Provider Name: University of Winchester
UKPRN: 10003614

University of Winchester Provider Submission TEF 2023

1. Provider context

1.1 The University of Winchester was founded in 1840 to train teachers to work in areas of deprivation, with the purpose of transforming lives through education. Acquiring University status in 2005, the founding mission continues to inspire our endeavours. The themes of education leading to transformed lives through employment outcomes, social inclusion and social purpose are present throughout this submission.

1.2 Teacher Education remains part of our core business. We are recognised by Ofsted to be outstanding in the provision of initial teacher education. The following statement from the latest Ofsted inspection captures features of excellence which underpin our approach to education across the University – a commitment to individual students, research-informed teaching, readying students for careers, and carefully curated partnerships that support our students to flourish. These themes recur throughout this submission:

> The overall effectiveness of the ITE partnership is outstanding…Leaders are totally committed to providing the highest quality of training, based on current best practice and underpinned by…up-to-date research. Support for, and from, schools is excellent and very effectively tailored…. As a result, the partnership produces highly professional, confident, enthusiastic teachers who are welcomed into the profession and make a strong contribution from the start of their careers.[1]

1.3 Excluding postgraduate students Winchester is comprised of c. 6, 500 students whose education is enabled by 431 permanent academic members of staff, supported by specialist visiting lecturers, and 590 professional services members of staff.

1.4 For the majority of this TEF cycle we have been guided by a Strategic Plan prioritising 'Educational Excellence'. A hallmark of the Strategic Plan is the aim that 'our alumni will be known for their ambition to be confident agents for change, deeply committed to living lives of purpose and meaning'.[2] The Strategic Plan was supported by a Learning and Teaching Strategy which set out our aspirations under the headings of Imagination, Expanding Horizons, and the Wider World. The University prioritises the development of each student as a 'whole person', recognising the importance of developing our students' academic skills, preparing them for employment, and enabling each student to contribute positively to the world around them. This commitment will be set out further in the sections on progression and educational gains.

1.5 In line with our vision that education and social justice are closely connected, we are committed to widening access into higher education by providing a structure that allows each student to succeed, through hard work. We are known nationally for our work championing tailored support packages enabling students from distinct under-represented backgrounds (i.e., Care Leavers, Disabled Students, Young Adult Carers, Estranged Students and Service Children) to flourish. In 2016 we won the THE Widening Participation or Outreach Initiative of the Year Award for our work with young carers. In December 2022 we received re-accreditation as a University of Sanctuary, following our initial accreditation in 2018, in recognition of our sector-leading work supporting asylum seekers and refugees, having supported 56 students to access a university-based education since 2010, recording an 80% completion rate.

1.6 We provide a range of tailored support to students who may face additional challenges in higher education. In 2020-2021 25.1% of full-time home undergraduate entrants reported a disability, compared with 17% across all English HE providers. Our mature undergraduate student cohort has

grown from 13% in 2018-2019 to 19.7% in 2020-2021. Over 30% of our home undergraduate students come from a family with a low household income (under £25,000) while 44% are from low to middle-income households (under £42,875). We have also observed a growing proportion of students enrolling on a commuting basis (based on an internal measure of term-time address five miles or more from the University), rising from 52.8% in 2018-2019 to 88.8% in 2021-2022. Students from these groups have benefitted from a range of targeted interventions including transition programmes, alternative routes into education (i.e. Foundation Years), and financial support packages. Our ethnic diversity reflects our county where 89% identify as White British. However, we have made considerable investments in improving the student experience for our Black and Asian students and the Office for Students has acknowledged our work in closing awarding gaps which we narrowed from 21 percentage points to 8 percentage points over four years.[3]

1.7 We have grown our portfolio to ensure our education is aligned with the workforce needs of the region. In 2019-2020 we launched a new Faculty, Health and Wellbeing, drawing on our existing links with Hampshire Hospitals NHS Foundation Trust. The new Faculty incorporated Physiotherapy provision which launched in September 2018 and grew to include Nursing in September 2019, and Nutrition and Dietetics in September 2021. Paragraph 2.36 sets out the state-of-the art simulation facilities we have developed to support these professionally focused areas, aided by funding from Health Education England and the Office for Students.

1.8 In 2018 we developed a series of carefully integrated Foundation Years to ensure students from a wide range of backgrounds can be supported to succeed through higher education. We are proud that the deliberate steps taken have resulted in the continuation metric for integrated Foundation Year students reporting performance materially above benchmark (paragraph 3.10).

1.9 We had four key ambitions in our strategic approach to teaching, assessment and curricula in this TEF cycle, to ensure continuous improvement and excellence in student experience and outcomes.

1.10 First, there has been a successful and sustained focus to enhance our students' progression into meaningful employment or self-employment, graduate level professions or higher/further study. Through our Graduate Employability and Higher Study Strategy, the development and acquisition of employability skills has been built into every course curriculum. Evidence of the impact of this strategic focus on graduate outcomes is found throughout this submission (paragraphs 3.18-3.32)

1.11 Second, there has been a strategy to build upon an already outstanding approach to student engagement. In 2015 we were awarded through a selective process over £300k of funding from HEFCE to lead the REACT (Realising Engagement through Active Culture Transformation) programme, in partnership with Exeter University and London Metropolitan University. The project cemented our reputation for student engagement. Three out of four features of good practice noted by the QAA in its 2016 Higher Education Review focused on how we work with our students.[4] As our provision has developed further, so have the methods by which we engage and work with students. For example, we adopted a partnership approach to our Staff-Student Liaison committees and an online mode of receiving feedback from students which better allows us to monitor and respond to student feedback. We have worked hard throughout the organisation to ensure strong lines of communication with our Student Union, especially in the context of the Covid-19 restrictions. The impact of this work is expanded in paragraphs 2.43-2.46 and 3.9.

1.12 Third, our strategy has been to increase the number of professionally focused courses and to meet workforce needs in key public sector areas such as nursing and teaching. The success of this approach is evidenced by the growth of students registered on PSRB accredited or recognised

courses across our provision. In 2018-2019 we had twenty-six courses that were recognised by PRSBs. In 2021-2022 this figure stood at forty-three. This is a signal of the intentional steps we have taken to develop professionally aligned provision. We have also steadily grown routes into postgraduate study, to further facilitate clear professional pathways for students.

1.13 Fourth, we have ensured that the quality of assessment and feedback is consistent across the institution and that students clearly understand how they are being assessed. The impact of this work is set out in paragraphs 2.22-2.27.

1.14 Alongside this work we have refined and focused on the tangible and intangible elements of the educational gain we seek for our students. By the time our students graduate we aim to ensure that they will have grown in subject-level knowledge and professional skills, but also that they will have grown in their love of learning and ability to work in a team through planned collaboration; that they will have a confident and reflective grasp of the skills they offer to future employers and that they will be civically engaged, equipped to make a difference in the communities of which they are part. Further detail is set in the section on educational gain (paragraphs 3.35-3.47).

1.15 Our focus on students' experience and outcomes is managed and monitored through a range of formal and informal structures. We engage with students informally at the module level, regularly seeking their views on their learning experience. At the programme level formal surveys are conducted twice a year and responded to in Student-Staff Liaison Committees. A University summary is received by Student Experience Committee. The NSS results are considered by Senate and Student Experience Committee, as well as forming part of course annual monitoring. Action plans are drawn up by Faculties and approved by Education Committee. Data on continuation, completion, and progression are regularly monitored by the University Leadership Team and the Education Committee. The Board of Governors also receives regular updates on data relating to student experience and outcomes and scrutinises progress. Student representatives sit on all major University committees and the Board of Governors and participate fully in discussion.

1.16 The hard work of our staff and students was recognised in NSS 2022, where we were ranked 62nd out of 130 in the sector for overall satisfaction, with increased performance in all NSS areas, notably learning resources, which increased by 13.5%. We are confident that the NSS 2022 performance sees us returning to the strong NSS performances we recorded before Covid-19.

1.17 We are proud of what we have achieved with and for our students over the TEF cycle, rooted in our conviction that education is a force for good in society. Our overall indicators are within benchmark for seven out of the eight indicators for the majority mode of our provision (full-time), indicating our excellence in both aspects, experience and outcomes. In this submission, we provide both further evidence of the excellence we have achieved in experience and outcomes and articulate the path of continuous improvement we are on. No optional courses are included in the submission. We will also, in our section on educational gains, set out the value we believe is added by a Winchester degree.

2. Student experience

2.1 For four out of the five overall indicators of the experience aspect Winchester is broadly in line with benchmark, demonstrating the very high-quality academic experience we provide. One of the indicators – learning resources – demonstrates the particular impact of Covid-19. For the year closest to the full Covid-19 restrictions our performance is below benchmark, however in the remaining three years of performance we were broadly in line with the benchmark.

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2.2 This part of the submission contextualises our dashboard metrics (for full-time students, our majority mode of provision), how we enable and identify excellence, and how we continuously strive for excellence in our students' academic experience. This detail is presented against five headings:

- Teaching, course content and stretch
- Assessment and Feedback
- Academic Support
- Learning Resources
- Student Voice

Teaching, course content and stretch

Introduction to dashboard metrics

2.3 For the indicator, 'Teaching on My Course', we can be very confident we are broadly in line with benchmark, with 98.9% statistical confidence, indicating our very high-quality provision. The largest subject at Winchester, Education and Teaching, comprising 16% of the student denominator, is above benchmark performance, with 87% statistical confidence, attesting to this area's outstanding provision.

2.4 In Year 3, the time period most impacted by Covid-19, 'Teaching on my Course' was below benchmark institutionally. We have a number of subjects – Psychology, Sport and Exercise Sciences, Sociology, Social Policy and Anthropology – with an emphasis on practical delivery and assessment that were significantly impacted by national restrictions. When we were permitted to return to campus-based teaching we did so immediately and saw a return to performance broadly in line with benchmark institutionally.

Enabling and identifying excellence

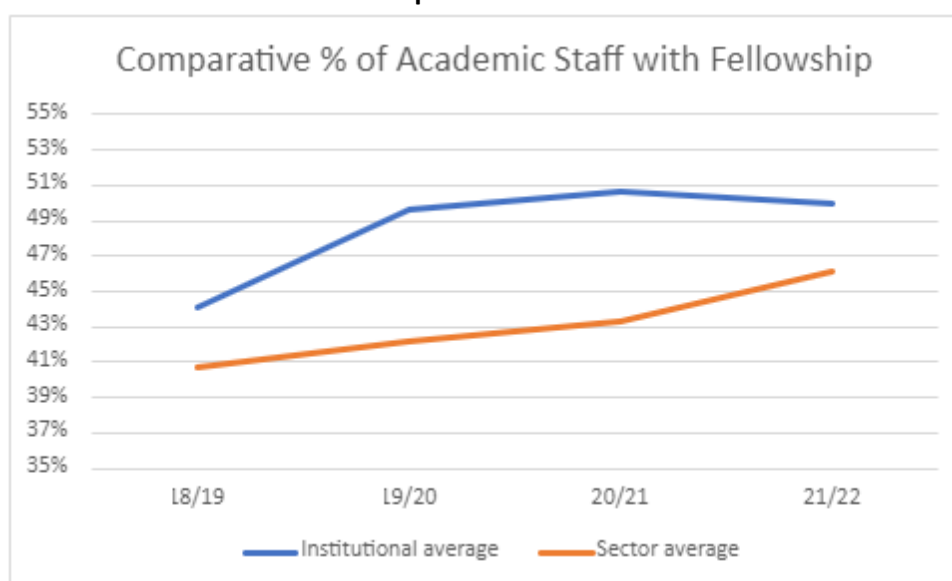2.5 Our very high-quality teaching has three key enablers:
- the support and development of our staff.
- a culture of engagement with our students that empowers them to be intellectually and professionally stretched.
- curricula integrated with research and the professions for which we are preparing students.

Supporting and developing our staff

2.6 All academic staff new to teaching are required to complete a PG Certificate in Learning and Teaching in Higher Education within two years of appointment. Successful completion bestows AdvanceHE Fellow status. The University is also accredited by AdvanceHE to award up to Senior Fellow status on experiential grounds, under a scheme known as CASTLE (Celebration and Accreditation Scheme for Teaching and Learning Expertise).

2.7 Over this TEF cycle we undertook to increase the numbers of Fellows and Senior Fellows through the experiential route. The initiative was supported by incorporating time within the academic staff Workload Allocation Model for preparing applications and for providing mentoring. In four years, following this initiative, numbers of staff with Fellowship increased from 35.1% to 50.3%.[5] We are consistently above average in comparison to the sector for the award of Fellow and Senior Fellow.

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Graph 1 % of Academic Staff with Fellowship

2.8 Learning and Teaching Innovation Funds support staff to develop pedagogic projects aligned to University strategy. As part of the application process staff have to demonstrate how their project will advance University strategic objectives, for example around assessment and feedback, student engagement and belonging, and student progression. Over the last four years c. £60,000 has been distributed through the scheme. For example, a project in Psychology looked at the experience of transition into university post-pandemic. The project led to the development of an onboarding day in September 2022, designed to improve student attainment and retention by building a sense of community and cultivating a stronger sense of individual resilience and collective agency. This project resonated with wider work Psychology has undertaken relating to employability, set out in a Case Study below. A regular cycle of Learning Lunches for colleagues disseminates findings from these projects, nurturing a culture that inspires staff to explore and develop their teaching practice. A Learning and Teaching Conference is held annually, open to all staff. Recent themes have included Employability and Inclusive Education, both themes responding to student experience priorities. Engagement with the range of activities provided to support teaching excellence is high. In 2020-2021 82% of established academic staff reported participation in learning and teaching staff development activities.[6]

2.9 The 2021-2022 Staff Learning and Teaching Survey asked two questions related to how engagement with the PGCert/PGDip/Masters in Learning and Teaching in Higher Education/and Fellowship of the HEA has shaped individual practice. 40% of respondents (61 of 151) responded. Over one-third of respondents identified the positive impact of Fellowship attainment on their teaching practice, with comments citing the impact of pedagogic research on teaching practice. Those who attained Fellow status through the experiential route cited the importance of reflection in consolidating, exploring, and evaluating teaching practice.

2.10 We know that our teaching staff benefit from engagement with Peer Observation of Teaching, which we require them to undertake at least every other year. Of the 130 responses in the 2021-2022 Staff Learning and Teaching survey to the question on peer observation, 93% of respondents (n= 120) cited the positive benefits of observing or being observed to their teaching practice.

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Engagement with students that enables professional and intellectual stretch
2.11 The 2021-2022 Staff Learning and Teaching survey included a question surveying the steps staff take to promote student engagement. The response rate for the survey was 31% (n = 151).

2.12 The qualitative responses were coded through Nvivo, each code representing a mode of student engagement exceeding baseline expectations, defined by research into student engagement and academic success.[7]
Table 1 Frequency of codes relating to student engagement

Code	Code Theme	Frequency
1	Emotional engagement e.g. support / relationship building	52
2	Active Participation e.g. opportunities for student input, making sessions interactive	84
3	Peer-to-peer collaboration e.g. group discussion	38
4	Use of digital technology e.g. platforms for anonymous /inclusive participation	20
5	Student-Staff Partnership e.g. choice in content, co-creation, flipped learning, student delivery	26

2.13 The results signal the importance of relationship building and active student engagement to our teaching culture. With a high number of colleagues reporting the value of peer-to-peer collaboration, it is evident that teaching staff prioritise activities that foster a sense of community among fellow students as well as staff. This correlates with the Semester 1, 2021-2022 Programme Evaluation Survey results where 87% of students agreed they had opportunities to interact, collaborate and communicate with other students on their course, and 84% agreed that they were actively involved in their learning.[8] In NSS 2022 we were 30th in the UK for students feeling part of a community of staff and students (Q21, out of 130 universities in the UK).

2.14 In 2018-2019 we participated in the UK Engagement Survey. There were 927 respondents, a response rate of 15%. 88% of students agreed that their course had challenged them to do their best work quite a bit/very much. We also coded external examiner commendations from reports submitted between 2018 and 2022, and 'stretch' is one of the most cited examples of good practice. This indicative commendation from an external examiner illustrates at a particular level the stretch that our courses facilitate:

> [The course] offers active learning, vocational and professional opportunities and allows students to develop independence, knowledge, understanding and skills that reflect their full potential. It facilitates building student dispositions in higher order thinking, building deep knowledge and deep understanding of the way in which knowledge is constructed.[9]

Curricula integrated with research and the professions
2.15 All permanent academic staff have time in their workload dedicated to scholarship or research. 96.5% of staff submitted to REF2021 taught as part of their contracts, an expression of our commitment that research and teaching are mutually informing.

2.16 The 2021-2022 Staff Learning and Teaching Survey included a question on how research and scholarly activity had enriched the learning of their students. Of the 151 respondents to the 2021-2022 survey, 128 members of staff engaged with this question.

2.17 The results show that all staff engage students in research, with evidence of excellence in inspiring students to become active researchers. The majority of staff (n = 79) referred to students benefitting from the currency of the research undertaken by themselves. Further excellence is evident in those staff who reflected on embedding research skills in students, supporting students in their own research, encouraging students in their own dissertations, and modelling researcher or practitioner identities. These results correlate with an indicative commendation from the external examiner of the Geography course, which reflects our wider objectives as an institution:

> Where students have scope to define projects for themselves the variety of topics tackled is impressive. This is clear indication that their degree is exposing them to an appropriate breadth and depth of the discipline, and supporting them to think creatively and independently. That this is occurring across multiple modules indicates a high level of personalised learning, enabling students to follow their own trajectories, within a clearly structured framework.[10]

2.18 A deductive analysis of 396 external examiner reports between 2018 and 2022 reveals the prevalence of professional skills, employability, and real-world learning, demonstrating the integration of very high-quality teaching with professional preparation.

2.19 The metrics for Education and Teaching present a subject that is materially above benchmark and so outstanding for the quality of its teaching. Our Education and Teaching courses, comprising 16% of the denominator, share an understanding that education is a lever for change in terms of both the intellectual and personal development of our students and the positive difference they stand to make on the lives of others. This stretch and growth in practical wisdom and resilience is made possible by a combination of research-informed teaching, professionally focused teaching, and tailored academic support.

Continuous improvement

2.20 We have a culture of continuous improvement. Where courses fall below our high internal target for 'Teaching on my course' we require course teams to develop action plans for the approval of Education Committee. For example, in Sport and Exercise Science courses, students requested more video footage of interactions between a sport psychologist and their client, so that they could learn by example. This was actioned. We have ensured growth in our headcount of permanent academic staff as courses have grown. An illustration of the impact of this work is Film Production, the substantial course in Creative Arts and Design, where we re-addressed the balance between permanent and specialist staff. This course reported 81% overall satisfaction in Teaching on my Course in NSS 2022, above benchmark.

2.21 In 2021-2022 the Programme Evaluation Survey posed the following statement:
- The teaching on my course has been beneficial to my learning.[11]

Table 2 Teaching on my course Programme Evaluation Questionnaire responses 2021-2022

Subject	Semester 1 average across Levels 4-6	Semester 2 average across Levels 4-6	TEF Data Dashboard benchmark
Psychology	90%	85%	81.9%
Sociology, Social Policy and Anthropology	82%	82%	81%

Sport and Exercise Science	n.a.	91%	83.7%

All subjects were above TEF benchmark, where there was reportable data, showing a trajectory of improvement in subjects below benchmark on the TEF dashboard.

Assessment and Feedback

Introduction to dashboard metrics

2.22 For the NSS indicators related to Assessment and Feedback we are broadly in line with the benchmark, with 100% statistical certainty, indicating our very high-quality provision in this aspect. This performance was maintained over the four years, with no year 2.5 or greater below benchmark. Six subjects (20% of the student denominator) exceed benchmark, indicating outstanding experience.

Enabling and identifying excellence

2.23 In 2018-2019 we took deliberate steps to address over-assessment and ensure a consistent assessment experience for all students. As part of this strategy common requirements were set for the number of assessments per level and the format of feedback. We also launched a project to develop a University-wide approach to assessment criteria, which was achieved the subsequent year. In 2019-2020 in response to feedback from external examiners we adopted anonymous marking.

2.24 In 2009 we were the lead partner in developing TESTA (Transforming the Experience of Students through Assessment), which sets out a curriculum development method centred on Assessment for Learning with its focus on student engagement in curriculum design, balancing and sequencing assessment types, quantity and quality of feedback, distributing student effort and deepening their learning. The roll out of TESTA nationally and internationally during this TEF period has influenced a generation of academics and programmes. Institutionally TESTA has evolved, being incorporated into revalidation processes in 2014, and developing a 'Light' process in 2019 as good practice became increasingly embedded and to support new assessment policies.

2.25 The 2021-2022 Staff Learning and Teaching Survey asked staff to reflect on the effectiveness of their assessment practice. Qualitative responses were invited and coded below.

Table 3 Assessment and Feedback responses, Learning and Teaching Survey 2021-2022

Codes relating to University strategy and initiatives and/or excellence in pedagogic literature			
	Frequency		Frequency
Authentic assessments	24	Assessment and feedback literacy approaches	12
Student choice in assessment	10	Stretch and opportunities for achievement	19
Use of assessment criteria	30	Peer assessment	9
Diagnostic assessment	2	Shared standards in marking teams	15
Dialogue re assessment and feedback	40	Spread of student engagement over time	24
Feedforward	78	Use student feedback to enhance assessment practice	4

Formative assessments	30	Variety of assessment types	23

2.26 The table illustrates the impact of our sustained initiatives to develop staff competence and creativity in assessing students effectively. TESTA has made an impact on professional practice through the embedding of variety of assessments and formative assessments. The strategic focus on employability has resulted in a drive towards authentic/real-world assessments. Our work around the development of standard assessment criteria has impacted positively on staff, for example, in the adoption of a feedforward approach. The analysis of the 396 external examiner reports between 2018 and 2022 confirms the strong focus on feedforward.

2.27 A measure of TESTA's impact can be seen in Performing Arts which is 6.9 above the benchmark for Assessment and Feedback, with 97.1% statistical certainty. The holistic approach of these courses is ongoing, bespoke, dialogical, and tailored to the needs of the individual student. Well-established processes for ongoing formative feedback are integral to the success of our students.

Continuous Improvement
2.28 We recognise that a small number of subjects are reporting below benchmark performance for assessment and feedback. We have established a comprehensive approach to ensure improvement in these areas. This includes marking calibration workshops, 'how to use feedback' sessions, joint planning with students of assessment deadlines, changes to the academic year to avoid bunching of assessments, and formative assessments to build up assessment confidence. Our approach to legal education includes an emphasis on the acquisition of practitioner skills, and these assessments were significantly impacted by Covid-19 restrictions. There is clear evidence of a post-Covid-19 recovery, in Law and other subjects with a very practical assessment base. The NSS 2022 data shows progress with assessment and feedback for Creative Arts and Design (+9%), Law (+19%), Sociology, Social Policy and Anthropology (+5%), and Sport and Exercise Science (+12%).

Academic Support

Introduction to the dashboard metrics
2.29 Our performance for academic support is broadly in line with benchmark, with 99.6% statistical certainty, indicating the very high-quality support we provide. This performance has been consistent for three out of the four years, with one year falling below benchmark. This was the year most immediately impacted by Covid-19, and the year after this we returned to benchmark performance.

Enabling and identifying excellence
2.30 Over this TEF cycle we have continuously improved our mechanisms of Faculty-based academic support. We believe that effective support of students is enabled by an effective partnership between academic and professional members of staff. To this end in 2020 we established Student Success and Support Advisors (SSSAs), managed centrally but based in each Faculty. The purpose of this role was to ensure co-ordination and consistency between the Faculties and the support available centrally.

2.31 We have a comprehensive and well-established portfolio of skills support for our students at every level. 287 academic skills workshops have been led by the department of Student Support and Success since 2019, from when we first recorded attendance. Workshops cover a range of topics, including critical analysis, dissertation writing, and academic referencing, and exam technique.

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Table 4 Attendees of academic skills workshops

Year	2019-20	2020-21	2021-22
No. of Attendees	242	333	229

When degree outcomes of these students are mapped and aggregated against the wider undergraduate cohort, there is a +11% difference between those who had attended workshops compared with the wider cohort.[12]

2.32 The Academic Skills Student Mentoring scheme has recruited a total of 155 undergraduate student mentors since 2018-2019. Student mentors provide regular one-to-one meetings with students to share successful approaches to study and assignments, and to provide a regular point of contact for support. Mentors are provided with comprehensive training. There has been a total of 412 mentees since 2018. When degree outcomes of mentees were mapped against the wider undergraduate cohort, there was a +6.9% difference between mentees and the wider cohort.

2.33 The Peer Assisted Learning (PAL) scheme brings together Level 4 students with a Level 5 or Level 6 PAL Leader from the same course, providing a supportive environment in which to explore course content, engage in deeper learning and build academic skills. The scheme has recruited 101 students as PAL Leaders since 2018. 931 students have attended at least one PAL session since 2018. When degree outcomes of these PAL attendees were mapped and aggregated against the wider undergraduate cohort, there was a +5.9% difference between PAL attendees and the wider cohort.

Continuous Improvement

2.34 Where subjects are reporting below benchmark performance, we implement improvement actions. Examples of actions in 2022-2023 include the introduction of Year Tutors and focus group meetings with students to understand their feedback. We were very pleased that the NSS 2022 data for Academic Support shows significant progress for Creative Arts and Design (+24%) and Sport and Exercise Science (+8%).

Learning Resources

Introduction to dashboard metrics
2.35 Covid-19 significantly impacted on our students' ability to access learning resources, which we see reflected in our overall performance for the learning resources indicator. The Time Series splits, however, indicate that the survey years preceding Covid-19 were both broadly in line with benchmark, with 98.8% and 83.6% statistical certainty. Years 3 and 4 were particularly impacted because of the pandemic. Given our subject mix, we have a high proportion of practical assessments which had to be quickly converted in response to Covid-19. We also know from internal data that our students have a strong preference to borrow hard-copies of books, impeded by Covid-19 restrictions. As part of our response we reminded students of our established scheme to post books to their homes and encouraged the use of our extensive collection of e-books, which we also expanded.

Enabling and identifying excellence
2.36 Since 2018 the University has invested over £53m in physical and virtual learning resources for students.

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Table 5 Schedule of investment and upgrades in physical and virtual learning resources

Academic year	Built estate	Digital estate
2018-2019	• Physiotherapy building • Refurbishment of Psychology space • Recording Studio for Music Production • Newsroom and TV studio for Journalism • Forensics Laboratory • Refurbishment of the social learning space • 'Agile' Teaching Room trials	• Additional student laptop loan cabinets and updated laptops
2019-2020	• West Downs Centre, a £48m 7,5000m2 Learning and Teaching Building • Specialist Facilities for the Digital Futures courses in the new West Downs Centre	• Introduction of digital hardship laptop fleet
2020-2021	• Upgrade of MAC edit suits • Extensive refurbishment of general teaching facilities • New Careers Centre • Specialist dedicated facilities provided for Nursing in the West Downs Centre	• Rollout of "at use" software for students including SPSS and key accessibility tools • Move to e-first provision of all resources on Reading Lists • Use of MS Teams to support distance and hybrid studying. • Virtual placements – funded by Health Education England
2021-2022	• Refurbishment of TV Studios • Upgrade of MAC edit suits • Refurbishment and Reconfiguration of Holm Lodge to accommodate Nutrition and Dietetics – funded by OfS • Forensic Science Laboratory • Rehearsal/Recording Spaces for Music Production	• New Library discovery tool and online Resource List solution • Rollout of the AskAlf system – a one-stop shop for student enquiries • Digital Health – funded by Health Education England to build digital capabilities of the NHS's future workforce

2.37 Our learning resources are also recognised as high-quality by external bodies. The Broadcast Journalism Training Council Accreditation report of 2019 states:

> The relatively new newsroom facility offers students a modern learning environment in which they can acquire key skills and complete their studies. The broadcast facilities have been finished to a very high standard and include all the elements the BJTC requires in order to replicate industry workflow.[13]

In 2022 JAMES (Joint Audio Media Education Support) assessed the Music and Sound Production physical learning resources to be:

> Excellent ('far exceeds JAMES' expectations in this area') …the cleverly devised physical layout …enhance[s] teaching potential. The design…is exemplary and the assessors feel that this is a good example of 'best practice'.[14]

2.38 We benchmark our spend on digital and library resources in comparison to universities in the region, Cathedrals Group, and GuildHE through the Strategic Data Set of key data produced by SCONUL. The interim data set reporting for 2021-2022 spend, presents Winchester as spending more on information resources per FTE student than each of the 3 comparison groups.

2.39 We also use partnership working to ensure that our students benefit from additional learning resources. For example, our partnership with the Hampshire Hospitals NHS Foundation Trust has enabled access to the Hospital's Education Centre. It has also opened up access to the NHS Library for student nurses undertaking placements at the Royal Hampshire County Hospital. Our partnership with the city's most impactful arts charity, *Play to the Crowd*, secures access for Performing Arts students to the Theatre Royal, a professional working theatre, in which they rehearse, produce, and present their performances.

2.40 The Programme Evaluation Survey asks students to agree/disagree with the following statement:
* I have been able to access all the learning resources that I needed to progress in my studies this semester

In Semester 1, 2021-2022 86% of students either Agreed or Mostly Agreed with this statement and in Semester 2 82% of students either Agreed or Mostly Agreed with this statement. Both results would exceed the benchmark for learning resources of 80.7%. This is evidence of clear progress.

Continuous Improvement

2.41 Further analysis has been completed of responses to the learning resources question in the 2021-2022 Programme Evaluation Survey from subjects below benchmark. Results in green record responses that exceed the TEF benchmark for the subject averaged across the academic year, indicating our success in ensuring all our students have confidence in the resources available to support their learning. We have also worked hard with students to identify what students understand by the term 'learning resources'.

Table 6 Responses from the 2021-2022 Programme Evaluation Survey to, 'I have been able to access all the learning resources that I needed to progress in my studies this semester'

Subject	Agree or Mostly Agree – both Semesters (Purple = above benchmark)	Number of responses (all levels)
Business and Management	91%	240
Creative Arts and Design	74%	101
Computing	80%	76
English Studies	81%	159
History and Archaeology	90%	133
Philosophy and Religious Studies	89%	11
Law	79%	85
Politics	n.a.	n.a.
Sociology, social policy and anthropology	83%	271
Geography, earth and environmental studies	88%	12
Sport and Exercise Sciences	91%	55

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2021-2022 marked the first year with no Covid-19 restrictions and we would anticipate the satisfaction levels to continue to rise. For example, 2021-2022 marked the first year that Law students could fully access the new library bringing their resources closer to where they are taught. A new moot court, to facilitate the development of advocacy skills, was also opened this year. In the Digital Media design courses (Creative Arts and Design) we have created computing learning environments modelled on the workplace in the creative industries. We are also supporting practical legal education by building new simulation facilities. Students in Computing benefit from access to dedicated laboratories to practise software development. We continue to make further investments in robotics hardware, 3D printers, software, and extended reality headsets.

Student Voice
Introduction to dashboard metrics
2.42 The University's performance for Student Voice is broadly in line with benchmark, with 100% statistical certainty, attesting to highly effective engagement with our students. Over the 4 years the indicator was no more than 2.5 above or below the benchmark. This attests to the consistency of our work in this area through the pandemic.

Enabling and identifying excellence
2.43 We continued to build on our strong reputation for student engagement over the TEF cycle. Our approach to engaging students is defined by involving and supporting students to participate in their education, through seeking and acting on their feedback, working in collaboration, and encouraging their leadership in academic matters. The University's Strategic Vision committed the University 'to champion student engagement in decision making and enhancement at all levels'.

2.44 In 2018 a common template was devised and agreed for all module evaluations to ensure consistency of practice across the institution. We adopted online module evaluations in 2019.

2.45 In 2021 we further reformed our evaluation scheme, moving formal evaluation from the module to course level. Responding to student fatigue with surveying, we adopted an iterative, informal mode of receiving module feedback. Staff were required to engage students in less formal, but continuous dialogue about module delivery. This has allowed staff to be much more responsive to student views and allows issues to be identified and addressed in a timelier way. This informal module engagement was supplemented by formal programmatic evaluation each semester. Programmatic evaluation results go directly to the course leader to ensure visibility of response.

Continuous Improvement
2.46 In the small number of outlier subjects below benchmark for Student Voice, we are focusing on them with bespoke approaches to address individual issues. A Case Study is presented below of the impact of work we have undertaken in a course that sits within Creative Arts and Design.

Case Study: Film Production
Film Production provides an illustration of the steps taken at course level to increase the confidence that students have in the importance of their voice to us. The course has undertaken a number of initiatives to engage with students, including a weekly surgery, a regular video, and a newsletter. The impact of this work is provided below.

Table 7 Film Production Student Engagement Questions, 2021-22

NSS Q23: I have had the right opportunities to provide feedback on my course	NSS 2021: 54%	NSS 2022: 89%

NSS Q24: Staff value students' views and opinions about the course	NSS 2021: 39%	NSS 2022: 87%
NSS Q25: It is clear how students' feedback on the course has been acted on.	NSS 2021: 22%	NSS 2022: 65%
Similar levels of confidence were provided by programme evaluation results for Semester 2, 2021-2022, in which 84% of Level 6 (number of students surveyed, 65, response rate, 10%) and 75% of Level 5 (number of students surveyed, 44, response rate, 20%) students 'definitely' or 'mostly' agreed that 'student feedback on my course has been listened to and responded to'.		

3. Student Outcomes

Positive Outcomes

3.1. At Winchester we are committed to the success – academically, professionally, and in terms of the 'whole person' – of each of our students. We take pride in our hard work to ensure every student has the opportunity to succeed while enrolled with us, and after they have graduated.

3.2 For each of the three measures – continuation, completion, and progression – relating to our student outcomes our overall indicators are broadly in line with benchmark, signifying our very high-quality work in this aspect of the TEF assessment.

3.3 We have devoted considerable strategic attention to our students' progression over the period of this TEF assessment, and the impact of this work is detailed below. At the heart of this work is ensuring that employability is woven into every curriculum in bespoke and appropriate ways.

3.4 This part of the submission contextualises our dashboard metrics relating to outcomes for our majority mode of provision (full-time), how we enable and identify excellence, and how we continuously strive for excellent outcomes for our students. This detail is presented against three headings:
- Continuation and Completion.
- Progression.
- Educational Gain at Winchester.

Continuation and Completion

Introduction to dashboard metrics

3.5 Our metrics at overall level for both continuation and completion are broadly in line with benchmark, each with 100% statistical certainty. Of the fifty-two split metrics for continuation, forty-four splits have an 80% or greater statistical certainty that performance is either broadly in line or above benchmark. Of the forty-three split metrics for completion, thirty-six splits have an 80% or greater statistical certainty that performance is either broadly in line or above benchmark. Five subjects are reporting performance greater than 2.5% above benchmark for continuation and/or completion and so potentially outstanding – Computing, Health and Social Care, Allied Health, Creative Arts and Design, Sport and Exercise Sciences.

Enabling and identifying excellence

3.6 Pivotal to our excellent continuation and completion outcomes are the well-designed, stimulating courses which engage and stretch our students, personally, professionally, and intellectually. These courses sit within a framework of tailored support, available within the course and centrally. Detail on teaching quality and academic support is set out above in the previous

section to the submission. The additional steps we have taken to ensure excellent continuation and completion outcomes are detailed below.

3.7 To ensure that students successfully transition into higher education we provide a comprehensive welcome package of information and guidance including pre-arrival talks and the HeadStart orientation designed to enhance students' readiness and sense of belonging. Additionally, we have developed pre-arrival familiarisation activities for students from under-represented backgrounds including events for mature students and disabled students, including students with an Autistic Spectrum Condition. With regards to the support offered to mature students we note that continuation of students aged 31 years and over is materially above benchmark. From our most recent survey of new students with a declared disability we know that 83% felt confident they understood what academic staff expected of them academically.[15]

3.8 We have a Support to Study Policy that encourages a tailored, personalised approach to supporting students. Support to Study is triggered when a student exhausts the opportunities open to them through the extenuating circumstances processes, and also if attendance or academic performance is identified by a member of staff to be of concern. The emphasis of the policy is on safeguarding students' academic progression, and it incorporates agreed individual action plans. The Student Support and Success Advisors (paragraph 2.30) play a key part in this process, and in 2021-2022 over 500 Support to Study meetings were held. The courses with materially above benchmark rates for continuation and/or completion attribute this to the Support to Study policy's tailored approach to individual student needs.

3.9 Through the period of the Covid-19 restrictions we remained broadly in line with benchmark, maintaining our very high-quality outcomes for continuation and completion, both of which attest to the bespoke support offered. We approved a no-detriment policy in summer 2020 which included a range of emergency changes to the academic regulations to ensure students had every opportunity to progress while standards were maintained. It is a mark of the very high-quality support we offered students that the 'backstop' in relation to the award calculation of degrees was drawn on only in a minority of instances (c. 26%). In preparation for the 2020-2021 academic year the Technology Enhanced Learning (TEL) team developed training to support quality online teaching. Particular emphasis and support was paid to the delivery of practically based courses online. To target digital poverty we purchased additional loanable laptops and also made available dongles. Courses with placement elements moved to simulated or virtual placements. When restrictions eased, every effort was made to deliver face to face teaching wherever possible. All teaching was recorded by default, to ensure that students who were ill or isolating could still engage meaningfully with learning. We required courses to run weekly online open meetings/socials, to ensure a sense of togetherness at a time of potential isolation. This also enabled academic staff to identify any concerns around individual student progress or engagement and take appropriate action to ensure that students were supported appropriately.

3.10 The continuation of students registered on an Integrated Foundation Year is 3.1% above benchmark, with 97.5% statistical certainty that performance is broadly in line or materially above benchmark. This indicates the course design of the Foundation Years which has been structured around a combination of academic skills preparation so that students progress into Level 4 with confidence. The Foundation Year has a dedicated academic lead, supported by Student Success and Support Advisors, to ensure students receive targeted support.

3.11 The continuation of students whose ethnicity is recorded as black is 3.4% above benchmark, with 99.9% statistical certainty. Engagement in a cross-sector research project into black students' attainment gap enabled the University to identify and target interventions to enhance black

students' experiences. This activity included a focus on improving inclusivity within the curriculum and across the campus, incorporating race equality training, developing Black, Asian and minority ethnic staff-student partnership projects, and hosting annual 'Decolonising the Curriculum' events. Progression metrics for students who identify as black are also above benchmark.

Continuous Improvement

3.12 We recognise that the continuation of students whose ethnicity is recorded as 'Other' is below benchmark. 'Other' is a category which needs to be carefully unpicked. A review of our WP data dashboard derived from student records, recognising the importance of intersectional characteristics, indicated that home undergraduate students who identify as 'Other' are more likely to come from a disadvantaged background than their peers (50.7% of 'Other' come from IMD Q 1 or 2, compared to 18.1% 'White', 36.6% 'Asian' and 43% 'Black'). Further analysis indicated the volatility of the numbers given the small population of 60 across the Time Series. In 2023-2024 we will undertake a research project to better understand the student experiences of students from 'Mixed' or 'Other' backgrounds to guide our future activity under the new Access and Participation Plan, utilising data insight to direct targeted activity as we have with regards to the excellent outcomes of black students.

3.13 In relation to the continuation and completion of non-UK domiciled students our approach to improvement in this area is three-fold. First, analysis of data allows us to understand the experience of students from particular regions, enabling us to develop bespoke responses. Second, we have amended our approach to international student recruitment, which remains a modest element of our overall provision, to ensure academic readiness and support pre-arrival. Third, we have grown our International Student Success Team, to ensure high levels of support for international students while enrolled. Our analysis of completion data for non-UK domiciled students informs us that there is a clear improvement in completion for this group of students to 87.5% in TEF Year 4. Latest data on non-engagement withdrawals also indicates that numbers of withdrawals have more than halved.

3.14 'Eligibility for Free School Meals' is a new measure that we will address directly. We have historically targeted initiatives on other measures including deprivation quintile and are proud that students from the most deprived neighbourhoods (IMD Q1 and 2) are within the completion benchmark with 99.5% statistical certainty. Our work in addressing student success recognises the intersectionality of student characteristics and we note the very high-quality completion indicator for ABCS Q1 students.

3.15 The following subjects reporting below benchmark performance for continuation and/or completion either have low averages intakes per year (c. 10) which render them susceptible to fluctuations caused by a single student, or the courses within the subject have been withdrawn early in the TEF cycle: Economics; Agriculture, food and related studies; Mathematical Sciences; Languages and Area Studies (withdrawn 2020).

3.16 We recognise that for a small number of courses, the continuation and to a lesser extent completion, outcomes are below benchmark. Future steps to increase continuation include re-design of assessment tasks, staff development on inclusive pedagogies, and a more focused course design.

3.17 On further analysis of the completion outcomes for Law and for Politics we can see improved performance in the final year. Some of the targeted interventions include improved attendance monitoring, providing extended guidance on assessment with class discussions throughout the semester, reviewing course design, and establishing in-class sessions with Academic Skills.

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Progression

Introduction to dashboard metrics
3.18 Our metrics at overall level for progression are broadly in line with benchmark with 97% statistical certainty. Two subjects are reporting performance greater than 2.5% above benchmark – and so potentially outstanding - Creative Arts and Design and Education and Teaching (21% of the Denominator).

3.19 The split metrics for the Time Series indicate a marked improvement over the three years, a measure of the deliberate steps we have taken to improve graduate outcomes over the TEF cycle. In Years 1 and 2 an average of 40% of performance was materially below benchmark, and 0% was materially above benchmark. By Year 3, 99.8% of performance was either broadly in line or materially above benchmark, with only 0.2% materially below benchmark. This strongly demonstrates the significant progress we have made and the positive trajectory.

Enabling and identifying excellence
3.20 We have made a significant investment in Careers Advice and Support. This includes developing a large, dedicated Careers and Opportunities Hub. We have also significantly invested in highly qualified staff to advise and support our students from eight in 2018 to twenty-eight in 2021. This has also increased our opportunity to work more closely with employers and allowed us to develop schemes such as the Professional Mentoring Scheme, which has benefitted ninety-eight students over the past two years. Another initiative has been the recruitment of Faculty Employability Advisors, who deliver workshops and sessions tailored to individual disciplines. We offer one-to-one careers advice for all students, for life.

3.21 A significant initiative over the TEF assessment period has been the systematic embedding of employability skills into the curriculum. This approach includes modules focused on career skills; in-sessional lectures from Faculty Employability Advisers; modules on volunteering or placements; authentic assessments; tailored careers fayres; guest lecturers from professions and alumni visitors and toolkits on employability to support the development of courses going through approval. Workshops facilitated by Careers staff also develop course teams' own knowledge and skills and to enable them to better design useful curricula. A Case Study of embedding employability is provided below.

Case Study: Psychology
Psychology Futures, launched in 2018, is delivered by academic staff in partnership with a dedicated Faculty Employability Advisor. It uses personal tutoring, compulsory modules in each year, optional applied modules in Level 6, and a combination of reflective, goal directed, and applied assessments to develop students' higher-level learning. Students move through an elaborate and continually revisited engagement with careers activities that helps transform how they think about employability. Clearly identified employability-based learning outcomes are included in all module descriptors and marking rubrics. Personal tutorials are scheduled and appear on the student's timetable to encourage attendance and engagement. In the final year timetabled individual career coaching is provided to help each student prepare for the transition to work or further study. The Faculty Employability Advisor partnership is pivotal as they are the first point of contact students have with Psychology Futures at Level 4 and they deliver career focused lectures, Q&A sessions, and workshops at all levels. They also manage the bespoke Psychology Employability virtual-learning site, the annual Psychology careers fayre, and deliver two career exploration workshops at Level 5.

In May 2022, 168 Level 6 students were surveyed on the employability support they had received through the programme, with seventy-three responding (response rate, 43.5%). 85% of the level 6 students valued the embedded employability content, with 80% believing it has helped them develop their self-awareness and 81% feeling it has helped them identify their potential career options. Students also feel engaged in a learning community, with 74% believing Psychology Futures has made them more confident about their future career choices at the end of Level 6, and 88% believing their Psychology lecturers have supported their learning throughout.[16]

3.22 Since 2018 the University has deliberately grown the number of professionally accredited courses. This helps assure us that our courses prepare our students for future professions. The schedule of key new accreditations achieved over the TEF cycle is set out below:
- Physiotherapy, HCPC (2018)
- Sport and Exercise Psychology, British Psychological Society (2018)
- Physiotherapy, Chartered Society of Physiotherapy (2018)
- Geography, Royal Geographical Society (2018)
- Professional Policing, College of Policing (2019)
- Nursing, Nursing (Learning Disabilities), Nursing (Mental Health), Nursing and Midwifery Council (2019)
- Music and Sound Production, Joint Audio Media Education Services (2020)
- Nursing (Child), Nursing and Midwifery Council (2020)
- Archaeology and pathways, Chartered Institute for Archaeologists (2020)
- Nutrition and Dietetics, HCPC (2021)
- Sports Therapy, Society of Sports Therapists (2021)

3.23 Our commitment to accredited courses ensures that our education is current, aligned with professional standards and that this is externally verified. For example, the Chartered Institute for Archaeologists commends our modules which give 'students guidance on professional development and career planning from an early stage'.[17] The accreditation report for BSc Sport and Exercise Psychology commends the programme which 'encourages the development of a range of transferable skills, personal attributes, as well as confident critical self-reflection that support the practical needs of a graduate.'[18] The Licensing Report from the College of Policing commends the Professional Policing course's 'strong focus on employability and problem-solving … alongside good links with other organisations that provide opportunities for students.[19] A case study of a long-established accredited course provides an example of outstanding provision.

Case Study: Primary Education
Primary Education is the largest course within Education and Teaching, a subject reporting above benchmark performance for progression.

At our last Ofsted inspection during 2017-2018, we were rated 1 (outstanding) across all areas of our undergraduate provision. Our practices and processes identified as outstanding by Ofsted have continued and been further enhanced throughout this TEF cycle.

Students' professional development is supported through a layered system of Professional Development Tutors, (PDTs), Year Leaders and Programme Leaders. The PDT system is integral to the students' professional development and is characterised by the ongoing personalised, professional conversations between PDT and student within a mentoring/coaching relationship. PDT meetings are mandatory and also offer pastoral support to students in association with our

central student support systems such as the Faculty SSSA, Student Services and the Disability Team.

The embedded system of link tutoring by experienced professionals ensures colleagues who are new to working with student mentees, including Teacher Mentors in Partner Schools, are fully supported. This is central to the success of students' developing practice in placement. Our 'cause for concern' system triggers additional support for students where early warning signs suggest they are not making the required progress in placement.

The educational ethos of this course, combined with the expertise of the staff teams and highly developed systems and processes that support the academic, professional, and personal development of our students ensures graduates are set up to be successful teachers.

3.24 Many of our non-accredited courses have tailored means of supporting students' professional development, appropriate to the discipline. One example is the student magazine, Vortex, for Creative Writing students. Founded by academic staff in 2005 the online journal is now edited and designed by students, allowing them direct experience of publishing. Our analysis of the editorial boards from the last three years of publication reveals that of the forty-five members from the University, thirty-three are now in jobs classified as 'High Skill' by HESA, with five at the level of Major group 1 (managers, directors and senior officials), twenty-five in Major group 2 (professional occupations) and six in Major group 3 (associate professional and technical occupations) as defined by the ONS Standard Occupational Classification Hierarchy. Another six members are enrolled in Masters programmes, meaning 87% of members are either in highly skilled jobs or higher study. A further Case Study is provided below.

Case Study: Film Production

The question 'what skills will this module provide future film professionals with?' underpins the design of every module in the Film Production course. All staff have their own specialisms and have strong, active connections with industry. We also employ Visiting Lecturers with industry focused specialisms to further enhance the range of professional expertise available to students.

Employability modules are woven through every level. At Level 4 students take the 'Professional Skills Development' and 'Film Enterprise' modules. At Level 5, all students take either the 'Work Placement' module or the 'Volunteering Module' and at Level 6, the 'Emerging Practices' and 'Showreel and Entrepreneurship' modules provide students with a realistic knowledge of the current employment possibilities and the industry requirements for graduate entry. The focus on self-awareness, confidence and the self-promotion of our emerging graduates, culminates in each student developing their own website for prospective employers and producing a showreel.

Embedding employability skills not only prepares our graduates for industry, resulting in successful progression Outcomes but also, as data from the Longitudinal Education Outcomes dataset demonstrates, Winchester Film Production graduates do well in the longer term.[20]

Table 8 Earnings Outcomes of Film Production graduates

	Creative Arts and Design graduates Winchester	Creative Arts and Design graduates in England
After 15 months	£21,000 Typical Range: £18,000- £22,500	£20,000 Typical Range: £18,000 - £24,000
After 3 Years	£21,000 Typical Range: £14,000 - £31,500	£19,500 Typical Range: £14,500 - £24,500

After 5 Years	£27,500
Typical Range: £17,000 - £36,000	£23,000
Typical Range: £17,000 - £29,500	

Continuous Improvement

3.25 We take a whole institution, continuous improvement approach to progression. The subjects that are currently reporting below benchmark for progression have a clear, targeted suite of actions in place to ensure improvement.

3.26 A mandatory 'Career Management Module' has been developed and delivered in conjunction with the Faculty of Business and Digital Technologies Employability Advisor. This includes various career skills such as CV writing and networking. Assessments include live client projects and simulations. Business Management, a large course within this subject, is revalidating this year and will further increase its focus by ensuring that every module has an employability related initiative. Since pandemic restrictions have eased the Faculty has grown its strategic partnerships with employers through hosting Chamber of Commerce events and other business outreach activities, such as Help to Grow. These partnerships inform curriculum development and support business' understanding of our graduates' attributes.

3.27 'Performing Arts' is a subject comprised of several courses. The three largest – Drama Studies, Choreography and Dance, and Musical Theatre, all saw a dip in progression outcomes among the 2019 cohort, who were polled at the peak of the pandemic. In the 2018 and 2020 cohorts' progression outcomes were either marginally below or, in the case of the most recent cohort, above benchmark. Progression outcomes increased in each of the 3 largest courses in 2021 (Graduates of 2020). This illustrates the incorporation of carefully tailored employability development into our Performing Arts courses. This includes initiatives such as regularly scheduled CPD activities and professional development planning sessions embedded within modules, employability focused events, activities and workshops run by staff and industry professionals, and securing a range of formalised partnerships with industry professionals and organisations that increase performance opportunities for students.

Table 9 Performing Arts GO Survey results broken down by Time Series

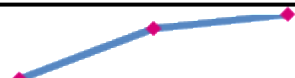| Graduates of 2018	Graduates of 2019	Graduates of 2020	TEF benchmark	3-year trend
63.3	49.3	68.9	63.8	

3.28 'History and Archaeology' is dominated by courses in History. The 3-year trend for History and Archaeology demonstrates a clear trajectory upwards in terms of progression.

Table 10 History and Archaeology – GO Survey results by Time Series

Graduates of 2018	Graduates of 2019	Graduates of 2020	TEF benchmark	3-year trend
54.7	57.1	63.1	61.4	

Deliberate steps taken to embed employability in the History curriculum have included promoting teaching as a career through a dedicated module, ensuring there are mandatory employability modules at every level, alumni panels that showcase 'Humanities in the Workplace', and an assessment strategy that aligns historical with employability skills. When Graduate Outcomes Survey results are split down to History level the impact of these local initiatives can clearly be seen, as illustrated in the table below.

Table 11 History and Archaeology at BA History level – GO Survey results by Time Series

Graduates of 2018	Graduates of 2019	Graduates of 2020	TEF benchmark	3-year trend
50.8	63.8	67.3	61.4	

Archaeology is a smaller course within this subject, but progression among 2020 graduates stood at 92.3%, with a preponderance of graduates in Archaeology-related roles, reflecting the professional focus of this course.

3.29 Media, Journalism and Communications has seen a dip in its progression performance, with clear evidence of exceeding the TEF benchmark when its students' outcomes are broken down by Time Series. The table below illustrates this.

Table 12 Media, Journalism and Communications – GO Survey results by Time Series

Graduates of 2018	Graduates of 2019	Graduates of 2020	TEF benchmark	3-year trend
60	69.4	55.9	66.2	

The Media and pathway courses have focused on ensuring a return to its earlier excellent outcomes by maintaining the focus on embedding employability. There are industry-focused modules in each level assessed by 'real-world' tasks, a mandatory Volunteering/Placement module, and a yearly industry panel.

3.30 Law is evidencing an increase in students progressing to positive outcomes, among graduates of 2020. Steps taken to ensure this momentum is maintained among 2021 graduates include close employer links, use of alumni, and tailored careers events.

Table 13 Law – GO Survey results by Time Series

Graduates of 2018	Graduates of 2019	Graduates of 2020	TEF benchmark	3-year trend
68	63.5	67.9	70.6	

3.31 'Sociology, Social Policy and Anthropology' is evidencing a clear trajectory of improvement in progression outcomes when broken down by Time Series.

Table 14 Sociology, Social Policy and Anthropology – GO Survey results by Time Series

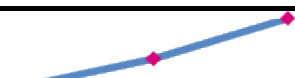| Graduates of 2018	Graduates of 2019	Graduates of 2020	TEF benchmark	3-year trend
52.5	54	61.6	58.9	

Steps taken to embed employability in the curriculum in Criminology (the largest course in this subject) have included promoting placements and prioritising careers in the probation service and the police. The table below sets out the detail of the Criminology graduates' progression outcomes, illustrating at course level the impact of this tailored approach to embedding employability.

Table 15 Sociology, Social Policy and Anthropology at BA Criminology level – GO Survey results by Time Series

Graduates of 2018	Graduates of 2019	Graduates of 2020	TEF benchmark	3-year trend
46.5	51.9	80.8	58.9	

3.32 'Geography, Earth and Environmental Science' is solely comprised of the Geography course. The course has a strong practical emphasis with applied knowledge and skills development embedded throughout the curriculum. Level 5 students undertake mandatory modules on GIS and geographical fieldwork. In Level 6 students develop higher-level skills and cognitive flexibility in their research project. In the linked 'Geography with Impact' module students demonstrate the relevance of their research for external audiences and potential employers, and through it engage with external groups, organisations and contexts. The impact of this work is demonstrated by clearly improved progression outcomes for Geography students, as illustrated in the table below.

Table 16 Geography, Earth and Environmental Science – GO Survey results by Time Series

Graduates of 2018	Graduates of 2019	Graduates of 2020	TEF benchmark	3-year trend
41.2	53.3	70.9	67.5	

3.33 'Philosophy and Religious Studies' has a small population (50) and 1 more student in each year recording a positive outcome would render this area as very high quality for progression.

3.34 Languages and Area Studies is a Subject whose course (American Studies) was withdrawn in 2020.

Educational Gains

Articulation of educational gains
3.35 We share the sector challenge of defining and measuring educational gain. Educational gain comprises tangible and less tangible elements. It is tangible – measurable - in terms of degree outcomes and progression: as this submission demonstrates, we aim for our students to complete their degrees successfully and to succeed professionally, and we have been successful in this aim. Less tangible, but no less meaningful, is the change we seek to inspire and enable in our students so that they can make a transformative impact on the communities of which they are part.

3.36 These are the educational gains that we currently articulate:
1. Achievement of subject knowledge, skills (practical, digital, and social), and professional competencies (EG1)
2. Love of learning through engagement and collaboration: we aim for our graduates to have grown in their love of learning and to have been stretched through collaboration with staff and fellow students (EG2)
3. Developing skills: we aim for our graduates to have grown in confidence and awareness of the skills they have gained through their course, so that they have a developed sense of what they can offer to future employers (EG3)
4. Making a difference: we aim for our graduates to have grown as 'whole people', equipped with the perspectives, skills, and values to be civically engaged (EG4).

3.37 We will launch a new Strategic Plan early in 2023. This new Plan, along with its operational plan and supporting strategies will develop our vision of educational gain.

How we support our students to achieve these educational gains
3.38 Students grow in knowledge, a range of skills, and professional competencies through the carefully designed courses we teach, delivered by experts. However, we passionately believe that education is not something received, it is co-created within our disciplinary and professional

communities in which students are encouraged to become agents, both of their learning and the impact this learning can have on their futures.

3.39 Student engagement is central to the culture of Winchester and we seek ways to empower students to take individual responsibility for their own development. We engage with students as partners in the endeavour of learning, seeking to grow individuals through meaningful collaboration. Specific initiatives that support a culture of student engagement and advance love of learning through shared endeavour and collaboration are set out below:

- The Peer Assisted Learning scheme, set out in paragraph 2.33, offers an opportunity for students to lead aspects of our educational provision, gaining important leadership skills, building their confidence levels, and re-casting the relationships between staff and students.
- Staff-Student Liaison committees provide opportunities for student leadership amongst staff and their peers and demonstrates our mature approach to empowering students in leading aspects of their educational experience.
- Our STARS scheme (Student Academic Representatives) is run by the Student Union in partnership with the University. STARs are our course representatives, elected by students. We have c. 750 student representatives and 130 student chairs of Student-Staff Liaison Committees.
- The Student Fellows Scheme, which has supported over seventy students during this TEF cycle, to work in partnership with staff in the institution on an educational change project, with a focus on academic and/or student experience. The scheme is run in partnership between the Student Union and the University.
- The Winchester Research Apprenticeship Programme (WRAP) affords an opportunity for students to work directly with staff on a live research or pedagogic project. This engages students directly in one of the University's key missions (the advancement of knowledge), as well as building up project management, data collection, and research skills.

3.40 Paragraphs 3.20-3.32 set out the support provided to ensure students build up an understanding of the skills they have developed as members of our university community. This support includes embedding reflective activities on skills development, placements, practical-based teaching supported by specialist resources, and use of personal tutoring.

3.41 In pursuit of civic engagement as an educational gain, we provide a range of support and opportunities that develop students' sense of purpose and an understanding of their potential contribution to society:

- Running for over ten years, the volunteering placement module allows students to access a range of different charitable trusts and voluntary organisations. The volunteering module is credit-based and embedded within individual courses. Students spend time with a voluntary or third-sector organisation, with entry to these organisations facilitated by a member of the Careers team. Over the span of this TEF assessment period, 976 students have completed this module.
- The annual Decolonising the Curriculum Week demonstrates the University's commitment to linking education to social justice and is open to students and staff.
- All courses have embedded a United Nations Sustainable Development Goal either in their learning outcomes at course level, or at modular level.
- The Primary Education course embeds UNICEF Rights Respecting Education principles in its goals and learning outcomes.
- We have been a signatory to the United Nations-supported Principles for Responsible Management Education (PRME) since 2008. This committed us to developing the capabilities of students to be future generators of sustainable value in business and society and to work

for an inclusive and sustainable global economy. In 2016 the Business School became a PRME Champion School. The design of the University's Business Management course illustrates our commitments in this area. Mandatory modules include 'Responsible Management', 'Sustainability in Business', and 'Sustainable Strategy in Action'.

Evaluating the gains made by students

3.42 The University is developing and clarifying its measures of educational gain, which it is aligning with the KPIs that will support the new Strategic Plan to be launched in 2023. However, over the course of this TEF assessment period there are sources that have allowed the University to measure its work around the articulated educational gains.

3.43 We monitor growth in professional skills and competencies in our students through their academic attainment, external examiner reports, and PSRB accreditation reports, and take action where appropriate.

3.44 To quantify educational gains that relate to love of learning through engagement and collaboration, the University's Programmatic Evaluation Survey asks students to rank their agreement with the statement: 'I have had opportunities to interact, collaborate and communicate with other students on my course'. In 2021-22, 87% and 84% (Semester 1, and Semester 2 respectively) Agreed or Mostly Agreed with this statement.

3.45 In relation to acquiring skills, the University monitors individual growth in confidence and career-readiness through the enrolment and re-enrolment processes, through which enrolling students are asked to reflect on their career-readiness at the outset of their course, and re-enrolling students are asked to identify awareness of the skills they have developed over the year. This allows monitoring of the development of soft skills, alongside the other sources of data on this educational gain including Graduate Outcomes Survey and LEO. We aim to further develop this measurement tool over the next TEF cycle.

3.46 In relation to civic engagement the University participated in the UK Engagement Survey in 2018-2019. A particular feature of our approach was embedding the Survey in curricula. Two questions were of interest to measuring this educational gain:

> How much has your overall student experience contributed to your knowledge, skills and personal development in their following areas?
> - Developing or clarifying personal values or ethics
> - Being an informed and active citizen

Both responses were above the national comparator.

3.47 Embedding the UK Engagement Survey within curricula was effective in developing our students' reflective skills. Over the next TEF cycle we intend to either adopt the principles of the UK Engagement Survey into more courses (similar principles are evident in Psychology Futures set out in the Case Study above) or consider re-adopting the UK Engagement Survey itself.

Part 4 Summary

4.1 The University of Winchester is passionate about learning and the power of education to transform the lives of our students. This submission explains why we are confident that we have achieved high-quality provision across both aspects of the TEF assessment and our commitment to high-quality provision across all our student groups and all subjects.

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4.2 In closing we underline five signal achievements over the course of this TEF cycle:

- The consistency of our very high-quality teaching, undertaken by staff committed to reflecting on and developing their practice, who are passionate about involving their students in a learning community, underpinned by an effective and tailored range of student support.
- Our clear focus on the progression of our students into meaningful and successful careers after graduation, which has demonstrably made an impact on our students' progression outcomes.
- Our long-standing and demonstrable commitment to engaging with students and empowering them to be responsible agents in their learning.
- The development of professionally focused and accredited courses, supported by very high-quality specialist facilities, a strategic move we intend to extend further over the next TEF cycle.
- Our values-driven approach to education, and our focus on developing our students as whole people, equipped to navigate and change the world with ambition and integrity.

As this submission demonstrates, the University of Winchester delivers consistently high-quality teaching leading to excellent, sometimes outstanding, student experience and outcomes.

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