Provider name: Ravensbourne University London
UKPRN: 10005389

1. Provider context

Ravensbourne University London (RUL) is one of the UK's leading specialist higher education providers, delivering cutting-edge teaching to enable our diverse student population to excel in careers in the creative economy. We are recognised as an essential partner to industry, providing a high-level talent pipeline to industry, whilst working in deep collaborations with industry to inform and be informed. Our graduates are world leaders in the creative sector and serial award winners,

Our location on the Greenwich Peninsula, at the heart of the creative industries, bordered by the thriving Design District, the largest entertainment venue in Europe, the financial hub of the world and the burgeoning creative economy of east London, provides RUL with the unique opportunity to be part of and influence the sectors it serves. Founded in 1962 by the amalgamation of a number of small art schools, RUL relocated to its current purpose-built, RIBA award-winning building on the Greenwich Peninsula in 2010. Ravensbourne was awarded Taught Degree Awarding Powers (TDAP) in August 2017 and offers a future-facing portfolio of creative higher education courses. As a new university,
RUL has focused primarily on full-time UG which is around 95% of its HE provision, with the remainder our dynamic FE offer and PG. UG courses span fashion, photography, television and broadcasting, advertising, product design, architecture & environment design, graphic design, animation, games, moving image, music production for media & sound design. RUL is embarking on a new phase in its growth strategy to lead the market in digital, business, computing and technology sector education. This activity aligns to our developments into digital technology innovation and knowledge exchange by drawing on RUL's many years of experience in the delivery of market leading educational practices for the creative economy.

Our core strategic aims recognise our commitment to our learning community for the university to:
- Provide a transformative student experience which enables success in their lives and careers.
- Be built around access, inclusion and diversity.
- Be an integral contributor to communities and society.
- Be an essential partner to industry.

RUL's ethos is defined by:
- The mission of the university, 'To develop people, ideas and innovation, in collaboration with industry' which pervades all activity of our staff, our students and our learning experience.
- A continuous reinvention of its vocationally focused course portfolio in response to the fast-changing needs of the creative economy
- Our significant, deep and long-established partnerships with industry that have greatly enhanced outcomes in student progression to employment compared to our sector competitors.
- The Student Experience that is articulated through pedagogies which intersect across individual and collaborative boundaries and lead to transformative student learning opportunities.
- The inclusion of scholarly practice, innovation, industry and knowledge exchange as fundamental to embedding purpose-driven work to augment practice-based student opportunities.
- A supportive educational environment with high quality academic support to meet the needs of our diverse learning community.
- The student voice as being central to the development of the university and our culture of continuous feedback and strategic engagement of students within curriculum design.

- Utilisation of diverse and specialist physical and virtual resources that are continuously tailored and synthesised with industry, in alignment with our creative DNA.

We actively recruit a distinctive and diverse student population to enable us to facilitate the development of graduates who, through their approaches and practice will positively reshape the creative economy.

the proportion of students coming from low participation neighbourhoods (LPNs) as defined by our last HESA Performance Indicators (2020/21) is above our locally adjusted benchmark (5.2%) and unpublished data indicates that this pattern is continued into 2021/22. However, this alone does not reflect the actual diversity of our cohort or their social profile. 10% of our students in our last HESA return came from POLAR quintiles 1 and 2. In 2020-21 13.9% of RUL's students came from TUNDRA (MSOA) quintile 1 or 2, a slight increase of the 2019-20 figure (13.3%), and 40% of RUL's students came from deprivation quintile (IMD) 1 or 2, an increase of the 2019-20 figure (35.20%). 31% of our students were characterised as high risk for Student Opportunity funding purposes in our last HESA return and over 28% at medium risk.

More than half of our students come from low-income families. In the last three years, over 90% of home entrants qualified for a full or partial maintenance loan, and of these students, around 30% qualified for a maximum maintenance loan based on low household income (£25k and under). 9.6% (HESA 2021/22) of our UG students are in receipt of DSA, nearly 30% declared a disability according to our most recent HESA student record submission. 42% of our students qualified for the OfS premium for student transitions and mental health allocations. RUL is above the national average in terms of the recruitment of BME students and its demographic has changed radically since its relocation in 2009/10 to around 45% (HESA 2021/22) of students from minority ethnic backgrounds, significantly above the national average for HE (27%)–RUL recruits its home student UG cohort primarily from Greater London and the wider south east. Our Outreach Team identify aspiring creatives from under-represented backgrounds in HE.

RUL has progression partnerships with approx. 38 schools and colleges, most of which have a high proportion of learners from under-represented backgrounds; or are in geographical areas of low participation (TUNDRA), or a high proportion of mature learners, as these have been our APP (Access and Participation Plan) Access priorities for 2020-25.

Table 1: RULUG courses

BA (Hons) Advertising and Brand Design	BA (Hons) Product Design	BA (Hons) Sound and Music (phased out)	BSc (Hons) Creative Computing
BA (Hons) Fashion	BA (Hons) Graphic Design	BSc (Hons) Business Management	BSc (Hons) Computer Games Programming
BA (Hons) Fashion Buying and Brand Management	BA (Hons) Animation	BSc (Hons) Broadcast Engineering	BA (Hons) Architecture
BA (Hons) Fashion Promotion	BA (Hons) Music and Sound Design	BA (Hons) Urban Landscape Architecture	BA (Hons) Interior Design Environment Architecture
BA (Hons) Digital Photography	BA (Hons) Editing and Post-Production	BSc (Hons) Computer Science	BA (Hons) Digital Content Creation
BSc (Hons) Digital Marketing	BA (Hons) Illustration for Communication	BA (Hons) Motion Graphics	BA (Hons) Games Development
BA (Hons) Digital Film Production	BA (Hons) Digital Television Production	BSc (Hons) Cyber Security	BA (Hons) UX & UI Design

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Student Outcomes

SO1. We deploy and tailor approaches that are highly effective in ensuring students succeed in and progress beyond their studies. All students at RUL are enrolled into a contemporary, purposefully designed, and inspiring learning landscape, reflecting the specialist focus of our creative industries provision. The design of our buildings, our VLE and our courses respect subject boundaries while facilitating interdisciplinary exploration, collaboration, and professional practice development according to student needs. Our collegiate culture and community of practice encourage academic-professional practitioners to continually share good practice, which in turn engages and supports our students on their academic and professional learning journey, and in cultivating their individual professional identity. Our approaches, as detailed in the Student Experience section below have enabled our students to succeed in and progress highly effectively beyond their studies.

SO2. RUL has very high rates of continuation and completion for its students and courses. Overall, our **continuation** rates are materially above or within benchmark across all student characteristics and courses. The exception to this occurs early in the time series, when student continuation fell below benchmark resulting in -3.7pp difference between indicator and benchmark values. This period at RUL reflects a significant strategic development in gaining Teaching Degree Awarding Powers (TDAP) with changes in curriculum and academic staffing. Student continuation is within benchmark the following year and remains within benchmark thereafter.

Further analysis of the **continuation** data shows that we are above benchmark for students self-reporting as "Other" and "Mixed" (+4.6pp and +3.7pp respectively), while "White", "Asian" and "Black" students continuation rates are within and close to benchmark. Similarly, students within ABCS Q1 and Q2 or Q3, who have characteristics that tend to have the lowest rates of continuation across the sector, are +2.3pp and +1.4pp above benchmark. At course level, continuation is within or slightly above benchmark for all provision with notably higher continuation rates for Computing, Performing Arts, Media, Journalism and Communication, and Business and Management subjects. Student continuation on the relatively small Architecture courses and performing arts course are below but close to benchmark (the difference between indicator and benchmark values being -2.3pp and -1.1pp respectively). We also note that the indicator and benchmark value difference for our mature students (aged 31years and over) is -4.4pp, suggesting that our small proportion of older students are less likely to continue compared to their younger peers.

Improving continuation has been an institutional focus across all demographic groups, including our mature students. As noted in our Varied Access and Participation Plan 2022 and with reference to our approved 2020/23 - 2024/25 targets, we aim to eliminate gaps in continuation between White and Black students by 2025. We have made significant progress in this regard. In addition, RUL's overall continuation indicator exceeds benchmark by a greater magnitude than the majority of its London competitors (a number of whom do not meet their benchmark for this indicator, according to the TEF data dashboard).

Turning to our **completion** data, we are within benchmark across the time series and for all student characteristics, and materially above benchmark in year 2 (+3.7pp), and for students aged 31 years and older (+5.2pp), White students (+3.4pp), and Male students (+4.1pp). Notably our students from ABCS Q1 and Q2 or Q3 are above benchmark by 4.1ppt and 3.4ppt respectively, and students categorised as in IMD Q1 or Q2 are above benchmark by 3.7ppt. Students with a reported disability are also above benchmark by +3.2pp. The only negative difference between indicator and benchmark values is for "Mixed" ethnicity (-0.8pp). At course level, completion rates

are above benchmark for courses in Business and Management, Engineering, Materials and Technology, Media, Journalism and Communications. We aim to be consistently above benchmark for completion on all courses and for all students. In addition, RUL performance compared to our benchmark (+2.6%) surpasses that of the majority of our London competitors, a number of whose performance does not meet benchmark for completion, according to the TEF Data Dashboard.

Our continuation and completion rates reflect our commitment to providing all students with a holistic, inclusive and engaging educational experience supported by academic and industry-engaged staff and our wrap-around professional services. We also continue to target our financial support and bursary offers at the most financially challenged students. This is in recognition of the positive correlation between continuation rates and bursary receipts outcome using the OfS Toolkit to investigate the relationship between financial support and student success. (Our most recent analysis (2021) suggests that bursary recipients are 42% more likely to complete their studies than students who receive no financial support (p=0.032)). It appears that the financial barriers and challenges associated with living in London, particularly those related to accommodation and transport, may disadvantage the poorest students most. We believe that financial support could reduce these barriers and support the engagement of financially disadvantaged students with their studies, and thereby reduce gaps.

In addition to this, we regularly monitor continuation and student success measures both at course-level and through our Student Services support systems to ensure all university services provide high levels of support to all students. This approach allows us to strategically align resources to support areas that will ensure improvements and support positive outcomes for all students. Within our provision, we have adapted our approach to group-based projects to meet the needs of different students, integrating students of mixed abilities, ages, ethnicities, backgrounds, disabilities and learning needs for collaborative learning. We recognise how the diversity of our students affords a rich learning environment for building cultural competence and understanding of differences. Building global, social and ethical citizenship is underpinned by our educational principles   and reflected in learning activities, assessment tasks and in their contacts with industry professionals. We expect students to work collaboratively and develop problem-solving and team working skills as part of the learning process, along with a sense of purpose and resilience to realise their goals.

Throughout our courses, we aim to motivate and sustain students' interests and the achievement of their career goals by providing opportunities for students to present their work beyond the academic sphere. We strategically plan how learning from critical feedback, including from external industry experts, is developed at each level of the course. The culmination of our students' university experience is engaging in a formal and public event. Such events are not a concluding point of our students' learning journey, but the commencement of their professional practice career, where they can exhibit and demonstrate their achievements e.g., London Fashion Week, or participation in the design, curation or production of a significant event. Also, we recognise that many of our students need to work while they study. The benefit of work-based learning is now embedded in our provision. Our careers service supports our students in finding relevant employment to support their experiential learning and build professional networks.

For the Women's UEFA Euros 2022 RUL's careers team worked with Great Big Events to provide students for the official worldwide broadcast streaming and graphics operations.

SO3: RUL has outstanding rates of successful progression for its students and courses.
Our three strategic aims 'to provide a transformative student experience that enables students to succeed in their lives and careers' and for the University to be 'an integral contributor to communities and society' and 'an essential partner to industry' are realised through our progression outcomes. As a key feeder of graduate talent to industry, we have systematically implemented policy and practice to positively impact the creative economy. The most recent data on the UK's creative workforce   indicates that racially minoritised people, those with a working-class background, women and people with a disability are all significantly underrepresented in the creative and cultural industries. Our recruitment and student success activities target these people to support and improve their progression opportunities.
For   undergraduate students (in the TEF data), we sit within or above benchmark for our overall indicator for progression, with consistent performance across the last three years.

                                        Notably our most significant positive performance above benchmark is for Asian (+5.4%), Black (+10.5%) and Mixed (+5.3%) students where clearly the range of activities have had impact, building on the outcomes of the 'HEFCE Learning Gain Project 2016'. Similarly, the progression performance of our ABCS quintiles 1, and 2 & 3 groups of students who have the lowest chance of accessing higher education is above benchmark (+1.9% for Q1 and +1.6% for Q2&3). The data evidences our commitment to social mobility and the success of our recruitment and student success activities in enabling access and success for these groups of students.
These activities, driven by our institutional mission and shaped through practice and our APP enable us to actively recruit to widen participation so that our student population and wider university learning community is diverse. This has an enormous positive impact through what the population brings to the university community, in which we recognise and value their unique qualities.

                                    As such, our engagements with industry and external communities are driven by our understanding of opportunity and our common belief that promoting diversity in everything we do and through every student we create is a vital point to improve social justice but also a key core factor in effective business performance (CIF, 2017).
At subject level, half of our courses have an overall progression rate above Ravensbourne's benchmark, with a number of others close behind. Particularly high progression rates are seen in BA (Hons) Design and Coding (32% above Ravensbourne's benchmark), BA (Hons) Motion Graphics (+18.2%), Editing and Post Production (+9.8%) and BA (Hons) Architecture (+9.1%). This performance is unusual and we would argue exceptional for an institution producing graduates for the creative economy where in other institutions tend to have less consistently positive outcomes. The TEF benchmark data is a useful measure in recognising our positive performance in relation to progression to graduate level employment or further study within 15 months of graduation, however the nature of the opportunities and structure of the creative economy means that positive outcomes for students may take longer than in other disciplines. Given the extended period in creative subject areas that students take to reach graduate level employment, we include Longitudinal Education Outcomes data again to illustrate our excellent performance above benchmark. The London factor has frequently been noted by regional institutions as providing a benefit to students' progression to the creative economy, with the majority of commercial practice

occurring in the capital. London accounts for more than 40 per cent of creative sector employment in the UK, with a third of all its businesses in that sector. (2016). Our internal annual performance evaluation therefore considers our progress against other comparable London institutions. Across the great majority of the subject groups for which we have provision, we outperform our competitor group for sustained employment consistently across the 10 year cycle (Table 2). Our largest cohort, the subject area of creative arts and design which makes up 79.38% of the sample is also our most consistent high achiever.

Table 2: RUL Sustained Employment Comparison with London Institutions (LEO 2018/19)

	Sustained Employment (%)			
Region of Employment: London	1YAG	3YAG	5YAG	10YAG
RUL Subjects	72.2	75.1	78.1	79.0
All Subjects	65.8	71.9	75.2	78.3
Difference (RUL - All Subjects)	+6.4	+3.1	+2.9	+0.7

In 2018, we identified that whilst our approaches that enabled students' fast routes into industry were highly effective, we were not offering full opportunity for students that wanted to undertake further study, or to return to further enhance their career progression. The following year we introduced six postgraduate courses which resulted in positive outcomes for participants, and through which our students ranked RUL as the leading creative university for postgraduate student experience in the UK (PTES), and ranked second place for overall postgraduate satisfaction,   Our strategic growth has continued in this area, with new courses planned for validation in the coming academic year. To note, the exclusion of progression to further study as part of our performance against the benchmark group further demonstrates how effectively we have been in supporting students into sustained employment. We are proud of this outcome data that illustrates not only the success of our strategies but also our agility to work with and be part of the creative economy that is a key driver around the world as governments look to rebuild their economies in the wake of the downturn associated with Covid (The future of the creative economy, 2021).

SO4: RUL clearly articulates the range of educational gains it intends its students to achieve, and why these are highly relevant to its students and their future ambitions.

As a specialist creative university working with industry, our focus on educational gain is developing people, ideas, and innovation in collaboration with industry, to have global influence in learning, research and on the creative economy. We provide an inspiring and challenging educational experience for a highly diverse range of individuals, to be valuable to the industry, globally, and beyond RUL.

At an individual level, regardless of tariff points on enrolment, we want to afford our students the opportunities and real choices to be:

- Highly employable and entrepreneurial graduates
- Working within the industry before or soon after graduating
- Using the networks and contacts made at RUL to establish and build their career
- Recognised within their profession, short-listed and winning industry leading awards
- Influencing their professional practice in a variety of ways, including addressing under-representation within the creative economies.

SO5. RUL effectively supports its students to achieve these gains.

Our approach to supporting the educational gains we (i.e., collectively with our students and external stakeholders) believe are important, is driven by industry standards embedded in our innovative curriculum and learning environment, supported by academic and professional practice staff, with access to the latest high-performance technology, and tailored to our students' needs

and their different starting points. Our project-based approach to student learning (2020) enriched by feedback and guidance from academic, professional practitioners, industry experts and peers is evidence-based (2018). We support our students on their higher education journey, designed to improve their employability, offering opportunities to develop as entrepreneurs, expand their networks in industry, enter national and international competitions to gain external exposure and enhance their professional profile, before they graduate.

SO6: RUL evaluates the gains made by its students, and demonstrates its students are succeeding in achieving the intended gains.

Our attempts to evidence the different ways in which our students gain from their educational experience are both qualitative and quantitative, and at a relatively early stage at this point (2020). However, we continue to build on our findings from our HEFCE-funded project on learning gain (2016) and are exploring further sector partnership opportunities to expand our capacity. Our approaches to evaluate gain currently include:

Tarff points: Our average tariff points remain low. In 2019/20 and 2020/21 they were 114, compared to London HEIs averages of 210 and 208; Sector averages of 225 and 227; and specialist competitor averages of155 and 161 for the same years. This is because we look for talent beyond academic qualifications, maximising the richness of our students' learning journey while supporting their continuation, completion, and attainment.

Employment: In 2018, 97% of RUL graduates were in work or further higher-level study six months after graduating according to the last DHLE survey. Successive GO surveys from 2018/19 and 2019/20 have recorded 84% and 87% of our students are in employment or further study 15 months following graduation, a decline, but one of similar magnitude to that seen at other institutions with the implementation of the new survey method. Furthermore, RUL surpasses its overall progression benchmark by a greater magnitude (+1.1%) than all of our London competitors, the majority of whose performance for this indicator is below benchmark according to the TEF dashboard data.

Networks: Embedding working with professional practitioners, and alongside industry experts in the curriculum, affords our students the opportunity to establish professional contacts. High profile partnerships are core to our provision, with well-known brands such as the BBC, Amazon, Sky Creative, Ford, The Tate Modern, Givenchy, Working Title Films, Barclays, Marks & Spencer, and Burberry.   Building on the successful outcomes of our work as lead partner in the HEFCE Learning Gain collaborative project measuring learning gain from work placements and work-based learning, we have embedded work-based learning at level 5 within every undergraduate course. Approaches to understanding the impact of the wide range of experiences our students are exposed to, from our industry connections, in-person and through social media, will continue to inform our pedagogy.

Business creation: Alongside our student community, we host over 100 creative technology businesses that utilise our leading-edge technologies and media resources. Collaborating with industry partners and our students is at the heart of our approach in realising students' educational gain. Our Incubation+ centre has provided commercial support through accelerator programmes, business mentoring, exposure to investment, commercial partnerships, and branding expertise. Nurturing our budding entrepreneurs has resulted in remarkable successes such as: 'Expandr', a digital film production and advertisement agency specialising in short videos for social media with clients such as BMW and New Look. 'Think Digitally' is start-up company that has been running for over 14 years, with an annual turnover of £750,000 formed by a Motion Graphics graduate. 'Project Panda' is an eco-friendly kidswear label created by a Fashion and Brand Management graduate to raise awareness of endangered species and reflects develop-

ment from her final year project. FeliciDecor, an interior design company, was nominated as a finalist for the BPIC Network's Best Minority Owned Business award 2021. We also provide a range of 'Kick-Start' programmes across all subjects. For example, Rising Talent is an 8-month programme where   candidates will join our roster to help kick-start their careers as freelancers in production and post production, nurturing their talent through professional practice.

Winning awards: From access courses to accolades, many of students excel in their achievements before, as well as after, graduating from RUL.

Influencing their profession: Our approach to learning with industry allows our students to improve the industries they enter and in doing so become significant drivers for the evolution of our world-beating creative economy.

Recognising and nurturing our students' talents have led to significant features in magazines, social media and at conferences; such as the student-initiated platform for change "Nuff Said" project focused on race and identify in the creative industries.

Exceptional talent is the norm at RUL, and our CreativeLab is a creative agency specialising in designing and executing real world creative projects with major brands, our students, and our staff. It provides a conduit between our educational offering and industry-based experiential learning opportunities with a focus on creating an outstanding student experience for all students, with particular benefits for our underrepresented and marginalised student groups. This drives positive change and diverse representation across the industries we serve through doing purpose driven work that is co-created with our diverse and uniquely talented student community. CreativeLab also aims to champion innovation of all kinds and practical and relevant knowledge exchange between our students, our staff and industry professionals. Activities include but are not limited to: creative and cultural exchange programmes, real world advertising and communication campaigns, organisational transformation and development, generational creative insights, research and knowledge exchange.

Examples of the positive impact include:
i) The Obama Foundation Exchange Programme: An annual collaboration with The Obama Foundation, Vault 49 and a major brand (Nike

The activity in 2021 resulted in the creation of a visual identity for major basketball teams on both sides of the Atlantic that were promoted by Nike as a core event in Black History Month. The work was highlighted by Barack Obama on socials to an audience of approx.160 million and participants have been empowered to expand their creative practice and network and use outcomes to strengthen their creative portfolios. ii) The Assembly Project: Creative exchange beyond borders: A Collaboration with West African organisation The Assembly and The British Council sharing our community's knowledge and expertise in the emerging digital fashion sector. Our students, led by our industry-leading academic team, were each partnered with a West African creative to help transform their fashion concepts into digital products. Iii) Open Studios: Unique offer of holistic creative support open to all students, providing an experiential learning environment fostering creativity and building professional skills such as workplace etiquette, professional writing, confidence, communication, personal branding, online presence, and professional creative portfolios. A high percentage of graduates from the programme gain industry-specific employment and 100% of students surveyed state it has improved their professional competency, built career resilience, and expanded their creative skills. iv) NHS London: The Workforce Race Strategy: Supporting NHS London in transforming their organisational approach to racial inequity and inequality leading to the creation

of innovative digital training materials that feature the lived experiences of NHS staff and transform these into materials to build empathy and understanding across the organisation. The scheme provided opportunities for creatives of colour and a method of practice-based mentoring for young graduates of colour with the resulting outcomes commended throughout the NHS.

2. Student experience

Ravensbourne's strong student outcomes are driven, as described in the previous section, by the institutional mission 'to develop people, ideas and innovation, in collaboration with industry'. The related strategies, activities and actions to deliver the mission through a very high quality student experience are outlined in the section below.

SE1: **RUL has embedded very high-quality teaching, feedback and assessment practices, that are effective in supporting its students' learning, progression and attainment.** Our teaching, feedback and assessment practices are underpinned by pedagogical principles which are research-informed, and illustrative of contemporaneity in relevant disciplines via exploration of material cultures, anthropological and sociological underpinnings and technological advancements, to reflect the creative professions we work alongside (2019). Our pedagogical principles emphasise the importance of:

i) impactful education that is genuinely curious and dynamic in its pursuit of holistic and inclusive education that exceeds the expectations of sector benchmarks, by championing distinctive and for-ward-thinking briefs and projects, to support students' cultural and social capital in industry en-gagement.

ii) leveraging artistic and technical collaboration across courses as critical components of co-pro-duction, with opportunities for interdisciplinary working that supports inimitable creative outputs through the coalescence of specialist skillsets.

iii) integrating academic learning experience with influential industry practice and professional practitioners, which primes our students to replicate professional standards, and to ensure stu-dents' academic experience reflects the fast-changing nature of the creative industries and pre-pares them for their chosen career.

iv) sustainable responsibility and development as creative practitioners and global citizens, which acknowledges complex and challenging aspects of their field, including commercialisation, and the role of economic and politicised intersections within relevant domains of industry.

v) leveraging cultural theory, design practice, and creative and technical innovation for transforma-tive outputs.

All courses provide a range of inclusive (i.e., meaningful, relevant, and accessible), innovatively inspired and actively progressive learning experiences that are heterogenous in nature. Our approach to learning and teaching recognises the diverse needs of our students and the value of diversity as part of our learning environment. Strategically, we have developed a range of learning approaches and resources which are employed according to the nature of the learning objectives for the session. We adopt and adapt our learning approaches to foster development in students with different abilities, experiences and needs, to allow all students the opportunity to reach their full potential. Many of our learning activities engage students in reflecting on, researching and discussing different cultures, beliefs, identities and experiences. In this way we aim to support our students in developing their appreciation, respect and value for diversity, as ethical and global citizens. Building a sense of inclusion and a supportive learning community is central to our ethos. Our pedagogical principles champion intra-cultural investigations, into projects that facilitate students' incremental development of abstract and conceptual knowledge, critical thinking skills, and professional conduct. Timetabled sessions are planned to engage students in carefully crafted

learning activities that instill creative and technical meta-cognition, as the result of co-production with peers and collaboration with leaders within relevant industries.

Many of the learning activities in our courses reflect and inform the signature pedagogies of creative industries education. A key strength of RUL's educational approach is the role of project-based activities in engaging students in collaborative, authentic, disciplinary and interdisciplinary learning experiences (2020). Our deliberately planned and curated project groupings have evolved through a continuing dialogue with our students to ensure that each student maximises their opportunities to learn.

Throughout this learning journey, students are also encouraged to challenge received wisdom about socially-constructed ideas, to rethink the different ways in which culture is comprehended, to experiment with the fabrication of physical and digital materials and underpinning theories, to innovate through the coalescence of theoretical ideas and the application of technology, and to grow from the various learning experiences outlined below they are afforded with their peers, in discussion with academic-professional practitioners and external experts:

i) **Studio-based learning** where group project work is supervised by expert designers and researchers to develop students' knowledge of history and contemporary practice and by technical input to develop practical skills

ii) **Enquiry-based learning** in which tasks or briefs are provided for individual or group-based projects, to introduce students to key workflows, and/or approaches to prototyping, that are common in industry.

iii) **Industry-standard collaboration and commissioned briefs/projects** which provide motivating learning experiences within a realistic externally focused professional practice context (e.g., BA (Hons) Advertising and Brand Design provides students with industry collaboration experiences to act as a consultant for improvement with Apple and Barclay's Bank; BA (Hons) Digital Film Production brokered corporate live briefs with clients such as Disney, PlayStation, Meantime Brewery, Indigo at the O2 and Visit Greenwich; BA (Hons) Digital Film Production & BA (Hons) Digital TV Production students engage in commissioned work with Barnardo's (funded by Amazon) to produce films promoting Barnado's work with care leavers).

iv) **Intra and Interdisciplinary group projects** requiring collaboration within and across disciplines (e.g.,   students across all courses work on projects as interdisciplinary groups, such as the Museum of London project).

v) **Placements** to consolidate academic learning within relevant professional practice contexts, (e.g., placements in BA (Hons) Fashion include   Reiss, Burberry, Givenchy,   and many others).

vi) **Study abroad and international student collaboration opportunities** – (e.g., Design students collaborate with peers at the Stockholm Design Lab; BA (Hons Digital TV Production students undertake work-experience with Tell Media to crew their professional worldwide streaming service on location in Sharm el-Sheikh.)

vii) **Fieldwork, external and industry visits** to provide relevant learning environments and insights into professional practice contexts (e.g., BA (Hons) Fashion students visit Paris and Antwerp; for BA (Hons) Digital Film Production and BA (Hons) Digital TV Production staff partner with Warner Bros. Discovery Studios, and BBC Radio).

viii) **External speaker events** with experts from industry, leading academics and independent practitioners are integrated within all courses to keep students in-touch with cutting-edge developments relevant to their discipline (e.g., for BA (Hons) Digital Film Production and BA (Hons) Digital TV Production staff brokered recruiter insight student sessions for the Media Works and Lab courses with IMG, Marvel Films, Warner Bros., Discovery, Sky, Sony Media, Goldcrest Film Post Production etc).

ix) **Networking events, exhibitions and degree shows** to provide students opportunities to display their achievements and to build their social capital (e.g., BA (Hons) Fashion students participate as designers in the London Fashion Week.)

x) **Lectures and seminars** are also included in the range of learning sessions of all courses to scaffold and prepare students for individual and group work, and participating in critical forums.

xi) **Technical demonstrations, practical classes, supervised time in studio, workshops and masterclasses** to support specific skill development. For example, staff have established a collaboration with Code First Girls to support students on coding courses.

xii) **Critique, group discussion and tutorials** provide opportunities for directed analysis, examination, exploration, and evaluation. Students are expected to challenge established ideas through semi directed experimentation and informed speculation

xiii) **Learning journals, blogs, reports, and individual and group presentations** are used to encourage students to document their research, analysis, and development

xiv) **Final year Dissertations** allow all students to personalise their learning and focus their interests when demonstrating their academic learning and development. Our inclusive approach allows students to choose the medium for their work e.g., rhetorical academic text, analytical, speculative, or propositional text supporting accompanying artefact, performance, or live funding application, creative enterprise research proposal, conference paper. The symbiotic relationship with the major project means that this work can provide the foundation for further development of the Dissertation subject within the Final Major Project.

xv) **Final Major Project (FMP)** provides all students with the opportunity for negotiated learning and to demonstrate their interests in a vocational, specialist area of practice. Major projects are supported by group tutorials, industry focused masterclasses where guest lecturers and leaders in their fields deliver discipline focused lectures. Our inclusive approach allows students to choose the medium for their work.

xvi) **Independent and directed study activities** to support students in becoming self-directed autonomous learners and professional practitioners. In order to support independent study, courses offer sessions where students can drop in for advice and support outside of normal teaching hours.

Central to all of our courses, is a primary focus on equality, diversity and inclusivity. There is also an integrated awareness placed on social and ethical responsibilities of creative professionals reflected in learning experiences.

The activities which are used by academics for learning and teaching to develop students' knowledge and skills are practical (experiential learning) and the resources they develop to explain processes are predominantly visual, auditory and sensory. Creative pedagogy values inquisitiveness, ingenuity and inventiveness as legitimate and productive ways of dealing with both simple and complex challenges. Challenging received wisdom and moving on from preconceptions is particularly useful as a motivational ingredient to engender creative interest, engagement and judicious risk taking, especially where the goal is to develop forms of innovation in response to need or other agreed or self-developed criteria. This is manifested through engagement with industry partners, such as established names like Barclay's Bank, on projects to explore how to effectively engage with a new generation through understanding how to integrate technology with student finance. The dynamic is often geared towards challenging the idea of traditional work

outputs, by orientating assignments around assessment of aspects such as art or photography direction and collaboration. Teaching creative subjects requires academics to be skilful in facilitating students to engage as active participants in the construction of their own and their peers' knowledge: creating their own visual resources as artefacts and deconstructing them in the group. The development of independent learning also has a particular emphasis in creative pedagogy, as creative expression requires the development of individual expression and artistic identity.

Our TEF23 NSS data for "Teaching on my course" shows that we are below benchmark for student satisfaction. Our internal monitoring of improvements includes an annual satisfaction survey of all students. In the most recent survey in December 2022, for 'Teaching on my Course' the overall level of satisfaction across all levels and courses was above benchmark at 79%. Working in partnership with our students we have reviewed and enhanced our approaches and implemented a continuous dialogue and review process to support the co-generation of solutions as concerns arise. RUL has introduced an innovative and highly impactful approach to student engagement and feedback through 'co-gen' groups that provide students an opportunity to feedback more immediately to academic staff and not wait for formal Student Voice meetings. This process is part of the central continual monitoring review across the organisation, in addition to Student Voice Meetings on a semester basis.

Assessment and Feedback. Our approach to feedback and assessment is evidenced through a consistent framework adopted across all courses and modules. Within each programme specification, learning outcomes are specified according to creative principles relating to exploration, creation, influence and integration, enabled by a learning and teaching strategy, and an aligned assessment strategy at each level. Module specifications detail how students actively participate in sessions, indicative content that reveals the mechanisms by which students will prototype and implement ideas, intended learning outcomes that are informed by criteria that is aligned with practical and theoretical components of learning, and assessment tasks that provide opportunity for personalisation and analysis of thematic trends. Students are also referred to diverse and global learning resources in various mediums. Our inclusive approach to learning and assessment means that intended learning outcomes can be demonstrated using different mediums such as oral, visual, digital, written and/or production and presentation abilities. This includes the level 6 Dissertation and the FMP which are core to every course. Students with specific learning needs are supported with 'reasonable adjustments' to assessment and feedback processes.

We have developed a wide range of assessment activities, some aligned to sector wide practice and others that innovatively link the students' academic experience with industry activity. Examples designed to provide students the opportunity to demonstrate their learning include compiling a personal portfolio or e-portfolio, presenting themselves to the market both online and in person, by attending conferences, talks, festivals and entering competitions to gain recognition before graduating. Oral assessments, presentations, and pitching tasks assess knowledge and skills relevant to specific professional practice contexts. Peer and expert critique develop students' creative self-expression. Learning journals are a powerful self-reflective tool to become a self-motivated learner with the potential for disruptive creativity. Personal Progress Reviews (PPR) take place with all students at specific weeks each semester to maintain student engagement and attainment. The FMP and Dissertation is made specific to students' personal interests, goals and development. Other types of industry-specific assessment include the Digital Workbook, Practical Assignment, Classroom Test, Reflective Written Document, Industry Focussed Report, and Project Pre-Production Treatment.

The use of student learning journals occurs within modules and across modules, to provide a sense of a journey of reflection, analysis and a vehicle for metacognitive development. Learning

journals provide a record of working processes (e.g., capturing a whole discussion from initial project brief to completion), interleaved between students' reflections, constructive formative feedback, and critique from peers and with industry professionals and academics. It provides an insight to students' personal iterative learning process, their strengths and development needs, preferred ways of learning and their creative personality. It also plays a significant role in building assessment literacy.

Formative feedback is integral to our collaborative-enquiry learning pedagogy; affording students the opportunity to learn through assessment tasks with feedback from academics. Students receive formative feedback on their work during critiques, tutorials, and group discussion. Peer review and the development of self-reflection are valuable tools in our assessment strategy and group projects and team-working provides opportunities for students to develop key constructive feedback skills. External Advisor comments noted that the breadth of knowledge and skills students will acquire in an iterative fashion on the course prepare them for industry.

Typical of creative pedagogy is the 'crit' approach to feedback which is embedded within our courses to develop students' critical self-reflection through peer-review against assessment criteria constructively aligned to the relevant learning outcomes and preparation for industry practice. We recognise that the crit approach to feedback is both challenging and stretching and as such prepare students through scaffolded activities for this assessment approach. Our inclusive approach to learning means that feedback is provided in various forms including written, audio and video recordings. Our focus on students' development of self-assessment supports both their personal and professional skills.

Our recent improvements in assessment and feedback approaches include a finessing of our assessment allocation per module, to ensure it still meets rigorous industry standards, but takes a balanced approach in response to the way in which students undertake multiple modules in tandem. The embedding of iterative feedback through ongoing formative, as well as summative means, is an approach that is constructive for student learning, and contributes to an improvement in final outcomes. Timely feedback from summative assessments is also rigorously enforced across all courses.

Our External Examiners (EEs) have highlighted good practice in an open text additional area of their reports with regards to our assessment processes. For academic year 2021/22 positive comments include: the quality of the assessment setting, teaching, marking and moderation processes   the application of assessment regulations   staff commitment and professionalism   strong student outcomes   the quality of assessment feedback and practical skills developed by students   students ability to contextualise learning and research and engage with a range of issues in their work (including but not limited to climate change, sustainability, socio-political issues)   the creative and uniqueness of the course   (Ravensbourne EE Report 2021-22).

We see improvement in student satisfaction in assessment as a strategic area for improvement and note that our NSS data for assessment and feedback shows that we are below benchmark across all student characteristics except those aged 21-30 years and for some courses (e.g., computing, business and management and performing arts). The impact of COVID-19 on our students' experience and related satisfaction is noted in the section below. We are seeing improvements in our outcomes with our recent NSS 2022 (68.49%) demonstrating movement towards benchmark and our December 2022 internal survey showing satisfaction across all levels and courses of 81%.

Provider name: Ravensbourne University London
UKPRN: 10005389

Our response to the Covid-19 pandemic

Being digitally focused, RUL courses designed curricula to facilitate blended learning using the VLE and a range of online applications. Many courses utilised online platforms to support asynchronous learning, extending the boundaries of the physical classroom and providing spaces for student peer knowledge exchange. The impact, recorded in the student voice meetings, was that students commended staff on the ability to adapt to online teaching whilst still providing a high level of engaging learning and teaching. As a collegial community, we adopted a solutions-focused approach which brought staff and students together to collaborate on different learning experiences online and share good practice. The use of Zoom and Teams were familiar experiences in some areas, along with the use of Padlet and Miro platforms for sharing ideas and collaborative working. Following initial implementation, RUL developed a series of CPD sessions led by in-house and external experts, to appropriately guide and support revisiting and enhancing the learning experience across all courses. It was essential that our approaches to online learning were appropriate in meeting students' learning needs. For example, online learning sessions, discussions with guest speakers (with more international experts available than before), conferences and degree shows were recorded and made available to students on the VLE. The bank of recordings and online material developed in lockdown which dovetailed alongside tutor input, enabled new kinds of learning experience and resulted in the creation of a series of FutureLearn units on Digital Marketing, titled 'Storytelling in the New Communication Landscape', funded by the British Interactive Media Association   The enhanced online learning experiences increased students' engagement with their RUL learning community in new ways that added to their professional engagement and readiness.

For other courses, major challenges had to be navigated

                                                  and many planned visits, internships, projects, studio-based learning experiences   had be redesigned to allow for new ways of learning. Our agility during this period led to many innovations and updates to approaches, several of which are continued in the curriculum today.

                                                  Whilst we have returned to 100% face-to-face activity, the blended resources and opportunities remain to support these students.

Despite the challenges of the COVID-19 pandemic, we are within benchmark for progression across all years and all courses.

In terms of attainment, from 2017/18 to 2020/21, 64% to 79.2% of our students attained a good degree   During the Covid-19 pandemic period the Extenuating Circumstances policy was amended to accept all Covid-19 related cases without evidence where students could not provide any; and to accept access to IT/connectivity difficulties as an exception during this period. The RUL 'No Detriment Policy' was prepared in consultation

with the RU Student Union. Modelling of the potential impact of the policy took place prior to implementation and monitored during 2020 and 2021 assessment periods.

COVID-19 and the impact of lockdown restrictions

We recognise that whilst wide ranging interventions were made to support the student experience during the covid pandemic, the NSS of that period indicates that we did not meet the expectations of all of our cohorts. We are pleased however that as described above, our actions ensured no detriment to the positive student outcomes that largely remained in line with previous years.

RUL is located at what was the epicentre of the covid pandemic, surrounded by boroughs that were the most impacted nationally. Of our   student cohort 23.4% lived in the top 10 London authorities for covid deaths, 40.7% lived in the top 15. Our own support services noted the substantial challenges there were for many students in their home environments which certainly impacted on their learning opportunities and experience. In each of the disciplines that make up our curriculum areas, practical exposition, group work, peer learning, access to resources and collaboration in making spaces are fundamental to the educational journey. All of these activities were significantly disrupted during the pandemic. Recognising the diversity, number of low-income families and range of needs of our students, our Student Services arranged support such as for food packages to be sent to students in student accommodation and computers to those who needed them.

As a group, final year students were particularly affected by the limited access to specialist resources and the restrictions to their movements during lockdown periods, which we understand to be key contributory factors in their dissatisfaction. In every subject area we made efforts to support final year students by transporting equipment to them, creating online networks to replicate the levels of peer support they would experience on campus and reshaping final projects to be realisable in the lockdown scenario. For certain disciplines however, for example lens-based disciplines (cinematics and photography) the limitations of access to external environments to produce their work provided an additional burden to realising their ambitions through their final projects. Our internal review identified that across all London institutions, NSS student overall satisfaction for the cinematics and photography area declined by 15% between 2020 and 2021, with responses to specific question groups also identifying significant declines (learning resources -22%, teaching on my course -6%, learning opportunities -10%, assessment and feedback -4%, academic support -8%, organisation and management -7%, learning community -8% and student voice -10%). RUL has a disproportionately high percentage of our overall cohort from these groups (of the total NSS population in 2020 being 29% and 2021 35%).

The broader decline in student satisfaction over the covid period can be seen by comparing the outcomes of all TEF question areas across the full NSS cohorts of 2020 verses 2021 which illustrates a 7% decline and overall student satisfaction rate declining by 13.32%. Across the survey areas declines were significant: - teaching and learning -6.53%, learning opportunities -7.5%, academic support -8.29%, learning resources -17.19% learning community -6.08%.

The impact of covid on student satisfaction was sustained into the 2021 cohorts with their responses, as whilst improving, was still supressed as they were equally impacted across their learning journey. As described above, our distinctive subject mix and our unique location further amplifies these two years of under performance against benchmark.

In response to the additional support that we have provided to students as they have returned to campus and our efforts to rebuild our learning community through the range of events and activities noted across this submission, we have seen significant improvements in student satisfaction levels. Our most recent internal student survey delivered in December 2022 (with 26%

response rate) across all student cohorts identifies this improvement with performance above or in line with benchmark for all TEF student experience indicators. For example, Teaching on my course was 1% above the NSS 2022 sector average at 79%, and 9% above our previous year's NSS. Learning opportunities was 5% above our NSS 2022 at 77%. The average score for Marking and Assessment was 81%, 10% higher than the benchmark and 13% above our NSS 2022 score. Academic support averaged a score of 81%, 5% higher than the national average for 2022 and 12% higher than our NSS 2022 score. Organisation and management was in line with the national benchmark for 2022 with a score of 67% compared to 66%, and 12% higher than our NSS 2022 score. Learning Resources saw an improvement in satisfaction (73%) with a 7% increase compared to our NSS 2022 score of 66%. Student Voice was in line with the national benchmark 2022 with a score of 67%, 7% higher than our NSS 2022 score.

SE2: RUL designs course content and delivery to inspire our students to actively engage in and commit to their learning, and stretch students to develop knowledge and skills to their fullest potential. The validation and review process for course approval is managed through quality assurance and enhancement processes with panels comprised of internal experienced educators, student representatives and external academic and industry/professional practice experts. All courses are designed to meet academic standards as defined with reference to the UK Quality Code (2018), FHEQ (2014), relevant QAA benchmark statements, and PSRB criteria and guidance where relevant. This process has been commended by External Advisors during revalidation as being effective in producing a well-rounded curriculum which weaves together academic skills (e.g. analysis and self-reflection) and industry related knowledge and expertise (RUL External advisors revalidation overview report 2022).

Two of our main courses in the department of Architecture are accredited by the Architects Registration Board (ARB), allowing students to pursue becoming fully qualified architects. RUL offers the only interior architecture, and design course in the UK accredited for this purpose. In addition, our courses hold candidate status by the Royal Institute of British Architects (RIBA), allowing our students to benefit from participating in different opportunities that RIBA offers, such as the mentoring scheme where qualified architects mentor them, or students awards like RIBA London Student awards or RIBA Bronze Medal. Other membership subscriptions the university holds includes the following Professional Organisations: The Royal Photographic Society, International Council of Design, Graduate Fashion Foundation, British Fashion Council, and the Textile Institute.

Educational challenge is paced within each course to reflect the characteristics and context of learning expected at each level, while supporting students' development of core competencies. Validation commentary praised the inclusion of future career skills, which also enable students to be prepared for a wide range of careers. These include supporting students to develop confidence to adapt to new and fast-paced creative environments and digital tools, understand and meet the expectations of being a professional practitioner; with the ability to positively impact on their specific industries. Throughout our provision, we have embedded learning opportunities to develop students' ability to experiment, problem-solve and develop as critical thinkers, including being able to identify and question their own beliefs and assumptions and engage in ethical decision-making. We also focus on supporting students' personal resilience and enterprising ability to generate new ideas, express themselves creatively, innovate and to solve problems in original ways. For example, Design students worked with Outernet to create a geo-located augmented reality busking station, to access buskers via a mobile phone in a particular location. The capability to relate to and work effectively across cultures and position themselves and their practice in terms of being socially, ethically, and environmentally aware practitioners, is at the heart of our inclusive and socially responsible ethos. Students often work in multidisciplinary teams, for example for a brief

set by the Rock Bund Art Museum in Shanghai, with the use of online sharing platforms to review work, capture feedback and work internationally.

As creative practitioners, many of our students initially struggled with contextual studies and understanding the relevance to their discipline. Listening to our students, we took a strategic decision to incorporate the contextual studies components into the core subject-based activity of each course. This has enabled our students to align this important aspect with their own specific practice.

SE3: RUL uses research in relevant disciplines, innovation, scholarship, professional practice and/or employer engagement to contribute to a very high-quality academic experience for its students. Students benefit from the academic experience at RUL which is strongly supported by the activities in scholarship, innovation, professional practice, employer engagement and research to outstanding levels. Many of the academic staff are members of subject associations, learned societies or professional bodies. This is essential at RUL as we pride ourselves as being at the cutting-edge of our disciplines, with innovative courses constantly integrating new technologies and ways of working into the curricula. We strive to educate not for industry as it is, but for industry as it will be.

Every member of the academic teaching community has professional practice as central to their teaching and student learning. Connectivity to industry is central to our recruitment processes and we continue to employ staff who are leaders in their fields and are engaged in creative professional practice alongside their academic careers. These partnerships with industry go far beyond the standard offer of live briefs or guest speakers, to deep collaborations that allow courses to be informed by and indeed inform the sector. We additionally employ a large proportion of sessional staff, all of whom are working at high levels in the creative economy and provide specialist industry input to our students. For example, our Digital Film students benefit from the input of the tutors who were producers of films such as The Godfather, Mission Impossible and Slumdog Millionaire. Curriculum innovation develops through this continuous and fluent relationship with industry, with annual updates to core content to reflect industry changes and exploration of new approaches to align students learning with the most current required competencies and skills.

Staff research is supported through our Research & Knowledge Exchange Strategy, infrastructure and Research Office. The University has invested in and developed a set of research roles to lead and support research staff, collaborative projects and promote good practice. They oversee and manage major funding bids undertaken by the institution and provide essential support for researcher development and training. Our thematic priorities for research and knowledge exchange have close alignment to industry practice and applied research ambitions with focus on: Immersive film and narrative, Virtual and augmented reality, Wearables and Digital pedagogy.

In 2021 we submitted our first entry to the REF following seven years of building a sustainable research community aligned to our strong partnerships with the creative industries.

All staff are encouraged to present at peer-reviewed conferences; write significant publications; work in partnership with other collaborators; develop funding proposals; and expand their research portfolios and profile. Internal funding schemes have produced significant strategic projects in the last six years, also encouraging academics to build the competencies and skills required for locating, writing and delivering on external funding for research. Formal training sits alongside a strong peer-to-peer network of support, mentoring and review, ensuring that ECRs and senior academics are co-supporting career development and progression through regular appraisal. Our strategy has enabled us to build strong foundations that deliver excellence in research, as well as

closely informing the shape of our unique curriculum offer with industry. In this period, we were in receipt of over £300K from the EU; staff have participated in high-profile exhibitions, conferences and symposia; and our range of research outputs spans practice-based portfolios, journal papers, books and chapters. RUL are currently working with Deloitte on a student and staff project with KE and research outcomes. Our industry facing projects enable us to not only engage with students, but with staff too. Student and staff collaborations help build on our inclusive nature and culture that pertains to Knowledge Exchange and Research. We embed these functions into the learning/student experience. Research on future developments in industry also encompasses visioning the future of effective student learning environments

RUL's annual Learning, Teaching and Research Conference has been complemented by more frequent Learning & Teaching Development Days, enabling the sharing of best practice in pedagogy and research and knowledge exchange across the academic cycle.

SE4: There is very high-quality support for staff professional development and excellent academic practice is embedded across RUL. All academic staff are expected to have a relevant teaching qualification or complete the in-house PGCert Teaching and Learning which is accredited by the AdvanceHE.

course themes include: teaching and learning theories and strategies; supporting learner learning; equality, diversity and inclusion in the classroom; critical reflection and its role; creative arts pedagogic theory and concepts; the learning styles theory debate; assessment, feedback and evaluation; learner experience and engagement; technology enhanced learning; quality assurance and enhancement. Peer observation of teaching is central to staff development, with learning walks and team-teaching being a consistent feature of our approach to enhancing the student learning experience. This is facilitated by our 'no walls' learning environment providing a transparent space for synergies between disciplines to develop as part of our creative practice. Our staff development forum for learning and teaching meets monthly to discuss key themes related in educational pedagogy and the professional-practice boundaries related to our signature pedagogies. A key focus has been the strategic development of inclusive learning and teaching approaches and activities which foster development for students with diverse needs, experiences and starting points. Adopting a strengths-based perspective which values the diversity of our student body is key to our approach and developing supportive learning communities. Reflecting on our own experiences, beliefs, identities and culture is part of our journey in providing a learning experience that is authentic and effective. Staff engage in debates which challenge assumptions about teaching/supporting learning through the use of various critical lenses: autobiographies, students' eyes, conversations with colleagues and theory is developed as a core activity.

Intersections between academia and professional research are found in exemplars of academic staff publishing, broadcasting and exhibiting. The breadth of activity is illustrated by way of three examples.

Collaborative work has consisted of focus group engagement with experimental VR/AR projects, including a focus on the interactive and perceptual attributes of audio and music. This applied activity translates directly

into the student experience through integration into project briefs and opportunities for student/staff partnership working.

SE5: RUL ensures a supportive learning environment, and its students have access to a wide and readily available range of outstanding quality academic support tailored to their needs. From an academic lifecycle perspective, we recognise that starting university can be an anxiety-provoking experience, especially for those who are first-in-family, of non-UK dominical, or from under-represented groups in HE. Prior to enrolment all students are sent comprehensive information about their course, including reading lists and preparatory sources, and newsletters preparing them for key elements on their journey. Our Welcome Guide covers key information for students and creates a trail of activities to complete over welcome week to introduce them to key services such as the library, kit store and student services. In addition, Professional Services staff from these areas deliver dedicated inductions to their areas in Welcome Week, and throughout the first few weeks of term. For international students, we deliver an additional induction to introduce them to life in the UK and ensure they are aware of the support available to them. Our Student Services are a central hub offering help and wrap-around support for the following student needs: health and wellbeing, finance and accommodation, careers, study skills and disability support. We recognise that certain student needs may arise at specific points in the academic lifecycle, hence we adopt a proactive approach in anticipating and planning for demands on services accordingly. To support students' transition to HE, an extended and scaffolded Student Induction takes place at the beginning of their course and each academic year. In the first year, there are three days of course level inductions, which include an interactive project to introduce students to relevant resources, their peer group and tutors through a practical, hands-on task with an outcome in the industry. At this stage soft skills are introduced and developed such as working collaboratively and contemporary etiquette and principles. Academic support is embedded within all courses across all levels, accessible to all students and tailored to their academic needs. Academic staff provide guidance in individual and group tutorials, and on a flexible 'needs-led' basis. We have support staff who offer specialist Study Skills support, which is especially useful where students are not able to access disability support through DSA. This includes help with time management, understanding of briefs, referencing advice and support to address individual academic needs. There is an integrated approach where students can self-identify study skills needs, as well as be supported through referral from academic staff. Where concerns arise related to a student's attendance, academic engagement, academic abilities, or welfare concerns, academic staff refer the student to our professional Student Services.

Given the nature of RUL's professional practice courses, an 80% attendance requirement is expected. This is based on research   that demonstrates that high attendance supports student achievement. Through our monitoring processes, we proactively re-engage students if attendance begins to fall below threshold, providing wrap-around support. Attendance is supported through appropriate academic advising mechanisms, including personal tutoring and dedicated support to groups of students through the Year Leader model.

Throughout the admissions and induction process, we highlight the benefit of disclosing learning support needs. We support students through the DSA application process and collaborate with academic teams to find suitable reasonable adjustments. On a national level, about 10% of students have declared disabilities, of which only 29% manage to access DSA (2.9%) (Guardian). Our HESA return 2021/22 reported nearly 30% of our students are declared disabled of which 67% (20.1%) were eligible for DSA. Of those eligible 48% (9.65%) claim DSA. We therefore are significantly above sector performance. Student Services offers bespoke learning support to all students as needed. Students' well-being is supported by a team of BACP qualified counsellors.

We have reviewed our approach to Academic Support in collaboration with our students. Results from our recent survey undertaken in December 2022 included focused questions asking; "How easy was it to contact teaching staff when you needed to?" and "How well have teaching staff supported your learning?". Overall levels of satisfaction from this survey are 80% and 82% respectively. At course level 18 out of 25 were above a 77% benchmark, with 12 courses reaching levels of satisfaction between 80%-100%. We continue to monitor effectiveness of planned changes through additional mechanisms such as student-staff co-gen meetings which meet every 6 weeks, formal Student Voice meetings, and informal student feedback. To ensure effective academic support is available to all students, we are actively monitoring current approaches from course level to Academic Board.

We fund 20 awards per year of between £250-£500 to APP qualifying students. Our SEEDS (Self-Employment and Entrepreneur Diversity Scheme) programme is a six-month initiative supporting graduates each year to become entrepreneurs or self-employed. SEEDS supports students with significant learning needs and offers career planning clinics, preparation for pitching events for incubation space, life coaching, industry support, workshops and an individual 1-2-1 mentor.

We engage with the Turing Scheme with funded places available in the last academic year, in addition to £10,000 of funding available to support students from under-represented groups to undertake work placements. Other forms of enrichment include a student exchange programme with Berghs School of Communications in Sweden as a peer mentoring scheme.

Co-curriculum activities available to all students include 'Rave Lates' i.e., a planned programme of expert speakers focusing on various disciplines, that offer the opportunity for cross-fertilisation of interests. This builds on course level activities and endorses the interdisciplinary nature of our endeavours. Further extra-curricular initiatives are evidenced through the development of student societies. For example, 'Creative Capital' is a student society, supported by course leaders in Television Production and Broadcast Engineering which has resulted in awarding winning outcomes. Other examples include the CreativeLab initiative which encourages Open Studio engagement. Weekly, an Open Studio session from 10.00am to 5.00pm takes place, where students can develop their work in a professional setting, including the opportunity for a portfolio review and the chance to meet and collaborate with peers. Preparation for professional practice is embedded throughout our courses and supported by our Student Services careers team who broker placements, employment opportunities, provide interview preparation and support from mentors.

SE6: Physical and virtual learning resources are tailored and used effectively to support outstanding teaching and learning. Central to the RUL student experience is the key strategic initiative to embrace digital technologies. The University does this through engaging with and influencing the technological transformations occurring at increasing speed across the creative economy and then directly bringing this into the student experience. Institutionally, we invest to ensure that our students have access to the latest technology and strategically plan to ensure that it is widely accessible to our students. This impacts positively on our courses' currency and the employability of students. For instance, RUL's fashion courses were the first to introduce virtual production to their presentations at London Fashion week in 2021
Similarly, students in design worked in conjunction with Build Hollywood to create innovative augmented

billboard advertising experiences during lockdown. Our resources are positively recommended by our External Examiners and industry partners. The development of technical and practical skills was highlighted as a strength within the 2020-21 External Examiner Overview Report.

To provide even an overview of our extensive resources would be beyond the scope of this document, however several aspects are highly impactful on the positive outcomes of our students and as such warrant mention here. Bespoke spaces encourage students to see the campus as an essential hub for their learning, as well as a training ground for immersive study and preparation for professional practice. The flexibility of extended opening hours provides students with access to the full range of equipment and resources while supported to develop effective time management and work/life balance. A range of spaces are offered to students, with facilities relating to photographic set-ups, 3D printers, cutting tools, and a mini library for industry publications. Each discipline also has a set of resources applicable to their field, such as a Design Maker space, the Fashion Atelier and Mac computers for digitally orientated courses. The 2022 NSS outcomes across three fashion course areas highlight student satisfaction with these specialist resources at 83%.

The Kit Store with 4000 high-end technical resources to borrow provides instruction on creating a bespoke set-up where needed, as a dedicated source of advice. Students have access to bookable rooms to continue working independently and with others. Our buildings have been designed to be adaptable and agile to varying needs, while housing industry-standard practical studio spaces. To complement the highly collaborative and open nature of our spaces, there are also spaces for reflection, privacy and confidential discussions. For example, our main campus houses a prayer room, and 'chill-out' spaces, to support student wellbeing.

All students are encouraged to purchase a laptop prior to arrival, the cost of which can be subsidised through our Aspire flexible bursaries scheme. We additionally provide on-site laptops with LapSafe and high specification specialist machines. Students have access to an online software store so that they are provided with powerful discipline specific professional software tools free of charge. Uniquely we provide a face-to-face walk in IT support service, similar to an 'apple genius bar', to support our students to develop their IT literacy and resolve problems with highly experienced technical staff.

RUL's library holds a stock of 20,000 vocational focused academic assets, which are regularly refreshed to reflect the evolution of the changing external environment. Alongside standard digital and physical resources the library also holds collections and archived copies of specialist publications, media products, objects and provides key resources to support the institutions inclusion, diversity and employment agendas. Course materials are augmented by media libraries for example access to Kanopy, an on-demand streaming video service for educational institutions with access to more than 26,000 films and Planet eStream including the entire BBC Digital Archive where TV and radio content curated by tutors is available. RUL partnered with Material ConneXions in 2016 to create the first materials library in the UK which has now expanded to hold over 1500 materials. The materials and technologies library aids students to become the future innovators of the design and manufacturing world by enabling them to make informed decisions relating to the sustainability of materials and to better understand the use of materials in the design and manufacturing process.

Our media courses are delivered across purpose-built studio, production and post production environments that prepare our students for industry. Regionally, Media, Journalism and Communications subjects, where our largest courses (TV and Film) sit, have 74.3% of graduates progressing to sustained employment in the sector with one year of completion, 8.5% above other London universities (LEO 2018/19).

The digital focus of our design, fashion and architecture courses, is supported by state-of-the-art Rapid Prototyping facilities and equipment, commercial 3D printing, CAD, rendering software and a new managed print shop. Games, Animation and Computing provision is supported through several labs that provide access to high-end facilities both in class and as open access outside of teaching times. These are highly valued by students and rated accordingly with 90.5% satisfaction for specialist resources in the last NSS.

An update to our virtual learning environment was introduced in September 2019 following an extensive pilot with the intention to provide an experience that supported and promoted student engagement with educators and peers. By selecting a new, cutting-edge platform, RUL again embraced the opportunities provided by digital technology and stretched the boundaries of approaches to personalised learning in the virtual environment. The new platform advanced the notion of the purpose of a VLE from a static repository of course materials and an assessment submission tool, to one to enhance collaborative engagement and dialogical learning. The ability to communicate with peers in 'live chat' aligned to many students' experiences of emerging social media platforms and as a result has been highly popular.

Our commitment to digital learning has been physically realised through the creation of the Institute for Creativity and Technology. Opened in 2021 at the centre of Europe's first permanent purpose-built Design District designed by eight world-leading architectural practices, it forms London's newest creative hub, located directly next to RUL. The Institute is a future-focused home of experimentation, connection and collaboration providing space for leading-edge design and media practice to explore new frontiers in a unique culture of innovation. At its heart is an ecosystem of professional partnerships, industry networks, business incubation and an internationally recognised transdisciplinary team. It has an international reputation as a research partner on innovative digital projects, working with industry and government in the UK and beyond.

The successful expansion of our provision to provide graduates for the technology careers has led to the award of OFS capital funding for a new Centre of Excellence in Emerging Technologies as a core feature of our landmark building. This will further promote our sector leading position in engaging our students in practices that adopt the newest technologies.

The impact of COVID-19 on student experience has been highlighted elsewhere in this submission and is apparent again in students' evaluation of physical learning resources. Performance was largely in line with benchmark prior to COVID-19, and declined significantly during the lockdown period in 2020/21, and then partially recovered in 2022. Whilst covid was an incredibly challenging period for students, we maintained levels of teaching and access to mobile resources. The continued successful outcomes of our students were very much down to the adaptions made in the urgent pivot from the physical to the virtual learning environment.

SE7 RUL embeds engagement with its students, leading to continuous improvement to the experiences and outcomes of its students. Working collaboratively with our students, adopting a solution-focused approach, is key to our culture and to enhancing the student experience. Our students are our greatest asset, and as ambassadors they support our outreach work, provide insight into the educational experience to prospective students, support their peers as learning buddies, and provide effective role models and act as mentors, along with many other opportunities that are offered as they arise. In addition to paid employment, acting as a student ambassador affords our students guided development in their communication, customer service and leadership skills, which enhances their CV and provides them with interview experience. The positive impact of this scheme has been reciprocal as we learn from our student ambassadors.

To ensure all our students have the opportunity to be heard, we have embedded a 'Cogen' approach to continuous module and course level review. Aligned to our survey and review points, we have a several vehicles to better understand our students' requirements and work in

partnership with them. This approach is in addition to the formal structures in which representation of the student voice operates. The Ravensbourne University Students' Union (RUSU) train our Student Voice Representatives to foster a culture of continuous feedback and dialogic engagement, as well as preparing Student Representatives to actively participate in Student Voice meetings at course level each semester. Addressing significant themes and trends, at macro or micro levels our students co-develop enhancements,

Also, Student Representatives engage in our annual monitoring procedures. The recent development of a new six-week continuous monitoring cycle of evaluation operates as part of a wider schema of appraisal of academic performance with respect to course level student achievement and progression, as well as both quantitative and qualitative insight into student satisfaction. Student Representatives also engage in quinquennial review processes and the validation of new courses. Student representatives provide critical input to the final approval panel, and are central in shaping course and module level descriptors and the broader learning programme. In 2021, all courses were revalidated and co-developed with academic and industry practitioners collaborating with students as a central part of the quality assurance process. The RUSU also manages a host of clubs and societies and organises regular events to offer extra-curricular opportunities that support development of social and cultural capital linked to campaigns such as Go Green Week, Fairtrade Fortnight, Children in Need, Sports Relief and Mental Health Day. Events provide volunteering opportunities to get involved as crew, acts, performers, riggers, promoters and photographers, offering students prospects in developing employability skills. Disappointingly, our TEF23 NSS data for Student Voice is below benchmark except for computing and performing arts provision which are materially above benchmark (19ppt and 12.6ppt respectively). Our institutional priority is to place the Student Voice at the centre of all activity and our strategic plans have reflected this. Our internal monitoring through annual student survey results (Dec, 2022) indicate that we are improving student satisfaction with our approaches to Student Voice i.e., 76% of students in this survey feel that their "opinions about the course are valued".

Conclusion:

The positive educational outcomes of our diverse student groups provide clear evidence of the impact of our unique approach to employment focused education. We are committed to every student's individual journey with and beyond us and are passionate about enabling them to contribute to and shape the development of the creative economy. As a catalyst for social mobility, we aim to empower our students to rebalance cultural and economic inequality.

The impact of the significant changes that we have made to the curriculum in the period following the covid-19 pandemic are beginning to be realised as illustrated by our recent positive survey results and excellent student outcomes.   We are an essential partner to industry with all staff deeply connected, and as such we are continually evaluating and evolving our teaching, learning and assessment approaches in line with the fast-moving sectors that we serve. Central to that work are our staff and resources which we continue to develop to provide an outstanding learning experience. We strive to educate not for industry as it is, but for industry as it will be, and are committed to our work in enabling our students to become the outstanding creatives of the future.

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This submission was created through a collaborative process, consisting of a series of strategic workshops where key stakeholders including academic and services staff contributed in alignment to salient themes. Student engagement was garnered through meetings with the student union and an internal student survey mirroring the NSS, that provided useful feedback to inform the submission and RUL's ongoing strategies to work in partnership to enhance the student experience.