overall progression rate: 60%+. **SA2: RCL internal KPIs**: (i) deployment of Digital Academic Delivery (DAD) as part of the **Regent Digital** initiative by 2023/24 allowing all students to access their learning digital in-person, digital online and digital on-demand. (ii) NSS scores of 92%+ or above for Q1-20² **SA3: RCL internal KPIs**: Year on year 10% increase in the number of students completing the **European Computer Driving Licence (ECDL)** programme, the **Thinking into Character (TiC)** programme, and the **Stanford Innovation and Entrepreneurship (SI&E)** programme. Year on year 10% increase in the number of students accessing academic and career development skills provision through our **Success, Character, Opportunity, Progress Enhancement (SCOPE)**. **SA4: RCL internal KPIs**: By 2024/25 (i) 75% of academics to hold a teaching qualification (iii) by 2024/25 programme of 35+ staff development sessions p.a.

Characteristics of undergraduate students and courses

Until the pandemic RCL focused on supporting residents from the areas surrounding our campus buildings. Since the pandemic our strategy evolved to become **Regent Digital**, to provide **digital in-person, digital online** and **digital on-demand** to our student profile-set whether resident locally or further afield, who would benefit from the personalised support provided by RCL. In line with our mission to deliver digitally enhanced education seamlessly in-person, online and on-demand and to benefit those students who may be travelling from further afield we have recently opened 2 new campus buildings in the W1 and in WC1 in central London, these are in close proximity to one another and to major north London train stations.

Size and Shape of Provision:

The College consists of 5 Schools: School of Business and Enterprise (SOBE),
School of Health and Sports Science (SOHSS), School of Engineering and
Computing (SOEC), School of Law and Social Sciences (SLSS), and
the School of Pathways (SOP), The significant increase in student numbers is due to
the development of our strategic relationship with UoB and our growing reputation for outstanding

student support and our highly flexible mode of delivery, especially our extensive online and evening provision.

Socio-Economic Profile: The overall socio-economic profile of our students demonstrates that we are achieving our overarching widening access and participation mission^{4,5}. On entry the average age of our students has been 35+; UK domicile; international; non-UK nationals, mostly from recent EU Succession states, the majority have been in the UK for several years. 77% are classified in deprivation quintile 1, 2 or 3. Over 30% attend classes delivered for our full time students that are scheduled in the evening in order to be able to maintain daytime caring or part-time work commitments⁶.

56% are resident locally prior to entry (rising to 66% in 2020/21)⁴. Specifically, we draw our students from amongst the most deprived London boroughs. Our top 3 catchment boroughs over the reporting period have consistently been Harrow Brent and Barnet with, from 2017-to date 34% of our students being resident in these boroughs. Harrow, Brent and Barnet the most economically deprived boroughs in London. For illustration, Brent: 56% of residents were born outside the UK; the average weekly wage is the second lowest (out of 32) in London; 33% of the working population earn less than the London Living Wage; only 38% of Brent's working population are employed in Standard Occupational Classification (SOC) groups 1 to 3 (senior professional and managerial), compared to 55% across London and 46% nationally. 43% of the working population in Brent are employed in SOC groups 6 to 9 (service, manual and low skilled), compared to 27% in London and 34% nationally^{5,7}.

Undergraduate students: In line with our commitment to inclusivity and widening participation, as articulated in our Access and Participation Plan 2020/21-23/24⁷, our students enrolled through a non-standard entry route based on accreditation of prior experiential learning. To help the College understand applicants and their motivations our Admissions Policy⁸ is to assess the majority of applicants at an 'Intention to Study Meeting' (ISM). The Admissions Policy, developed in collaboration with our Partners, specifies the criteria for deciding whether an ISM is required. All non-standard applications and applications for L5,6,7 programmes require an academic rather than an admissions officer to conduct the ISM meeting, In 2021/22 89% of applicants attended an ISM meeting.

Continuation rates at 88% overall are consistently over threshold. 89% are 31+ (benchmark 84%); 88% are 21-30 (benchmark 83%). Our U21 figures consisting of a total of 170 students are 77% (benchmark 79%). It should be noted that, because RCL have only delivering undergraduate degrees for a short period of time, there is only 3 years of OfS-published cumulative data, whereas the indicator is measured on the basis of a 4-year cumulative dataset⁵.

Completion rates are 60% overall against a benchmark value of 67%. However RCL started delivering first degree courses from 2017/18 (1st top-up cohort was February 2018). The indicator is measured on the basis of a 4-year cumulative dataset whereas RCL only has 3 years of OfS published cumulative data for HNDs and none for first year degree. Over the 3 years for which data is available our completion rates have improved significantly, from 51% in 2018/19 against a student base of 100 to 64% in 2020/21 against a student base of 600⁵.

Progression rates are 44% overall against a benchmark value of 46%. Again, given the newness of RCLs provision, the 3 years of data is available represents 300 HND students and 90 first degree students. As with completion rates the trajectory over the 3 year reported period is

extremely positive from 41% in 2018/19 against a responding graduate base of 90 to 46% in 2020/21 against a responding graduate base of 140⁵.

Programmes: We meet the B1, B2, and B4 conditions of registration for quality in collaboration with our partners. Other than the FdSc Business Management, which RCL designed and is validated by UoB, all our programmes are designed and approved by our partner awarding bodies. RCL are responsible for creating, maintaining and delivering the Teaching and Learning Materials (T&LM) and, depending on the partner, have the discretion to contextualise the assessments. A full programme list is available⁹.

In June 2021 RCL introduced a **Content Creation Process** to ensure a standardised approach to the development and quality assurance of T&LM. Content is created by formally appointed content creators, subject experts in their field. All T&LM are reviewed by Programme Leads or the Head of School, all T&LM are professionally designed by the publications team use a standardised format and style¹⁰. Teaching observations occur within 3 months of a new member of staff joining RCL and then occurs on an annual basis, for 2022/23 58% of teaching observations for the year had already taken place by 28/11/22¹¹.

Student Support: At the time of the submission RCL has academic and professional services staff, an overall 12:1 student:staff ratio¹².

1:1 sessions are available with academic skills tutors during the day, in the early evening and there are also bookable slots available 2 Saturdays per month. Academic and administrative student support is managed through '**HubX**', our holistic student support service which provides academic, pastoral and student enhancement support. On enrolment students are provided with a named Customer Support Officer (CSO), Academic Support Officer (ASO) and Finance Support Officer (FSO).

In line with our **Regent Digital** strategy our HND programmes, FdSc programmes and all UoB and SMU partnered programmes are rapidly moving to being delivered in 3 modes, **digital in-person**, **digital online** and **digital on-demand** with over 50% of delivery as digital in-person, meaning there are comprehensive online T&LM materials available to students to draw on during and after the in-person teaching sessions. In line with BNU's requirements BNU partner programmes are currently only delivered digitally in-person. All international students are 100% digital in-person as per the UKVI regulations for study visa.

To support our growing student numbers we have rapidly developed scalable resources to help students develop their academic and personal professional skills. These support programmes, available to all students, consist of (i) academic skills support activities including 3rd party training programmes such as the **ECDL** (from 6/22) and Stanford's Innovation & Entrepreneurship programme (ii) personal development support including positive mental attitude and growth mindset training through our **Thinking into Character** programme (from 2018); and (iii) the work readiness support including a comprehensive range of workshops and activities through our **SCOPE** programme and careers support through our **CareerX** service.

Other information about the context of the submission

Direct and Indirect Admissions: Some of the students we teach are admitted directly to us and are therefore included in RCL's HESA return (Direct Academic Students (DAS)), whilst others are admitted by our partners for us to teach and are therefore included in their HESA returns (Indirect

Academic Students (IAS))⁵.

The objective of our DAS/IAS relationship with our major partner, the University of Bolton, is to significantly grow the student population. The transition from IAS to DAS admissions is in line with our aspirations to gain full degree awarding powers transitioning through the stage of NDAPs to DAPs to University title to become, subject to the appropriate approvals, Regent Hill University in 2030/31.

Individual student TEF indicator data⁴ was sent directly to us for our DAS students but to our partners for our IAS students. However, regardless of whether students are enrolled as a DAS or IAS student they receive the same educational experience at RCL. Therefore, as per the regulatory advice 22 document, paragraph 11 and 15, we have made the decision to report on both our DAS and IAS students.

Student Submission: The TEF submissions, both institutional and student¹³, were created through collaboration with both staff and students. Led by the Student President and appointed Student Representatives from across the Schools, The students established a working group to create their Student Submission¹³. The working group were provided with NSS and OfS continuation, completion and progression data together with internally generated datasets as well as student evaluations and qualitative feedback from extra-curricular activities. Early drafts of institutional and student submissions were shared. The College Deputy Provost and the Director of Students were asked to attend 2 student working group meetings.

Impact of Covid: Prior to the SARS-CoV-2 pandemic RCL's Strategic Plan 2022-25 already had a clear vision for a fully blended learning mode of learning for our students¹⁴. RCL's pre-Covid ambition was to ensure that all our students had accessible, personalised and self-paced online learning that enhanced their digital and interpersonal skills. Based on the World Economic Forum's Education 4.0 framework¹⁵ RCL had already started to implement 'DAD' – **Digital Academic Delivery** across all our programmes, a strategic commitment and implementation process to allow students to study flexibly and with the benefit of enhanced digital support either **digital in-person, digital online or digital on-demand**, referred to as '**Regent Digital**'.

In response to the emerging pandemic we accelerating DAD, as a result all teaching sessions moved smoothly to fully online synchronous delivery without any teaching sessions being cancelled¹⁴. All staff were issued with laptops or PCs for home use immediately prior to the first lockdown. All disadvantaged students had been loaned laptops by August 2020 and in January 2021 the decision was made that, to ensure equity and address digital poverty issues, all students would be loaned laptops for the entirety of their time with RCL as part of the Regent Digital strategy. We provided edited recorded lessons for consumption by our students.

Section 2: STUDENT EXPERIENCE

ACADEMIC EXPERIENCE AND ASSESSMENT

As a new institution RCL is on an upward trajectory. The quality of our teaching, feedback and assessment at RCL is **very high** and, occasionally, **outstanding**. As evidenced by **very high**

NSS Scores 2019-22 and **outstanding** NSS scores in 2022. Our NSS overall satisfaction score for the four year period is 86% with a 2022 score of 93%.

To evidence our claim we measure student experience using NSS data, OfS supplied, and internally generated continuation, completion and progression (CCP) rates at institution, School and programme level, student evaluations and feedback, qualitative data from a range of sources including external examiner reports and partner evaluations and data from RESMA (Retention, Engagement, Submission, Marking and Assessment), which is an internal module-level database⁵.

It should be noted that, due to the newness of RCL, our first undergraduate students entered their final year in 2021. Therefore, all NSS data is reporting HND student data in 2019 and 2020 and both HND and first degree student responses in 2021 and 2022.

Strategy: The Learning and Teaching Enhancement Committee (LTEC)¹⁶ is the governing body responsible for overseeing RCL's approach to maintaining and enhancing the quality of learning, teaching and assessment. The LTEC reports quarterly to Academic Council. Our Teaching, Learning, and Assessment Plan (2022-25)² includes our strategic educational aims (as per Section 1) and a set of 'stretch' KPIs against which we measure the quality of our teaching, feedback and assessment. It is the LTEC's responsibility to monitor our performance against Strategic Aim 1 and 4 against these KPIs:

- (i) NSS Overall Satisfaction to be a minimum of 93%
- (ii) Teaching on the course to be of a very high standard, NSS 92% or above
- (iii) Academic support to be of a very high standard, NSS 92% or above
- (iv) Assessment and Feedback to be of a very high standard, NSS 92% or above
- (v) Student voice to be of a very high standard, NSS 92% or above
- (vi) First time pass rates to be above 80%
- (vii) Attendance on all programmes to be above 80%

SE1: Teaching, feedback and assessment practices

The first student experience TEF aspect maps to RCL's second educational strategic aim which is to: Provide **outstanding education** and a **flexible learning experience** which maximises student engagement and achievement.

Performance: Our **highly effective teaching** is evidenced by our NSS scores for student satisfaction for '*teaching on my course*', for the four year period the average was 89% (benchmark 91%), in 2021, 91% (benchmark 90%) and in 2022, 93% (benchmark 91%). We are particularly proud of the results for flagship Business Management degree, the first two cohorts to reach their final year reporting an average score for '*teaching on my course*' of an **outstanding** 94%, '**Materially Above Benchmark**' (MAB) 84%.

Feedback and assessment practices are now **outstanding** with overall satisfaction rates for **assessment and feedback** having improved significantly over the last 2 years: 2019: 77%; 2020: 70%; 2020: 83% and 2021 being **outstanding** at 91%, **MAB** (benchmark 87%). We are particularly proud of the results for flagship Business Management degree, the first two cohorts to reach their final year reporting an average score for student satisfaction for assessment and feedback was an **outstanding** was 92%, **MAB** (benchmark 77%).

Our detailed NSS scores for 2022 are **excellent**: Q1: Staff are good at explaining things – 94%; Q8: The criteria used in marking have been clear in advance – 91%; Q9: Marking and assessment has been fair – 92%; Q10: Feedback on my work has been timely – 90% and Q11: I have received helpful comments on my work 92%.

Our internal, 'stretch' KPI used for assessing the quality of our teaching is first time pass rates. In 2021/22 the overall first time pass rate 77% against a target of 80% or above.

Processes: We work closely with our partners to ensure the quality of our teaching, feedback and assessments.

Quality Assurance: For each partner (awarding body), RCL adheres to their regulations, there are a set of partner operations procedures ¹⁷, All awards are agreed at examination boards chaired by the partner. Quality assurance processes include module evaluations, formal annual programme monitoring boards and reviews ¹⁸, informal student feedback through weekly open forums with the Director of Students, Student Voice Committees, termly meetings, link tutor visits and there are formal annual partner annual monitoring audits, reports and action plans ^{18 19}.

English Language Assessment: RCL complies with UKVI regulations to ensure that, on entry, all students have achieved our required level of English. In addition we have already (all UoB programmes) or are in the process of revising our specific and general assessment criteria in line with the OfS's Sector Recognised Standards and the requirement in the new conditions to ensure the effective assessment of technical proficiency in the English language. Our Content Creation Process²⁰ and associated module templates provide guidance on specific assessment criteria against which English should be assessed. In addition, UoB has determined that a generic learning outcome for language proficiency will be included in all new programme specifications under Transferable, Key or Personal Skills, as described above and we are complying with this requirement.

Assessment: Our partners have joint responsibility for setting assessments and ensuring they are valid and reliable. Subject to partner approval, RCL may contextualise them, for example by using local cases studies or data. First marking is completed internally by RCL, moderation is undertaken jointly by our partners and RCL. Moderation is 10% of all assessments and all borderline cases, distinction and failures.

External Examiner Reports: External examiners are supplied by our partners.

external examiners reviewed module content, assessment processes and the quality of marking and feedback. External Examiner reports and summaries are presented to LTEC together with a thematic analysis of areas of **good** practice and areas for improvement. In 2021-22 the key thematic areas of good practice were:

- (i) The assessment process measures student achievement rigorously and fairly against the programme's intended outcomes
- (ii) Marking processes are robust; feedback clearly aligns with the assessment and provides students with areas for development.
- (iii) The professionalism, teamwork and dedication shown by the course teams, putting the students at the centre of their practice.

The key area for improvement was to increase the diversification of assessment types, an improvement action point that we are working on in collaboration with our partners in 2022/23¹⁹.

SE2 – Course content and delivery inspires students to actively engages and stretches students to develop knowledge and skills to their fullest potential.

The second student experience TEF aspect maps to RCL's second educational strategic¹ aim which is to: Provide outstanding education and a flexible learning experience which maximises student engagement and achievement.

Performance: Our **highly effective teaching** is evidenced by our overall NSS scores for student satisfaction for '*learning opportunities*, for the four year period the average was 88%, in 2021, 90% (England sector benchmark 79%) and in 2022, 93% (England sector benchmark 79%).

Our detailed NSS scores for 2022 are **excellent**: Staff have made the subject interesting – 93%; The course is intellectually stimulating – 93% and My course has challenged me to achieve my best work 93%

Our internal, 'stretch' KPI used for assessing whether our students are engaged and committed to their learning is attendance. Currently our overall attendance rate for 2022/23 is 82%, ahead of our internal KPI of 80%.

Processes: We work closely with our partners to ensure the quality of our course content.

T&LM Content Creation: Introduced in June 2021, all T&LM is created through the RCL Content Creation Process²⁰ to ensure a standardised approach to the development and quality assurance of T&LM. Content is created by formally appointed content creators, subject experts in their field. Each year all T&LM are reviewed by senior subject experts and, to ensure overall programme coherence, the Programme Lead or Head of School. All T&LM are professionally designed by the publications team and uploaded to Canvas, RCL's virtual learning environment, 6 months prior to delivery of the module²⁰. To date 60 modules have been created using this process. T&LM are formally reviewed internally every year using a nominated internal subject expert reviewer.

Module Evaluations: Module evaluations²¹ are collated by partner. Pearson HND module evaluations for 2020/21 are **outstanding** with an average response rate of 37% and an average satisfaction score of 97%. UoB SOBE module evaluations for 2020/21 are **outstanding** with an average response rate of 27% and an average satisfaction score of 96%. UoB SOHSS module evaluations for 2020/21 are **outstanding** with an average response rate of 27% and an average satisfaction score of 94%. BNU SOBE module evaluations for 2020/21 are **outstanding** with an average response rate of 37% and an average satisfaction score of 96%. UoB SOE module evaluations for 2020/21 are **very high** with an average satisfaction score of 86%.

Effectiveness of Teaching: In March 22 Academic Council approved an Observation of Teaching Policy. Teaching observations occur within 3 months of a new member of staff joining RCL and then occur on an annual basis, for 2022/23 58% of teaching observations had already taken place by 28/11/22¹¹. SOEC and the Law School had already completed teaching observations of all staff by the end of semester 1, 22/23. In 2021/22 27% of observations were classified as 'Excellent, 73% as 'Highly Satisfactory'¹¹. Observed staff are provided with immediate feedback

and feedback is collated and reported to LTEC and to partners. There are nominated T&LM Champions across Schools to support the implementation and development of our academics and the management of the observation process.

SE3 – Research, scholarship, professional practice and employer engagement for an outstanding academic experience for its students

The third student experience TEF aspect maps to RCL's second educational strategic aim which is to: Provide **outstanding education** and a **flexible learning experience** which maximises student engagement and achievement.

Research Informed Teaching: As a relatively new, teaching focused, institution RCL has an emerging research agenda. RCL's strategy is to support research that directly contributes to creating an outstanding academic experience for our students. The Research and Scholarship Annual Monitoring and Evaluation Report (2021/22)²² report identified the main research areas of interest that align with RCL's teaching and widening participation focus: project management, finance and globalisation and gender studies. There is a small Research Development Group (met 9 times in 2021/22, av. 8 attendees); Research Roundtables and Research Reading Groups which are recorded and are available for all staff to review (total of 20 events, av. 21 attendees) and an annual £10k Regent Scholarship Fund to support early stage or small- scale research initiatives related to teaching, learning, assessment. In 2021/22 the fund supported 11 projects including research in the use of VR/AR in teaching and co-creating student learning journeys. Outcomes are shared via the Research at Regent Quarterly and seminars.

RCL co-sponsored the 11th ROGE conference in 2022 (Restructuring of the Global Economy). Held at Said Business School, University of Oxford, the focus was on teaching and learning methodologies for the business and management discipline.

Practitioner and Employer Contributions: SCOPE provide a guest speaker series which students are sign posted to by academics. Data on these sessions is provide in SO1.

STUDENT EXPERIENCE: RESOURCES, SUPPORT AND STUDENT ENGAGEMENT

SE4 – outstanding support for staff development and excellent academic practice

The fourth student experience TEF aspect maps to RCL's fourth educational strategic aim which is to: Promote the development of academic and professional staff to ensure students achieve the best possible outcomes.

Strategy: As set out in our Scholarship Plan ²² and monitored via our Academic Governance Action Plan 2022-25 ³, RCL is committed to creating an academic environment and culture which are teaching-focused, scholarship-engaged and research-informed. This plan sets our priorities to build and nurture a culture of scholarship, support the development of academic staff, and ensure scholarship has a positive impact on learning, teaching and student outcomes. Informed by Boyer's Model of Scholarship (Boyer, 1990)²³. Principles of Good Practice in Scholarship of Teaching and Learning (Felten, 2013)²⁴, and the Dimensions of Activities Related to Teaching (Kern et al., 2015)²⁵. RCL define scholarship as activity which consolidates or improves an individual's

subject knowledge or pedagogical skills, enhances their professional practice, and has a positive impact in the classroom or on the institution or externally.

Staff Qualifications: Since our inception the proportion of staff with PhDs has continued to grow. RCL has 42% PhDs, 69% Masters and 59% hold some form of teaching qualification¹². As a teaching focused institution, as defined in our Scholarship Plan, our focus is to support staff to gain Advance HE Fellowship status.

Applications are currently either reviewed by the Academic Director or an SFHEA. Future cohorts will enrol on a structured support programme, in line with AdvanceHE guidelines. SOBE staff have submitted or are progressing their application for the Chartered Association of Business Schools CMBE professional certification¹². Our aspiration is for 75% of academics to hold a teaching qualification by 2024/25.

Partners: All partners provide opportunities for staff to attend staff training webinars, conferences, events and partner development programmes²⁶.

SE5 – A supportive learning environment and access to a wide and readily available range of outstanding quality academic support tailored to their needs.

The fifth student experience TEF aspect maps to RCL's third educational strategic aim which is to: Maximise students' opportunity to become **economically active** through the provision of **outstanding teaching, learning and assessment, personal development support and careers guidance**¹.

Performance: Our **highly effective** academic support is evidenced by our NSS scores for student satisfaction for '*academic support*', for the four-year period the average was 86% (benchmark 88%) and in 2022, 90% (benchmark 88%). We are particularly proud of the results for flagship Business Management degree, the first two cohorts to reach their final year reporting an average score for '*academic support*' of an **outstanding** 89%, '**Materially Above Benchmark**' (MAB) 80%.

Our detailed NSS scores for 2022 are **excellent**: Q:12 I have been able to contact staff when I needed to – 89%; Q13: I have received sufficient advice and guidance in relation to my course.– 91% and Q14: Good advice was available when I needed to make study choices on my course 91%.

Process: A new Academic Skills Policy was approved in December 2021. The policy sets out the various types, range, and modalities of academic and study skills support offered directly to students at RCL and made available to those academics and support staff who work with them.

Class Size: To provide a supportive learning environment for our students and, in line with our Strategic Plan, we aim for class sizes, whether online or in person, of no more than 30.

HubX: Our student support model is known as HubX. When a student enrolls they are assigned to a named HubX team (or house e.g. (e.g. Aristotle, Darwin, Curie) with a named Customer Service Officer (CSO), Academic Support Officer (ASO) and Finance Support Officer (FSO). The student

remains with the same HubX team for the duration of the studies with RCL. A student's HubX team is their first point of contact for any queries, requests or concerns.

SCOPE and ASK@Regent: c.50 academic skills workshops and drop-ins were delivered during 2021/22. Including: English and Maths for academic purposes, ECDL drop-in support, academic search, writing and referencing skills, reading strategies, presentation, library skills, and critical thinking. To improve students' digital literacy all students are eligible to take the EDCL (384 licences issued to date)²⁸, also, since 2021 English for Academic Purposes workshops have been available with targeted and ongoing support in place for L3 students in SOBE and Essential Maths for Academic Purposes targeted at students who academics identify as requiring extra maths support. There is no cap on the number of ECDL licences or academic support workshops delivered. Student feedback indicates these initiatives have met students' expectations, needs and interests. Formal feedback surveys and informal feedback has been very positive overall, with student satisfaction consistently over 93%^{28 29 30}.

Webinars: A programme of 7 live study skills webinars were launched in 2021/22 targeted at equipping new and existing students with the necessary skills to enhance their learning experience and progress. From 2022/23 these webinars are delivered at least once a term. The webinars include 'achieving Academic Success', library skills, how to use Heritage and open-access academic resources 3 advanced academic skills webinars targeting L5&6 students: 'Becoming a Critical Learner: Critical Thinking, Reading and Writing'. All webinars are delivered live through Teams and are also made available to all students as asynchronous recordings. Student feedback from 182 survey responses in 2021/22: Strongly Agree/Agree – 97% gained new knowledge and skills, 97% felt more confident after the webinar and 97% enjoyed the webinar²⁹.

Targeted provision: Academic skills tutors are available for 1:1 sessions to support students with specific assignments. 1:1 sessions are available with academic skills tutors during the day, in the early evening and there are also bookable slots available 2 Saturdays per month.

Challenges that students are facing that are highlighted in 1:1 sessions are reported back to Programme and Module Leads. Student feedback on the 1:1 sessions, rating overall satisfaction 4.91/5 stars (n=33), 97% strongly agree that they would recommend the sessions to their peers. At the request of academics the Academic Skills team has, to date, created 52 hours of bespoke academic skills resources to be delivered in curriculum. In addition, 52hrs of in-class academic skills sessions (40% SOBE, 44% SOEC, 6% SOHSS) were delivered to students. Typically, these sessions focused on academic writing, referencing, and planning assignments.

Nearly 100% of students reported that they had enjoyed support activities, had gained new skills or knowledge, and felt more confident as a result. The Academic Skills team have also created an academic integrity awareness course for students on HND programmes to provide extra support on understanding plagiarism. In line with Regent Digital initiative these resources are available to all students and include a self-assessment test and links to useful resources²⁹.

SE6 – physical and virtual learning resources are tailored and outstanding

The sixth student experience TEF aspect maps to RCL's second educational strategic aim which is to: Provide outstanding education and a flexible learning experience which maximises student engagement and achievement.

Performance: Our **outstanding** physical and virtual learning resources is evidenced by our NSS scores for student satisfaction for '*learning resources*', for the four year period the average was 86% (benchmark 87%), in 2022, was **outstanding** 89%, **MAB** (benchmark 87%).

Our detailed NSS scores for 2022 are **excellent**: Q18: The IT resources and facilities provided have supported my learning well – 92%; Q19: The library resources (e.g. books, online services and learning spaces) have supported my learning well – 88% and Q20: I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to – 88%.

Students are provided with access to RCL's library management system through Canvas (VLE). Key texts as listed on module specifications or requested as additional reading by academics are accessed through Canvas's VLeBooks functionality. We also subscribe to 2 e-book collections with over 10,000 e-books, E-Books for FE/HE and the E-Book Collection (EBSCO). EBSCO also provides access to (i) 'Business Source Complete' the leading provider of scholarly business journals, conference proceedings and investment research reports and, (ii) CINAHL Plus, which provides access to over 760 nursing and allied health journals. We track access rates and patterns, in 2022 E-Books for FE/HE and EBSCO and were accesses 73,876 times the most popular downloads being e-books (18,567) and Company Profiles (8847) ³².

We also provide students with access to 'Cite Them Right', an online platform that helps students to correctly reference academic sources. The subscription includes video guides specifically to support students who may have neurobiological disorders

SE7 – Quality engagement with our students, leading to continuous improvement to the experiences and outcomes of students.

The seventh student experience TEF aspect maps to RCL's second educational strategic aim which is to: Provide outstanding education and a flexible learning experience which maximises student engagement and achievement.

Performance: Our **highly effective** engagement with students is evidenced by our NSS scores for student satisfaction for '*student voice*', for the four year period the average was 85% (benchmark 86%), in 2022 was **outstanding**, 91% **MAB** (benchmark 87%). We are particularly proud of the results for flagship Business Management degree, the first two cohorts to reach their final year reporting an average score for '*student voice*' of on first degree courses was **outstanding**, 89% **MAB** (benchmark, 77%).

Our detailed NSS scores for 2022 are **excellent**: Q23: I have had the right opportunities to provide feedback on my course – 92%; Q24: Staff value students' views and opinions about the course 91% and Q25: It is clear how students' feedback on the course has been acted on – 89%.

Process: RCL endeavour to ensure that we gain feedback on all student experiences, both academic and extra-curricular and that there is a clear reporting process to order to ensure that all feedback contributes to continuous improvement. From the point of induction the importance of feedback is explained to students and we are pleased that we are seeing increased engagement with feedback questionnaires.

Induction Survey: Requesting feedback on the experience of induction and how the process can be improved. Sept 2020 induction survey had an overall rating of 4.72 out of 5. April 2021 induction survey had an overall rating of 4.7 out of 5. Sept 2022 induction survey had an overall rating of 4.81 out of 5³⁰.

Student Voice Committees: Each School has a Student Voice Committee, which meets biannually to provide a forum for student representatives and senior staff to collaborate in making improvements to students' learning experiences. Feedback is reported to Academic Council for action.

Student Open Forum: In response to Covid we initiated weekly Tuesday morning Open Forums Chaired by RCL's Director for Students. This initiative has allowed students to rapidly raise any queries and has proved to be highly popular

Covid and our Digital Transformation: In early Summer 2020 and Spring of 2021 we commissioned independent reviews of our response to the pandemic^{33 34}.

29% of student respondents stated that they were accessing online learning on smartphones. This finding directly resulted in our decision to provide laptops to all our students. The Summer 2020 review included 23 recommendations for improvement 13 of which were based on where RCL stood in relation to the JISC 2020 Horizon framework³⁵. Illustrative examples: student led recommendations included: *'online sessions dedicated to assessment'*, 78%; *'weekly informal online quizzes'*, 81% and *'everyone to be made to feel positive and emotionally comfortable before the start of the online session'*, 88%. The first review's recommendations were shared with the OfS and Independent HE who shared the findings to their membership and hosted 2 webinars by senior representatives from RCL at the height of the pandemic on delivering high quality digital learning³⁶.

A rapid response team were put in place to address the 23 recommendations. A second review in Spring 2021 evaluated the implementation of the recommendations and subsequent student success³¹. Specifically, 232 RCL student responses were benchmarked against an equivalent set of students studying directly with one of our partner institutions, who had also implemented many of the recommendations from RCL's first review. Regent students displayed higher levels of engagement across multiple dimensions against Dixon's OSE online engagement scale (2015)³⁷. RCL students reported improved participation and academic performance rates since the first survey and, significantly 81% reported that the dedicated assessment sessions had been good/very good (comparator group, 72%), 79% reported that the implemented informal online quizzes were good or very good (comparator group, 60%) and 86% reported that they were made to feel positive and emotionally comfortable before the online session (comparator group 76%).

Since the external reviews we have continued to take regular student digital pulse surveys adding to the dimension-set over time. The latest digital pulse survey³⁸, conducted in November 2022 (n=200) shown a significant preference in our student body for blended learning delivery, reflecting the improvements in our online delivery and the challenges that many of students face with physical attendance. 70% expressed a preference for fully online delivery, with 22% preferring a blend of online and in person 60% stated that they

always engage with digital learning whilst 33% responded that they often engage with digital learning. These responses are reinforced by our online engagement figures of >90%. This very high level preference coupled with the high engagement figures we are seeing on our online platforms has reinforced RCL's commitment to our Regent Digital strategy and to enabling students to study seamlessly digitally in-person, digitally online and digitally on-demand.

Section 3: STUDENT OUTCOMES

We believe, given our student profile and the transformation that they achieve during their student journey, that, overall, our student outcomes are **very high** and educational gains are **outstanding**.

S01 – Ensuring students succeed and progress beyond their studies

The first student outcome TEF aspect maps to RCL's first and third educational strategic aim which are: NSS overall satisfaction score and **continuation, completion** and **progression** rates to consistently be sector leaders and exceed OfS thresholds by at least 2.5% and, maximise students' opportunity to become **economically active** through the provision of **outstanding teaching, learning and assessment, personal development support** and **careers guidance**.

Due to the newness of RCL we did not submit HESA data until 2014/15. Therefore the latest OfS completion rate analysis was for HND programmes only in the 3 rather than usual 4 year reporting period of 2014/15-2016/17. Also, the Graduate Outcome Survey (GOS) had been completed by a relatively small graduate population.

Our latest continuation rates demonstrate that we are **very highly effective** in ensuring that our students succeed and progress beyond their studies. Our students face significant personal challenges and, as mature learners, on enrolment are frequently lacking in confidence. Significantly, RCL students residing in areas with high levels of deprivation, which are 47% of our student population, have an **outstanding** continuation rate of 87%, *Materially Above Benchmark (MAB)* the 82% benchmark. The OfS data for that period shows an overall completion rate of 60%. Since 2016/17 our completion rates, with growing student numbers, has shown significant improvement. For example, the first degree completion rate for 2021/22⁵ was 76%.

Evidence of effective support

At RCL, our vision statement '*the end result of education is character*' underpins our approach to ensuring that all students succeed and progress beyond their studies. We define this as successfully developing our students holistically across three interrelated dimensions or 'pillars': (i) **academic development**, (ii) **personal development** (educational gains), and (iii) **work readiness**. Our approach is articulated clearly in our Strategic Plan 2020-25¹, our Thinking into Character (TiC)^{39 40} and our Learning, Teaching and Assessment Plan 2020-25².

Our students are supported to make succeed across these three pillars, delivered coherently and seamlessly, through our credit-bearing curriculum and through our non-credit bearing provision. Non-credit bearing activities are delivered through three main functional areas: **ASK@Regent** which provides additional academic and study skills, **SCOPE** which offers a programme of student development opportunities, and **CareerX**⁴¹ which focuses on preparing our students for success in the post-RCL labour market.

Academic Development

RCL's student profile means that many of our students, especially the mature 21+ HE returns, have specific **academic skills** development needs, particularly in relation to analytical reasoning, academic writing, research and referencing. In addition, many students struggle with basic **digital literacy** and, reflecting the demographic of our students, many of whom use English as a second language, **English for academic purposes**.

Academic Skills

Academic skills support is embedded in our credit-bearing programmes and provided through extra-curricular sessions delivered through **SCOPE** and **ASK@Regent**.

In-curriculum

Embedding academic skills provision within the curriculum is driven through our **Content Creation Process** which includes specific guidelines for module creators on how to include academic skills training within T&LM²⁰. For illustration, BMP4001, Professional and Academic Skills Development, which is part of the BSc (Hons) Business Management, facilitates the development of **academic skills** at the start of the programme. The module (taken by 1800 students since October 2019) covers data analysis, planning, time management and presentation techniques. The assessment for it requires students both to identify their skills development needs and produce a Personal Development Plan to develop their academic skills over a 12 month period. This module has consistently received 93-97% positive responses (average response rate 27%) which represents **outstanding** levels of student satisfaction.

Other examples

include: BM631 Research Methods, among the learning outcomes for this module is the development of transferable academic skills including listening and negotiation skills, written communication skills, independent learning and advanced research skills.

Extra-curricular

Academic skills and study support is delivered through **SCOPE** and **ASK@Regent**. Across the academic year 2021-2022, ASK@Regent delivered just under 500 interventions³¹, including: c.50 webinars and workshops (av. 42 attendees) covering search skills, reading strategies, referencing, paraphrasing, academic writing, presentation, information literacy, library skills, critical thinking, and digital literacy; 415 one-to-one academic skills support sessions, typically focused on planning, writing assignments and referencing and 31 in-class academic skills sessions, typically focused on academic writing, referencing, planning assignments and accessing online resources. Informal feedback and formal feedback collected across the year about the benefits of the academic skills support students have received has been consistently very positive.

97% reported that as a result of the sessions they had gained new knowledge and skills, and that they felt more confident. The team introduced a new feedback system for 1-1s in May 2022 to better capture satisfaction rates. To date, ratings have been, on average, 4.9/5 stars.

Digital Literacy: Rapidly improving students' digital literacy to enable them to gain the most from their educational experience and enhance their future career prospects is essential. Using various approaches, including an annual digital pulse survey, tutorials with students, and staff or self-referral to the ECDL programme. Students self-assess their digital literacy at the start of their

programme. 47% of respondents rated their digital skills as at intermediate or beginner level.

As part of our **Regent Digital** strategy from the start of academic year 2021/22 we have provided any student who wishes to enhance their essential digital skills with the opportunity to take the ECDL qualification at no additional charge. ECDL is promoted regularly through induction, class visits, emails, and the student open forum. The course is online and self-paced in addition we hold monthly support workshops.

The annual survey of all students who had been allocated licences in the preceding 12mths was conducted in November 2022.

There was a 16% response rate to the survey with 4.9/5 stars for the question '*is the ECDL worth completing*' for those who completed all units and 4.6/5 stars for those still working through the programme. Those who had completed the ECDL programme over 95% reported they were now very confident/confident in using MS Word, PowerPoint, spreadsheets, digital security and databases.

English for Academic Purposes: For students whose first language is not English (approximately 80%) targeted and ongoing support to develop their technical proficiency and confidence when communicating in academic and professional contexts is essential if they are to achieve their future ambitions. Since 2021, RCL have employed an Academic Skills Tutor to provide English for Academic Purposes support across the institution. This support includes: 1-1 support, English for Academic Purposes workshops and Academic Writing Bootcamps
an English Speaking Club

The programme was delivered in weekly 2hr sessions over 10 weeks. The objective is to open this course to all future students to improve their technical proficiency in English. As part of the pilot, guidance and training was offered to lecturers from L3 and L4 courses to help them better assess students' proficiency in academic English.

A further example of the effectiveness of our English language support can be seen in our university partner Bolton's revised specific and general assessment criteria. In summer 2022, to align more closely with the OfS's Sector Recognised Standards and the requirement in the new conditions to ensure the effective assessment of technical proficiency in the English language in a manner which appropriately reflects the level and content of the applicable higher education course. New General Assessment Criteria for Written Assessments defining the quality of written English expected at given grade at any given level have been adopted, and the new Module Guide Template emphasises within its guidance on specific assessment criteria that English should be assessed. In addition, UoB has determined that a generic learning outcome for language proficiency will be included in all new programme specifications under Transferable, Key or Personal Skills, as described above.

Work Readiness

Work readiness support is embedded in our credit-bearing programmes and provided through extra-curricular sessions delivered through **CareerX**.

The majority of RCL students already have considerable work experience, however, it is frequently in junior retail and service roles. Their motivation for taking an HE programme is to change the

trajectory of their career. Many of our students have yet to create a CV, are unclear about how to use online resources such as job boards or LinkedIn to seek employment and may not have had the opportunity to meet business professionals,

In-curriculum

Students have access to the partner university's Graduate Attributes Matrix for Employability (GAME). This provides an overview of the key skills graduates need to develop based on the learning outcomes of their programmes, regardless of subject area. GAME is used by students to self-assess their professional development during their enrolment and then to evidence the skills they have developed to potential employers. modules are mapped against the GAME attributes. RCL's ambition is to create a similar online key graduate skills audit tool available to all students in the future.

Work readiness skills provision is increasingly being embedded within our taught provision. For illustration, MG410 Career Viewpoint (a core module on both the BNU BA (Hons) Business Management and BA (Hons) Marketing programmes), which challenges students to analyse their own strengths and development needs in relation to **career progression**, construct a Personal Development Plan and produce an effective CV and LinkedIn profile

Other examples include: the HND Global Business Environment module. The assessment requires students, in the role of a business consultant to a local company chosen by the student, to critically analyse and communicate the opportunities and challenges for the company in overseas expansion, thus testing work skills including English language proficiency, critical analysis and business presentation skills.

Extra-curricular

CareerX: All students have free 24/7 access to our online Career Connect platform which offers careers and employability advice, guidance, learning resources and a live job search function. This tool is used in-class, during career coaching sessions and independently by students.

Promoting the platform more widely and ensuring that we get the best value for money out of it is a priority for 2023.

Career X provides a wide range of services also provides a wide range on in-person and online activities. Across the academic year 2021-2022, the service ran 74 activities that directly or indirectly supported students' career readiness and employability⁴¹.

- (ii) Employability workshops and webinars including skills self-assessment, job searching, CV writing and interview preparation 92% of attendees reported that the sessions provided them with new skills or knowledge, and 97% reported that they felt more confident as a result of attending.
- (iii) Networking events and alumni association 'meet ups'. During 2021/22 CareerX organised 38 events
- (iv) Personal and Professional Development Masterclasses (public speaking, time management, pitching a winning business idea, creative problem-solving, leading teams,

managing conflict) and workshops on becoming an entrepreneur, starting a business, and utilising social media in business.

83% of respondents found CareerX to be highly effective and strongly agreed/agreed that careers advice and information had been suitable and helpful, 88% strongly agreed/agreed that they had much more of a career plan since attending RCL, and that they could see the relevance of their studies to their future development.

Employer Engagement: In 2021-2022, CareerX organised **highly successful** Apprenticeship and National Careers Week events. Key employers sessions included: Accenture, AstraZeneca, Thales Group, HSBC UK, Edwards Vacuum Ltd, Bakkavor Group PLC and Hertfordshire Constabulary. The average satisfaction rating for these guest speaker sessions was 87%.

Student feedback across sessions was positive, with responses to the 4 evaluation questions: *'This session met my expectations'* – strongly agree/agree, 92%; *'I have gained new skills/knowledge during this session'* – 92% strongly agree/agree, *'Attending this session has given me more confidence'* – 92% strongly agree/agree; *'I enjoyed this session'* – 99% strongly agree/agree.

Student feedback across sessions was positive, with responses to the four evaluation questions: *'This session met my expectations'* – strongly agree/agree, 90%; *'I have gained new skills/knowledge during this session'* – 87% strongly agree/agree, *'Attending this session has given me more confidence'* – 91% strongly agree/agree; *'I enjoyed this session'* – 92% strongly agree/agree.

Forthcoming Work Readiness activities: RCL are committed to continuous investment in our in-house work readiness support provision. We are investing in third-party resources to augment in-house resources. Our Academic Committee have recently approved two significant investments and provided approval in principle for a third investment:

- (i) students will be given the opportunity on an expression of interest basis in taking a Stanford Entrepreneurship and Innovation (SE&I) programme specifically tailored for RCL students. Staff will also take a parallel train-the-trainer programme in order to allow the programme to be delivered, at scale, in the future.
- (ii) RCL has become a member of the Association of Independent Professionals and the Self-Employed (IPSE). The aim is to provide support to students and alumni who are interesting in starting their own business through IPSE's workshops, guidance and advice to students.
- (iii) We are also exploring the purchase of Bloomberg terminals for both in-curricula and extra-curricular financial awareness and skills development provision.

SO2 – Outstanding continuation and completion rates for our students and courses.

The second student outcome TEF aspect maps to RCL's first and third educational strategic aim which are: NSS overall satisfaction score and **continuation, completion** and **progression** rates to consistently be sector leaders and exceed OfS thresholds by at least 2.5% and, maximise students' opportunity to become **economically active** through the provision of **outstanding teaching, learning and assessment, personal development support** and **careers guidance**.

When considering the profile of our students and the challenges they have faces as a result of the pandemic we believe that our continuation and completion rates demonstrate that we are **highly effective** in ensuring that our students continue and complete their courses.

Continuation: The continuation data published by the OfS is for students entering higher education 2016-20 shows that our overall continuation rates, at 88%, are **outstanding** and *Materially Above Benchmark (MAB)* (benchmark 84%). Specifically at HND level continuation rates, at 91% are **outstanding** and **MAB** (benchmark 85%). With regards to Undergraduate (UG) degrees, the OfS data only represents 3 years of first degree continuation data, nevertheless our first degree continuation rates in 2017/18 were 56%, rapidly rising to be *Broadly In Line* (BIL) with benchmark – 2018/19: 81%, and 2019/20: 87%.

We are particularly proud of the success of our SOBE Foundation Year Business and Management programmes. The overall continuation rate for SOBE's flagship course, Business Management Foundation Year (D396) was **outstanding** and **MAB** at 89% (benchmark 84%).

In addition, our internal data shows the pass rates for SOBE students who started at L3 Foundation Year and then progressed onto the full degree achieve **significantly higher** pass rates at each level when compared with students who start at L4: BA(Hons) Business Management (BNU), 99% pass rates for those students who had started on the Foundation Degree compared to 90% pass rates for those students who had entered directly into L4. BSc(Hons) Business Management (UoB), 95% pass rates for those students who had started on the Foundation Degree compared to 83% pass rates for those students who had entered directly into L4

Due to the profile of our students we analyse age, gender and ethnicity datasets in more detail and are particularly proud of the high continuation figures as evidenced in our more mature age groups: aged 31-40: 90%, 41-50: 90%, and 51+: 83%, We have **outstanding** continuation figures in the more mature age-groups on our HND programmes: 41-50: 94%, and 51+: 86%, Female students on our HND programmes also **very high** continuation rates at 92%. As do male and female students belonging to ethnic minority groups, aged 26-50 on HND courses – male: 88%, female: 90%, At School level SOBE has particularly strong female continuation rates, especially on the two largest cohorts: HND: 92%, and Foundation Year: 96%, The large Asian ethnic group has **outstanding** continuation rates, 88%, **MAB** (benchmark 77%).

We are particularly proud of our continuation rates for students who are from areas with the high levels of deprivation in the UK,

For example, overall Quintile (Q)1 and 2 continuation rates are **outstanding** and **MAB**: Q1&2, 87%, (D1830) (benchmark 82%). Our continuation rates for specific groups of students who fall into Q1&2 are **very high**: 'other ethnic group continuation rate: 90%, females aged 26-50 'continuation rate: 91%, and males from ethnic minorities aged 26-50 continuation rate 84%, At HND level our continuation rates in SOBE for those students from areas that have the highest level of deprivation are **outstanding**, Q1: 85%, and Q2:

91%,

Completion: The completion data published by the OfS is for students entering higher education 2013-17. RCL was not required to submit HESA data until 2014/15 and therefore the OfS completion data is only from 2014/15 for HND courses and for small student numbers. Because the analysis is based on 3 rather than 4 years of data the analysis is statistically uncertain. The OfS data shows an overall completion rate of 60%. Completion rates for first degree students is presented based on internal data as we did not enrol first degree students in the years covered by the OfS dataset.

Our internal data shows that our overall completion rates are continuing to improve and are now '*Broadly In Line*' (BIL) with benchmark: 2017/18: 54%, 2018/19: 65%, 2019/20 69%, 2020/21: 77%, 2021/22: 76%, Note that only partial data is available for 2021/22 as the majority of students are still in the process of completing their studies.

Due to the profile of our students we analyse age, gender and ethnicity datasets in more detail and are particularly proud of the high completion rates evidenced in our most recent internal data which shows significant improvement with SOBE female student completion rates now at 77%, (D793). OfS data highlights a number of positive outcomes including: 2016/17 HNDs in the 31-40 category, the category with the most students, 71%, and for 'other' ethnic minority in the 31-40 age group **outstanding** outcomes as the completion rate has risen to MAB at 79%, (benchmark 71%). In addition, the 'other' ethnic minority group overall have an **outstanding** completion rate of 72%, **MAB** (benchmark 67%). Moreover, in 2016/17 this group improved to 74% which is **MAB** (benchmark 67%).

SO3 – Outstanding Rates of Successful Progression

The second student outcome TEF aspect maps to RCL's first educational strategic aim which is: NSS overall satisfaction score and **continuation, completion** and **progression** rates to consistently be sector leaders and exceed OfS thresholds by at least 2.5%.

Considering the newness of RCL only limited progression data is available. Nevertheless, we submit that our emerging progression rates demonstrate that we are ensuring that our students progress to managerial or professional positions or to further study.

The overall progression rate for 2017-19 was 44%, **BIL** (benchmark 46%). The overall progression rate over the period is improving, 2017/18: 41% 2018/19: 43%, and 2019/20: 46%, .

HND Anomaly: With regards to progression to further study, the progression rates for HND students enrolling at RCL in the OfS data for 2017-20 shows an overall RCL progression rate across the 3 years of 41%, against a benchmark of 43%. However, when reviewing the OfS data against our internal data, we have identified that many students have progressed to a L6 qualification with us but were not recorded by the Graduate Outcomes survey as having done so.

Due to the profile of our students we analyse age, gender and ethnicity datasets in more detail and are particularly proud of the career progression evidenced in our more mature age groups: aged 31-40: 37%, 41-50: 43% and 51+ 56%.

Finally, given our students' backgrounds our progression rates for those in the areas of highest economic deprivation are an early indicator that, as a new institution, RCL are starting to have an impact. ABCS Q1 46% benchmark 42%. Q2&3 45% benchmark 43%.

EDUCATIONAL GAINS

The educational gain outcome TEF aspect maps to RCL's third educational strategic aim which is to: Maximise students' opportunity to become **economically active** through the provision of **outstanding teaching, learning and assessment, personal development support and careers guidance**.

SO4 – The range of educational gains RCL intends our students to achieve, and why these are highly relevant to our students and their future ambitions

We submit that we are providing a programme of extra-curricular activity that provides students with the **highly effective** education gains. The educational gains that RCL intend our students to achieve is defined in our mission statement:

“to provide an outstanding, personalised education to our learners to achieve the results they want, in their studies, their careers and their personal lives, regardless of their educational background or experience at a time and place convenient to them”

RCL aims to shape character, unlock potential and enable our diverse student community to build lives and careers that reflect their own ambition, determination and skills. We value a positive attitude and believe in courage over conformity and see failure as a powerful learning tool. We believe that every human being has an untapped and underdeveloped talent within; people have genius inside, and the potential to change the world.

We hold an 'Intention to Study Meeting' with over 90% of applicants. From inception, we realised that our typical applicant had an appropriate academic or experiential background and tremendous aspiration but was often lacking in self-confidence. Therefore, our educational mission became, not only to provide an outstanding teaching environment, but to also develop our students' self-confidence, help them develop a growth mindset and achieve exceptional results across all aspects of their lives. This aspiration has evolved into the **Thinking into Character** programme enhanced by our student development programme (SCOPE). Students are supported to develop resilience, motivation and confidence, as well as enhancing their communication, presentation, networking and entrepreneurial skills.

SO5 – Supporting students to achieve these gains

Thinking into Character: Our Thinking into Character programme draws on the work of Bob Proctor and the Proctor Gallagher Institute³⁹. The programme consists of a suite of online leadership and personal development resources,

The programme consists of twelve 30min online lectures, exercises and supporting materials

including the Thinking into Character book/e-book. All RCL students are provided with free access to the entire programme. A review conducted in January 2020 and presented to Academic Council, prior to Covid-19, indicated that around half of all students at that time had engaged with the programme.

To support the Thinking into Character programme a weekly Thinking into Character Study Circle takes place each term. Student

feedback on these sessions is **outstanding**, with 94% of students reporting gaining skills and knowledge and 90% gaining confidence.

"The circle sessions have given me hope of pushing through my academic goals. Before I always thought I was not going to make it." Also

'I was struggling and I didn't know how to move forward. What I learnt personally from this programme is that whatever I am doing, it's not all about strategies, it's not all about tactics. The starting point is thought. It's about the kind of mindset required to be successful'.

In November 2022 RCL introduced an initiative to integrate the Thinking into Character philosophy into learning and teaching activities and the Thinking into Character approach is fully embedded into the programmes we are developing for our NDAPs application. The first academic staff development session on Thinking into Character was 'Integrating
Thinking into Character into Learning and Teaching' session rating 4.8/5 stars.

a group of Thinking into Character Champions will be formed to take this forward, delivering good practice workshops to academics during the forthcoming year and working towards embedding the Thinking into Character philosophy into our Content Creation Process.

SCOPE: In its first full academic year (2021/22), there were 23 different types of events and 263 events in total delivered through the SCOPE programme. Students can self-select which events to attend and are also signposted to events that may be of benefit to them by their CSO, ASO and academic tutors. Overall there were 7,077 session attendees from across a range of courses and levels with some students attending multiple events For many sessions
numbers are capped and there are waiting lists. Events that support personal development are wide ranging and include Transpersonal Psychology Personal and Professional
Development Masterclasses and Creativity for Mindfulness

Feedback on SCOPE activities is typically gathered qualitatively and quantitatively at the end of each session. Qualitative feedback is used for continuous activity improvement. Students are also asked to rate statements linked to whether the session met expectations, gave them confidence, taught them new skills or knowledge, and was enjoyable.

feedback has been positive, with satisfaction rates, across the four questions, between 93-95%. Specifically: *'This session met my expectations'* – 94% strongly agree/agree; *'I have gained new skills or knowledge during this session'* – 94% - strongly agree/agree; *'Attending this session has given me more confidence'* – 93% - strongly agree/agree; *'I enjoyed this session'* – 95% strongly agree/agree. Overall, the most popular sessions according to the feedback were Personal and Professional Development Masterclasses with satisfaction levels of 92-100%. Overall, student feedback on the SCOPE programme has been positive.. Written comments were also positive and tended to fall into three beneficial categories: learning new skills, gaining confidence, and valuing the engaging high quality teaching

Wellbeing: RCL have a dedicated Student Wellbeing team who provide regular Wellbeing Workshops. These workshops have included topics such as self-care, stress, low mood and negative emotions.

Our wellbeing workshops are amongst the most popular at RCL, student feedback indicates that 93% reported that the sessions provided them with new knowledge or skills and 96% with increased confidence. The Wellbeing team also coordinate a peer-to-peer mentoring support project '**Many Hands**'⁴³. This collaborative project is funded by OfS and led by Independent Higher Education, with seven specialist higher education providers taking part including Regent College. The project provides a peer-to-peer mentoring service for students seeking early intervention.

SO6 – Evidence of success in educational gains

We have clearly articulated the educational gains we intend our students to achieve. These can be summarised as a growth mindset and enhanced personal resilience and confidence. We have provided a suite of research informed, practical teaching and learning resources and face-to-face activities in the form of the **Thinking into Character** programme and a wide range of activities, events and support activities delivered through our **SCOPE** programme and by the Student Wellbeing team and the emerging '**Many Hands**' project⁴³.

Evaluation of the success of these activities is ongoing and, as we move forward, we will be exploring how to use recognised growth mindset evaluation tools including Dweck's mindset scales (1999)⁴⁴.

Evidence can also be gleaned from the qualitative feedback received from our students. Illustrative examples include:

"Why Regent College? Because here you can find everything a student would want. Support, resources, exemplary people and gratitude. So if you want to have a very pleasant experience, like mine, I recommend you to be part of this beautiful family, Regent College." - **MSc International Management**

The overall experience gathered while at Regent has been enriching, academically, socially and personally.....My advice to current and future students would be to never settle for anything less than what they perceive as their perfect path in life. They need to trust their instincts as that was what led them to Regent and trust that the tutors and professors can help them fulfil their full potential." - **BA Business Management**

The TEF process has provided an opportunity to reflect on the journey of RCL over the past 4 years and in particular how the pandemic accelerated a shift in mindset on delivery and consumption of teaching and learning. RCL embraced the reality that simply attending a location in person was not the only way to consume higher education and the dawn of synchronous and asynchronous teaching and learning was successfully adopted by us and our students via digital in person, digital online and digital on demand. There is now recognition that the physical academic environment is only one dimension of UKHE and while it was widely accepted before it is now in demand due to its flexibility of delivery especially for our types of students.

The RCL TEF submission demonstrates this and our student outcomes and results show how this approach has had a positive impact all round.

The TEF has quantitative measures to arrive at judgments and RCL is statistically 'distorted' for 2 reasons 1. Our population size compared with the wider more established sector and 2. The duration of the data. These 2 points are acknowledged by OfS and TEF as 'statistical uncertainty' and recognises the imperfection of the data. We believe this will be considered when judgement is made and we have provided context in our institutional submission.

Taking all the above into account we believe we have made exponential progress since the last TEF outcome in 2019.

Section 4: REFERENCES

¹ RCL Strategic Plan 2020-2025 www.rcl.ac.uk/about/strategic-plan

² 'RCL TLAP Plan 2022-2025' submitted to Academic Council, Agenda item 9. November 2022*

³ 'RCL Academic Governance Action Plan 2022-23' submitted to Academic Council, Agenda item 8. November 2022*

⁴ OfS Supplied TEF Data 2022

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