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Introduction and approach to evidence-gathering

In line with our day-to-day ethos of strong partnership working whilst maintaining the independence of the students' union, we have taken a collaborative approach with autonomy for the student submission and did not receive any undue influence. Both UPSU and the university saw it beneficial to provide each other with data that helps us contextualise aspects of the student experience and outcomes, and allows us to create more authentic and comprehensive submissions. We have mutually shared drafts and communicated headlines, with university data openly and proactively available.

The submission is written by the University of Portsmouth SU (UPSU), led by UPSUs elected Learning Experience Officer. UPSU represents opinions across the student population at the University of Portsmouth (UoP). We have chosen to focus on areas where we have student-led data and supporting information. This means that we have not provided information in relation to some of the 'Features of Excellence', e.g. academic staff development. UPSU did not carry out any extra evidence-gathering specifically for the student submission. In addition to formal student feedback mechanisms, such as surveys and focus groups, the SU has a plethora of means by which it continually gathers rich student voice data via Elected Officer manifestos Course Reps; representatives from distinct demographics; interest and cultural societies; 'Have Your Say' democratic platform for petitions; STaRT student feedback platform. This information enables a deep understanding of the rights, needs and wants of Portsmouth's diverse community of students and thus can inform impactful, student-led collaboration with the university to deliver continuous improvement.

We have chosen to focus on our formal consultation data sources in this submission:
- SU's Annual Surveys - a biannual survey to gather students' opinions on their university and SU experience. The average number of responses since October 2019 is 765 for each survey.
- SU's Student Academic Representation Tool (StART) - a survey tool that gives students the opportunity to provide feedback on a termly basis about any aspect of their course or wider university experience. This is primarily led by the Course Reps across the university community. Since 2019, the average number of responses has totalled 868 per academic year.

Whilst relatively small samples, the surveys meet agreed confidence ratings. The data serves to substantiate what we know through our various interactions with students. This data and the work it informs is seen as a critical part of the university's strategic commitment to student co-creation and helps define collaborative activity between UPSU and UoP in order to deliver continuous improvement. This continuous enhancement strategy is key in the SUs partnership working with the university, so students are consistently asked for constructive criticism on various aspects of the university experience. This means that some data from the SU may inevitably lean towards being negative, despite an overall positive benchmark. -we maintain that this evidence shows that positive university outcomes are influenced by proactive student-led action and collaboration with UPSU and the wider student community.

 Finally, it is worth noting that the SU identified the strength of the partner working in the 2017 submission. Whilst there are always areas for improvement, through establishing a 'high challenge, high support' relationship, we have seen collaborative working with the university become increasingly stronger and more proactive over the past four years including the responsiveness to identified areas of development.

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Student Experience - Teaching on my course

Overall the university has consistently scored highly, above 80% agreement, for this area of excellence. There are consistent trends in student feedback across all cohorts and all faculties since the 2017 submission showing this area to be the most frequent aspect of the student experience raised as both a positive and an area for improvement.

In 2019 the university implemented a new Curriculum Framework, developed with student co-creation and the student leadership of the SU's then Education & Democracy Officer. There has been a focus on improving the transition into university and introducing a broader focus on the diverse employment destinations of future students. In 2020, as further evidence of the continuous improvement strategy, the university launched a pre-arrival module designed to further support the transition of students into higher education (HE). This started as a small-scale pilot and is increasing its reach as of 2022. As seen in the qualitative data from SU's Annual Survey (March 2022) post pandemic students find the transition into HE highly challenging, therefore, benefiting from being taught the fundamentals of their course with less assumption of existing degree-level knowledge. Ongoing development and continued promotion of initiatives such as the pre-arrival module have been, and will continue to be, critical in addressing student needs. Consistently, yhere has been high levels of satisfaction with academic staff quick to respond to requests for support. Qualitative data (NSS 2018) shows respondents often quote the "supportive" and "helpful" teaching staff as being the principal reason for their satisfaction with the teaching on their course.

A consistent and interactive approach to blended learning, especially with regard to the diverse learning needs of the student community and the diverse skills across the academic staff community, has been a priority for the second half of the submission period (Annual Survey and StART 2021). Whilst this is an area that needs continuous development, the evidence reflects staff embracing the use of technology. For example, there has been an increase in the number of interactive lecture tools being used via the Panopto online platform, where the use of interactive quizzes and video content has shown to increase significantly between 2018/19 and 2020/21 (a 3.5-fold increase in staff use over this period). The pandemic created a more reactive learning environment, with certain aspects of digital 'teaching on my course' becoming more prominent. In the immediate aftermath of the pandemic, through proactive consultation in collaboration with the SU, students suggested the institution place greater focus on face-to-face teaching and adopt a more interactive approach to learning and engagement in order to improve teaching quality (Annual Survey March 2021). Students suggested that a uniform approach to blended learning would be welcome, but also outlined a need to develop this further with some criticism that online lectures felt rushed (StART 2021). The high support from staff and adaptations made at pace during the pandemic were seen as highly positive and valuable by students.

Student Experience - Assessment and Feedback

We recognise this as an area of notable excellence with 88.8% above benchmark and consistently scored positive across all four years of undergraduate study. An area highlighted by students as 'very positive' has been the speed of feedback (StART Jan 2022). This is reflected in the NSS (2022) data with 71.4% of students satisfied with the feedback of assignments being delivered in a timely manner. Additionally, NSS data (2022) showed that part-time students surpassed full-time students' satisfaction on all four questions relating to assessments and feedback. In particular, with regards to the NSS question relating to "helpful comments", part-time students surpassed full-time students by a significant variance of 13%, showcasing the high level of support for part-time students.

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In order to maintain a balanced submission, it should be noted that SU-led consultations (StART 2019 and StART May 2021) identified ongoing themes for continuous improvement over the last four years. Students have repeatedly raised challenges with the closeness of exams and assessment deadlines, as well as the lack of clarity in assessment criteria as key factors affecting their experience of assessment and feedback (Annual Survey March 2021, NSS 2022). This trend has continued into 2022, citing 58% negative feedback for 'assessments' (StART March 2022). The University ran an evidence-led approach to understanding degree assessment patterns, known as TESTA, where students were surveyed about the quality of their assessments. This process suggested a positive correlation between the quality of feedback and students' understanding of expectations, highlighting the importance of good quality feedback as an area of improvement. The university's strong commitment to renewing its assessment practices in partnership with the SU via the regulation review. This has included extending the late submission deadline by 5 days to allow students more time to complete their work.

Building on the changes to assessment and course content implemented in response to the pandemic, the university also introduced the 'EnABLe' programme to provide a space for authentic co-creation between academic staff and students. During these sessions, staff and students would redesign aspects of the 'learning and teaching' of their course. There were 406 participants attending the enABLE workshop, and although all faculties participated, 66.9% of the enABLE workshops were on the faculty of Technology. Business & Law, Science & Health, Humanities & Social Sciences and Creative & Cultural industries made up 7.4%, 7.4%, 13.2% and 5% of the enABLE workshops, respectively. The comparatively lower participation from these faculties highlights that co-creation between staff and students still has room for improvement, and more engagement in co-creational projects can help with the development of learning and teaching for these faculties. The SUs' Learning Experience Officer was involved with the development and delivery of the EnABLe workshops for academic staff from courses proactively seeking to innovate activity for improvements at pace.

<u>Student Experience - Course content and delivery</u>
The data around course content and delivery has been consistently positive. Students feel that lecturers are good at explaining things in their course (87.5% satisfaction NSS 2022) and particular praise was given to the passion of staff in the classroom environment (StART January 2022). Pre-pandemic data also showed an overwhelmingly positive view of course content and delivery, with over 80% in agreement that 'staff made the subject interesting'; 'the course is intellectually stimulating'; and 'staff are good at explaining things' (NSS 2018 & 2019). In addition, StART (2018, 2019) highlighted positive qualitative feedback across all faculties with particular praise around 'content that is interesting and helpful, as well as practical'. The SU's qualitative data saw comments relating to course content, praising modules that were designed to work with real businesses and stand out in job applications (StART 2019). Additionally, practical elements of courses in the faculties of Creative and Cultural Industries and Science and Health received high praise from students where the university had invested in high-quality simulated learning environments, providing students with real life opportunities to put their learning into practice.

However, due to the impact of the COVID pandemic, student satisfaction dropped slightly in 2020 with students suggesting that more interactive content would make the course content and delivery more engaging (StART 2020). However, these student views improved again in 2021. Students' praised online delivery of teaching and emphasised that recorded lectures helped them rewind,

take better notes and understand complex concepts more easily (StART 2021). The ability of the university to adapt to students' demands at pace in this regard will have been supported by the implementation of the Content Capture Policy and Practice in 2018: a co-created project developed directly from a student idea on the SUs democratic platform 'Have Your Say' where students requested for content to be captured and made digitally available to support learning. UPSU Elected Officers then worked with the university to develop a policy that led to the implementation of content capture technology which is now used throughout the university. Notably, the university entrusted the consultation of academic staff and students within the project to the SU to ensure authentic student leadership in its development. A total of 573 students and 257 staff completed the survey, giving information on what staff and students wanted to achieve through content capture and how the university should implement it. The drop in satisfaction and call for more interactive digital lectures in 2020 suggested that there was still more to be done to ensure the standard of these lectures remains high. Since then the university's Excellence and Quality Improvement Plans (EQUIPs), which inform course, school and faculty action plans have been updated to include the expectation of engaging students through co-creation practices to improve the students' experience. This includes improving the quality of course content. In late 2021, the SU began targeting support for courses or specific communities of students.'

It's important to highlight the university's consistent approach to further excellence in all areas, including those already well above the benchmark. The positive data from 2021 and 2022 highlights significant improvements in the delivery of course content, and proactive consultation regarding areas for improvement (StART 2022) that expressed concerns around the organisation of some modules. Comments on the organisation of course content are consistent with NSS 2022 results that showed the average response for "the course is well organised and running smoothly" as 65% agreeableness. In addition, upon closer inspection of NSS data, there is a clear disparity between minority and non-minority student groups. This is evident in areas such as "Staff have made the subject interesting"; "The course is intellectually stimulating"; and "My course has challenged me to achieve my best work". Overall the university received high agreement amongst respondents, with all areas sitting above 75% overall, however, students from ethnic minorities scored lowest for all of these areas. Ethnic minority students scored between 7 to 12 percentage points lower than the average for these questions, highlighting the disparity of the learning experience for some minority groups in the aforementioned areas. It should be noted that the university's overall BAME student satisfaction is above the benchmark and the awarding gap for Black students has reduced from 26% (2017/2018) to 19% (2020/2021). In response to the disparity and inequity of experience for BAME students in HE, the university supported and partly funded a new BAME Ambassador initiative developed by UPSU Elected Officers and BAME student representatives in 2020. The programme employs 15+ students of black, asian, and minority ethnic backgrounds (BAME) to work with their faculties and inform the SU & the university in developing and running student-led initiatives. The initiative is designed to support and improve the experience of BAME students, with a particular focus on decolonising the curriculum and diversifying the student experience. The BAME/PGM (Persons of Global Majority) Ambassadors, alongside the SU's Academic and Learning Experience Officers, have worked closely with the university on reducing the awarding gap. By establishing a partnership with the university's Academic Development (AcDev) department and lobbying them to incorporate questions around equality, diversity and inclusion into the TESTA process, areas of improvement around language barriers for international students and inclusivity for LGBTQ+ and BAME/PGM students were identified. BAME/PGM Ambassadors were able to use this report to influence course content to be delivered in a more equitable manner.

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The University of Portsmouth, along with the rest of the sector, continue to work on tackling racial inequities. Whilst much work is still needed, there has been increasingly positive change over the past four years. The introduction of a new directorate focussed on race and equality, and responses to Elected Officers and PGM Ambassadors lobbying for improvements around university cultural awareness training are all positive steps towards embedding an equitable experience to better meet the needs of the university's diverse student population. Direct feedback from the PGM ambassadors for this submission identified ongoing improvements, including wider university engagement with the ambassador scheme being made a priority. One challenge faced by the ambassadors has been directing the efforts of individual ambassadors across the faculties as each faculty has very different EDI structures. University staff should be more informed of these roles to ensure that Academics are utilising these ambassadors and including their feedback as frequently as possible. An additional element of this process would be to ensure that all staff have a strong understanding of the term 'PGM' and the choice to use it, to create efficiency when explaining the work they are doing.

Student Experience - Academic support
In the OfS TEF data dashboard, the Academic Support indicator is 85.6% materially above the benchmark. Student feedback evidenced a number of factors influencing this, eg. ''teaching staff support' was the largest contributing factor for the high levels of student satisfaction within this category (74% scoring above a mark of 7/10 in the March 2022 Annual Survey). Furthermore, qualitative data shows that students praised the support they received from teaching staff and personal tutors whereby lecturers supplied individual resources; made their availability known; provided 1-2-1 Zoom sessions for assistance; and adapted assessments to fit students' needs where possible (Annual Survey March 2021). Staff contact time also proved to be a common theme, with students praising weekly catch-up sessions occurring prior to assessment deadlines and commending individual tutors for going out of their way to offer support (StART February 2021).

The collaborative review of the Student Engagement and Attendance Monitoring Policy, with strong influence from the student voice including the SU's then Education and Involvement Officer working in partnership with the university, secured the focus of 'support interventions' as the central theme of the updated approach. Over the past 4 years and to highlight once again the SUs' approach in supporting the university to identify and achieve continuous improvement, even in areas above the benchmark, student feedback was sought via the question "Do you feel like you are receiving sufficient support to be able to complete the rest of your course assessments to the best of your ability?" (Annual Survey 2021). While 68.2% answered "yes" and evidenced that the majority of students surveyed were satisfied with the levels of academic support, the fact that 30% of students responded "no" demonstrates the disparity in students' academic support. This could be due to the diversity of need or disparity in provision as the TEF benchmark data shows the disparity in levels of support experienced between part-time and full-time students.

Annual Survey data (March 2022) evidences the ongoing disparity for some students as there were 157 mentions of academic advice, guidance and care in response to the question 'tell us what would help improve your learning experience'. Through student involvement in EQUIPs, the development of personal tutor structures and the continuation of targeted initiatives such as the Student Outcomes Project, the university continues to acknowledge and address these disparities as matters of priority for all students to maintain this area of above benchmark excellence.

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During the pandemic, the university responded to the rapidly changing needs of diverse students and evolving challenges in delivering those needs to support them. From the outset, the university established structures to embed SU officers and staff to ensure student voice and leadership in key aspects of decision-making around academic support, learning and teaching, assessment, and student experience. The post-pandemic Vice Chancellor Awards and SU Awards evidenced the university empowerment of staff and students in co-creating and innovating solutions to emerging issues. This was a period of 'high challenge, high support' regarding some elements of co-creation in unprecedented circumstances but is a period that evidences the strength of the university's commitment to the student voice. Through continued student lobbying and debate, the institution made adaptations for students including the launch of 'No Detriment Practices', meeting student demands for simplified language, reduction of process, increased flexibility regarding extension deadlines and expanded options for extenuating circumstances. To increase equity with regard to student digital poverty during this time, the university responded at pace to SU lobbying for supporting students with a laptop loan scheme that the institution invested significant resources in to support those students in need. In addition, university communications to students around support, guidance and expectations of the adapted learning environment were always, and continue to be, written in collaboration with the SU.

Student Experience - **Learning Resources**
At 65.2% materially above the TEF benchmark, student feedback also evidences the positive impact of the university's significant investments into innovative learning resources (eg FTC, Health sciences industry simulator). This area consistently achieves high satisfaction rankings across all UPSUs data and continues year on year to receive positive feedback (83.6% average across SU StART data & NSS 2022). One of the most frequent positive themes across the breadth of the diverse student population is focussed on facilities, with particular praise being aimed towards the library's services such as its 24-hour opening times and layout (StART Jan 2022).

The Library staff were also praised for the support provided in the library and the resources being made available to students during the COVID-19 restrictions (StART 2021). In addition, NSS 2022 data shows an overwhelmingly positive response to library resources, with an average of 88% agreement for 'the library resources have supported my learning well'. Whilst there was a slight drop in learning resources satisfaction (74.3% NSS 2021) during COVID-19, highlighting students' mixed opinions around blended learning, it is commendable that in all cases the average satisfaction rates for learning resources surpassed the sector average. Once again, an important next area of focus for continuous improvement is highlighted within some disparities in student satisfaction for distinct communities e.g. part-time student satisfaction was slightly lower (78.6% NSS 2022).

Students suggested some areas for improvement (Annual Survey March 2021), to inform university action. This included more industry-related material, learning resources, quizzes, and bite-sized chunks of information rather than standard lectures. Additionally, there was a demand for more guidance on virtual resources and a desire for more engaging virtual learning, for example interactive, live lectures as opposed to pre-recorded videos. Further evidence suggests additional access to filming equipment, technology support sessions and out-of-hours computer access (particularly software) would be helpful and that the cost and ability to access this elsewhere or outside of campus would also be welcome (Have Your Say). As these suggestions are delivered already in some areas of the university, the targeted interventions and student co-creation in

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EQUIPS remain critical in allowing for scores above benchmark excellence percentages. Learning resources are an area where the university proactively embraces opportunities to co-create and embed good practices with UPSU. This is demonstrated through the aforementioned university-wide Content Capture policy, but also through more targeted and localised activity. For instance, students have and continue to work with Course Reps and Faculty Reps to identify issues with access to equipment in the Faculty of Technology and work with the university to secure more resources as part of the hiring process. This example demonstrates the institution's commitment to continuously improve this area of above benchmark excellence.

Student Experience - student engagement

To add student perspective and context to the high satisfaction and 18% above TEF benchmark for student voice, we can evidence that students know they have good opportunities to provide feedback on their course (84.5% FT, 81.4% PT NSS 2022). Students also feel their views and opinions about their course are valued by staff (73% FT, 67.8% PT). On the other hand, data shows that students are less confident about how the feedback on the course has been acted on, suggesting that the 'feedback loop' is not always closed well, with only 53.2% (full-time) and 51.7% (part-time) agreement. Evidence in this section will demonstrate the activity taken to continually improve this area. To improve student engagement impact on outcomes and experience, 2018 saw a UPSU-led university committee membership review, in which the university sought to engage students in broader and more supported student feedback decision-making processes across the university committee structures. In 2018/19, the university piloted a scheme that facilitated Course Reps integration as remunerated Periodic Programme Reviewers. This enabled the systemic, university-wide engagement of these student feedback experts in creating lasting improvements at course-level.

In 2018/19, the university and UPSU collaboratively reviewed the Student Voice Policy which outlined expectations for capturing student feedback and included the updated structure and support for the university-wide Course Rep system. This was led by the SU and implemented for every course. Actions including updated rep/student ratios increase the number of reps and ensure students can more easily engage. In addition, over the last few years, the SU and university have identified the need to collaborate to help improve each other's methods of what we like to call 'closing the feedback loop', ensuring we have robust means of data collection to better demonstrate evidence of impact to continuously develop, better meet student needs and secure excellence for future cohorts. The increasing importance of closing the feedback loop resulted in the university supporting the development of, and funding, a further enhancement project for the SUs' Course Representative structure in 2020/21. This is a pilot for the current 2022-24 Student Outcomes project, to create models of true 'co-creation' at faculty, local and demographic levels to better embed the student's voice, engage students in co-creation and close the feedback loop across the institution. The university committed at faculty, school and course level to engage with the SU-led team of part-time student staff (Student Voice Assistants), assigned per school, to work with Course Reps on feedback collection, training, meeting support and co-creation activity. In the scheme's pilot year, the student staff engaged with the university to deliver 12 co-creation projects in different schools. Activities focused on themes of assessment feedback, teaching materials, closing the feedback loop and attainment. In addition to this, the Student Voice Assistants were involved in co-creation sessions with the Department of Curriculum and Quality Enhancement, looking at feedback mechanisms for module and course level feedback. They participated in the 'enABLe' workshops for the programming module in the School of Computing, working with the university to build the module based on student feedback.

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In 2021/22, the university undertook a portfolio review of all UG programmes to ensure that courses were supported in their continuous improvement approaches, resulting in a better student experience and positive outcomes. The university actively shared the data to enable Course Reps, the pilot Course Rep Assistants and the wider SU to engage with the improvement innovations and identify co-creation and collaborative opportunities. One example of this is the collaborative work between students and academic staff on improving the Nursing and Paramedic Science courses, to collect rich feedback from students and create bespoke responses, in this instance specialised resources and events designed to enhance students' knowledge of working with patients and facilitating peer-to-peer learning.

In the spirit of maintaining balance in this submission, the student perspective and that of the SU is that in continuous improvement co-creation activity, though some academics have been more welcoming to this approach than others. However, this should be noted as an exception in an otherwise overall collaborative university staff mindset. The support for SU/student engagement and co-creation at faculty level and senior level has been robust in addressing those exceptions, authentic in its focus on improvements for outcomes and experience, and continues to grow stronger as we write this submission. As a result, we hope that the TEF student submission will legitimise all universities and academics systematically embedding engagement with their students and SUs across the sector as is demonstrated so impactfully at UoP.

Student Outcomes - Progression

In reviewing the current period we can support, with student perspective data, the significant majority of UoP 'Graduate Progression' full-time student outcomes that are in line with or materially above the TEF benchmark. SU data suggests that students' opinions on succeeding and progressing beyond their studies are positive across the period. Annual Survey data from 2019 onwards shows the university consistently scored above 70% agreement for 'progression', with a decline in the data only during 2020/21, which could be attributed to the COVID skew.

Once again, in the SUs role as a proactive student voice consultant to support the university in continuous improvement, since 2019, the Annual Survey has asked: 'to what extent do you agree with the following statement: "the skills I have developed during my time in higher education will be useful for my future career". The data from October 2019, October 2020 and March 2021 showed very positive responses with 89.85%, 80.17% and 70.95% respectively for 'strongly agree' and 'agree' combined. The question was reworded for March 2022 to support the broadening of students' aims outside traditional employment destinations, with the second iteration stating "when thinking about my future career, I have the skills needed for life beyond university". This showed continued positive responses, with 83% for 'strongly agree' and 'somewhat agree' combined. This data demonstrates that despite a dip in 2020/2021 during the COVID pandemic, the student perspective on how well the university supports them for progression is extremely positive. In addition, when students were asked about how "the university offers activities and resources designed to prepare me for the next step in my career", the data highlights a similar pattern. Despite a small decline in 2020, there was an extremely positive consensus on how applicable university-learned skills are for Portsmouth students.

The Annual Survey October 2020 also contained the optional strategy consultation survey that sought students' opinions on the new future readiness strategy for UPSU. In this survey, the thematic analysis identified a desire from students for more opportunities to develop their

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employability from the question "Is there anything missing in what we're doing and how we're doing it?". When asked about what UPSU and UoP could do in the next few months to improve their wider student experience opportunities, responses showed themes that students wished for more opportunities to improve their employability skills and build on their graduate job support (Annual Survey March 2021). Additionally, when being asked about current concerns, a common theme was obtaining more direction in terms of choosing a career, whether this is through more resources from the careers department, or through the curriculum. Similar patterns were found later in the year, where 'work experience' and 'placements' were both mentioned as 'other' priorities for some students, with comments discussing how these experiences will help with employment in their field (Annual Survey November 2021). It is worth noting that since this was during the end of the pandemic, there were fewer opportunities, such as a lack of placement opportunities. This was suggested by qualitative evidence that showed 134 mentions of COVID-19 restrictions, with many comments referring negatively to work experience and placement issues (Annual Survey 2020).

These recommendations and comments for students are systematically addressed through ongoing Curriculum Framework delivery. The Curriculum Framework (2019) included the development of a range of skills typically expected from a student when they graduate - through collaboratively developed 'University Hallmarks'. These were co-created with involvement from the then Sabbatical Officers and student representatives as well as employers and university colleagues to help students articulate their skills and experiences for life after university, gain clarity on their aspirations for progression and focus on actions they can take to meet their own ideals for successful future outcomes. The university courses all describe, at a module level, how they support and demonstrate student development of the Hallmarks skills included and how students are expected and encouraged to develop the Hallmarks in and outside their courses.

In addition, in order to support opportunities for progression amongst students, since July 2021, the elected Learning Experience Officer has been working in partnership with academic schools and the Careers & Employability Service to create and embed a meaningful professional development programme. In this programme, guidance, co-curricular and extra-curricular activities are tailor-made for each disciplinary area, referred to as the 7 Steps to Success (7S) programme. There is a bespoke 7S programme for each academic school, designed to support student engagement with opportunities offered across the institution and to improve graduate outcomes. Approved at university committee level, the programme is being piloted across 5 schools with plans to expand to all academic schools. Through participating in the 7S programme, students are able to gain the key skills needed to achieve their career goals and receive an official University of Portsmouth & SU joint award of recognition. Despite the aforementioned disparity and some exceptions showing reluctance to engage in this student-led approach to continuous innovation and improvement, once again, the robust response to those exceptions, high support and highest levels of engagement, co-creation and systemic embedment of student-led innovation by the university demonstrates excellence in this area.

Student Outcomes - continuation and completion
The indicator is above the benchmark for the OfS TEF data dashboard for continuation and in the middle of the benchmark for completion. Student feedback from all years of this TEF period shows that continuation and completion are positively regarded within the student body. Further evidence from the B3 OfS TEF data dashboard, shows that all undergraduate demographics are above the numerical threshold for completion. Our internal UPSU data is consistent with these trends, showing positive student opinions on continuation and completion.

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The Annual Survey November 2021 highlighted the increased post-pandemic concerns of students feeling able to complete their course. For the question "Thinking about your academic experience at university, is there anything you are particularly concerned about?" academic performance was the highest-rated concern by students. In addition to this, the Annual Survey March 2022 showed that students rated the "support given to help progress in your degree" an average score of 7.5 with 74% being above 7. This suggests students feel satisfied with the support the university gives to ensure the continuation of their studies. Overall, it can be concluded that students are happy with the support they are receiving in this area but that not all students are as confident about the support available and how to access it.

In order to maintain high levels of continuation and completion amongst students, the university is in the process of implementing the Learner Analytics programme. This programme refers to the measurement, collection, analysis and reporting of data about student demographics (including protected characteristics and other student backgrounds such as commuting students and care leavers) across modules and courses. This enables academics to quickly identify where students need support by cross-referencing student data such as how many times a student accesses their lectures or the library; and how many times a student visits their personal tutors or the wellbeing service for example. This will allow for earlier targeted support interventions, thus improving rates of continuation and completion. This system is now being further developed and built to look at monitoring engagement within the student cohort. Furthermore, the university has introduced the RAISE project which looks at why students have withdrawn from their course and how to improve in these areas. This further illustrates the university's commitment to continue to improve their students' outcomes and ensure that barriers are identified and removed to support students to continue and complete their course.

By ensuring structure and process change within UPSU and also the structures through which the university embeds student leadership in UoP, we continue to work together to sustain success and raise the standards, across the entire provision for all students. The pilot which consisted of the Portfolio Review Project and Course Rep Enhancement Project identified co-creation and collaborative opportunities to support emerging issues and respond to feedback from students to secure and enhance student outcomes. This work has developed into a new model, consisting of a robustly administered and supported Course Rep framework, rapid response resource and relevant and equitable social and career capital programme embedded in university learner response structures. Once again, this demonstrates the university's ongoing commitment to co-creating innovations and bespoke, targeted solutions for its diverse student communities to achieve successful outcomes and progression.

Comment on Provider Submission
Our institution has liaised with us throughout the development of their Provider Submission (PS) and we have had the ability to input and comment on draft versions as well as being given space to provide honest feedback about areas of disparity. UPSU believes that the PS is a good well-evidenced reflection of its performance. In our student submission, we have reflected in more detail on the experiences of different demographics. In some places the breadth of evidence could have been more detailed with some examples being limited in terms of their cross-institutional impact. However, we also understand that like ourselves this is the first time the submission has been completed in its new format and the university has shown a willingness to work with us to improve data capture for future submissions.