

TEF 2023 Student Submission

1. Approach to evidence-gathering.

I am currently in my third year of my undergraduate degree and have been a Programme Rep for three years. Additionally, this year, I have taken on the role as Higher Education Student Governor. Within these roles I have been heavily involved in gathering the views of my peers who are on my course and feeding them back to the management structure at the college via the Higher Education Programme Rep Meetings, and more recently, to the HE Panel and Board of Governors. Within my current role as HE Student Governor, I am able to provide a HE student opinion on college-wide policies and practices with the view to help shape an experience that will be valued by my peers and students attending Loughborough College for HE purposes in the future.

In order to write this student submission, I have collated current student opinions via focus groups and surveys, while supporting this with data obtained from this years and previous cohorts. In total, around 1076 student responses were considered across the range of methods used.

College student survey results were utilised, which were shared with me by the college. The results from last year's Spring Survey (April 2022) and the most recent whole department survey, the Early Findings Survey, conducted in November 2022. These had 295 and 593 students completing them retrospectively (66% and 58% completion rate) and are administered across all students on all courses and all years. (Those in the final year of their programme complete the NSS rather than the Spring Survey). The most recent NSS survey was also utilised which had a 95% response rate, representing the views of 121 students in their final year of study.

Focus groups were conducted with a cross-section of students from our campus-based courses and consisted of 11 students in total. The largest curriculum areas were represented in terms of Sport, Engineering and Management and courses included BEng (Hons) Sustainable Engineering, Foundation Degree in Business and Management, BSc (Hons) Sports Coaching, HND BTEC Diploma in Public Services, BSc (Hons) Sports Science and Management. In addition, a Microsoft Form (MS Form) was sent out to all students, which included survey questions related to each of the subheadings of this report. The response rate was relatively low (31 students); however, the responses were valuable and were therefore considered when writing this submission.

I utilised the most recent Programme Rep Meeting in November to gain student views on key focus areas included within this report. The Student Rep meetings were attended by 25 students representing all curriculum areas, with the exception of Care (Children & Young People and Education Studies). As a Programme Rep myself, I was also involved in collecting the views of my peers on my course to feed into these meetings and have also used Programme Rep meeting minutes made available to me from the previous three years to also help me in writing this submission.

Furthermore, due to the practicality of gathering evidence, this submission is not inclusive of the subcontract provision at the college. Those students studying blended courses were also not represented in Programme Rep or focus group feedback, however, were included in survey responses.

The College supported me by providing a means for me to contact students from different courses and facilitated the booking of meeting spaces and an administrator to act as notetaker at the focus groups, to ensure student views were accurately captured. These were then subsequently shared with me after. They also shared with me the results of the college surveys and compiled the MS Form and administered the dissemination of this to students. I was also provided with a list of courses in scope.

I have written the submission and asked a fellow programme rep to check this to maintain the independence of the submission and to ensure the validity of what is being submitted is a true reflection of the views of current students studying Higher Education courses at Loughborough College.

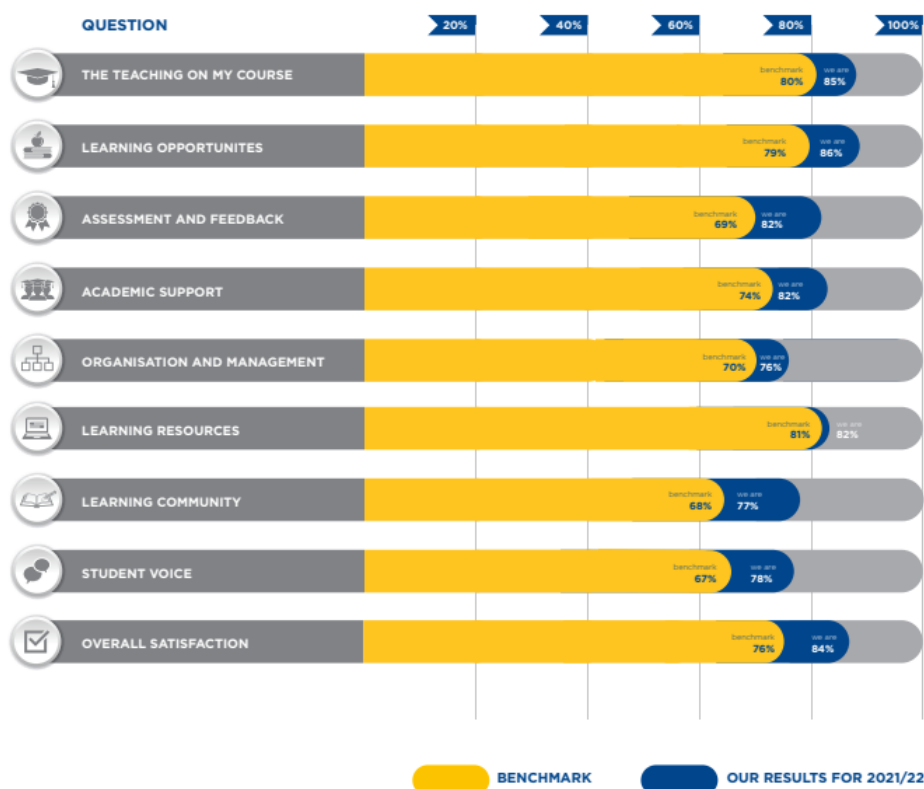
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The College helped facilitate the collection of data for this submission, but in no way have unduly influenced what has been included. I do truly believe this is an accurate reflection of what the College offers us as students.

Within the following section I used the TEF Features of Excellence for student experience and student outcomes to largely structure this as well as to help me in gathering feedback from my peers via the focus groups and MS Form. This was further supplemented by discussions held at Student Rep Forums and student survey data where relevant.

2. Evidence About the Student Experience.

The student experience has been consistently commended by students, with the most recent NSS survey results demonstrating above the National Benchmark in each of the areas outlined as TEF Indicators (figure 1)



(Figure 1: NSS Scale Questions Summary)

SE1: How well teaching, feedback and assessment practices support students' learning, progression, and attainment.

Students in the focus groups have outlined that they feel extremely well supported by lecturers, with smaller class sizes being identified as a positive. They particularly felt that the classroom environment facilitates students getting to know their lecturers meaning they could build positive working relationships with them and their peers. Furthermore, lecturers are good at communicating with students and are extremely responsive to students' needs. Overall, students feel that lecturers are approachable, that they are easily contactable and that the vast majority respond in a timely manner. The data from the College's Early Findings survey showed that 90% of students agreed that they were able to contact staff when they needed to and 89% agreed that they receive regular feedback from their course leader.

Students within the Focus Groups praised teaching on their course, outlining that lecturers use a range of teaching methods and activities to ensure learning is engaging and interactive, utilising digital technology effectively with applications such as Kahoot proving popular as a means to test knowledge. They are encouraged to participate in lessons via a range of tasks and platforms,

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which allows interaction with both their peers and the lecturer. The Early Findings Survey further supported that teaching was a positive within the college, indicating that 88% students agreed that 'they knew more and could do more' as a result of their lessons. Furthermore, within the NSS, the 'teaching on my course' section had 85% agreement (sector benchmark of 80%) and the Spring survey 92%. A large number of responses referred to staff being well-qualified and knowledgeable. They liked the way staff integrated into lessons their own research or the work that they do in industry and that it made them more interesting.

All the classrooms are fitted with the required technology to allow the recording and live streaming of lessons; all lectures are recorded and stored on HE Learnzone for students to access. Students value this resource, particularly for revision and recap purposes. When students are not able to attend due to unforeseen circumstances, there is the option, if approved, to access the lesson remotely, so learning is not impacted. Students were approached about this via Student Rep Forums and their views helped to shape the parameters of this offer.

Modules provide opportunities for students to gain feedback, either in class or via online tasks, prior to their final submission. This allows the students that partake in these activities to gain valuable feedback to inform and enhance their final submission. Students within the focus groups and Student Rep meetings particularly valued the fact that they are also able to access 1:1 support from lecturers to clarify lecture content or assessment briefs and outlined that this was a real strength of studying at the college.

Students enjoy the range of different assessment methods used across the modules which include practical assessments, presentations, professional discussions, reports, essays, poster presentations, projects and exams. Assessments are a mixture of individual, paired or group, which helps develop different skills including teamwork and communication. Although students reported that they do sometimes find group work challenging, but this does help develop valuable skills that can be used in the future workplace.

Assessment feedback emerged as a real strength in both the Focus Groups and Student Rep Meetings; students stated that after reviewing their feedback, they were clear about the areas that they need to improve upon for future assignments. Within the MS Form, one student particularly praised the feedback format used by the sport department as it clearly and concisely sets out key strengths and areas for improvement, which they have used to enhance their grades on future assignments. These views are clearly further supported by NSS results where 79% of students identified that they receive helpful comments on their work (benchmark of 69%), with 85% of students agreeing in the College's Spring Survey. Students within these groups consistently reported that assessment feedback is provided within three weeks of submission, and in instances where it was not possible that this was communicated to students effectively. This is further supported by NSS results, where 84% of students agreed that their feedback had been timely (66% sector benchmark) and 87% in the Spring Survey. If students require further clarity, students in the focus group particularly valued the fact that they are easily able to book a 1:1 meeting with the module leader to discuss.

To elucidate on the lecturing teams, the College has a team of Academic Tutors who support students to develop their academic skills required for Higher Education. The Academic Tutors are available for 1:1 support and students within the focus groups and Student Rep meetings said that they find them extremely helpful and readily available to support them with a range of academic and support needs. Academic Tutors also support the lecturers in delivering Research and Academic Skills, a core module in many first-year degree courses, which is aimed at upskilling students in the skills needed when studying at degree level. Academic Support scored highly within the NSS, with 82% agreement against a benchmark of 74% and the Spring Survey 92% agreement.

SE2: How well course content and delivery engages students in their learning, and stretches students to develop their knowledge and skills

Students in Rep Forums and Focus Groups were particularly complimentary about the teaching and their course, particularly happy with the range of teaching methods to ensure this by making sure learning is engaging and interactive, with students actively involved in sessions. Real-life examples are used within teaching and assessment, as well as guest speakers from various sectors, allowing students to see how theory works in practice.

The Colleges Early Finding's survey also shows that 94% of students agreed that they are making good progress in learning new knowledge, skills and behaviours. Whilst in the NSS 82% of students agreed that the course had challenged them to do their best work and 86% students agreed that their course had provided them with the opportunities to explore ideas or concepts in depth (sector benchmarks were 76% and 80%, respectively).

Students within the Focus Groups and Student Rep Forums commended lecturers for the support they give and the supportive environment that they create in class. Students are actively encouraged to participate in sessions, to have their own opinions and to share their viewpoints with others. Lecturers are good at ensuring everyone gets involved in this and they create an environment in which students feel it is safe to share their views. Lecturers use a range of activities within lectures and seminars, including a variety of digital activities, which provides variation and often an opportunity to check your knowledge via quiz activities or to work with peers to share ideas or thoughts.

Many modules include practical elements, particularly within the departments of Sport, Engineering and Music. Students within Student Rep Forums value this 'hands-on' experience as it provides a different way of learning. Practical assessments are often linked to these, allowing students who are currently in work to apply their learning directly in their workplace, as identified by Engineering Students in Rep Meetings, and for those that are not currently employed in the sector, it allows them to have an insight as to what this may be like, whilst developing the skills required within that job role. Sports Therapy Students run a clinic onsite at the college, giving them real-world experience in treating members of the public and Music students run their own gig night in the town centre. Both are examples of applied assessments, which enable students to apply their knowledge but also gain skills for employment. The NSS results reflected focus group views on this, with 84% students agreeing that 'My course has provided me with opportunities to apply what I have learnt' (benchmark 77%) and in the Spring Survey this was 91%.

Some courses such as the Applied Sports Science with Management Degree programme have a Young Enterprise competition embedded into the module. Students from the Student Rep Forum, particularly from Sports courses, voiced that they really enjoy this module, which involves them working in groups to develop a business idea. They work with mentors from industry to refine their idea and compete in regional, national and European competition, whilst also gaining credits for their degree programme. Students recognise the real-world benefits this brings in enhancing their employability, which has been underlined by graduates coming back as guest speakers and talking about their experiences.

Students also benefit from Employability and Placement Modules in many courses, supporting them to research careers and what is required to be successful, and to develop the skills required for progression via relevant work experience. Within such modules, students are further supported to develop their job application and interview skills in preparation for graduation.

The majority of courses at the college have trips to industry settings, including in Europe, which link to the modules students are studying. Examples include St Georges Park, power plants, a Hydrotherapy Centre and student conferences. Students within the Focus Groups valued these trips as they help to reaffirm that what they are learning has relevance to the industries they will be entering. They also provide a different setting for learning and an opportunity to develop softer skills.

Students have access to HE Learnzone, which supports classroom learning. This is an online portal where students can access a range of teaching resources, including lecture recordings, which Student Reps outlined is a resource that students value highly. In addition, this houses additional readings, online tasks, weblinks and quizzes. HE Learnzone enables students to recap on what was taught, but also provides additional material to explore topics in more depth. Students are directed towards these tasks by lectures to deepen their understanding. Students within the NSS also demonstrated that they were happy with the IT resources and course specific resources, with 83% and 89% agreement against a sector benchmark of 77% and 82% respectively.

SE3: How far research in relevant disciplines, innovation, scholarship, professional practice and/or employer engagement contribute to the student academic experience

As previously mentioned, students have the opportunity to partake in industry relevant trips, directly relevant to the modules that they are studying. These trips not only cement learning but also stimulate ideas for other modules such as research projects. Students also get the opportunity to engage with industry professionals, both within these settings and through the guest speakers that come into the college, facilitating insight to their field of interest and also their own personal journey. This was described as inspiring by a student in the focus groups.

Innovative assessments, such as those previously mentioned, mean students are not always being assessed on written pieces, but can demonstrate and be assessed on a range of skills. The aforementioned Employability and Enterprise modules involve reflection on a work experience placement, simulated graduate assessment days, pitch deck presentations, interviews and business plans. Many of these involve employer input in terms of the module delivery and assessment panels. These non-traditional assessments and external competition opportunities, prepare students for life after college and provide them with networking opportunities to assist in their future plans.

Students benefit from Student Development weeks, which provide a wide range of additional courses, workshops and talks. These are free of charge for students and provide an opportunity for students to build their CV and enhance their employability, with students outlining they believe this to be a benefit of studying at the college. Students within the Student Rep Forums highly valued the range of courses available and outlined they have managed to gain several additional qualifications whilst studying their degree, which they recognise will help them in their future endeavours. Others outlined that the guest speakers the college provided helped them to plan and apply for further study after their undergraduate courses, which again they found useful.

All final year degree students complete a research project. This is an independent piece of work in an area chosen by the student and supported by a supervisor. This provides students with the opportunity to develop a range of skills, but to also conduct in-depth research in an area of interest, often related to a field they wish to enter upon graduation. For students interested in further study, guest speakers are provided to talk about a Masters and PGCEs at University, the requirements, and how students can apply.

SE4: How well the university or college supports staff professional development and academic practice

Students in the focus group and MS Form commented that they appreciated having highly qualified and knowledgeable staff who can translate this effectively into their teaching, particularly enjoying the integration of staff research or applied practice/experience into their lessons, making them more engaging. Sports Therapy Students within the Student Rep Forums in particular praised staff for their in-depth industry knowledge and experience which they felt enhanced their course delivery.

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Students also fed back in Rep Forums and the Focus Group that staff adapted well and extremely quickly to online learning during COVID and that the development of staff knowledge and skills with regards to digital and online learning has further improved the delivery of lessons on site; this was identified particularly by third year students.

SE5: How supportive the learning environment is, and how far students can access the academic support they need

The focus groups and the HE Student Rep Forums overwhelmingly felt that the College provides an extremely supportive learning environment and this was the case across all departments represented. Students within the focus groups and Student Rep Forums consistently commended the amount of support that is readily available from staff and how approachable and reliable they are. They commented that communication was good and staff were good at offering support via range of methods. Furthermore, 89% of students agreed that they knew what support they can get at the college in the Early Findings Survey.

Students within these groups recognised the benefits of studying in smaller groups and that the environment that is created allows them to freely ask questions to clarify understanding. Staff operate an open-door policy and offer 1:1 appointments for assessment support and feedback when required. The early findings survey indicated that 90% of students agreed that they have been able to contact staff when they needed to and the same question was 83% agreement in the 21-22 NSS survey.

Academic Tutors are available alongside the lecturing team and offer 1:1 and group support on various topics such as essay writing and structure, referencing and presentation skills. Students can even book regular meetings to keep them on track with time management and ensure they are going to meet deadlines. They also provide a range of online resources on the College's HE Learnzone page to further support skills development. All students are asked to complete a skills audit by the Academic Tutor team at the start of the year. The results are used to shape student development week courses, as well as targeted 1:1 support. Students in the Focus Groups valued the Academic Tutor provision and this has consistently been the case in Student Rep meeting feedback during the last three years, as well as within the MS Form feedback. The Academic Tutors work with Student Reps to shape the service they offer and how best to communicate with the student body. Within the NSS, Academic support had 82% agreement overall against a sector benchmark of 74% and within the Spring Survey this was 92%.

The college has a Student Assistance Programme, which is regularly promoted to students. This is a 24/7 online support service for a range of issues including mental health, relationship advice and financial support. Through this, students are also able to access online counselling sessions. This service was particularly promoted during COVID, where face-to-face contact was limited. The newly appointed HE Welfare Co-ordinator has also provided an additional level of support. Working solely with HE Students, they are able to offer 1:1 support for mental health, wellbeing and welfare, which has been welcomed by students as it has reduced the waiting time for support. Students at the most recent Student Rep Forum were encouraged to offer input to help shape the future of this role, the services it provides and the best way to communicate this to students. Regular communication has been provided to students as to what is available and how we are able to access the various avenues of support which is much appreciated.

SE6: How well physical and virtual learning resources support teaching and learning

The College has an HE Centre where the majority of teaching takes place, as well as HE Common room and Library study spaces, which students, via Student Rep Forums, have helped to inform what these looked like. The college also has a library with a range of physical and online resources. Whilst this is one of the lower scoring questions in the colleges NSS (73% agreement), feedback from students in the Student Rep Forum and MS Form largely alluded that they value the

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library resources available and that they support their learning well. This is an area the college is constantly looking to enhance and involves the students in its development, via Student Rep Forums. Students within the NSS did however, also identify that they were happy with the IT resources and course specific resources, with 83% and 89% agreement against a sector benchmark of 77% and 82% respectively.

Courses with practical modules have their own facilities such as physiology labs, engineering labs, sports halls, 3G sports pitches and sports therapy suits. These facilities provide all of the equipment needed for students to develop the skills and knowledge required for their assessments, as well as for industry.

Virtual learning resources supported students extremely well during COVID and students were very complimentary in Student Rep Forums about how the college and the staff adapted. The College reacted extremely quickly to the cessation of face-to-face learning during the pandemic and provided online learning and a range of online resources which enabled students to engage with each other, as well as the teaching staff. Elements of this have continued to support face-to-face delivery we have had since returning to campus. Staff have clearly developed the skills to embrace digital learning and have embedded this in lessons and online resources on Learnzone, which is supported by the views of third year Student Reps, specifically. The College continues to use MS Teams, which enables online meetings and chat with peers and lecturers. This assists in collaboration for groupwork and meetings with module leaders and dissertation supervisors and is a valued resource amongst Student Reps.

Where possible, all lectures are recorded and students who need to are able to access live lessons remotely. This supports students to recap information for assessments or to revise in modules that have exams. As previously mentioned, the college's HE Learnzone platforms provide a range of resources electronically including lecture/ seminar content and additional learning materials and reading.

SE7: How well the university or college engages with its students, leading to improvements to the experiences and outcomes of its students

The college provides an extremely supportive environment, where students are given a range of opportunities to provide feedback. There is an HE Student Rep Forum, which I have been a part of for the last three years and evidence from which has helped to inform this submission. This provides a platform for students to feedback about their course, college services and life in Loughborough once a semester. The college provides a 'You Said, We Did' document to provide feedback to the reps and the rest of the student body as to the actions they have taken to address our concerns. This demonstrates to students that the points they bring up are listened to and addressed. Students recognise this, with the NSS question 'It is clear how students' feedback on the course has been acted on' receiving 70% agreement against a sector benchmark of 52% and in the Spring Survey this was 80%.

Students are asked to provide module feedback on each module they have studied, both midway and at the end of the semester, with many curriculum areas also having focus groups to discuss this. In addition, the college run two annual surveys, alongside the NSS to gather feedback from the student body. Again, these were used to help shape and formulate this report.

Due to the environment the college has created, students feel they are able to approach lecturers/ course leaders to discuss areas for concern. The Student Registry is also a student facing facility which also provides the students with the opportunity to raise any concerns they may have. NSS and Spring Survey data supports this, with Student Voice gaining 78% agreement against a sector benchmark of 67%, and the Spring Survey showing 88% agreement.

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From my own experience, as a Programme Rep over the last three years, students have been regularly consulted on their views and opinions, which has led to changes. This includes the ways in which we are communicated to, we have suggested what our learning and social spaces look like, provided suggestions regarding teaching activities and assessment design as well as learning materials such as e-books. As an HE Student Governor, I am able to articulate the student viewpoint at the very highest level of the college's executive and governance structure, as well as the HE Panel. Through my roles I have seen that students are at the centre of decision-making and student voice is extremely influential in initiating change.

During COVID, the college was commended by its students for how well they engaged with and supported students during that time. The college provided a range of additional opportunities to keep spirits up such as online quizzes and house yoga. Practical lesson activities were videoed, and students were provided with equipment in some modules so they could perform some practical activities at home where it was safe to do so. The College, through its validating universities, ensured students outcomes were not disadvantaged or adversely affected by the pandemic by applying the 'safety net' policies, which were communicated effectively to all students.

Those students in the third year are enjoying being back to campus-based teaching for all lessons, benefitting fully from the supportive Loughborough College environment and facilities.

3. Evidence About Student Outcomes

Positive Outcomes

SO1: How well the university or college supports its students to succeed in and progress beyond their studies

Students at Loughborough College overwhelmingly commend and appreciate the level of support they receive from staff and this was reflected across all response channels. This is apparent from the very start of the course, with The Early Findings Survey indicating that 86% of students felt that their induction helped them settle into their course. Within the most recent Student Rep Forum, all students commented that the induction programme prepared them well for their studies, with Sports students in particular identifying that a team building trip helped them settle in, make friends and get to know staff.

Students within Student Rep Meetings value the Academic Tutors and the guidance they provide. It was clear within the Rep Meetings that students of all abilities were accessing the service and not just those that were struggling. Furthermore, feedback from the group also suggested that the academic courses available in Student Development Weeks, such as critical thinking skills, were particularly useful for those aiming to improve their grades. Further to this, there is support in place for mental health, wellbeing and welfare via a dedicated HE Welfare Co-ordinator, who works with the student reps to shape the role to ensure they meet the needs of students effectively. There is also a 24/7 Student Assistance Programme and two Therapy Dogs, with one student in the survey describing them as 'making every day just that bit better!'

Students in the focus groups felt that they are developing a range of skills which are required for employment and are provided with experiences and guest speakers to give them a taste of the world of work and what is required. Most courses include guest speakers and trips which are directly related to the modules students are studying. These provide an industry perspective on what they are learning and an opportunity to ask professionals within the sector for advice on next steps.

As previously mentioned, a wide range of assessments are in place, allowing students to develop and demonstrate a variety of skills, many of which are relevant to industry. Many assessments

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have real-life scenarios, have a practical application or are supported by employers, ensuring students are developing the skills employers want to see.

The College has an Employability and Enterprise Hub in the town centre as well as a job shop onsite to provide students with the appropriate advice and guidance for their next steps. In addition, Careerzone, an online portal with a range of resources to support job search, application and interview stages, is also available. Many Courses also involve an employability/placement module and an Enterprise module, which develop the knowledge and skills required for successful job searches, business skills, application, and interviews.

With the additional opportunities provided by the Student Union such as sport, societies, volunteering or fundraising, coupled with the College's Student Development Weeks and placement opportunities, students feel they are provided with a well-rounded student experience. Furthermore, the College offers an Employability and Enhancement Fund, for which students can apply for up to £500 towards an opportunity which will support them to continue into further study or employment. Students have successfully gained funding for coaching qualifications, enterprise start-up and professional qualifications. Through all of these opportunities, students feel they have the opportunity to develop a wide range of skills and an impressive CV to set them up for the world of work.

SO2: How good students' rates of continuation and completion are

The college provides an extremely supportive and approachable environment in which students feel comfortable to ask for help in overcoming and barriers they may be facing regarding the completion of their course. Students are supported by course Leaders and Academic Tutors to ensure they keep on track. Attendance is monitored and students falling below the required standards are contacted and supported to address this.

It is evident that college cares about its students and their success. There is support in place for mental health, wellbeing and welfare via a dedicated HE Welfare Co-ordinator, Mental Health First Aiders, a College Counsellor, therapy dogs and online telephone support via a Student Assistance Programme.

SO3: How good students' rates of progression to skilled employment, further study or other positive outcomes are

Students are prepared well for graduate employment or further studies, both via the course and assessments and the additional opportunities made available via the college and Students' Union. 92% of students agreed that 'My course is helping me develop the skills for future successes within the Early Findings Survey.

Many courses include guest speakers or trips to different industries to provide an insight into different job sectors. Experienced professionals are able to provide an industry context as to what students learn, as well as offering advice on how students can get into such job roles.

The range of assessments develop a wide range of skills, such as communication, teamwork, critical analysis and problem solving, which are all required by employers. Many assessments have industry context applied, preparing students effectively for what they may face within that sector.

Whilst the curriculum develops the knowledge and skills, many courses also embed enterprise and employability modules, which are designed to support students to research careers and develop the knowledge and skills to be successful at application and recruitment stage. A simulated graduate assessment day is a good example of an assessment which students undertake, whereby they have to complete group tasks, presentations and an interview for a job they have applied for via a CV and cover letter.

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Student Development Weeks provide students with a wide range of opportunities to complete additional qualifications, workshops and guest speaker talks, all of which are aimed to enhance student employability and raise awareness of the opportunities available in postgraduate study and how to access these. There have also been careers events both at the college and at validating institutions, whereby students have the opportunity to talk to graduate employers regarding their next steps.

Educational Gains (SO4, SO5, SO6)

Studying at Loughborough College, it is clear that students are supported and prepared for employment or progressing to further study. For this, College takes a holistic approach to developing its students, both academically, personally and in the skills required for employment. It is central to everything the College does and what is expected of us as students.

The college provides a supportive environment and one in which students in the focus groups stated that they felt comfortable in approaching staff for help. Small class sizes provide a personal touch, with students commenting that staff regularly check in on students regarding attendance and wellbeing. The wellbeing support is particularly valued amongst the students, and it is recognised that this support enables students to engage and achieve their full potential.

Students in the focus groups and Student Rep meetings recognise the broad range of assessments offered and the different skills that these require to undertake. Students have commented that expectations and level of guidance adjusts as you progress through the academic years on the course and whilst some suggested this is challenging, the majority recognised that this is because they are becoming more experienced and particularly the third-year students enjoyed the freedom this allowed them in choosing the direction in which to take their work.

First year students in the Student Rep meeting outlined that the Research and Academic Skills module was useful in helping them develop the skills they need for their degree. Students within the Focus Group and the Student Rep meeting feedback that the Academic Tutors are an extremely useful resource to help them in developing the skills.

Students have access to a whole range of extra-curricular activities such as sports clubs and societies, as well as social events via the student union. Also, through the College are offered additional qualifications, workshops and visits, all aimed to upskill and develop student skills such as communication and networking as well as raising aspirations.

Sports Students in the meetings particularly value the opportunities they have to participate in BUCS competitions via the college's relationship with Loughborough University and recognise the benefits this brings, both in terms of pursuing their sporting aspirations, but also the personal benefits in terms of social and mental and developing teamwork, communication and organisational skills. For high-level athletes, the college works with the athlete support teams to ensure that these students are able to succeed academically whilst succeeding in their respective sports.

The college celebrates and rewards student success, with student awards given for academic success and overcoming adversity. The college also celebrates the success of Alumni by providing an insight to their job roles after graduation via a digital campaign, as well as existing students who have achieved positive things. Alumni also give guest lectures, outlining their journey and how they have got to where they are now. Students studying the Enterprise modules in particular found this extremely insightful and inspirational.