

Context

1. Goldsmiths College was founded in 1891, has been part of the University of London since 1904 and a constituent school since 1988. Our Royal Charter was granted in 1990 and provisional University Title in April 2022. Our **mission** is 'to advance knowledge, wisdom and understanding by teaching, study, public service and research, and to make available to the public the results of such research'. The **values** which underpin our work across arts, humanities, social sciences and professional practice are: academic excellence; radical and innovative thinking; respecting and celebrating individuality; access, inclusion and diversity; supporting students and staff; and creating change, locally and globally.

2. We are a single-campus institution with a strong **commitment to our local community** around New Cross, Lewisham, southeast London, one of the capital's most deprived boroughs. In 2019, together with eleven other anchor institutions in the Borough, we were one of the first London universities to commit to signing a [Civic University Agreement](#) setting out a shared vision and priorities, including access to education. We are a key part of a dynamic local community and partner with the Council to support, e.g., student entrepreneurship, skills development and access to employment. Our community engagement benefits our students, e.g., through placement-learning opportunities, live briefs, external advisory panels (**SE3**) and the co-design (**SE1/2**) of curricula.

3. We are known for being unapologetically **creative, critical and politically and socially aware**, for **challenging convention** and for acting as a **catalyst for change**. For the last ten years, we have, in partnership with the *New Statesman*, organised the [Goldsmiths Prize](#) for fiction which breaks the mould, recognising writers who dare to do things differently. In 2021, Goldsmiths academics published [This is the canon: decolonize your bookshelf in 50 books](#) which challenges ideas of what counts as the 'classics' of literature. Forty per cent of the international emerging artists selected (anonymously) for the 2021/22 [Bloomberg New Contemporaries](#) exhibition were Goldsmiths' students or alumni, while a larger number of recent graduates from Goldsmiths than from any other HE institution staged new shows at London's independent [VAULT Festival](#).

4. **Political and social issues** are picked up locally before achieving broader traction; they require prompt action and allow us to play a leading role in negotiating a sector response. We have publicly committed to addressing issues of gender inequality (our first departmental Athena Swan Bronze award in 2020), inclusivity in the workplace (membership of the Stonewall Diversity Champion programme and the Disability Confidence Scheme) and equality in HE (membership of the Equality Challenge Unit). Between 2018/19 and 2021/22 the demographic profile of our teaching staff has changed and now better reflects our student body in terms of being non-White (up 4.2 percentage points), female (+2.3), LGBTI+ (+2.7), religious (+1.5) or declaring a disability (+1.6). In 2022, we adopted the International Holocaust Remembrance Alliance and Jerusalem definitions of antisemitism and the all-party parliamentary group definition of Islamophobia. In 2019, we were the first UK university to declare a climate emergency and in 2021 announced our [Green New Deal](#) action plan to become carbon neutral by 2025. Since 2020, our LLB students – under the supervision of experienced solicitors and alongside volunteer lawyers from leading commercial law firms – have provided pro bono legal advice and representation for refugee clients within the University of London's [Refugee Law Clinic](#), an innovative inter-collegiate project providing some of the most disadvantaged communities with access to legal representation.

5. Historically, political activism and social awareness have provided a basis for **creative and critical collaboration across the College** around our role as a disruptor: students have appreciated our tradition-disrupting curricula (**SE1/2**), while responses to specific issues have been developed in partnership with the SU and trade unions (**SE7**). We have provided a unified response to sexual violence, harassment and misconduct since 2017, ahead of the global #MeToo movement; we launched an *Against Sexual Violence* initiative, including an online reporting tool, training for students and staff, and policies and working practices to challenge myths and change

campus cultures. In 2019, we insourced both cleaning and security services following discussion with student and staff groups.

6. Sometimes, however, issues have led to dissatisfaction, frustration and protest. Our students' union is as much a campaigning as a representative body and has, for example, been critical of what they see as unwelcome marketisation in HE: they maintained a long-running boycott of the NSS which they felt encroached on the work of democratically elected student reps (**SE7**), while our last TEF provider submission included their statement criticising a metrics-driven exercise which undermined staff and students' hard work and dedication. **Race justice** is a long-standing issue for us, and is linked to our base in Lewisham, historically at the centre of Black activism in the UK. Many staff and students campaign actively at the forefront of anti-racism in HE and beyond and have helped us to look at how as an institution we create and perpetuate racial inequality, and to transform. In 2017, prior to the 2020 resurgence of the #BlackLivesMatter movement, we incorporated decolonising the curriculum within our Learning, Teaching and Assessment Strategy and departments took this forward in the context of their disciplines. The findings of a report jointly commissioned with the SU into the experience of BAME students and the ethnicity-based attainment gap shocked many, while a lack of action following reports of racism led to a 137-day, student-led occupation of a campus building. Our commitment to change now sees race justice addressed through a formal strategic framework and board reporting to Council. Workstreams focus not only on decolonising the curriculum and closing attainment gaps, but also outreach and creating a safe student environment with a view to improving the experience and outcomes of BAME students.

7. Many staff are politically engaged, levels of trade unionism high, and **industrial action** widespread. We were affected by strikes and action short of a strike in all four years of the TEF period, in support of national disputes in 2018/19, 2019/20 and 2020/21, and a local dispute in 2021/22 around proposals to deliver a more consistent student experience and a financial recovery plan to secure £9m of recurrent savings. The dispute was resolved in July 2022, but thirty-seven term-time strike days impacted delivery between November and July and a concurrent assessment boycott caused delays to the confirmation of grades. The impact of the action on our NSS-based indicators is discussed in **SE** below.

8. We are a **research-intensive university** and have sector-leading expertise in creative, critical and applied, practice-based research. In REF 2021, 79% of our outputs were judged 4* or 3*, and we were ranked [joint 51st \(by GPA\) by the THE](#). Our work in professional practice underpins the relevance of our research beyond the academy, and we were ranked fifth for impact in social work & social policy. In the [latest QS World University Rankings](#), we rank 511–520 overall and [143rd within arts & humanities](#). Of ninety UK institutions ranked, we are 48th overall; at subject level we are second for communications & media studies, fourth for art & design, eighth for sociology, ninth for anthropology and twelfth for performing arts.

9. The creativity and criticality of our research also characterise the education we provide. In 2017, we launched a five-year [Learning, Teaching & Assessment Strategy](#) (LTAS) covering five themes: 'liberated' degrees, which challenge White, middle-class, ableist, male-dominated curricula and instead centre the work of marginalised scholars (**SE2**); research-teaching synergies (**SE3**); access, inclusion and learning support (**SE5**); extending our reach; and global futures. The strategy has delivered: global perspectives (**SE2**); innovative and inclusive academic practice (**SE4**); senior researchers inspiring students through exposure to cutting-edge disciplinary developments and stretching them with student-led research projects (**SE3**); student-defined learning journeys and parameters for success (**SO4**). We have long been a radical disruptor, and this distinguishes us from mainstream institutions, e.g., our ground-breaking programmes in marginalised areas such as Black British history & writing, queer history, race & media, and art & ecology (**SO4**). A Goldsmiths education is transformative, can be challenging, and is not always comfortable; yet it underpins excellent experience and outcomes.

10. Responsibility for delivering LTAS sits with the **Pro-Warden (Academic)**, reporting to the Warden. The Pro-Warden directly oversees the work of the Teaching & Learning Innovation Centre (TaLIC), the Centre for Academic Language & Literacies (CALL) and the Confucius Institute for Dance & Performance (CI). TaLIC supports staff in the development of excellence and innovation in academic practice (**SE4**). CALL helps students to develop academic language and study skills (**SE5**) and co-delivers modules with academic staff across departments. CI delivers Chinese language teaching and supports international mobility (**SE2**). The Pro-Warden is supported by the Dean of Students and the Academic Registrar, whose Student Experience Directorate delivers student and academic services (**SE5**), including careers and employability (**SO1**), as well as the Chief Information Officer, who oversees the library (**SE6**) and technology-enabled teaching spaces (**SE5**). Delivery of LTAS is overseen by Academic Board, chaired by the Warden and reporting to Council, with some responsibilities delegated to the Learning, Teaching & Student Experience Committee (LTSEC) and Quality & Standards Committee (QSC).

11. The Pro-Warden is also supported in the delivery of LTAS by academic staff within **eighteen academic departments**, some of which can be traced back to our original academic groupings. Departments have primary responsibility for delivering an excellent student academic experience and outcomes. Reporting to each head of department are a chair of teaching and learning, senior tutors and programme convenors. Historically, departments have had significant autonomy and adopted diverse approaches and practices. Since 2016, they have been grouped into **three schools** – Arts & Humanities; Culture & Society; Professional Studies, Science & Technology¹ – supporting collaboration and innovation, the development of pedagogical literacy, the sharing of good practice and the delivery of consistently high-quality experience and outcomes.

12. Our **programme portfolio** has developed in response to local and national demand. New programmes in law, management, digital & the creative industries provide a curriculum which embeds employability, is informed by cutting-edge research, and is delivered in partnership with employers and community organisations (**SE3**). We provide **access routes** for (primarily mature) students who have previously been poorly served by an inequitable education system and do not meet standard entry criteria. An integrated level-3 foundation year is available on programmes in music, anthropology, computing, electronic music, psychology and media & communications; others are in development, despite proposed funding cuts. Continuation/completion are challenging (**SO2**; see below for work to address this), but progression is materially above benchmark (**SO3**). Access to the foundation year for learners from non-traditional backgrounds (e.g. ex-offenders and people who have struggled with addiction and mental-health issues) is supported by [Open Book](#), a qualification based on an extended and largely self-directed project, supported by drop-in taster classes and offered free of charge, even to learners with no prior qualifications.

13. We are proud of our track record of **widening access and participation**. We work with a network of schools and colleges in LPNs to raise awareness and aspiration around opportunities in HE, especially in arts, humanities and social sciences, and the qualifications and experiences needed for access and success. We offer bursaries, scholarships and academic prizes; we organise festivals, conferences, summer schools and visits to campus for subject-specific taster events; and we provide information, advice and guidance, including online and targeted support for mature learners and those with experience of being in care, as well as pre-arrival and transition support for those who opt to study at Goldsmiths. In their *Universities and social mobility* report from 2021, the [Sutton Trust and IFS](#) ranked us twelfth among UK HE providers for social mobility based on access and outcomes, with our BSc Computing programme ranked seventh.

¹ **A&H**: Art; Design; English & Creative Writing; Music; Theatre & Performance; Visual Cultures. **C&S**: Anthropology; History; Law; Media, Communications & Cultural Studies (MCCS); Politics & International Relations; Sociology. **PSST**: Computing; Educational Studies; Creative & Cultural Entrepreneurship; Management Studies; Psychology; Social, Therapeutic & Community Studies (StaCS). Names of departments are capitalised.

14. Following growth to 2018, **our on-campus student population** has stabilised at c.10,000 (headcount), with 60% following UG programmes, 35% PGT and 5% PGR; c.20% are international by fee status. We have maintained and in some cases grown UK-domiciled UG numbers in our traditional areas of excellence in practice-based arts and media studies. Elsewhere in the humanities and social sciences, however, demand has declined nationally, and we have faced increasing competition. This is reflected in entry tariffs and reliance on Clearing: following the removal of student number controls in 2015 and the full impact of the demographic dip in 2020, our average entry tariff in 2020/21 was 127 points, a decline from 144 in 2016; entry via Clearing rose from 12.7% in 2014/15 to 24.8% in 2020/21.

15. The profile of our UG student body varies across departments in terms of prior educational experience and attainment and in terms of domicile. Entrants are predominantly 18–21 years old, but increasingly >21 (34% in 2021/22, up significantly from 22% in 2018/19), especially on vocational and applied programmes. They are predominantly UK-domiciled and increasingly **commuter students from London**: in 2021/22, 52% had a London postcode, up six points from 2016/17. Analysis undertaken by [London Higher](#) shows that Londoners are largely staying in London for their HE. Commuter students have to deal with the higher cost, time and unpredictability of commuting. Further, a [2019 HEPI report](#) found that commuter students are more likely than traditional residential students to be first in family to engage with HE, have lower incomes, be mature and from ethnic minorities. The academic ambitions and aspirations of commuter students are just as high as residential students, but by living within pre-existing communities, friendship and other support groups they have less access to an integrated and immersive academic, social and cultural HE experience and less opportunity to build new networks, expand their social capital and secure excellent employment; consequently, they have a lesser sense of belonging as university students, are less engaged and satisfied, and have poorer outcomes. This is clearly relevant to our indicators.

16. In 2020/21, 51% of our first-degree students were **Black, Asian or from another minority ethnic group**. This is relevant to other findings from the analysis undertaken by [London Higher](#): that London's Black Caribbean students perform less well at GCSE level than students elsewhere in England; and that Black African and Black Caribbean Londoners aged 18–24 are most likely to hold at least one E grade at level 3. Twenty-five per cent of our students declared a **disability** in 2021/22 (cf. 17% across the sector); 11.6% had a mental-health condition, 6.9% a specific learning difficulty, and 2.7% two or more conditions. We have seen sharp increases since 2018/19 in the number declaring a mental-health condition (up 45%), a specific learning difficulty (+43%), and two or more conditions (+61%). Nearly 10% of our students are in receipt of the Disabled Student Allowance. Some 12% of our young students from England in 2021/22 were from POLAR4 Q1/2, and over 50% from IMD Q1/2. Thirty-two per cent of our 2021/22 entrants were first in family in HE.

17. Delivery of excellent student experience and outcomes has since 2019/20 been severely impacted by **the pandemic**. Challenges facing our students included digital poverty and device sharing which hindered access to online learning, while part-time and casual employment was terminated. The pandemic exacerbated pre-existing levels of inequality across the country; however, London was hit particularly hard compared to other parts of England in terms of both public health and the economy, and those living in the capital on the lowest incomes, including populations that we actively recruit from, were disproportionately affected. The Trust for London's July 2022 report [London's poverty profile](#) highlights the disproportionately large impact of the pandemic on London's poorest communities, with declines in income and health, increases in food-bank use, and mortality rates above the UK average. The analysis by [London Higher](#) also showed that during the pandemic Londoners aged 16–18 spent fewer hours per day studying than students elsewhere in England and had fewer online contact hours with their school/college. The pandemic also impacted the practice-based nature of much of our provision and the large number of industry placements we would usually support (**SE3**). This has been recognised by external examiners, e.g., *'The pandemic impact was noticeable in the students' work, especially the*

curtailment of their clinical practice, a sizable number of students needed deferments/extensions' (dance movement psychotherapy). A rapid move to online and hybrid teaching, additional hardship funding, and the loan of laptops for those who needed them most went some way to mitigate the worst impact of the pandemic on our students. However, the pandemic-related disruption was significant and will have impacted our indicators. To support excellent experience and outcomes for a post-pandemic student body which is evolving in terms of entry profile (tariff and route), demographic (age and disability) and domicile, we have reviewed how, when and where we provide campus-based support and facilities.

18. We welcome the opportunity to participate in the **TEF** and recognise its impact in incentivising the enhancement of quality institutionally and at sector level. In the 2017 institutional TEF we were rated Bronze. The present provider submission has been shaped by a specially convened task-and-finish group, led by the Pro-Warden, with membership drawn from academic schools, relevant professional services and the SU. Our TEF 2023 overall **indicators** show that we face challenges. However, we continue to deliver high-quality provision for our diverse student body. Our overall indicators for continuation, completion and progression consistently exceed the OfS's 'condition B3' thresholds, in many cases by a wide margin. Isolated (split) continuation/ completion indicators below threshold either have a very low benchmark, or relate to small populations with low statistical confidence, or relate to groups already identified and targeted via strategic interventions within our 2020–25 Access & Participation Plan. A small number of below-threshold progression indicators split by subject area are being addressed via our curriculum blueprint (see **SE**), while LEO data show impressive longer-term graduate professional success (**SO3**). Further, across both **SE** and **SO**, several of our split indicators are broadly in line with, or materially above, benchmark and therefore indicate **very high and outstanding quality**. This is the case with ten of our subject areas, as well as students from IMD Q1/2 and on first degrees with integrated foundation year, Black and FSM-eligible students, entrants aged 21–30 and 31+, and qualifiers from geography of employment Q1. The development and rollout of our curriculum blueprint (**SE**) will ensure this excellence is shared across the College.

19. The quality of our provision is recognised in **league tables**. In the 2023 [Complete University Guide](#), we rank 62nd overall (out of 130); we are in the top ten for art & design and the second quartile for psychology and communication & media studies. In the [Good University Guide](#), we are in the first quartile for art & design and second quartile for social work. In the 2023 [Guardian](#) league table, we are first quartile for art and for design and craft, and second quartile for social work; we are also joint first for our value-added score (**SO6**). The quality of our provision is also recognised by **collaborative partners** (in Croatia, Singapore, Greece) which have chosen us as franchise or validation partner, e.g., Athens Conservatoire (the oldest and leading performing-arts institution in Greece). Finally, the quality of our provision is recognised by external examiners, who appreciate the long-term value of our creative and critical approach (**SE1**).

20. The sections below focus in turn on the two TEF aspects of excellence. For each feature of excellence, we set out how our context explains historical levels of performance in our overall indicators and the action we are taking. We highlight split indicators and other quantitative data and qualitative information which show that our approach is working. We show how interventions already in train will ensure this excellence is spread across the College. We evidence meaningful engagement with students, both via the SU and directly with individual cohorts. We demonstrate how, taken holistically, the evidence positively indicates features which are typically high quality with some which are very high quality or outstanding and therefore justify the award of a **Bronze rating for each of the two aspects of excellence**.

21. While some of our challenges relate to contextual factors set out above, we have not been complacent. We are approaching our challenges with **renewed leadership**. The Warden took up her post in summer 2019 and established the Goldsmiths Leadership Group, a monthly forum for senior officers driving continuous improvement across academic and professional services. The Director of People & Organisational Development joined in October 2021, the Chief Operating Officer in January 2022, and the Chief Information Officer in February 2022. The Pro-Warden

(Academic) left in summer 2022 and a permanent appointment will be made ahead of 2023/24 following an interim appointment. Our three schools, originally led by one of the College's pro-wardens, now each have a dedicated head focused on School-wide academic development. The Dean of Students, who joined in spring 2020 and established a forum for senior tutors to share experiences and good practice (**SE5**), left in 2022 and will be replaced by three associate heads of school with a remit focused on the student experience. Our financial recovery plan is progressing well: we achieved an underlying surplus in 2021/22 and will be able to invest further in our students. We are currently developing a new College-wide strategic framework which will guide our work from 2023/24. Its Education & Student Experience Strategy, replacing LTAS, will build on the progress made and deliver an academic vision for distinctiveness, excellence and reach.

Student experience

22. Our Learning, Teaching & Assessment Strategy (LTAS) focuses on delivering an excellent student experience and its themes – research–teaching synergies across syllabus and pedagogy (**SE3**), learning support (**SE5**), staff training in academic practice (**SE4**) – are particularly relevant to the academic experience, to assessment, and to our transformative impact on students and the wider world.

23. Our overall **NSS-based indicators** are materially below benchmark. The SU's long-running mistrust and boycott of the NSS may have impacted our results as well as our participation rates. Analysis by [London Higher](#) suggests that our disappointing NSS results are in part due to our location, a feature for which the related indicators are not benchmarked: students at London-based providers rate their experience more negatively in the NSS than do their peers elsewhere in England, possibly due to the cost of living, accommodation and transport issues. Our own analysis of 2022 NSS results shows that, on average, London's HE institutions (n=28) have lower student satisfaction than those elsewhere in the UK (n=124) in all but three individual questions and across all eight question scales. For the five question scales feeding TEF indicators, the differences are: Teaching on my course (-0.3 points), Assessment & feedback (-3.6), Academic support (-2.8), Learning resources (-3.6) and Student voice (-4.1).

24. Despite the 'London effect', our **split indicators** are broadly in line with, or materially above, benchmark across individual years, subject areas, demographic groups and programme types. **Split by year**, our indicators fall over the TEF period: in 2019 (Year 1), we scored strongly in Teaching on my course (81.9%) and Learning resources (82.8%), with 94.9% and 87.9% statistical certainty of being broadly in line with benchmark. The fall reflects the increasing impact of industrial action (**Context**), as do the results of our 2021/22 internal tracker survey where satisfaction fell as industrial action proceeded. In their free-text comments, NSS respondents distinguish the quality of teaching from disruption due to industrial action: strikes were mentioned as a factor underlying dissatisfaction in half the NSS comments in 2020 and 2021 and in 56% of comments in 2022, while positive comments made in the 2022 NSS praised teaching staff and the quality of teaching.

25. **Split by subject area**, too, our indicators reflect levels of participation in industrial action. In departments least affected, our NSS results are good and improving, e.g., education & teaching (Educational Studies), creative arts & design (Art; Design), health & social care (STaCS), economics (Management Studies) and law (Law), where our indicators are broadly in line with, or materially above, benchmark. If the 'London effect' is factored in, the number and range of our split indicators by year and by subject area broadly in line with, or materially above, benchmark would be even greater. Overall satisfaction in STaCS was 89% in the 2022 NSS (up from 70% in 2021; see case study in **SE7**) and 88% in Law. Our first law intake was small, but successive intakes have grown steeply. The 2022 NSS results for the inaugural law cohort were outstanding and we are one of the highest-rated providers in the country for overall satisfaction (sixteenth out of 115), number one in the UK for the intellectually stimulating curriculum (**SE2**) and programme management, and number one in London for teaching quality (**SE1**). Satisfaction with library

resources and access to course-specific resources was 100% and 88%, respectively (**SE6**), while satisfaction with Student voice was 89.7%, 25.9 points above benchmark (**SE7**).

Academic experience and assessment

26. Notwithstanding the impact of the pandemic, industrial action and the 'London effect', the NSS results and broader student voice have motivated an institution-wide review of our curriculum and articulation of a distinctive Goldsmiths education in line with student needs. During 2020/21 we developed a **curriculum blueprint** comprising eight curriculum design principles to be applied to all programmes in all subject areas at all levels. The principles were driven by the link between levels of student engagement in their learning and the application of theory to authentic professional settings. They will ensure our programmes: articulate our mission, values and approach; enhance cross-disciplinary learning and applied academic skills (**SE2**); provide a personalised learning journey (**SE5**; **SO4–6**); provide structured progression (**SE1**; **SO1/2**); are inclusive and accessible (**SE5/6**); exploit flexible and technologically enhanced learning (**SE6**); are produced in partnership (**SE3/7**); and embed employability and enterprise (**SE3**; **SO1/3**). The blueprint will: support successful transition into HE and through successive stages of study; develop academic skills for communication and enquiry; allow experimentation within the subject and exploration of areas of interest; and reflect students and their experiences in learning objectives and materials.

27. Alongside the curriculum blueprint we have developed a set of cross-departmental, level-4/5 modules under the banner **Connected Curriculum**. These introduce our pedagogy (**SE1**), support transition into HE through the development of discipline-specific academic skills (**SE5**), support successful outcomes through career and employability planning (**SO1/3**), show the relevance of specialist academic study to current affairs and contemporary issues (**SE3**), and allow students to contribute to social-change projects (**SE5**). They will help build communities and a sense of belonging within groups of students which extend beyond specialist subject areas. They will reduce anxiety and stress and increase levels of engagement and attainment by enabling students to see their studies in the context of the environments they are living and studying in and will enter after graduation. Over 50% of UG students will have access to these modules; programmes have been permitted to opt out only where these aims are reliably being met elsewhere within the curriculum.

28. During 2021/22, the curriculum blueprint and Connected Curriculum formed the basis of a **Comprehensive Curriculum Review**: departments redeveloped their portfolio and presented each programme for revalidation for a maximum of five years to a panel including students, external subject specialists and representatives from other academic areas. Some programmes underwent major changes as part of the review, while some departments used the review to rationalise their portfolios by withdrawing programmes or sought validation for just one or two years to allow further immediate development work. Departments are now undertaking detailed curriculum design for launch in 2023/24. As we move from LTAS to our new Education & Student Experience Strategy, the revalidated programmes will deliver clear benefits in line with student expectations and have a significant positive impact on student experience and outcomes, initially with 2023/24-to-2024/25 continuation, but later with completion, progression and satisfaction.

SE1 Teaching, feedback and assessment for learning, progression and attainment

29. Our distinctive educational philosophy for teaching, assessment and feedback is based on a creative, critical and politically and socially aware curriculum informed by contemporary research and practice (**SE2/3**). We have a long-standing commitment to **praxis**: 'a union of the mind, body and spirit, not just for striving for knowledge in and understanding from books, but knowledge about how to live in the world' (hooks, b. [author's preferred orthography] 1994, *Teaching to transgress: education as the practice of freedom*, Routledge, p.15). Praxis enables a learning community in which teachers engage critically and creatively, theoretically and materially with the world together with students. Theory and practice complement and feed each other, and no one is

privileged over any other. Staff use their subject expertise to work the spaces between professional practice, research and teaching, and it is these intra-actions – the ‘action between’ – that facilitate discovery of, participation in, and transformation of the world locally and globally, and enhance student learning and development. Students are positioned from the outset as professional practitioners drawing on the qualities they arrive with and as active partners in learning. Constructions of learning as the passive acquisition of siloed knowledges are disrupted. Students are asked to creatively and critically reflect, question, engage and to apply their learning to become agents for and of change. We support and guide them within a collaborative, constructivist pedagogy around self-discovery and enable them to explore their own interests and agendas and to know, understand and actively position their voice. In Art, most teaching is conducted in small groups or one-to-one tutorials; in youth, social and community work, students engage in weekly experiential group work. We see our role as being to challenge and transform; students sometimes find this uncomfortable.

30. Our distinctive pedagogical approach and its impact on learning have been highlighted for praise by external examiners, e.g., *‘The reviewed modules intellectually challenge students and encourage them to critically reflect on their gained knowledge. They give them necessary thinking skills to apply theoretical knowledge and understanding to contemporary media and communications phenomena and social trends. I would like to commend the emphasis on theory/critical thinking across the board and particularly around issues of power, gender, race, intersectionality, and ethnicity’* (MCCS) and *‘These are excellent degree programmes and the staff on them work very hard to ensure student satisfaction and continually strive to enhance the student experience. There is always a strong sense staff wish students to succeed, they treat them as equals in the production of knowledge and do their best for them. It is worth noting again that, despite Covid, standards have not slipped and students are still excelling’* (Anthropology).

31. Assessment and feedback support learning and attainment. We work with students to enhance their learning and are committed to inclusive assessment practice. We set assessments which are open and allow students to negotiate their approach in collaboration with staff, potentially disrupting subject norms and traditions, and intellectually exploiting the interface of professional practice, research and teaching. Based on consultation with students, and to better reflect skills needed in employment, we have diversified permitted assessment formats, including reflective journals, blogs, portfolio exhibitions, as well as assessments which replicate professional practice; we have retained the ‘take-home’ examinations introduced during the pandemic. By allowing students to choose their preferred mode of assessment, diversification improves student experience and outcomes and helps achieve equality in outcomes across student groups. STaCS exceeds PSRB requirements for assessment and feedback for both on-campus and placement learning. Our curriculum blueprint further supports diversification and simplification within assessment, including increased use of digital assessment. To eliminate inconsistency in the timing and constructive nature of feedback and to support student learning and development, we have put in place revised policy encouraging staff to use formative assessment and provide ongoing constructive feedback ahead of summative assessment: feedback is provided within a set timeframe and held digitally on our VLE, allowing timeliness and quality to be monitored.

Diversifying assessment options within Music

Analysis of continuation, progression and attainment in music in 2017/18 showed students struggling with long-form, essay-based assessments focused on critical research. Analysis of attainment gaps also showed that non-White students and students from lower social-economic backgrounds or with a declared disability were more likely to miss deadlines, have lower attainment or delayed progression. Students therefore avoided modules based on assessment method.

Music engaged with students to overhaul assessment practice (**SO7**): they provided assessment choice, reduced the use of essay-based assessments and increased the use of practice-, portfolio- and performance-based assessments. Students can now demonstrate learning outcomes via methods they prefer and that better reflect industry practice. Students are attracted to modules offering assessment choice, while non-continuation and delayed progression

are reducing, and the attainment gap between White and non-White students is narrowing. Our continuation indicator for performing arts (88.3%), in which Music is the major contributor, is broadly in line with benchmark. The OfS's 'condition B3' continuation and completion indicators for the two largest programmes are very strong: 90+% and 85+% respectively. The changes are expected to lead to greater diversity within the student body and in an industry which has suffered from inequality in participation and experience for minoritised graduates.

32. **External examiners have singled out the quality and innovative nature of our practice around assessment and feedback for praise**, e.g., *'The diversity of assessment methods is a great strength of the programme: in addition to 3-hour examinations, the department uses annotated bibliographies, close reading exercises, reading journals, and essays'* (English & Creative Writing), *'I am also pleased to join other externals in recognising the good work in diversifying assessment across a wide range of modules'* (English & Creative Writing), *'I would again commend the excellent and detailed feedback which gives students a clear steer on areas for improvement'* (Creative & Cultural Entrepreneurship), *'I commend the transparency and accuracy in feedback, which consistently connects student performance to learning outcomes and assessment criteria'* (English & Creative Writing), *'Feedback is generous, careful, specific and constructive. The feedback sometimes extends for more than a page, taking students seriously and always offering advice for improvement whether the work is receiving a low or very high mark. The level and quality of feedback is exemplary'* (MCCS), *'The care, detail and constructiveness of the feedback on all the work I saw were particularly noteworthy'* (Anthropology). and *'I do find the real-time recorded video feedback given in one of the modules quite exceptional. I think the learning experience from this kind of feedback is very strong'* (Music).

33. Education leads within each academic department are responsible for designing and prioritising local pedagogical enhancements. Interventions are set out within annual **departmental development plans**, the focus and delivery of which are monitored by a sub-committee of LTSEC. DDP priorities are based on student experience and outcomes, as well as feedback from students, external examiners and PSRBs. We have shared external-examiner reports with students in the interests of transparency since 2011 (**SE7**), while QSC receives a digest of themes raised by external examiners at the end of each cycle. Recent positive themes have included high levels of student attainment, detailed and substantial feedback, and innovative assessment appropriate to learning objectives. DDPs are also informed by structured datasets. We have made significant improvements since 2017 in collecting, analysing and exploiting data regarding student experience and outcomes. We have developed dashboards to facilitate cross-cohort comparison and trend analysis, e.g., module completion, assessment diversity and student attainment, including in relation to outcomes gaps between demographic groups (**SO1**). These are made available to all staff, and briefings are provided to support their use, in particular when DDPs are being developed. Commentary is provided on both the headline institutional as well as local departmental 'stories' which emerge from the datasets. DDP interventions led to a halt in the fall and modest turnaround in continuation rates which rose 1.2 points in 2021/22. DDP interventions in History led to a year-on-year increase in retention of thirteen points in 2020/21 (**SO2**). English & Creative Writing implemented a new 'practical academic skills and strategies' (PASS) curriculum in 2020, including new modules at all levels covering academic literacy and employability and run in collaboration with Careers & Employability (**SO1**); their retention rate increased by sixteen points (**SO2**). The broader impact of DDPs on experience and outcomes will be enhanced by changes to our annual planning framework and committee oversight.

SE2 Course content and delivery for student learning and stretch

34. In line with the LTAS theme 'liberate my degree', we deliver a **distinctive and innovative syllabus** which adopts global perspectives and centres marginalised voices. The case study below is complemented by approaches to anti-racist practice in Art and Sociology set out in **SE4** and **SE7**, while institutional support is described in **SE4**. We stretch students by exposing them to cutting-edge research and involving them in the research process (**SE3**). We inspire students by allowing them, within parameters, to define their own learning journey through module and

assessment choice (**SO4**). A student in Creative & Cultural Entrepreneurship approached her assignments from the perspective of diversity within ballet; she subsequently secured Arts Council funding to deliver a project she had developed as part of a business module. Discovering that 88% of London's blue plaques commemorate men, while four percent feature Black or Asian people, a student in Design undertook a project celebrating modern London icons such as Michaela Coel, Riz Ahmed and Kathy Burke.

35. Our syllabus is designed to **engage and inspire** as students transition into HE, to **stretch** them intellectually as they progress through their programme, and **produce future changemakers** who will progress to positive graduate destinations (**SO1–3**). We 'meet our students where they are': we recognise broad variation in their prior educational experience, attainment, background and lived experiences; our programmes are effectively structured and intended student learning clearly scaffolded. Programme and module specifications map learning outcomes alongside teaching approaches and assessment strategies. Assessment and feedback (**SE1**) demonstrate clearly how students' knowledge, skills and understanding are developing and enable them to monitor effectively their progress along the learning journey they have chosen via module selection and assessment choice. Feedforward guides students' future learning and learner autonomy develops progressively as students move through their programme.

Anthropology's Anti-Racism Committee

Anthropology's Anti-Racism Committee undertook a full review of its curriculum during 2020/21 and 2021/22 based on principles and practices for anti-racist, inclusive learning. They worked with module convenors to clarify module narratives, ensure that the history of the discipline was taught critically, centred students' lived experiences and post-study ambitions and offered alternatives to the linear, teleological progression of ideas from past to present. They critically reviewed the sources and practices used in the curriculum to approach topical issues and challenged the implicit 'we' – too often imagined as liberal, able-bodied, secular, White and/or 'European' – which characterises the history of a discipline which produced its knowledge in contexts and through processes of colonial dispossession. The anthropology curriculum now centres Black and indigenous experiences and worldviews and draws out stronger connections between these ways of thinking and imagining the world and the kind of applications and outcomes our students are seeking post-qualification. This reflects our values, our expertise across research and professional practice, and our commitment to delivering an academic experience that allows students to develop not only the knowledge, skills and understanding, but also the attitudes, attributes and confidence needed to succeed as a graduate-level professional (**SO3**) and an agent for change.

36. During the TEF period we helped 244 students gain **an international experience** as part of their programme, including language courses, summer schools and study abroad or internships for a term in Europe or further afield. Numbers declined during 2019/20 and 2020/21 due to the pandemic, but internationally focused virtual mobilities were offered instead. Students learning Chinese can spend their third year at Capital Normal University in Beijing and return to China post-qualification for another year of study to secure a dual UG award. These experiences not only improve student employability, but also build more empathetic students with greater intercultural awareness. The experience of all students is internationalised by the approximately 20% of overseas students on campus and the cosmopolitan profile of London.

SE3 Research, innovation, scholarship, professional practice and employer engagement

37. LTAS ensures that **research, innovation, scholarship, professional practice and employer engagement** are embedded within our curriculum. It emphasises a syllabus informed by research and professional practice, student-led research, and inter- and cross-disciplinary approaches to real-world issues locally and globally. Programme- and module-level learning outcomes support student development, while assessment in academic and professional skills are aligned to the FHEQ, subject-benchmark statements and PSRB frameworks as relevant. In Art, most studio practice staff combine teaching with research and successful practice and feed their

research interests into tutorials and seminars. Level-5 critical studies modules focus on staff interests and provide students with an insight into contemporary research themes, while students' degree shows are independently conceived projects. Our Exhibitions Hub helps students exhibit work or undertake research projects externally, and our Centre for Contemporary Art helps students and recent graduates engage with the professional art world. Students in English & Creative Writing are encouraged to engage with events within research centres and the Writers' Centre to create a sense of research trajectory from UG to PG and to build a sense of community. In Sociology, research methods modules form the 'spine' of programmes and include significant practical components designed to enhance student employability through skills development. In Anthropology, students engage in research practice through regular staff–student collaborative research projects and have developed outputs such as policy briefs and academic publications; three annual dissertation prizes recognize original thinking, innovation and social impact within student research, while students can publish in the student journal, *Anthways*.

Developing employability skills and career insight through research internships

In 2019, we launched the [Goldsmiths Research Internship Programme](#), developing the employability of level-5 students through practical experience in a research setting. The scheme develops knowledge, skills and understanding relevant to research, such as critical thinking, analysis, synthesis, evaluation, public engagement, ethics and policy, as well as a range of transferable skills including communication, collaboration, self-management, professional conduct and problem-solving. It targets students from minority-ethnic backgrounds, raising awareness of research careers and supporting Race Equality Charter objectives to create a talent pipeline of BAME researchers and academics. To date, 469 students have applied. In 2021, 80% of applicants had one or more WP characteristic; 71% of these were shortlisted and 67% appointed. All applicants, even if unsuccessful, are given constructive written feedback. Projects were hosted by several departments and have covered topics such as 'The UK's approach towards EU migrants in post-referendum equality and immigration policies, and in related political discourse' (Law) and 'Regional advocates for democratisation and human rights in the East and Horn of Africa?' (Politics & International Relations). In 2022, 100% of interns (strongly) agreed that the internship helped them decide on career goals, that their skills were valued, that their work was meaningful and that the internship was an overall positive experience.

38. To ensure our portfolio is informed by external expertise and reference points, we require programme teams to set out how they have **collaborated with partners when developing the syllabus**, e.g., professional bodies, businesses in the cultural sectors, community-based organisations, local FE providers and overseas HE institutions. Partnership working benefits the delivery of our curriculum, not only through masterclasses, placements, internships and volunteering opportunities (**SO1**), but also through real-world assessment tasks such as open briefs and live projects with timeframes and assessment criteria which replicate contemporary industry practice (**SE1**). We provide students with authentic opportunities to work at the (sometimes) messy interface between the academic and the professional, between theory and practice, within collaborations where all parties are learning from and with each other (**SE1**). Students across Theatre & Performance create work for presentation internally, as well as within specific community settings and at public events. They develop professional skills and tools, including operational and organisational skills, communication/collaboration skills and skills of self-reflection and critique, as well as specialist technical and creative skills and those relevant to theatre/arts management. Computing run co-curricular events where students can showcase their work and meet industry figures. Alumni from Creative & Cultural Entrepreneurship regularly return as guest lecturers or provide study visits or placements for students. The social work division of STaCS has long worked in partnership with local authorities, and this has facilitated practice-led teaching, as well as student access to work experience in frontline and managerial roles (**SO1/3**). Programmes are co-delivered with visiting tutors drawn from practice and develop a wide range of professional skills such as policy development, writing and domestic or sexual violence interventions. Programmes in Anthropology benefit from masterclasses delivered by experts from the Horniman Museum and Gardens' world-renowned collection who have practical experience of curation and conservation, using material and digital archives, running museum education

programmes and engaging with diverse audiences. The Museum also hosts [late-night events](#) showcasing students' creative and critical installations. The Wellcome Collection's inclusive-practice lead has been a curriculum advisor, mentor and placement host on the BA Curating since its launch in 2017 and works with the programme team to develop a curriculum that meets the needs of the sector and widens access to the museum, gallery and broader arts fields. Student visits and placements are also provided by the Bethlem Gallery, the Deptford People's Heritage Museum, the Serpentine Galleries and the Single Homeless Project charity.

39. STaCS' social-work curriculum is mapped against the professional standards of Social Work England; psychology programmes are accredited by the BPS; programmes in community development and youth work are approved by the National Youth Agency. Our LLB programmes are aligned to both Solicitors Regulation Authority and Bar Standards Board requirements and also anticipated the 2021 Solicitors Qualifying Examinations via an optional SQE-preparation module at level 6. In 2022, the accreditation of Educational Studies to deliver initial teacher education beyond 2024 was confirmed by the DfE; applications from several other providers were unsuccessful. Our curriculum blueprint will further embed employability and enterprise within the core curriculum, i.e., work experience or placement learning to support work readiness and an understanding of research and industry synergies (**SO1/3**).

EastLondonLines

In 2010, MCCS launched [EastLondonLines](#), a news website which doubles as a teaching platform introducing students to the challenges and pressures of professional journalism. Under the supervision of academic staff who are experienced journalists, students have an authentic experience of newsgathering, news and feature researching and writing, and editing and online production techniques in a multi-media environment. The site is public-facing, covers a large and diverse area of south and east London with a total population of around 1.2m, aims to produce journalism which is inclusive and relevant to local readers, and has become an alternative news source for local communities. It requires work of publishable quality in terms of balance, accuracy and adherence to legal and ethical standards. It enables students to learn how the complex structures of societal networks, commerce, politics and the public sector function at grassroots level. Alumni regularly cite their experience working on the site as invaluable as they enter the workplace.

Resources, support and student engagement

SE4 Support for staff professional development and excellent academic practice

40. LTAS sets out our commitment to excellent academic practice and support for staff to deliver an inclusive and innovative curriculum. We are an institutional member of AdvanceHE, have a National Teaching Fellow and 150 (associate/senior) fellows of the HEA; most teaching staff in Educational Studies and Law have formal teaching qualifications, while English & Creative Writing support associate lecturers with mentoring and peer observation. Our commitment is reflected in **staff recruitment, induction, deployment, development, appraisal and promotion** which recognise and reward excellence and innovation. Academic selection criteria focus on innovation, and short-listed candidates are asked for examples of innovative practice addressing challenges around teaching, assessment and learning support. Appointed staff have workloads which support high-quality, innovative pedagogy with a standard 70% time allocation for the delivery and enhancement of teaching, assessment and learning support within the broader student experience. Schools provide a forum for department-level education leads to share practice, problem-solve and consult on innovation. The groups promote staff engagement with teaching and learning networks and are a space for mentoring and developing pedagogical literacies and positioning. They are also the foundation for a College-wide teaching conference: the 2020 conference, 'Transitions into education', attracted over one hundred staff; the 2021 conference, 'Enabling student success', held during the pandemic, was attended by forty invited staff.

41. Staff engagement in professional development for excellence and innovation in academic practice is incentivised by our **framework for career progression and promotion**. While HE promotion criteria have traditionally recognised contribution and (inter)national standing with respect to research, ours up to the rank of professor include standing based on contributions to the advancement of the discipline or profession through creative work, performance or forms of scholarship, as well as educational leadership. This can come from a combination of influential pedagogical research, major contributions to pedagogical excellence, or impact on the profession or wider society via knowledge exchange or collaboration with external partners. It explicitly references the levels within AdvanceHE's PSF and fellowship scheme. In 2018/19 seven academic staff were promoted based on achievements in teaching and scholarship. Following suspension of the promotion process in 2019/20 and 2020/21 due to the pandemic, a further eight were promoted on this basis in 2021/22.

42. Delivery of professional development for excellent academic practice is led by the **Teaching & Learning Innovation Centre** whose director reports to the Pro-Warden (Academic). TaLIC delivers the **PgCert in Learning & Teaching in Higher Education**, a two-year, AdvanceHE-accredited programme for new academic staff. The programme covers pedagogical theory, includes substantial reflection on practice and peer observation and culminates in a practice-based research project. The programme has had 165 participants over the TEF period; in 2021/22 it had thirty in year 1 and 37 in year 2. TaLIC also delivers the AdvanceHE-accredited Academic Practice Award (APA) aimed at PGR students new to teaching in HE; APA participants are mentored by experienced staff in Educational Studies. These programmes are currently being redeveloped in line with the curriculum blueprint for re-accreditation with AdvanceHE.

43. TaLIC provides specialist expertise to help academic departments use **learning technologies**, develop **e-learning resources** and implement **anti-racist curricula**. TaLIC played a key role in supporting staff to pivot to remote teaching and learning support at the start of the pandemic: they developed and delivered an introductory online course called 'Quick wins' (716 participants) and a more detailed course called 'Flexible learning' (584 participants). To ensure that the valuable lessons are not wasted and support communities of pedagogical practice, TaLIC have designed a refreshed peer-learning scheme; it will be delivered within the PgCert programme prior to roll out College-wide. One of TaLIC's educational developers specialises in decolonising strategy and collaborates with academic departments in the design of decolonised syllabus and pedagogy in line with the Race Justice Strategy (see **Context**), as well as channelling student voice and feedback to address the needs of people of colour and minority-ethnic groups across the College (**SE7**).

Access and the student experience in fine art: 'A particular reality'

Following direct and indirect instances of racism, marginalisation and isolation among non-White staff and students in Art, as well as ethnicity-based outcomes gaps, students and staff established a collective, 'A particular reality', to voice their testimony in 2018. Now working cross-institutionally, staff in Art and Visual Culture have been funded to develop an anti-racist curriculum toolkit to address marginalisation and isolation and widen access to fine art and practice-based degrees in HE and the arts sector. Continuation on the BA Fine Art is 94.5% and completion is also above 90%; the ethnicity-based attainment gap was eliminated in 2019/20 and 2020/21.

44. TaLIC run **student-led teaching awards** in partnership with the SU. These celebrate outstanding teachers and teaching. Students nominate academic or non-academic staff for an award in one of six categories: challenging and inspirational teaching; use of research in teaching; decolonising the curriculum; technology in teaching; non-academic or support service which has gone above and beyond; and community fostering. TaLIC also run a scheme offering grants of up to £2,500 for small-scale and £5,000 for larger-scale **projects enhancing teaching and learning**. Grants have included: 'Building learning communities with connections and creativity', 'Opening the door: inclusive curriculum design and pedagogy', 'Search less, learn more: helping students develop skills for effective literature reviews' and 'Beyond the quantifiable: designing gamified

assignments across disciplines'. TaLIC support individual members of academic staff and communities of practice through: an email help desk; daily online drop-in support sessions; curated online and face-to-face workshops and seminars (e.g., around inclusive practice and accessibility). Beyond TaLIC, CPD for teaching staff in the Confucius Institute is enhanced by the Chinese Ministry of Education's Center for Language Education and Co-operation and includes collaborative teaching and invited experts in language, culture, education, art and dance.

Disability inclusion

In 2020, Computing set out to be fully disability inclusive within three years. Interventions have included assessments, staff development and the development of resources, guidance on communication and a template for VLE pages. When exams moved online due to the pandemic, the Department took the opportunity to make them disability inclusive; while teaching has reverted to in-person, exams remain online. Less than a term later, 88% of students rated the VLE as inclusive and accessible and 62% thought it had improved year on year. Disability inclusion was then extended across other academic and professional-service departments. Guidance was provided on holding MS Teams meetings, classroom management, use of Panopto, running accessibility checks on a range of file formats, and workshops were offered on disability, mental health, dyslexia, neurodiversity and assistive technologies. Staff were surveyed on needs within teaching practice and support provided. We later collaborated with AbilityNet to review academic departments and institutional maturity and undertake gap analyses of, e.g., student-facing services. Funding has now been provided for College-wide rollout.

SE5 Learning environment and academic support

45. LTAS commits us to providing students with a supportive learning environment and a wide and readily available range of academic support that is **inclusive, accessible and tailored** to their personal learning journey, thereby supporting engagement, continuation and completion (**SO2**), and attainment and progression (**SO3**). Providing timely academic support is key to student success and progress, especially for those with protected characteristics and those with experience of care, with caring responsibilities or from under-represented groups. Our approach is underpinned by a top-quartile staff–student ratio (between 1:15.1 and 1:13.9 over the last five years). In 2021, we were awarded an 'Outstanding Institutional Support' award by UK Advising and Tutoring, based in part on the support we provided students during the pandemic.

46. Staff across academic departments and professional services collaborate in the delivery of a learning environment and academic support. The student-engagement team communicates with students and provides relevant **information, advice and guidance** for the appropriate stage of the student journey. This is based on a week-by-week analysis of needs identified by the results of a tracker survey and milestones in the academic calendar and has largely been delivered online since the pandemic. **Goldstart** is our framework for welcoming and inducting new and returning students and making sure they hit the ground running. It includes focused provision, e.g., workshops and other events for first-generation HE students, commuters and international students. The support provided culminates in a focused '**Be well, do well!**' wellbeing campaign around the main assessment periods.

47. Within academic departments all students are assigned **personal tutors**. Following a review of our personal-tutoring policy during 2021/22, a comprehensive training and support package is now in place to ensure that staff and students understand the new policy. Tutors deliver structured termly one-to-one tutorials to discuss academic progress (study options, study support needs, transferrals/withdrawals), wellbeing issues (returning from sickness or leave), extra-curricular opportunities, or employability and careers. To encourage student reflection and facilitate discussion, students complete a personal development & progress (PDP) form in advance, while tutors refer to a personal-tutoring checklist. Tutors are also available to provide support at key assessment points, while **senior tutors** help with more complex issues. In History, since BAME students in particular are less likely to engage through email, personal tutors use multiple channels to pro-actively reach out and offer support to students who, on the basis of

attendance and assessment, appear to be disengaging. Students in Computing are offered a one-hour 360° tutorial with their personal tutor to discuss any aspect of their programme and career plans. In Educational Studies, where student attendance and attainment are monitored closely, students giving cause for concern are invited to personal tutorials and are signposted to relevant advice; this helps identify and support those at risk of withdrawal and close unexplained attainment gaps.

48. We facilitate a **peer-assisted learning** scheme within and across programme cohorts and year groups. Careers & Employability has run a **mentoring** programme since 2019. Mentors are drawn from among our alumni and support BAME and disabled students specifically. The number of mentor–mentee pairings rose from eighteen to 113 in 2021/22. Art's Junior Fellows Programme involves graduates providing technical and wellbeing support to current students.

49. The **Centre for Academic Language & Literacies** (CALL), whose Director reports to the Pro-Warden (Academic), collaborate with academic staff in the joint delivery of credit-bearing modules and deliver pre- and in-sessional support in academic English or other academic skills for overseas and UK-domiciled students. In-sessional support is delivered via stand-alone academic-writing workshops, weekly in-sessional academic-language classes for non-native speakers of English, assessment-guidance sessions, media-writing sessions, guest-lecture series looking at decolonising pedagogy, reading practice and academic-writing courses in the week after autumn term finishes to support students with Christmas vacation assessments. On average CALL deliver four-hundred hours of in-sessional support per year to some 850 students, while a further four-hundred students access material via the VLE. The activity has contributed to improvements in attainment, continuation and completion in a number of departments. From 2023/24, these extra-curricular sessions will be embedded within credit-bearing Connected Curriculum modules.

50. A significant contribution to academic support is made by **the library**. It provides 980 social/individual learning spaces with 24hr access. It is home to the assistive technology centre, the IT service desk and the media equipment centre providing AV equipment on loan. Library staff deliver face-to-face, online and hybrid induction activities for new and returning students, as well as year-round advice and guidance workshops on referencing, presenting, managing workload, literature reviews, reading strategies and 'research cafés' focused on undertaking research, accessing e-resources and using special collections and archives. Students attending skills workshops and successfully completing assignments are awarded an Academic Skills Certificate. A specialist librarian is linked to each academic department and helps students access and use resources. Students can book one-to-one sessions with their subject librarian, study skills tutors and special collections staff for advice and guidance. In addition, one-to-one tutorials are available with Royal Literary Fellows to help students improve their academic writing skills. On average library staff deliver 224 hours of workshop and induction activity reaching 4727 students each year and 223 hours of one-to-one support for 273 students per year, while the Fellows delivered 365 tutorials to 236 students in 2021/22.

51. Outside the library, TaLIC maintains and supports a range of **learning technologies** including our VLE (learn.gold, based on Moodle), Panopto (video and lecture-capture platform) and WooClap (audience response system). Learn.gold has 10200 active registered students, with around 2700 module pages using templates meeting minimum accessibility standards. There are typically 400,000 page views from students per week. Across departments: Anthropology is home to two visual-practice labs where students can engage with practitioner-led teaching and learn skills in audio-visual practice; Design use online tools (e.g. Miro) to help designers collaborate online; Computing use VR labs and online independent activities such as quizzes, autograding and gamified assessments that enable students to fit learning around other activities; music-composition students use digital-audio workstations and software (e.g. Ableton Live, Logic Pro), as well as both open-source (e.g. MusicScore) and professional-standard proprietary notation software (e.g. Sibelius); Sociology use SPSS and NVivo qualitative data-analysis software for project and data management and coding texts for thematic analysis; student orchestra rehearsals

are held in the [Great Hall](#). On the basis of our annual facilities spend, we are ranked 21st (out of 130) in the 2023 *Complete University Guide*.

52. Our approach to tailoring the learning environment and academic support to students' needs will be strengthened by the **curriculum blueprint (SE1/2)**. Curriculum design principles will ensure not only that our pedagogy is inclusive and accessible, but also that our syllabus is inclusive and diverse. We shall provide support and resource for the delivery of the blueprint, e.g., frameworks and toolkits for meaningful EDI assessment of our pedagogy and syllabus.

SE6 Physical and virtual resources for teaching and learning

53. The learning environment and academic support we provide to support teaching, learning and assessment is complemented by **extensive physical and virtual resources**. The library houses over 276,000 books and special collections including the Women's Art Library, Goldsmiths' Textile Collection, the Daphne Oram experimental music collection and the Future Histories archive of African, Asian and Caribbean performing arts in the UK. The physical collection is supplemented by e-books (1776 purchased on average annually since 2017/18). In 2021/22 we spent £102 on information provision for each full-time student; for our annual academic services spend, we rank ninth (out of 130) in the 2023 *Complete University Guide*. The library responds to developments in our programme portfolio and in 2018/19 invested significantly in material to support the introduction of law, e.g., [Harvard Law School's pioneering online course 'Zero-L'](#) and discounted access to 'SQE Prep'. Curriculum redesign within anthropology is broadening the range of contextual learning material that students are required to engage with, e.g., podcasts, films and journalism. They are fostering inclusivity through weekly assignments and required and supplementary reading/viewing/listening material. Significant investment has been made in recent years in print and AV resources in the Confucius Institute library, in particular, in Chinese culture (especially arts and performance), language learning and preparation for proficiency exams. Students can also access Senate House Library, one of the UK's largest academic libraries for arts, humanities and social sciences, with two million books, fifty special collections and 1800 archival collections. We provide digital subject-specific and cross-disciplinary guides, as well as e-access to Senate House digital guides.

'Liberate our Library'

This [initiative](#) aimed to decolonise and diversify the library collections and academic support. The 'liberatemydegree' book collection was created based on student suggestions to fill identified gaps in representation. It now has over four hundred items, all searchable as a unique collection. 'Liberate!Zines' is a curated parallel collection of zines, some on open access and borrowable. An estimated 20% of collection suggestions are included on reading lists. "Resistance researching": a critical approach to information gathering, inclusive citations' is a set of academic-support sessions around adopting a social justice-informed approach to research. It enables students to understand how academic referencing and citation have a significance beyond avoiding plagiarism and provides practical tips on how to avoid privileging dominant voices by engaging in inclusive citation.

SE7 Student engagement for continuous improvement

54. The SU and **elected student reps** are involved in decision-making structures and feed into enhancements through ex officio membership of Council, Academic Board and its committees. At department level, this is facilitated by College-funded, SU-managed departmental student co-ordinators (DSCs). Each department has at least two DSCs who represent students on committees, gather questions and feedback, and contribute to social learning and learning-community activities; they support the appointment and co-ordination of programme- and module-level student reps who work in partnership with academics to optimise the design and delivery of programmes. Several departments hold a fortnightly all-student forum with the head of department, have a student-voice liaison officer and/or student community development posts, and provide support for specific groups such as BAME, commuter or disabled students. When

focus groups were held in 2019/20 to discuss the launch of new electronic-music modules, students participated enthusiastically. The modules were co-designed with students, well received and remain very popular. Students in Theatre & Performance take ownership of the termly staff–student forum meetings, setting the agenda, sending invitations and chairing meetings. Sociology's anti-racism working group has conducted small-scale research projects in collaboration with students to learn more about the experience of minoritised students in the Department and wider College. Anthropology holds module-level feedback meetings twice per term and staff–student fora with departmental education leads and student reps, with follow-up and/or ad-hoc meetings where needed; programme convenors and senior tutors are available for one-to-one meetings each week. Students receive regular updates from the programme convenor on actions taken on student feedback, concerns, or complaints, ensuring the feedback/feedforward cycle is transparent and accountable.

55. As noted in the **Context**, the SU has been critical of the development of institutional and sector-wide mechanisms to capture the student voice. However, we see them as important in **capturing the breadth of student perspectives**. We reviewed our approach to engaging with the student voice and delivering continuous improvement of academic experience and outcomes in 2021. The student-engagement team seeks insights into the student experience and provides support as students move into, through and on from their programme (**SE5**). It oversees the NSS and a regular internal survey which tracks satisfaction within and across student cohorts from transition into HE at the beginning of level 3/4 through regular termly checks-ins to monitor experience and steer activity. Our engagement with the student voice has ensured their input into the development of: LTAS; the curriculum blueprint and Connected Curriculum, as well as programme revalidation panels within the Comprehensive Curriculum Review; the report on the experience of BAME students and the causes of the ethnicity-based attainment gap; the subsequent Race Justice Strategy; the *Against Sexual Violence* initiative; the student-led teaching awards; the revised personal-tutoring policy; our new strategic framework and Education & Student Experience strategy; this TEF 2023 provider submission.

The STaCS Manifesto

STaCS deliver professional qualifications and support critical learning across social work, youth work, community development and a range of therapeutic practices. These multi-professional scope and diverse perspectives uniquely prepare graduates to support stressed and struggling publics in ways which benefit their mental health, wellbeing, domestic safety and social justice.

However, the co-location of diverse professions within a single department created resentment between different student and staff groups due to perceived inequality and unfairness. This led to poor NSS results between 2015 and 2020, poor student feedback, low staff morale and a high number of complaints and grievances. It adversely impacted student recruitment, with falling student numbers further increasing pressure on staff.

In 2020 new co-heads were charged by the College's senior management team with bringing STaCS together. Working with staff and students during the first lockdown, they led the development of a 'manifesto' setting out educational goals which would remain constant in the face of change within the College, sector and wider society. [The Manifesto](#) acknowledged the need to actively reimagine the Department's work in the light of the climate emergency, the pandemic and issues of racism, identity and inclusion, and led to the adoption of five principles underpinning provision: an ethical commitment to staff and students supporting each other's wellbeing; inter-disciplinarity; innovation and creativity; progressive partnerships; and reflexivity. The Department reviewed its programmes against the Manifesto during 2020/21 and revised some modules in time for 2021/22.

Adoption of the Manifesto was followed by a dramatic improvement in NSS results within STaCS. The 2022 results show: 88% satisfaction with Teaching on my course (up 6 points); 76% with Assessment and feedback (+11); 77% with Academic support (+15); 87% with Learning resources (+32); 84% with Student voice (+18).

Student outcomes

56. Our **Learning, Teaching and Assessment Strategy** is designed to ensure that all students succeed (**SO2**) and progress to positive graduate destinations (**SO3**). Many of the interventions set out above in the context of **SE** are relevant to **SO** and are not repeated here. LTAS also articulates our intended educational gains, while encouraging students to set and pursue their own learning objectives (**SO4–6**). Our overall indicators for continuation and completion are challenging: in **SO2** we show how our **Context** explains historical levels of performance and highlight the areas where we are achieving excellence; in **SO1** we set out interventions to spread this excellence institution-wide. For progression, we see a more positive picture (**SO3**): our overall indicator is three points below benchmark but the statistical certainly that it is materially below benchmark is low; our split indicators show recent recovery and excellent outcomes across several demographic groups and subject areas; this positive picture is reinforced by our LEO results.

Positive outcomes

SO1 Supporting student success and student progress

57. We **support student success primarily through the curriculum (SE1/2)**, i.e., the development of knowledge, skills and understanding for constructive and effective engagement with the world, e.g., communication skills, social skills and the ability to plan, prepare and adapt as required. Locally, academic departments adopt subject-specific approaches informed by the engagement with student groups and reps (**SE7**) to support student continuation, completion and attainment. A key part of this is structured around personal tutoring and PDP (**SE5**). We ensure that students understand the attitudes, attributes and competences that are valued by employers and how they can be developed through activities and experiences. This will be strengthened by our curriculum blueprint and the Connected Curriculum, and steps are being taken to extend this to foundation years to address challenging continuation/completion rates.

58. Research undertaken by the SU in 2019 identified a range of **factors in non-continuation** and highlighted the significant impact of poor mental health, especially among UG students from marginalised and under-represented groups such as non-binary, non-White and disabled students. The research fed into an overhaul of, and further investment in, student support services to meet demand. From 2015/16 to 2020/21 staffing doubled to twenty-eight and deliver wellbeing, counselling, disability and sexual-violence support, financial advice, multi-faith and wellbeing spaces and overnight campus support, as well as bespoke referrals to our local NHS 'Improving access to psychological therapies' team, substance misuse clinic and GP practice. We also train academic staff to provide mental-health first aid and to signpost students to specialist support. As we emerge from the pandemic, we have developed a wellbeing strategy to deliver relevant, personalised support from entry to post-graduation. Art has established a group helping neurodiverse students better engage with their programme and access wellbeing support.

59. We have invested in more consistent and strategically planned careers and employability interventions and the delivery of an employability strategy. Our **interventions to support progression, enterprise and further study** are delivered in partnership with academic departments and external partners. Uptake and feedback clearly show the value of experiential learning opportunities embedded within programmes, and this is reflected in careers advice and guidance. STaCS graduates regularly mention their weekly experiential group work as the area of their learning most relevant to employment. Progression activities delivered within the curriculum (**SE3**) are enhanced by co- and extra-curricular provision. Our co-curricular offer supports student development and stretch, e.g., history of art and curating students can join the [Visual Cultures Society](#) which links students from across the College with local exhibition opportunities and the London art world more generally. The society runs [The Art Columnist](#) where students can publish their art writing focusing on new perspectives in visual cultures and engaging with the contemporary world in a progressive way. In 2021 Music held an online panel, 'What I did next',

where alumni talked to current students about their careers and how they apply in practice the skills they developed while studying. To maximise accessibility, our approach to PDP has increasingly shifted from optional extra-curricular provision to the compulsory core curriculum. The format of music's panel is now being used within the curriculum, e.g., a series of 'Meet the artist' events. Generation Delta is a multi-provider, OfS/Research England-funded initiative to support BAME graduates to progress successfully to PG study. Over the last two years, two students in Anthropology have been awarded bursaries from the scheme for an MRes programme and gone on to secure a CHASE/SeNSS studentship for PGR study. In addition to studying in China for a year as part of their Goldsmiths degree and returning for a further year to secure a dual UG award (see **SE2**), students learning Chinese can complete a funded, two-year masters at Capital Normal University in Beijing.

60. We launched an **employability strategy** in 2017 alongside LTAS to deliver an institutional approach to improving graduate outcomes. The strategy commits to partnership working to enhance career planning and preparation, with academic departments delivering discipline-specific advice and guidance and the central Careers & Employability team provide workshops to develop career readiness. Departmental employability action plans are agreed annually and delivered jointly by careers staff and academic leads for careers and employability. Interventions include bespoke careers events and placement workshops. Our extra-curricular offer is built around one-to-one advice and guidance, sector-based employer events, workshops offering practical advice and guidance to students with enterprise or entrepreneurship ambitions. The employability strategy recognises the importance of career planning, the use of datasets such as GO survey results and careers registration data (see below) to shape a tailored offer to students at all levels and to design bespoke interventions that remove barriers identified by different under-represented groups. Curricular, co- and extra-curricular employability provision allows students to chart their own path to successful graduate destinations and meet their career aspirations, develop their experiential learning through work placements, paid internships, and skills development programmes, as set out below:

Access to fine art and progression into arts education

Outreach activity in Art supports HE access for learners from under-represented groups and student progression to graduate-level employment in arts education. The Schools Studio scheme involves level-4/5 students mentoring 16–18-year-olds in three schools/colleges with high numbers of pupil-premium and FSM-eligible students. Mentees get to visit fine-art studios and workshops and take part in crits, as well as a guaranteed interview for a place on one of our fine-art programmes. Mentors support mentees' attainment and ambition by providing feedback and encouragement on their artistic projects, and develop skills and awareness of training and employment opportunities in arts education. In 2021/22, 21 students mentored 43 school/college learners; by 2022/23, the numbers have risen to 80 mentors and 120 mentees.

61. Our **programme portfolio** has long provided applied and vocational routes into careers, e.g., social work, youth work, therapies and education, with an emphasis on serving the needs of minoritised service users (see **Context**). More recent portfolio developments also focus on clear and defined career pathways (law, management, criminology, computing, health care), with employability skills embedded within the curriculum and students made explicitly aware of the wider applicability of their learning achievements. In Educational Studies, engagement with the curriculum blueprint (**SE**) led to the introduction of a vocational 'teaching training' pathway within the BA Education programme. Anthropology are increasingly emphasising curriculum-based approaches to employability and enterprise, including in-module careers workshops, as well as workshops run with industry professionals. STaCS runs two/three 'Careering Ahead' events for students annually where employers showcase job opportunities.

Improving student experience and outcomes through inclusion-focused employer engagement (Computing).

Computing's External Advisory Board was established to develop relationships with sector leaders, to inform programme redevelopment and to help us provide more outward-facing

experiences and opportunities for students. It meets every six months, includes members from the local area and alumni, and builds on work undertaken as part of higher-level digital-skills project where we worked with local SMEs to redesign a project module and provide internship opportunities.

By collaborating with external partners, we help students understand workplace and business requirements, apply their learning in a non-academic setting, and develop transferable, soft skills and behaviours, e.g., empathic communication, presentation skills, group work, and awareness of implicit bias. This has been strengthened in our revalidated portfolio where employability is further embedded within the curriculum from level 4, particularly in project modules (**SE**). It has also involved guest lectures, careers workshops, a careers week, industry guests providing feedback on CVs, portfolios and projects, and an 'employability toolkit' to raise the confidence of staff providing employability advice.

Ninety-five per cent of 2018/19 and 2019/20 qualifiers from the BSc Computer science were in graduate-level employment or further study (GO survey results). Computing's small-scale pilots are being adopted elsewhere: advisory boards have been established in Management Studies and Creative & Cultural Entrepreneurship. The aim is to make clear the positive impact on students' careers but crucially to embed employability and employer-led events into the core curriculum for the benefit of all students and not to disadvantage those with commitments and unable to attend optional events. Internships, which have an extremely positive impact on progression, especially for students from under-represented groups, are being integrated into the core curriculum.

62. Careers & Employability survey students as part of enrolment at the beginning of each level of study to collect **careers registration data**. The survey asks students to reflect and comment on their career plans and is designed to motivate them to engage with career planning and to help us shape provision to improve their career-readiness over time. The survey is deliberately broad in its concept of graduate activity, recognising portfolio careers, self-employment as freelance practitioners, as well as engagement in activism, and that professional success can take time.

63. We have extended **careers and employability support to recent un- and under-employed graduates** to help them into positive destinations. The support comprises webinars and, for those who request it, one-to-one coaching; we also offer graduates group coaching as a form of peer support. The support was offered to 1767 students/graduates in 2020 and 2035 in 2021 and was taken up by 19% in 2020 and 21% in 2021. The professional-practice scheme offers recent music graduates up to two years' valuable work experience and the opportunity to develop their own practice either as an assistant engineer with the Goldsmiths' Music Studio or as an assistant department technician in the technician's office. Theatre & Performance invite recent graduates to return as 'associates' to train as researchers or as creatives delivering workshops.

64. Careers registration data show that first-degree graduates who have had a work or volunteering experience by the time they enter level 6 are much more likely to be in a highly skilled job fifteen months after graduation. We have a strong track record of placement learning valued by students and businesses alike. Careers & Employability work with sixteen of our eighteen academic departments to support delivery of **work placements and internships**. We supported 449 accredited placements in 2018/19, including eighteen internships in fifteen regional businesses supported by the Santander Micro Internship Programme. Level-6 music students can undertake a placement focused on teaching skills with Lewisham Music, a charity working to inspire and empower local young people through a diverse programme of learning and music-making. Students in Theatre & Performance can undertake a work-placement module at level 6 and develop their practice in the professional setting of an external theatre, performance venue or company. Student feedback is excellent and the module has led directly to paid and volunteering opportunities. STaCS has established an extensive network of placement providers across Greater London and beyond, and students engage with the process of applying for their assessed year of employment with the help of teaching consultants and workshops presenting regional opportunities. The consistent high quality of the fieldwork undertaken by the students has led to

them being highly sought after as placement students. Our law students can also participate in field trips and our innovative [Goldsmiths' Law and Policy Clinics](#), where they confront challenging societal issues through supervised legal research and public-engagement activity. They benefit from guest speakers and the contributions of high-profile visiting professors, e.g., [Dominic Grieve KC, former Attorney General for England and Wales](#).

Wellbeing clinic

A community-focused wellbeing clinic has been in development since 2020/21 and is now offering supervised student support services to the public. It is initially focused on psychodynamic counselling but will later offer dance movement psychotherapy and CBT, as well as family support and youth services focusing on prevention and early intervention. The clinic is being co-produced with local children's services, adult mental health and public health services. Students across programmes in therapeutic studies, community work and social work are overseen by a manager and clinical service lead and are gaining valuable placement-learning opportunities. The clinic will also be a centre of research and innovation where our academics and community partners build an evidence base for practice improvement and development.

65. We recognise students' extra-curricular activities alongside their academic transcript via the **Higher Education Achievement Report**. In 2019/20, 1169 students recorded 2265 unique 'HEARable' activities, and we facilitated 207 student/graduate **volunteering** opportunities. In 2021/22, we validated over ninety separate HEAR activities, e.g., the 'student assistant engineer programme' which offers support and training to up to ten level-5 music students interested in a career as a music producer and/or engineer. The year-long programme involves workshops and other forms of training, and participants undertake nine hours of session engineering for their peers. Also in music, 'Simon Says' is a series of student-led events held in the SU providing volunteers with experience as performers and sound technicians and in front-of-house roles and events management.

66. The **Gold Award** is a personal and professional development programme which helps students identify their current skills, develop new ones and gain experiences through co-curricular activities. It helps students define and achieve their post-study ambition, whether in employment, further study or running a business. Students increase their self-awareness, understand their strengths and areas for improvement, access a portfolio of valuable experiences to support their career development and reflect on their experiences to help shape their career thinking. Despite the pandemic, a total of 355 students signed up to the [Gold Award](#) in 2020-21, up 10% on the previous year; the completion rate was 35%.

Synapse: activities and evidence supporting employability

In 2010, Creative & Cultural Entrepreneurship launched [Synapse](#), a workshop programme offering students across the College the opportunity to explore and develop entrepreneurial tools to 'map their futures'. Rather than focusing solely on enterprise or business start-ups, the programme equips students with the skills to think about their wider future and the impact they would like to have on the world. The workshops help students develop an action plan to turn personal projects into enterprises. The programme also helps students develop employability and progression routes within their sector. Over 5500 students have participated. Synapse has been nationally recognised: at the 2021 National Enterprise Educator Awards, the academic lead for enterprise won both the People's Choice Award and the Inclusive Enterprise Education Award for supporting entrepreneurs in creating sustainable, diverse and culturally relevant business models.

67. Careers registration data consistently show that half our students are interested in self-employment. Results from the GO survey show that 23.5% of 2019/20 graduates were self-employed fifteen months after graduation, up from 15% for 2018/19 graduates. The student-enterprise team in Careers & Employability support this ambition through a **student enterprise programme**, one-to-one support encouraging students (and recent graduates) to grow their businesses and pitch and apply for enterprise grants. The support is taken up across the College but especially in Creative & Cultural Entrepreneurship, Management Studies and Computing. The

team work closely with the research & enterprise team and the '[NX Hub](#)' [NX = New Cross] which brings together a creative, digital and social ecosystem, connecting local businesses and entrepreneurs. [NX Records](#), Music's in-house record label, provides students and alumni with the opportunity to gain experience of running a record label and releasing their own music. [PureGold](#) is an annual music festival showcasing work by students in creative practice, composition, sonic arts, popular music and performance & related studies. It is held during May and June at venues across southeast London, is attended by music fans, industry, students and staff, and provides a platform for emerging artists to launch their careers. [Omni Collective](#) is a studio-development programme for women+ and non-binary student members of the music community to develop technical knowledge and studio skills through a series of workshops, talks and recording opportunities. The workshops supplement students' knowledge of engineering and production and seek to address well-documented inequalities within the industry. Creative & Cultural Entrepreneurship run a Student Entrepreneur Scheme that provides guidance and business support to companies formed by students while studying.

The Ingenuity programme

In 2021/22, we were one of thirty institutions to participate in Ingenuity, a values-driven, enterprise-skills training programme focused on social-impact businesses and targeting students and graduates who are female and/or from under-represented groups. The programme focuses on three challenges: building stronger communities, improving health and tackling climate change. Over thirty of our students took part. We signposted them to relevant resources in the Student Enterprise Programme and provided one-to-one coaching and feedback on their business plans and video pitches. Our students/graduates won more accolades than any other institution: three students and one graduate were shortlisted for the finals, two received funding, and one received the southeast champion award for Fairest Futures, an unconscious-bias training provider, professional lobbying organisation and employee-relations support service aiming to reduce the amount of discrimination that people from under-represented groups face in recruitment and in the workplace.

SO2 Continuation and completion rates

68. Our **overall indicators for continuation and completion** are materially below benchmark. Industrial action and the pandemic will have contributed to this (see **Context**), but our indicators are in line with analysis by [London Higher](#) which found that non-continuation rates at London providers are higher than elsewhere in England. The analysis identifies **a correlation at London providers between longer commuting times and lower continuation rates**, suggesting a possible causal relation, at least in part. A far higher proportion of students in London are commuter students than in any other English region, while the proportion of commuter students is highest of all amongst Londoners studying in London (63% in 2015/16).

69. **Split by subject area**, our indicators for continuation are broadly in line with benchmark in business & management, economics (both Management Studies), creative arts & design (Art; Design), performing arts (Music; Theatre & Performance), languages & area studies (English & Creative Writing) and politics (Politics & International Relations), while for completion they are broadly in line with benchmark in creative arts & design, education & teaching (Educational Studies) and materially *above* benchmark in health & social care (StaCS). Internal data from 2016/17 to 2020/21 show that continuation among EU students increased by 4.3 points to 89.7% and among overseas students by 4.8 points to 87.5%; there were also increases of more than ten points in English & Creative Writing and in History, and across the School of Arts & Humanities (continuation rose from 85% in 2018/19 to 87% in 2020/21). In English & Creative Writing, the improvement was supported by the new PASS curriculum, in History by the pro-active approach to reaching out to disengaging students (see **SE5**).

70. The implementation of our institution-wide curriculum blueprint and Connected Curriculum will have a positive impact on continuation and completion by focusing on developing students' academic skills and by encouraging students to take control of their individual learning journey.

Improvements in continuation and completion will also result from the roll-out of attendance monitoring following pilots in 2021/22.

SO3 Progression rates to positive graduate destinations

71. Our **overall indicator for progression** is three points below benchmark. Analysis undertaken by [London Higher](#) shows this to reflect the overwhelmingly London-domiciled profile of our student body (see **Context**): 'London stayers' – Londoners who study in London and remain there for work – are least likely to benefit from the employment opportunities on offer in the capital; they are the most likely of all London students to progress into non-graduate jobs; and they are the least likely of all groups of stayers/movers nationally to say they are in 'fair' work. Split by year, our indicators show improvement between years two and three; in other splits, they are broadly in line with benchmark across several demographic groups and subject areas: qualifiers aged 21-30, 31+ on entry; from first degrees with an integrated foundation year; from IMD Q1/2 and from geography of employment Q1; Black and FSM-eligible qualifiers; and qualifiers in performing arts (Music; Theatre & Performance), computing (Computing) and media, journalism & communications (MCCS); our split indicator for health & social care (STaCS) is materially *above* benchmark. In the latest QS World University Rankings, we are above the median for graduate employment. High-profile employers (e.g. Chanel) directly recruit graduates and current students in Creative & Cultural Entrepreneurship.

72. When a **longer-term perspective** is adopted **on the professional success of our qualifiers**, we perform very well. A longer-term perspective is more appropriate for our student demographic, our programme portfolio and the place of enterprise within our curriculum. A 2020 report – funded by Hitachi Capital (UK) plc and based on the LinkedIn profiles of more than nine million alumni of UK universities – indicated that 14.8% of our students had gone on to start or run a business, placing us sixth out of 121 institutions, behind UAL, Falmouth, LSE, Oxford and Cambridge (*The local and regional impact of Goldsmiths, University of London*, CAG Consultants, 2020). Large numbers of our qualifiers move into creative sectors and are focused on professional achievement in the fields of art, music or performance, where becoming established can take time. Such a longer-term perspective is adopted by **LEO data** which look beyond the fifteen-month post-qualifying snapshot of the GO survey. LEO data covering activity during the 2019/20 tax year of our 2013/14 and 2015/16 qualifiers highlight how our educational offer and student achievement lead to higher earnings in the longer term. The data show above-sector average salaries five years post-qualification for performing arts (+£1400), psychology (+£3600) and health & social care (+£5500) graduates. In some areas our above-sector graduate earnings – computing (+£9000), education & teaching (+£2900) and media & communications (+£3300) – are also above London comparators. The LEO data for our 2013/14 qualifiers also show an average two-year salary increase between the third and fifth year post-graduation of almost £5000 (cf. the sector average of £4000) and £10,000 for computing graduates. Education & teaching graduates see an increase of £9400 and health & social care graduates £8100. This compares to £2700 and £2350 sector-wide.

73. **Individual alumni** illustrate the longer-term professional success and recognition of our graduates. Highly successful alumni from the 1950s (fashion designer Mary Quant, CH, DBE), 1970s (Turner Prize-winning sculptor Antony Gormley, OBE) and 1990s (Oscar-winning film director Steve McQueen, CBE) have been joined by more recent graduates **Rebecca Frecknall** (BA Theatre & Performance,) who won critical acclaim, an Olivier award and a Critics' Circle award for her 2021 West End revival of *Cabaret*, **James Blake** (BMus,) who won the 2013 Mercury Music Prize for his album *Overgrown* and a 2014 Ivor Novello Award for the track *Retrograde*, soprano **Rachel Duckett** (BMus,) who won the 2022 Voice of Black Opera competition, poet (BA English Literature,) who won the Whiting Award, the largest US cash bursary for emerging writers. Between 1991 and 2018 we produced eight Turner Prize winners, while a further twenty-three alumni were shortlisted. Successful but less high-profile alumni include **Faraz Osman** (BA Media & Communications,), Managing Director and Head of Creative at Gold Wala, a company he founded in 2018 to work on innovative formats that break

the mould for broadcasters, brands and content platforms targeted at a new generation of viewers; he also currently chairs the BAFTA Children's and Young Adults Committee.

Educational gains

SO4 Articulation of intended educational gains

74. Our ambition for **educational gains** is set out in four themes within LTAS. All four are in line with our mission and values as a socially aware and inclusive institution and support our students to develop as citizens and professionals who will make their mark on the world. The '**liberate our degrees**' theme is the result of pioneering work in support of social justice and equality undertaken by students and the SU (**SE7**). It aims to centre within the curriculum, and ensure that students value, hitherto marginalised voices and perspectives improving BAME, LGBTQ+, disabled and female representation (**SE2**). The theme focusing on '**research-teaching synergies**' aims to challenge concepts of research-led teaching by ensuring that student-led enquiry enjoys the same respect as the work of academics and that students can demonstrate how their knowledge and experience are relevant to their future career paths (**SE3**). The '**extending our reach**' theme aims to develop our students to be effective members of communities of learners within which they can seek support and support others (**SE5**). Finally, the '**graduate futures**' theme aims to ensure our students develop into graduates who will be able to make and execute well-formed plans and navigate and influence a socially, culturally and politically changing world (**SE3**). Further, tutors encourage students from the outset to consider what educational success looks like for them individually and within their community and allow them to chart their learning path through their programme accordingly. This College-wide approach to educational gains has been central to the work of the Programme Scrutiny Sub-Committee which is responsible for validating programmes and regularly requests amendments to module content and reading lists. Holistically, our approach to educational gains constitutes an invitation to our students to challenge the status quo and to go out and make a difference in the world.

SO5 Support for student achievement of educational gains

75. The ways we **support our students to achieve our ambitions for educational gains** have been referred to at various points above: we work in partnership with students around curriculum design and their broader experience (**SE7**); we challenge the White, middle-class, ableist, male-dominated curriculum prevalent in HE (**SE2**); we adopt and adapt collaborative critical pedagogies and accessible and authentic assessments (**SE1**); we develop our academics as inclusive educators (**SE4**); we engage students in research, practice and scholarship (**SE3**); we provide a flexible, technology-enabled learning environment (**SE5**); we provide opportunities for work-based learning (**SO1**); we support students to recognise the importance of different career trajectories and reflect on the breadth of graduate (self-)employment opportunities.

76. Our commitment to ensuring that *all* our students have an equitable opportunity to achieve our ambition around educational gains is reflected in the assessment of performance, objectives and strategic actions set out in our 2020–25 **Access & Participation Plan**. The Plan supports a positive experience and outcomes for students from LPNs, minority ethnic groups and care leavers whose outcomes have historically been poor. The commitment is also reflected in our curriculum blueprint and its expectation that programme delivery 'meets students where they are', as well as the Connected Curriculum, which addresses the development of academic skills and capacity and helps students take agency over their identity, learning and career preparation.

SO6 Evaluating student achievement of educational gains

77. Like many providers, we are yet to fully develop a **methodological framework for measuring and evaluating** the extent to which our students are successful in achieving our ambition for educational gains. We shall do so alongside the development during 2022/23 and

implementation from 2023/24 onwards of a new institutional strategic framework, including an **Education & Student Experience Strategy** to replace LTAS, and in parallel with the roll-out of our portfolio of programmes revalidated in line with our curriculum blueprint. Evaluation criteria will relate to the dimensions of educational gains noted above and include a qualitative assessment of our impact on social justice. We shall produce case studies around the relevant impact of our graduates beyond the academy. This is appropriate given the intangible benefits for the individual and society more broadly.

78. Pending the development of such a framework, we currently frame the measurement of educational gains in terms of the absolute and (where possible) benchmarked values of internal and external outcomes indicators, as well as reducing unexplained gaps in indicators between subgroups within the student body. These include but are not restricted to those used in the TEF, as well as student attainment. Relevant to attainment is the value-added score used in the *Guardian* league table, based on entry qualifications and attainment. We have long performed well for this measure, consistently achieving a top-twenty position. In the [2023 table](#), we are joint first; at subject level we are in the top ten in seven areas: anthropology & archaeology (first), fine art (second), history of art (fourth), politics (eighth), product design (eighth), computer science & information systems (ninth) and economics (tenth). As noted above, in their *Universities and social mobility* report from 2021, the [Sutton Trust and IFS](#) ranked us twelfth among UK HE providers for social mobility based on access and outcomes.

Concluding remarks

79. We set out above **features of our institutional context** that are relevant to the two aspects of excellence covered by the TEF. These include: our values; our criticality and creativity; our political and social awareness; our location in London and the increasingly local, commuter and minority-ethnic profile of our student body; and the impact of the pandemic on our activities. We then set out how **these contextual features explain historical levels of performance** in our overall **SE** and **SO** indicators, and the action we are taking to address these challenges. We highlight the split indicators and other quantitative data and qualitative information which provide **positive evidence of very high and outstanding quality**. We demonstrate that the evidence, taken holistically, indicates features which are typically high quality with some which positively indicate very high or outstanding quality and therefore justify the award of a Bronze rating for each of the two aspects of excellence.

References

(Hyperlinks to publicly available material are embedded within the text.)

Analysis of NSS 2022 results for London-based and non-London-based HE providers (available from the College).

Retention/attainment gap dashboard 2016/17–2020/21 (available from the College).

[What do HE students study?: Personal characteristics](#), HESA.

[Do disadvantaged students choose different subjects from their peers at Key Stage 5?](#), Fisher Family Trust.

The local and regional impact of Goldsmiths, University of London, CAG Consultants, 2020 (available from the College).

Advance HE: Fellowship HESA Staff Academic Teaching Qualification Category Report (Fellows awarded through all routes employed currently – Fellowship achieved by 1 August 2022)

Longitudinal Educational Outcomes (LEO) - 2019/20 Tax Year Dashboard (available from the College)

NSS 2022 Dashboard (available from the College)