Provider name: University of the Arts London (UAL)
UKPRN: 10007162

University of the Arts London Provider Submission Teaching Excellence Framework 2023

1. Provider context: 'the world needs creativity' (Our Strategy: 2022 – 2032)

Vision

At University of the Arts London (UAL), we are proud of our world-leading contribution to creative education. 'Our Strategy: 2022 – 2032' states our commitment to global reach, widening access and preparing students to impact positively on the world around them. Its three guiding policies are to:

- give our students the education they need to flourish in a changing world;
- bring a high-quality creative education to more students than ever before; and
- change the world through our creative endeavour.

This vision reflects our belief that creativity is fundamental to long-term and world-wide prosperity. We have a long history as a force for positive cultural, economic and societal change: our students and staff believe in their responsibility to drive progress by critically challenging and rethinking the possibilities of their practice.

We have an outstanding reputation. We have OfS specialist status as a 'world-leading specialist provider'. For four years running, we have been ranked second in the QS World University Rankings for Art and Design. In the Guardian Good University Guide, we are ranked 19th overall, up from 26th in 2022. In research, we make the largest contribution in the UK within Art and Design (REF 2021: 7.2% of Art and Design submissions, with 3* and above for 85% overall, 100% for environment and 90% for impact): this placed us 1st for research power within THE rankings. In the Knowledge Exchange (KE) environment, UAL's excellence is recognised through the level of performance-related HEIF funding it receives, placing us within the Top 30 HEIs in England. The application of KE for student benefit is recognised in our top quintile position in the KEF for delivery of professional education (CPD) and graduate start-up support: a key metric in our graduate destinations.

We believe the world needs creativity. It brings wonder and beauty into everyday life and it contributes to social, cultural and economic progress. Creative skills are in high demand, among the top five skills required in the workforce of the future, according to the World Economic Forum. Increasingly, science, technology and creativity are fusing together to create new industries and jobs. The future economy needs creative people capable of thinking for themselves and designing solutions to solve complex problems, such as climate change. UAL students develop those skills through their creative education.

History and Geography

UAL is formed from six renowned art and design colleges across London: Camberwell College of Arts, Central Saint Martins, Chelsea College of Arts, London College of Communication, London College of Fashion and Wimbledon College of Arts. Throughout the 19th and 20th centuries these schools educated young people to prepare them for a world transformed by technological change. Students learned new skills for growing industries: architecture, communication, fashion, design, and performance. In 1986, the six colleges joined together to form the London Institute and in 2003, became UAL. We continue to develop our structure to meet the needs of a changing world, launching the Creative Computing Institute (CCI) in 2018. The CCI supplies skills sought after by a growing number of industry sectors — developers with strong technical fluency rooted in creative practice. Through the CCI, we deliver HE qualifications from our central London computing labs and free online courses as part of the Government's Institute of Coding.

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London-based, we foster networks within the creative industries and provide links with businesses, galleries, theatres, events, civic programmes and other creative resources across the city. We have deep commitments to London: to the boroughs in which we are based, to local authority and innovation partnerships, cultural programmes, and industry. Students and staff benefit from these externally facing connections.

Beyond London, our reach is global. We have high profile alumni and partners all around the world: over 1,000 global networks and partnerships across 36 countries. These enable extensive exchange opportunities, live projects and work placements for our students, with institutions as far ranging as the Beijing Film Academy, Tokyo Institute of Technology and Institut Français de la Mode.

Size and Shape

We are the largest provider of Art and Design HE in the world, delivering to more than 22,000 students (2021/22). Last year, 76% of our students were full-time undergraduate, with a significant community of postgraduate taught (3,605) and research (285) students. UAL has the largest postgraduate art and design community in the UK. Our reputation has driven exceptional demand for study on taught courses. We receive over 60,000 applications each cycle for 9,500 places.

Our community is multicultural: 46% of undergraduate enrolments last year were international students from over 130 countries; 30.6% of Home undergraduate students were Black, Asian, and Ethnic Minority (B.A.M.E.[1]). Over 20% of UAL staff are international.

UAL's course offer is highly specialist, with over 90% of HE students studying on creative, technical, studio and practice-based courses. We offer 107 undergraduate courses and 111 postgraduate taught courses. 70% of students study art and design; 20% creative media subjects; 7% fashion business; and 3% related subjects. Delivery takes place across 12 London-based campuses.

As a national leader, we have remained committed to pre-degree education. UAL makes a vital contribution to the pipeline into creative education through the provision of pre-degree creative arts qualifications. Our Ofqual-approved UAL Awarding Body confers specialist qualifications to 64,000 students a year from 270 FE colleges, sixth form colleges, schools, and universities across the UK. We directly deliver further education courses to approximately 1,500 students. The UAL Foundation Diploma in Art & Design has been awarded 'Outstanding' by Ofsted in all four categories. Our Awarding Body qualifications embed UAL's approach to education through practice-based enquiry.

Student Experience Metrics

Our continuation rates are consistently excellent and above benchmark (92.4% average in the past four years, circa 2% above benchmark each year). Although this demonstrates a very significant commitment to student learning and excellent levels of student support, they are contrasted with low levels of satisfaction on some UG courses. We have undertaken significant analysis of the student experience and put in place strategies to ensure the student experience will improve and produce far less variability between courses in future. In 2020, UAL introduced a Resource Allocation Model (RAM) to ensure a consistent resource model across all courses (recognising differentials in student need and disciplinary requirements). As a consequence of the RAM, UAL has invested heavily in teaching staff and facilities over the last two years. Indeed, our annual spend per student in 2022 was third highest in the UK in the Guardian League table (with an SSR of 1:12). In addition to the RAM, in Spring 2022 we launched the Student Experience Framework, a strategic investment programme to transform the delivery environment and student-facing services and an Accountability Framework to transform the culture of leadership of the student experience. The impact of these programmes of work is not yet evident in TEF metrics, but we are confident that they will, alongside the full reset to a residential experience, see UAL deliver and meet the very high expectations of our students.

The TEF metrics reflect two years of Covid impact on practice-based learning. The impact of Covid on our community was devastating. Our students rely on world-leading equipment, studios, and

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[1] **Explanatory note for the usage of B.A.M.E**
UAL recognises and acknowledges some of the terminology used here, such as Black, Asian and Minority Ethnic (B.A.M.E), is contested and may be offensive to some people. Such terms are currently widely used in the Equality, Diversity and Inclusion (EDI) world and across sectors for benchmarking, and there is no consensus view on alternative terminology.

facilities, and the creative experience of London, to develop their skills and outputs. We shifted to online delivery and assessment of film, art, sculpture etc, with artefacts being produced from the sparse materials and facilities available to students at home, and we saw outstanding responses, both in terms of teaching practice and student output. However, the restricted access to facilities caused a pronounced dip against benchmark for student experience in nearly all areas in NSS 2021 and 2022. In the ArtsSU (UAL Students' Union) 2021 survey - 'The Big Question', issued to all students - 74% of respondents said that their experience had been 'impaired by the pandemic'.

The impact of lockdown was profound and protracted, with 'return to normal' complicated by the reliance of our students on central London public transport and by health and safety measures impacting the numbers of students able to access facilities (workshop access was more than halved during social distancing regulation). NSS 2022 comments reveal the depth of support for teachers and technicians and the huge disappointment of students about the limited access to facilities and studio culture.

Full reset in 2022/23 is having a positive impact on our community, and it is refreshing to see a full return to the lively and vibrant campus experience in which creativity thrives. As well as additional practical sessions to support students progressing to their final year, we have re-activated live events, social activities, workshops and student exhibitions to engage students in the full range of opportunities available within their communities and places.

Introduction
Our submission sets out to demonstrate excellence in the following areas: - exceptional commitment to disciplinary expertise, leading to high quality curriculum design with a distinctive focus on social purpose; - the global reputation and quality of our teachers and technicians, and investment in their expertise through educational development, research and KE; - world-leading facilities and spaces that receive huge annual investment to maintain a robust and cutting-edge environment for learning; - extensive and high-quality connections and partnerships, in industry and society, the UK and globally, with significant benefits for our students; - exceptional support for students leading to above benchmark outcomes for student continuation and completion; - outstanding facilitation of enterprise education leading to exceptionally high levels of leadership and business start-up; and - high impact of UAL graduates on industry and society: economically, culturally and socially.

2. Student experience

Academic experience and assessment

SE1. Teaching and Assessment Practices
Students learn through appraisal of ideas, challenges and problems and use forms of making to theorise, explore, test and resolve questions. We refer to this approach to learning as 'practice-based enquiry.' Learning design is geared to develop escalating levels of autonomy and self-direction. At first, learning is highly structured, with scheduled access to technicians, technical facilities, materials, specialist learning resources and activities. Confidence is developed through a curriculum focused on project briefs that vary in their level of prescription, culminating in a student's entirely self-directed final project (artefact, script, experience, system, or proposal). The creative process is as much a part of the assessment of learning as the end product or concept. Practice-based enquiry establishes an integrative model of learning: through thinking, making and reflection applied to real-world challenges and scenarios. In deliberate preparation for the demands of professional practice, practice-based enquiry requires and teaches a rigorous

approach to independent thinking and identification of the resources required to resolve a project. Student progress is supported through a tutorial system and the practice of 'critique.' The dynamic and open nature of the 'critique' aims to share and develop among students the ability to appraise their own and others' work, and to put into practice the language of learning and assessment. UAL's approach to learning design is summarised in our Creative Attributes Framework (CAF), which provides course teams with the conceptual and planning tools they need to structure the curriculum in ways that nurture and develop curiosity, resilience and proaction, ensuring our graduates are equipped with the skills and attributes they need to prepare them for successful and fulfilling careers. Examples of students' anonymous feedback from the NSS 2022 reflect this approach:

- 'The course is definitely intellectually challenging, which is a positive since we're in our final year of university, and said challenge requires us to consistently question ourselves as designers, thus preparing us for our future lives in the industry' (Design);
- 'The course is academically stimulating and has pushed me to engage in topics that previously felt out of my depth, challenging my mind-set and past viewpoints' (Performing Arts);
- 'Intellectually challenging units that enable academic growth in an inclusive yet prestigious environment. I am incredibly lucky to be where I am' (Fashion);
- 'I think it's a good university challenging the theoretical parts of the art world, challenging us to consider other topics in our practice' (Photography).

The quality of the challenges posed to students are very often the result of high calibre industry partnership in learning design. Every year our courses work with over 1,000 organisations and run over 250 industry-funded projects. Just a few examples of sponsored teaching collaborations include Volvo, Nike, Sony Ericsson, Google, Sky Arts, L'Oréal, Unilever, the National Theatre, the National Trust, the Tate, the V&A, ASOS, Condé Nast, Microsoft, Stella McCartney and Amnesty International. UAL's approach to learning design prepares students for their industries and acts as knowledge exchange, helping industry to innovate, grow and learn (See Student Outcomes Section below for more information).

We fully recognise that, whilst continuation and completion are consistently excellent, our undergraduate student experience of teaching as measured in the NSS is below expectation. We have a spiky course profile for NSS (47 of the courses with reportable data are below benchmark, 39 courses above benchmark, and six score above 90% satisfaction with teaching). Factors impacting this profile have been identified in the Student Experience Framework (2022). We have outstanding teaching practices, but until recently we have had an inconsistent resource model. We believe that the implementation of the RAM in 2020, alongside significant investment in the teaching establishment, planned through workload and SSR modelling, will provide a consistently outstanding teaching experience for all learners.

We have made student experience our highest investment priority in the first phase of 'Our Strategy: 2022 – 2032'. This includes £4.25m additional investment in teaching over the next three years, which supplements a £27m additional investment since 2019. The Student Experience Framework also launched an Accountability Framework with emphasis on shared leadership responsibility for student experience and swift resolution of issues. The Accountability Framework brings together delivery teams to investigate and resolve the concerns of students using student experience metrics and feedback. It is a process designed to respond to student concerns promptly. For example, by the end of July 2022, the Accountability Framework had explored the student experience of 25 undergraduate courses in relation to 6 July 2022 NSS results, and had identified the resources and actions to improve the student experience for the start of the academic year.

Our gap from benchmark for satisfaction with teaching was exacerbated by Covid (2.5 percentage points further from benchmark in TEF Year 4 compared to Year 2), which further impacted the perception of teaching quality, despite the investment in teaching leading up to, and including the Covid years.

Our programme of work to provide a consistently excellent student experience as described above, and therefore our improvement in data, will take another cycle to be visible. However, we

have conducted internal student feedback sessions and polls during the 2022/23 autumn term and these demonstrate significant improvement, one course demonstrating a 20 percentage point improvement.

Our long investment in inclusive approaches to assessment practice ensures that student perceptions of assessment are very positive, with UAL year on year scoring above benchmark in the NSS. Satisfaction with assessment is also well above benchmark for Black (2.4 percentage points) and Other (4.1 percentage points) students in the TEF splits. This reflects a consolidated approach to decolonisation which has focused on inclusive assessment, led by the UAL Academic Enhancement Team.

In summary, UAL's development of practice-based enquiry as a methodology for learning means that students develop a critical and resourceful attitude to their studies. They see how their work can have impact through the application of learning to real-world challenges and scenarios, many projects being supported by industry partners. Learning is advanced through tutorial, critique and assessment practice that supports increasingly self-directed and self-determined study.

SE2. Course content and delivery

UAL practice-based enquiry draws on disciplinary knowledge and on technical, theoretical and contextual learning. By applying theory and practice to real-world challenges, students channel their curiosity into classroom discussions and high-quality outputs. The value of this approach to course content is evident in a recent SHIFT Learning report into alumni retrospective experiences of UAL, which found that UAL positively influenced graduates to "imagine things beyond what currently exists, and to be able to express these ideas in a way that everyone can understand…. knowing how to combine theory and practice to tangibly understand how things are made". [The Power of Creativity: 2022]

Curriculum is designed and delivered by expert academics, technicians, librarians and student support professionals. We have 1,568 academic, research and technical staff and 3,081 associate lecturers. This reflects a strategic approach to engage working professionals to design, develop and deliver courses, to create an inspiring and relevant curriculum. Validation panel membership routinely includes external professional and industry representatives. Many of our teachers and technicians maintain parallel careers in business or as practising artists. UAL teaching practitioners are held in high standing internationally, with skills and expertise recognised worldwide, across the creative arts. For example, seventeen of the 80 Royal Academicians are UAL staff (a further 39 are UAL alumni).

To focus on three examples that demonstrate the value of expert practitioners within the teaching community:

– Jayden Ali, a senior lecturer in Architecture, was responsible for the 'Fashioning Masculinities' exhibition at the V&A in 2022. Vogue's article about Jayden states: 'his thoughtful, layered approach to design became Ali's signature in 2015, when as an architecture student he created a flexible learning space for an East London school catering to children with severe behavioural and emotional needs. Since then, his eclectic line-up of projects has included a community-housing scheme, curating cultural programs… and directing documentaries…. Ali will be heading to the Biennale Architettura 2023 in Venice, where he is co-curating the British Pavilion' [Vogue Online July 2022];
– Rebecca Wright, Academic Dean at Central St Martins, is President of D&AD (since 2021). The organisation has celebrated excellence and shaped conversations across the advertising and graphic design professions for 60 years. Rebecca was the first ever educator to be appointed as President;
– Lucy Orta, UAL Chair of Art and the Environment, founded UAL's Art and the Environment Residency Programme, which provides UAL graduates with residency opportunities at internationally renowned host institutions. Partner organisations include Labverde in Brazil, Banff Centre for Arts and Creativity in Canada and Yinka Shonibare Foundation (established by a UAL alumna).

Our content and delivery are characteristically outward facing: real world scenarios and challenges are the substance of learning:

- At Central St Martins first year undergraduate students across fashion design and business courses annually devise and present 'the White Show' (2019 – 2022) as part of their curriculum. The Shows have featured in Vogue and performed at the British Fashion Council Fashion Awards at the Royal Albert Hall;
- The London College of Fashion partnered with fashion giant Kering Group on a five-year partnership project (2014 to 2019). The project had four strands: development of curriculum, student awards, symposia for students and staff and research in design for sustainability. The project has evolved into ongoing collaboration, including course development and delivery;
- At Camberwell, Chelsea and Wimbledon, final year spatial practice undergraduates collaborated with Bilbao Town Council and IED Kunsthal in 2022 to develop plans for the regeneration of Zorrotzaurre, a post-industrial area of Bilbao built on an artificial island. Each student created a map of the urban landscape through media including textiles, projection and interaction, as part of their final year assessment;
- The London College of Communication Refugee Journalism Project (RJP) engages students as multimedia journalists alongside refugee and exiled journalists in the UK as part of their curriculum. Students report that the project challenged assumptions, improved communication skills and created real-world learning and disciplinary focus. In 2020, student work was shortlisted for an Amnesty Student Journalism award.

Our students are socially minded, as evidenced in the ArtsSU strategic emphasis on 'the power of students to create transformational change and experiences' and commitment to 'equity and social justice' [ArtsSU Strategic Plan 2022 – 27]. This is evident in UAL's approach to curriculum and the underpinning context for our disciplines in the modern world.

In 2019, UAL formed the Climate Emergency Network, and pledged to embed sustainability in course content. All courses are required to reference climate justice in learning outcomes, equipping students with understanding, skills and values to foster a more sustainable planet in their own disciplinary context. Mechanisms for curricular development in this space have included:

- the Citizen Assembly model: attended by hundreds of students and staff. Assemblies involve fact finding, input from experts, discussion and deliberation around four themes: one of which is the curriculum;
- graduate showcases such as 'People & Planet' (2020) and 'Ecocentric' (2021) - these student collections aim to inspire, provoke, and empower work to promote change; and
- 'Carnival of Crisis: Mobilising Creative Action in the Age of Emergency' (2021): a series of events reaching out to other creative higher education institutions, the cultural sector, and creative industries to engage in conversations about curriculum and community.

UAL's anti-racism strategy (2018) and action plan develops our commitment to forefront social justice agendas at a strategic level, supported by institutional funding to drive progress. This includes a comprehensive commitment to decolonise the curriculum, for example:

- The Decolonising Arts Institute was established in 2019 to challenge colonial and imperial legacies and inform the content of creative education.The Institute has successfully secured funding for major projects, such as 20/20 which is supported by the Freelands Foundation and Arts Council England;
- The co-created student facing 'Debunking Decolonisation' [2021] resource was shared with 1000+ course representatives, who used the resource to reflect and feed back on their degree content;
- The Enhancing Assessment for Equity tool is available to all academic staff to explore the ways assessment can become part of a decolonising pedagogy that empowers students and challenges the presence of awarding gaps.

In summary, our approach to learning and teaching results in course content that integrates conceptual thinking, making skills and theoretical understanding to act on real world challenges and scenarios. The curriculum is delivered by internationally-recognised experts who use practice and industry experience to inform curriculum. We have an exceptional commitment to disciplinary expertise, leading to high quality curriculum design with a distinctive focus on social purpose.

SE3. Use of Research

Our structures and strategies for research and KE ensure that both are constantly embedded across the University, with outputs and benefits that are shared within our community, impacting curriculum and learning opportunities for all our students.

Research

UAL is a Top 40 UK art and design research institution. We are number one in the art and design field for research power (THE ranking based on REF 2021), making the largest contribution to art and design research in UK HE. Our strategy means research informs the curriculum, with staff researchers leading and teaching on undergraduate and postgraduate courses.

We are committed to making strong links between academic research and undergraduate and postgraduate teaching: impact on teaching is a core criterion for progression to readership and professorship. UAL has the largest number of practice-based research staff and PhD students in the UK art and design sector, and the research methods developed have direct relevance to our approach to learning. Through our Graduate Teaching Assistant programme, PhD students enhance the links between undergraduate study and research.

We currently host 11 peer-reviewed journals, nine research centres and four research institutes. These have close relationships with taught programmes, leading to new courses and curriculum and development of our practice. For example: the Design Against Crime Research Centre annually engages our design students on proof of concept and consultancy projects with collaborators from the public and private sectors; and the Creative Research into Sound Arts Practice has a primary aim to 'embed sound as an artistic practice' across UAL, providing study days for students and contributing to the development and delivery of new courses.

Our commitment to social purpose is underpinned by our research environment, for example:

- UAL's flagship AHRC-funded Black Artists and Modernism project (2015–2018) reimagined the curriculum of British art history by demonstrating the major but forgotten influence of Black artists throughout the 20th century.
- The Decolonising Arts Institute 'seeks to challenge colonial and imperial legacies, disrupting ways of seeing, listening, thinking and making'.
- Decolonising Archives is a programme exploring institutional histories, memories and experimental approaches to decolonising UAL from within.
- Transforming Collections: Reimagining Art, Nation and Heritage is a three-year project, one of only five Discovery Projects announced by Arts and Humanities Research Council in 2021.
- FashionSEEDS, a partnership with Design School Kolding, Politecnico di Milano and the Estonian Academy of Arts, runs out of UAL's Centre for Sustainable Fashion and aims to embed sustainability at the heart of global fashion education. Since 2018, the project has created new teaching and learning tools and resources, benefiting our staff and students.

Finally, our Creative Computing Institute (CCI), supported by the AKO Foundation, uses high quality research to develop courses and to inform delivery. It is staffed by high-profile leading thinkers from UK and US research institutions. It secured a £1.5m set-up grant from the Institute of Coding Future Projects Fund. Part of this was used to fund work with FutureLearn on 'Creative Solutions to Digital Transformation'. It was one of 24 UK higher education institutions to win the first Alan Turing Institute Network Development Award, which we are using to further develop content in our student facing libraries and platforms.

Knowledge Exchange (KE)

KE is an extraordinary strength at UAL and adds incredible value to curriculum, learning experiences and progression opportunities. By engaging our partners, communities and publics in activities strategically focused on addressing specific challenges and/or places, we generate real world innovation. A distinctive characteristic of UAL's KE approach is the prominent level of involvement of our students in these activities, creating social innovation capacity globally.

There are many examples of the impact of our KE work on student experience. Here is just one: UAL and Three have a multi-stranded partnership that started in 2019. The collaboration initially focused on the creation of use cases around 5G broadband and was funded by the Higher Education Innovation Fund (HEIF). It won Lovie Awards and nominations at The Drum Experience

Awards as well as significant media coverage from *The Times, New York Times* and *ITV News* among others. The partnership included:

- a large-scale infrastructure investment into student-accessible workshop spaces and equipment at Central Saint Martins;
- integration of 5G technology through student showcases as part of London Fashion Week;
- Digital Innovation Season (during pandemic): a programme of technology workshops, modular courses and talks. Artists, tech & games companies and educators interacted with nearly 500 UAL students. A symposium on the future of human-technology interactions took place, alongside masterclasses by Games Studio Square Enix and industry experts such as Valentina Di Filippo (data visualisation and storytelling). In a survey of 117 participating students, 90% felt the sessions were relevant to their development as creative practitioners and would use the skills and ideas they learnt; and
- with additional partner Chelsea FC, engagement of 141 students in three R&D projects related to the future of fashion in football, 5G router design and the future of mobile phone accessories.

Another example of partnership impacting student experience is our work with luxury group LVMH, focusing on 'disruptive curriculum development'. LVMH is Europe's highest valued company and the leading luxury products group in the world, with 64.2 billion euros revenue in 2021 and a retail network of over 5,500 stores worldwide. Our joint five-year project, Maison/0, is committed to 'bridge the gap between the professional and academic worlds, by inspiring, nurturing, and empowering emerging talents in their quest to transform our industry through creativity' [Chantal Gaemperle, LVMH]. This is achieved through five key areas: research and development, curriculum development, student and graduate projects, and scholarships and awards.

KE opportunities are embedded across UAL's curriculum, ensuring a high level of student engagement with our KE mission and extensive networks of external partners, resulting in significant applied and situated learning benefits. Students acquire and develop expert knowledge and skills by applying them at work—in different sectors, communities and places. This enables UAL to deliver our core disciplinary purpose and create significant innovation capacity globally. The impact on our students is evident:

- Four undergraduate students won the World Retail Congress Future Retail Challenge 2021 - Reimagining retail for the post-pandemic world:

- Graduate   won the British Council Singapore's Study UK Alumni Award for Social Action 2022.   artistic practice works with refugees, homeless people, youth and the elderly, through theatre, films, public interventions and community engagement. founded INSEP, the International Network for Socially Engaged Practitioners;
- Graduate   was awarded a Mead Fellowship (2021) for Semi-Skinned: a research and development project, creating cruelty-free plant-based fibres and non-woven materials that will be transformed into vegan textiles;
- Graduate   won the Deutsche Bank Awards for Creative Entrepreneurs (DBACE) 2022. DBACE recognises 'young change-makers driving positive social impact through creative enterprise' [DBACE Website]. Chamiah developed the UK's first clothing brand for people with dwarfism, made using eco-conscious fabrics produced in the UK.

The issues that society faces are increasingly complex and dynamic; public service providers, industry, policy makers and civic organisations are increasingly turning to creative, experimental and human-centred forms of problem-solving, to generate solutions. Our graduates are equipped by our approach to practice-based enquiry to face these crucial challenges.

In summary, UAL has an outstanding KE and Research environment that positively impacts learning in important ways – through informed curriculum design, access to world-leading staff and experts from partner organisations, the accumulated resources and conversations that inform research and KE and through published outputs. Our investment in these areas produces significant mutual benefit to students, graduates and partners.

Resources, support, and student engagement

SE4. Staff professional development and academic practice

UAL has a dynamic approach to professional development, providing an outstanding environment for staff to enhance their disciplinary and educational approaches through research, KE and academic practice.

New academic staff without a teaching qualification undertake the HEA-accredited PgCert in Academic Practice in Art, Design and Communication: designed by us to develop teaching excellence in relation to our academic approach and student experience. 190 participants, primarily UAL academic staff, are currently enrolled on the PgCert. From 2021/22, Inclusive Teaching and Learning became a compulsory unit. AdvanceHE noted in our reaccreditation [2021]: "The redesign of the PgCert […] is envisaged as a catalyst for institutional change and demonstrates commitment to social justice and anti-racism." Many who complete the PgCert programme go on to undertake our MA (Master of Arts) Academic Practice: an accredited SEDA (Staff and Educational Development Association) qualification that attracts over 50 participants a year from specialist institutions.

We promote the HEA Fellowship scheme so that our students benefit from tutors who are actively developing their teaching expertise and approach. Associate Fellowship is awarded to staff who complete 35 hours of teaching or student support and have an Advance HE accredited PgCert. Our PgCert prepares students for Fellowship status through development of a portfolio for submission to the Advance HE accreditation panel.

This has resulted in rapid growth in the number of staff recognised through the fellowship scheme between 2019 and 2022. In 2020/21 and 2021/22, UAL was significantly above both sector average and benchmark group average for the number of Fellowships and Senior Fellowships awarded (in 2021/22 UAL awarded 43 Fellowships against a sector and benchmark average of 27 and 18 respectively). In those two years, the percentage of UAL staff who have fellowship status has risen from approximately 25% to over 35%, which is an extraordinarily high percentage given the high volume of fractional staff and associate lecturers that we use to broaden the educational context. Feedback from the Advance HE (Higher Education) Accredited Programme Leader Network noted that "UAL is taking forward developments in teaching and learning… that provide[s] a unique perspective on Fellowship and enhancing the staff and student experience" [2022].

Alongside external recognition, UAL develops and rewards teaching excellence within our Academic Career Pathways. Staff are aligned to Teaching, KE or Research: each with a route for progression and contractually allocated time for development. Sabbatical schemes are aligned to each of these pathways, to enable and promote time for developing teaching excellence.

The value in which we hold teaching excellence is evident in the UAL funded Arts Awards scheme. Run by ArtsSU, Arts Awards annually gives students the opportunity to recognise UAL staff who have demonstrated excellence in relation to the student experience. In 2022 there were 11 categories chosen by our student body, including 'Above and Beyond', 'Climate and Sustainability', 'Diverse and Inclusive Education', 'Outstanding Teaching', 'Student Experience' and 'Course Representative of the Year', with 24 winners (19 staff and 5 course representatives) and over 600 nominations. The number of nominations demonstrates student engagement with, and recognition of, excellence in contributions to student experience.

We believe that outstanding professional development goes beyond opportunities for formal recognition and should be part of an enhancement-driven culture of communication, networking and sharing practice. To that end our whole academic community of tutors, technicians, academic support teams and librarians across UAL are supported by our Teaching, Learning and Employability Exchange (the Exchange).

The Exchange ensures that staff can access high-quality courses, workshops, conferences and an extensive range of resources, all focused on enhancing the student experience. For example, UAL led 'Belonging through Assessment: Pipelines of Compassion' (a QAA Collaborative Enhancement Project) in association with Glasgow School of Art and Leeds Arts University (2021-

22). The project identified approaches to assessment that nurture belonging through compassionate interactions and practices. It has been further developed and embedded at UAL to ensure high engagement with assessment and feedback across the student community. Other pivotal Exchange projects informing teacher best practice include:

- Enhancing Assessment for Equity (from 2020): working directly with courses on assessment planning, inclusive assessment and summative assessment practices; and
- Making the Grade (MtG): provides a checklist for students to help them understand if their work is ready to be assessed. Following a case study (2017), MtG has been embedded through published guidance on 'Reducing Referrals and Resubmissions' and student workshops (2020).

Other Exchange activity includes:

- the UAL Peer Observation Scheme, which requires all teaching staff to be observed at least every three years by a trained peer who will lead a developmental discussion to enhance practice in relation to delivery to students;
- the annual UAL Education Conference, which brings staff together across all colleges for critical reflection, connectivity and sharing of best practice. With input from the Students' Union (Arts SU), the 2022 conference was based on themes of Creative Experiments, Critical Digital Pedagogy, Student Learning and Change, reaching over 700 staff across all Colleges and a range of job families;
- Spark: UAL Creative Teaching and Learning Journal is an online journal published for students and staff. Spark focuses on exploring all aspects of teaching and learning in art, design and communication. Spark publishes peer-reviewed articles, and academic staff are actively involved in key publications across our subject portfolio and within pedagogic research;
- a repository of high-quality resources to support staff development, covering a range of educational aspects from designing courses, through assessment and feedback to approaches to online delivery; and
- staff academic induction and training events.

Finally, we believe that staff development goes beyond skills and knowledge. Student experience is improved within a supportive, inclusive environment. UAL has established Staff Champions Forums for Disability and Neurodiversity, LGBTQ+, Race and Religion and Belief, all informing institutional policy. In addition, networks have been set up to provide communities of mutual support: Disabled and Neurodiverse Staff Network; GEMS (Group for Equality of Minority Staff); LGBTQ+ Staff Network; Menopause Community of Practice; Parents and Carers Staff Network; Religion and Belief Community of Practice. All networks receive UAL funds to co-ordinate activities, and time is incorporated into Chairs' and Co-Chairs' workload to recognise the importance of their work to staff wellbeing and institutional policy development.

In summary, UAL has excellent resources to support professional development. By providing time for, and recognition of, teaching excellence we will further strengthen the impact our outstanding environment for professional development.

SE5. Learning Environment and Academic Support

UAL's approach to learning brings together students, academics, technicians, industry and higher education professionals in a single specialist community. Student guidance is a complex web of interactions that take place primarily through conversations in the learning environment: in studios, maker-spaces, study-zones, workshops and informal spaces, but also through specialist library and student support services. We have a dedicated Academic Support Team, physically situated alongside students at each campus.

UAL believes responsibility for supporting students and inculcating belonging starts with first contact and continues through course experience and beyond, into the cultural and professional lives of graduates. The commitments to each stage of support are detailed in 'Defining an Excellent Student Experience' (Education Enhancement Committee, 2022): emerging from existing practices that are now being systematically and consistently embedded across our provision.

UAL's induction programme welcomes students, animates the curriculum and learning journey

and provides practical information on how to learn and study effectively. It is four-stage:

- 'Pre-arrival': a series of communications to prepare students for their imminent university experience;
- 'Get Ready': a pre-course induction run by the Academic Support Team. It includes preparatory skills and creative activities that stimulate students' creative aspirations;
- 'Big Welcome': a programme of activities to engender belonging and engagement. It is delivered through a range of online and in-person activities: social events, networking, introductions to university/college information, culminating in Welcome Week; and
- 'Course Induction', timetabled events delivered as course content to familiarise students with their course and the learning environment.

On-course academic support is designed at unit level, and delivered by academic and technical staff in the learning processes that apply to each unit. All students must be provided with tutorials to ensure there is a supportive and formal space for the course team to consider each student's needs and their progress. UAL's Tutorial Policy (2022) describes tutorials as 'central to… students engaging, progressing and completing successfully…. Tutorial delivery should be customised to ensure every student is supported to achieve their academic goals'.

In addition, the Academic Support Team provides an extensive set of engagements throughout the student journey: both generic study support and more tailored activities in the context of students' diverse and changing academic and wellbeing needs. 46% of our students engaged with Academic Support in 2021/22 (up three percentage points on the previous year). Correlation between engagement with academic support and student outcomes demonstrates the value of this service, particularly in relation to B.A.M.E. and disabled students. For example: disabled students who attended academic support sessions retained at 14 percentage points higher than those that did not in 2020/21 (eight percentage points higher in 2019/20) and achieved five percentage points more 1st and 2:1's in 2020/21 (four percentage points in 2019/20). B.A.M.E. students who attended retained at 11 percentage points higher in 2020/21 (eight percentage points in 2019/20) and achieved eight percentage points more 1st and 2:1's (six percentage points in 2019/200.

In 2021/22, UAL had 4,081 students with disclosed disability (18% of students). UAL promotes and supports inclusive learning through online disability inclusion training. We have disability advisers who are linked to courses, and we have specialist disability, access and inclusion roles within departments including Libraries, Estates and Digital. We continually review and enhance learning environments and share good practice internally and externally. For example:

- The 2021 biannual conference on assistive technology, 'Technology for All' attracted 967 participants, 60% external to UAL;
- Disability service staff have collaborated with academic and support staff to produce Toolkits and Inclusive Practice Guides;
- Disability Service workshops reach c350 staff annually.

UAL has undertaken extensive work through the Exchange working directly with courses to re-design assessment to be more inclusive. At College level, for instance, this has resulted in the GRIT project: using creative and compassionate pedagogies to support the development of resilience and confidence skills for students at Camberwell, Chelsea and Wimbledon colleges, enabling them to gain agency over their own academic development as artists and designers.

UAL is committed to inclusive learning in the context of cultural and linguistic diversity. Our BALEAP-accredited Language Centre delivers embedded approaches within courses, supported by 1-1s. A portfolio of intercultural awareness workshops is provided to both students and staff. This work is referenced as an example of good practice by the Office for Students (December 2022 topic briefing).

Our approach to inclusivity in academic support is successful: there is no gap in satisfaction with academic support in the NSS across the period of TEF reporting for students with and without disability, and our Black students are four percentage points more satisfied with academic support than their White peers.

However, our overall TEF metrics for academic support are below benchmark. Our NSS comments suggest that students focus on the 'Academic Support' central service without recognising the support provided all around them on a day-to-day basis. The continuation metrics and lack of gaps in experience for our splits certainly suggest that academic support is successful in helping students to complete their courses. Funded projects to further develop the support environment for students within our Student Experience Framework include:

- 'Attendance Monitoring and Student Engagement': to develop a data-led methodology for course teams to identify student support needs early and feed these into tutorials;
- 'Student Support': to pilot the creation of third space student support professionals to work at the intersection of students, their academic teams and specialist support services;
- 'Student Enquiries and Information': to transform student access to information and response systems for student needs, freeing up course teams for more personalised support; and
- 'Digital Infrastructure': to review the digital learning environment to ensure this keeps pace with demand.

In summary, UAL is committed to providing an excellent student learning environment. In 2022, we won the Assessment Services 'Customer Service Excellence' award as a 'customer focused organisation'. Continuation and completion rates are a testament to the success of our learning environment, and we continue to invest heavily in developing the underpinning infrastructure for supporting our students in and beyond their learning.

SE6. Physical and virtual learning resources

UAL has world-leading spaces and industry-standard making equipment. Our libraries and collections are award-winning. Our partnerships with industry enable significant investment in cutting edge facilities for disciplines and courses, research and KE. This provides for an outstanding physical and technological environment for learning.

Facilities and Buildings

Facilities for making are crucial to our subjects. UAL's approach to learning requires students to use industry-standard facilities to develop skills and professional portfolios for their future careers. The annual spend on technical infrastructure and equipment is huge. In the Best UK Universities 2023 Guardian table UAL is third, after Oxford and Cambridge, for spend per student.

UAL's outstanding learning environments offer a comprehensive range of professional, industry-standard, specialist traditional and state-of-the-art facilities, including: photography darkrooms, ceramic workshops, rehearsal rooms, printmaking studios with traditional presses and equipment, laser cutters and 3D printers, foundries for metal casting, weave and knit studios, print and dye rooms, TV and broadcast studios, a working newsroom and two theatres. Across our colleges, we have over 60,000 sq. metres of specialist facilities.

Workshops and studios are the engines of creativity: fostering peer learning, collaboration and professional behaviours. We invest in highly innovative facilities - such as Digital Learning Labs (DLL) and photogrammetry rigs – and make these widely available. With such far-ranging facilities as traditional analogue radio facilities to the digital Augmented Reality suite, we give students the opportunity to explore the way production techniques amplify their ideas and make them accessible to others. For example, Journalism and Publishing students benefit from taught sessions in LCC's print room with access to professional-standard letterpress, screenprinting, riso, offset litho and digital printing and binding facilities, developing practical industry-facing skills by working on their own creative and entrepreneurial projects including zines, magazines and books.

We support our uniquely extensive range of technologies through specialist technicians, with a high level of subject and technical expertise. Our 400 technicians help students to develop their methods, and to pioneer techniques and new materials. We continually invest in new technology to explore its creative potential, often before its widespread adoption in industry. For example, digital pattern cutting is well established at the London College of Fashion, giving graduates an advantage in the fashion industry. We also have sophisticated virtual technologies to investigate opportunities for drawing, architecture and theatre design. Our strength in resourcing at the intersection of science and arts is outstanding and contributes to a cutting-edge curriculum. Just

a few examples demonstrate recent investment:

- over £1m investment in technical space and specialist equipment for new sound and music studios (2022);
- development of a bio design grow lab and 3D digital maker space at Central St Martins (2019);
- development of a Mixed Reality Lab at CCI (2020); and
- £500k for TV studio lighting, location kits and for specialist film equipment in (2021).

Our public facing gallery spaces in each of our six colleges, such as the Lethaby Gallery at CSM and Fashion Space at LCF, offer additional opportunities for students to present their work through events and exhibitions. Lecture theatres, such as the industry sponsored LVMH Lecture Theatre and the Platform Theatre complex at CSM, enable the University to hold major events for students, staff and external audiences.

We have a capital programme of significant estates and facilities projects to significantly improve the student experience, (on top of an annual estate spend of £30M) for example:

- In 2010 Central St Martins moved into a bespoke campus at Kings Cross; a £200m investment for UAL;
- We have invested £178m, alongside government funding of £141m, in a new state-of-the-art campus for the London College of Fashion (currently housed in six different locations across nine miles of central London). The building will be completed this year. It is located on Queen Elisabeth Olympic Park in Stratford alongside new buildings for Sadler's Wells, the new V&A East Museum, and BBC Studios as well as UCL and Loughborough University, ensuring a vibrant and dynamic learning environment;
- The University has invested £12m in the upgrading of the Wimbledon campus into a dedicated Performance site, including performance studios with integrated technologies (to be completed in 2023);
- £324m has been allocated for new premises for London College of Communication, scheduled to move in Summer 2027.

<u>Digital Facilities</u>

Investment in the digital sphere is crucial to today's emerging practitioners. In 2021, UAL created the position of Chief Digital Officer to lead a digital and technology transformation strategy, with student and staff experience at its heart. The new strategy takes a service-based approach, involving students to improve the student experience. This includes the connectivity available across our campuses, the audio/visual experiences in our teaching spaces, timetabling, student information and support, and development of digital teaching and learning environments. The digital service-based approach is supported by a significant increase in funding. In the first year, total spend on digital and technology increased from £18.6m to £33.4m, including a £1.5m strategic investment spend on digital learning. This total spend has been invested in significant service improvements, for example:

- In summer 2022 we successfully transferred UAL Moodle (Virtual Learning Environment) to a new cloud-based infrastructure. The new Moodle Cloud has benefited students and staff, with an improved start of term with no outages, c. 70% fewer support calls and an enhanced student experience (faster log in, response times and overall experience). This has supported good quality teaching by providing a stable digital teaching environment;
- Over the past two years we have expanded our digital teaching and learning capability via new tools and operating models which enable online studio/workshops, online exams, lecture capture/media content creation and submission;
- We have invested in our technical monitoring/analytics capability which has improved our ability to continuously improve all our learning platforms and provided insights to enhance the user experience;
- Our Digital Learning Team has grown over the past two years from 8FTE to 15FTE in the centre, with an additional 5FTE in each college working closely with academic staff to make sure that virtual learning resources are accessible and tailored to their students' needs.

At the start of the first UK lockdown, the Digital Learning teams designed an expanded staff development programme to improve the digital capabilities of teaching staff. This was then

delivered online in a scalable manner and within 7 weeks between March and May we had run 73 interactive sessions on key aspects of online teaching and learning for approximately 1,200 staff. We also set up 'Teaching Online', with a range of guidance materials, including our 'Inclusive Core Practice' guide, developed in response to the Covid emergency. This is a good example of how we wove inclusion, as a key principle, into our rapid move online. We deliberately made Teaching Online accessible to anyone on the Web to support both UAL and the wider HE sector. The high level of traffic and downloads indicate that our resources were used extensively within, and beyond, UAL. Over the three-month period from March to May 2020, the web page had over 10,000 page views, with the Inclusive Core Practice having over 800 downloads. Related UAL guides had approximately 3,000 downloads collectively. These two interventions supported UAL in taking Art and Design education online at scale, providing continuity of learning during lockdown across subject areas which have traditionally been extremely difficult to deliver well online.

It is important that students not only benefit from excellent digital infrastructure in their learning, but that they can test and develop disciplinary responses to emerging technologies. UAL invests heavily in experimental discipline-specific digital facilities to explore the role of technology in these areas. For example:

- The Digital Learning Labs at the London College of Fashion allow students to experiment with, and explore futures of digital for fashion, working across academic, industry and student led agendas;
- Sim Venture Validate are virtual learning resources tailored to support and enhance physical delivery, such as the Business Simulation Game embedded into Fashion Business courses;
- The Accelerate project, an Erasmus+ Strategic Partnership, focuses on the potential transformative role of immersive technologies (extended reality (XR)) in the teaching of art and design, recognising significant challenges in engaging effectively with XR technologies: disability, personal circumstances, low-quality devices, unreliable internet access. Undergraduate art and design students have been employed as Accessible Student Learning Ambassadors (ASLAs): quantitatively and qualitatively evaluating their 2021/22 and 2022/23 learning experiences.

Libraries and Collections

UAL has the largest specialist art and design library in the UK across multiple sites for our six colleges, with an average annual library spend of approximately £8m per year (average in the past four years). UAL has extensive globally significant special collections - over 200 across the University. For example, the Central St Martins Museum and Study Collection has museum accreditation status. The collection, dating from the 13th century to the present, includes early printed books, prints, illuminated manuscripts, embroideries, 1920s German film posters, textiles and garments. Another example is the world-renowned Stanley Kubrick Archive, which has toured major cities world-wide. Our Archives, Museums and Special Collections are accredited by National Archives (one of only four UK universities to receive this recognition). These collections are invaluable for development of students' critical evaluation and research skills.

Our zines collections are globally significant, serving researchers from UAL and other universities world-wide. They are instrumental in surfacing marginalised voices within our curated collections and have featured in external exhibitions and on Artsnight.

Our Library teams support the UAL approach to practice-based enquiry. For example, in 2021/22, over 4,000 students from UG and PGT engaged in library-based teaching and learning activities. Our 2022 Customer Service Excellence accreditation included commendations about the supportive environment for students, for example: 'Library Services maintain an ongoing Responsiveness Action Plan… based on feedback from all sources…. This shows an ongoing dedicated commitment to ensuring that all feedback is acted on, and… leads to many service improvements.' [Reference Compliance Plus, Element 1.3.2]. Student satisfaction with our libraries was at 93% in the NSS pre-pandemic (2020), against a sector benchmark of 87%. After a dramatic decrease in 2021, our rapid response to increase access to digital resource increased satisfaction by 20 percentage points in 2022.

The need for more extensive digitisation of materials in 2020 and 2021 saw UAL take a creative approach with virtual teaching rooms and interactive online workshops to emulate the sensory,

tactile experience of our holdings (such our Materials and Products Collections). The sector recognised this work, awarding UAL the THES Outstanding Library of the Year in 2021 for our extensive online special collections. THES judges commended a 'clarity of approach, underpinned by pedagogical practice.... sustainable after the end of the Covid period and scalable to other parts of the sector.'

Our physical resources have consistently scored highly in past student experience surveys, above 80% year on year in both internal and external surveys. 2021 (the first year of surveys impacted by Covid) saw a massive fall of 26 percentage point in satisfaction in the NSS for the learning resource bank of questions as the national lockdown closed all public, study and workspaces, disappointing our students' expectations of an immersive studio-based culture equipped with world-leading analogue and digital technology. NSS 2022 saw a partial recovery, but still significantly lower in all three questions from the pre-pandemic levels of satisfaction, as we continued to maintain Covid restrictions forcing us to ration access to spaces.

In summary, we invest heavily in our learning environments across all areas of activity. The lack of access to many of the physical resources during Covid deeply affected our students, despite the mitigations we put in place to deliver a meaningful learning experience. We are confident, now that we have returned to an entirely face to face mode of delivery (with supplementary outstanding digital resources and activities) that student experience of our facilities will return to (and exceed) pre-pandemic levels of satisfaction, demonstrating our outstanding physical resource environment.

SE7. Student engagement

UAL values students as partners in their learning experience. Our partnership with students is facilitated by an excellent relationship with ArtsSU. ArtsSU have recently played a key role developing Conversations with Students (2022). This policy document describes our approach to integrating students into decision making processes to shape the student experience from curriculum to institutional policy.

Students and ArtsSU are key participants in policy development. Recent examples are:

- policy to reduce materials costs and other study-related expenditure (2021), prompted by research undertaken by ArtsSU. This included introduction of material recycling schemes: for instance, Swap Shop allows students to bring in left-over supplies to share with other students. It has grown quickly, and now reaches out to local businesses and suppliers who provide free materials for student use. This reduces student costs and carbon footprint;
- 48 students were part of the 'Lessons Learned - Teaching and Learning during COVID 19' review (2021);
- the UAL Awarding Gap Review (2022), conducted by a three person panel, one of whom was the ArtsSU Education Officer. The review methodology involved extensive student stakeholder feedback; and
- ArtsSU and UAL joint project to support students' cost of living, including increased financial support and provision of low-cost food and warm spaces for students.

We have a well-established Arts Temps recruitment agency, sourcing available jobs (including temporary, consultancy and permanent roles) for students and graduates. We use Arts Temps to employ students to contribute to curriculum developments. To take a particular example, we employ student Changemakers across programmes and schools in every College. These are formal ongoing paid roles advising on inclusive curriculum and anti-racist teaching practices. We also have paid student Climate Advocates in each College, who work with a common purpose across UAL. Their primary role is to support the work of embedding climate, social and racial justice into the curriculum, working closely with Course Leaders and Programme Directors. They also participate in events (such as Earth Day) and Staff Development activities to support the embedding process.

Student engagement is a key principle within the University's Quality Assurance Framework and ensures the student voice is embedded in the development and delivery of learning. UAL's course development and enhancement processes (validation, annual modification and five-yearly re-approval) engage with students through facilitated discussions. Recommendations from the

student body are recorded in the development log with actions and responses. We also publish guidance on best practice in student engagement more widely. Student consultation is a key element of our approach - staff and students are encouraged to work as co-creators in designing and enhancing student experience. We cultivate daily dialogues between staff and students. This includes both discussions emerging from the process of creative enquiry and more formally structured interactions.

All students have opportunity to feed back anonymously during 'survey season' (a comprehensive survey strategy). Undergraduate students take the internal Course Student Survey (CSS) in their first and second years: with overall response rates consistently above 50%. For subsequent levels of study students take the relevant nationally administered survey (NSS/ PTES/ PRES). Results of these surveys (quantitative and qualitative) are critical components of enhancement activity. Data and comments are made available to the entire community as soon as possible after the surveys close. Course teams are required to meet with students to discuss feedback at the earliest opportunity and to respond formally through the University's Annual Course Monitoring (ACM) process. Results and ensuing actions are shared with students regularly through informal and formal mechanisms: the minimum requirement is for discussion at formal student Course Committees three times per year.

The student representation system is overseen by ArtsSU to ensure that it is consistent and impartial. Student representatives are elected to each student cohort on every course. They are trained by ArtsSU to represent the views of students and they receive ongoing guidance, support and networking opportunities. The termly Course Committees provide a framework for interactions between course teams and student representatives. In addition, termly Deans Forums are facilitated by ArtsSU. These meetings enable Deans to meet with students to hear directly about their experiences of the courses within their school, enabling feedback to inform the wider educational environment.

Academic governance at UAL is overseen by Academic Board and monitored through the University committee structure. University committees have student representation through student representatives and Arts SU sabbaticals who are elected each year by the student body: representation is wide, embedded from our Court of Governors through to Course Committees. Chairs and secretaries to the University committees work closely with student representatives to ensure their views are considered in the development of University policy and procedures. Wherever possible, we work closely in the development of policy with ArtsSU. This has been particularly evident in the development of the University's student facing procedures such as the Extenuating Circumstance, Appeals and Complaints procedures.

UAL has a comprehensive approach to student engagement including an excellent relationship with ArtsSU that leads to policy development and change. We also have innovative models of partnership working, where students lead the University in changes to learning design. Our metrics for student voice in the NSS across the four years are disappointing, with a greater drop in satisfaction due to Covid than in our benchmark group. The Accountability Framework (July 2022) provides an extremely focused environment for acting on student feedback at course level within far shorter timeframes: it brings course team and management together as a single team accountable for different elements of the student experience (from resource through delivery) focused on solution finding. The Accountability Framework is working alongside other components of the Student Experience Framework to ensure we both listen to, and act on student feedback in consistent ways across the University.

In summary, we are conscientious in our approach to student engagement, recognising the value of the student voice in the development of our environment and curriculum. We continue to seek ways to involve students in the design of their journey and to impact the wider institutional approach to learning.

Student experience summary

In this section we aim to have demonstrated:

- exceptional commitment to disciplinary expertise, leading to high quality curriculum design with a distinctive focus on social purpose;
- the global reputation and quality of our teachers and technicians, and investment in their expertise through educational development, research and KE;
- world-leading facilities and spaces that receive huge annual investment to maintain a robust and cutting-edge environment for learning;
- extensive and high-quality connections and partnerships, in industry and society, the UK and globally, with significant benefits for our students; and
- exceptional support for students leading to above benchmark outcomes for student continuation and completion.

We recognise variance in our TEF metrics, with excellence in continuation, completion and student perceptions of assessment and feedback, but with areas of the NSS performing poorly. We have demonstrated our work to identify causes and our extensive activity and investment to ensure that all students receive an excellent student experience.

3. Student Outcomes

Positive outcomes

S01. Student Success

We are immensely proud of our students. Student success is evidenced in our outstanding continuation and completion metrics and in student careers (see below). UAL alumni are world-renowned leaders within the creative arts and make a huge cultural and economic impact. We begin preparing our students to make a positive difference to the world from the first day of their studies.

In the Student Experience section of this document, we have written extensively about the academic environment in which our students study. We have described the immersive environment of expert teaching, modern facilities and curriculum at the forefront of disciplines, informed by world-leading research and KE. We have described how we work in partnership with students to ensure the curriculum is inclusive and how it enables students to tailor their outcomes according to their identity, interests and goals. These are the mechanisms by which we assure the success of our students.

All our courses adhere to the Creative Attributes Framework (CAF), which provides a consistent approach to graduate attributes, common across all our courses. The CAF divides attributes under three abilities: "making things happen", "showcasing abilities", and "navigating change". In today's job market, such abilities are in high demand. The CAF is now a case study in Advance HE's publication 'Enhancing Graduate Employability' (January 2020).

Our relationships with industry are critical to the development of these attributes in our students. UAL has an impressive volume of live projects embedded in the curriculum. Collectively each year, our courses work with hundreds of external organisations, including many large international companies. These projects enable our students to engage directly with potential employers, and many such engagements result in offers of paid work, placements, prizes and IP purchases.

For instance:

- In 2021, we partnered with Penguin Books' Green Ideas series, in which Textiles students explored definitions of 'green' and how they might promote the series in interesting ways. The project took place in a blended environment that combined digital tutorials with at-home working;
- In 2020, the Glossary Project challenged students to communicate complex biotechnology terms and concepts in innovative ways. This was inspired by an earlier collaboration on scientific literature between UAL design researchers and Pharma Factory, a research initiative that aims to advance medical, veterinary and diagnostic products through Plant Molecular Farming (PMF).

Provider name: University of the Arts London (UAL)
UKPRN: 10007162

We have a proactive approach to accreditation by professional bodies, recognising the value for students' careers, but also informing the curriculum and learning environment in line with professional standards and expectations. Accrediting bodies include: Royal Institute of British Architects, Chartered Society of Designers, British Psychological Society, Chartered Institute of Public Relations, and Chartered Management Institute (CMI).

UAL promotes the opportunity for undergraduate students to take a Diploma in Professional Studies (DiPS), providing an intensive 'sandwich' year in industry. More recently an enterprise branch of DiPS has enabled students to start their own business supported by the University, as part of their degree. This option is available in all colleges and subject areas. In 2018, UAL launched the Diploma in Creative Computing and, in 2022, the Diploma in Apple Development as additional sandwich years to similarly extend CCI undergraduate provision. Students are very positive about their experience on DiPS and this option is now open to over 40% of undergraduates with plans to expand across all undergraduate provision.

Employability skills and opportunities are furthered through work placements embedded in curriculum design. UAL operates an extensive network of work placements under the UAL Work Placement Policy. Work placements happen across all Colleges: with approximately one third of undergraduate courses containing an entire work placement unit, and others containing a shorter experience within a broader unit. Placement policy has been developed to underpin the CAF, providing opportunities across the different graduate pathways of freelance, enterprise and employment.

The CAF promotes a mindset of 'proactivity', 'enterprise' and 'agility', to ensure students can perceive and create opportunities and generate the resources to make their ideas happen. This has been supported by the Creative Mindsets initiative, which 'aims to improve outcomes and experience for all students by building growth mindsets in both students and staff' through the principle that 'ability develops through effort and by embracing challenge'. This is embedded in courses by the emphasis on building the skills and opportunities for self-directed learning all along the curriculum and by our enquiry-driven approach to education. Indeed, it is introduced as part of the Big Welcome, and then builds through workshops and online resources. Our approach to building curiosity, resilience and proaction builds upon our HEFCE funded catalyst project 'Changing Mindsets' delivered by UAL and three other universities (2017). This approach culminates in an entirely self-directed Final Major Project.

This approach develops entrepreneurialism at its core. Accordingly, we actively promote opportunities and skills for self-employment and business start-ups. For instance, the UAL Careers and Employability service provides workshops to all students on 'developing your portfolio', 'launching and growing your business' and provides one-to-one enterprise advice sessions. In October 2020, UAL joined forces with the Royal Northern College of Music and the Central School of Speech and Drama to launch the StART Entrepreneurship Programme, a KE initiative funded by the OfS and Research England, designed to support the professional development of students within the creative arts. During its first year, the project has engaged over 1,000 students and graduates in enterprise workshops, coaching sessions and industry talks, gearing them up to develop their own business ideas. Now entering its third year, UAL's Creative Business Accelerator (CBA), a programme of business development tailored to support the needs of our graduates, has global impact, accelerating creative businesses around the world. Last year's Accelerator launched 39 businesses from five different countries across two continents, attracting over a quarter of a million pounds of external investment and providing employment to emerging graduates.

With a truly diverse demographic, we deploy a range of support mechanisms that target individual student need but have wider benefit to all students. For example:

- Increasing use of voice recognition technology to provide subtitles for learning activities assists students with hearing impediments but also increases comprehension for all students, particularly those whose first language is not English or who have learning differences, as does our practice of routine recording of lectures;
- Our 'Equity for Assessment' project considers inclusive forms of assessment that play to the creative and particular strengths of the student demographic, allowing students to demonstrate

- research, analysis, synthesis and presentation of intellectual endeavour in diverse ways that suit the future career ambitions of students (video essays, business cases, funding bids, magazine articles, etc);
- The 'Intercultural Awareness and Interaction Skills for Students' workshop series has been embedded as core curriculum for all students from all demographics from 2022. This series has been piloted over the past three years and has proven to broaden the horizons of all students, enabling interesting creative responses to traditional western views of artistic practice.

Evidence of the impact of our approaches on student success is seen through continuation and completion metrics and through progression metrics that consider enterprise and impact (see SE3 'Progression' below). Our alumni make a significant and global contribution to culture and the economy. For instance:

- UAL has produced over 40% of all Turner Prize winners to date;
- In 2022, over two-thirds of designers presented at London Fashion Week studied at UAL;
- 22% of current Royal Designers for Industry are UAL alumni;
- Our alumni are heavily represented in the most prestigious art and design awards and include multiple winners of the BP Portrait Award; Jerwood Prize; Taylor Wessing Photographic Portrait Prize; Minerva Medal; BAFTAs, Golden Globes and Oscars;
- Over two-thirds of British Designer of the Year winners are UAL alumni;
- UAL has won four of the 24 Queen's Anniversary Prizes for Higher Education awarded in the Arts and Creative Industries subject area, with the most recent prize citing our "major contributions to industry, commerce and the profession of design, both in the UK and internationally".

We provide networks and opportunities for students to start to achieve international recognition while they are on their course. Some recent student success includes:

- Fashion Futures student,   was the recipient of the Mayor's Entrepreneur Prize earning £20,000 towards   business and guidance from expert mentors within City Hall;
- Illustration and Visual Media student   won first place at the Penguin Random House Student Design Award   for the Children's Cover Award;
- Public Relations student   won the inaugural TCS (The Communication Store) award in 2019 for her final major project and after graduation went on to work with Victoria Beckham's press team;
- Several of our students and alumni received awards and honorary mentions in the Ashurst Emerging Artist Prize   . Fine Art student   won the New Media Award and   received the Sculpture Award. The panel of judges also highly commended   for   painting
- The NAHEMI National Student Film Awards 2021 awarded first place to a UAL student production 'Nudity' in both the 'Best Animation' and 'Best Sound' categories;
- Bloomberg New Contemporaries chose five UAL students for its 2021 touring exhibition and new digital platform. Holding a vital role in the contemporary art scene, artists previously showcased include David Hockney, Damien Hurst and Lynette Yiadom-Boakye;
- In 2018, three UAL graphics students were selected and funded by the British Council to be Venice Fellows and work at the British Pavilion during the Venice Biennale.

In summary, our students achieve outstanding success. We prepare them for success within course structures that are underpinned by the creative attributes enshrined in the CAF, and we engage actively in projects that prioritise success for all demographics and enhance learning through a contribution of the wide artistic influences made possible by our diverse community of staff and students.

S02. Continuation and completion

The impact of strategies for student support and success can be seen in our continuation and completion metrics. Our continuation metrics are above 90% year on year, and consistently over 1 percentage point above benchmark. Given a 0% statistical uncertainty and the

logarithmic function approaching 100%, our student retention is therefore outstanding. Furthermore, our retention of Asian, Black, Mixed and Other students is: 3.4, 5.4, 2.2 and 3.0 percentage points above benchmark respectively, and our disabled students are 1.4 percentage points above benchmark across the four-year period of reporting.

Our completion rates are consistently high and on an upward trajectory, increasing year on year from 87.6% to 92.0% over the four-year period. This means that UAL is an impressive 2.3 percentage points above benchmark in the most recent year of reporting (particularly in view of being in the top 10 percentile within a logarithmic distribution).

The data for student continuation and completion across our demographic splits demonstrates the success of our approaches to course design and delivery, academic support and learning environment. As demonstrated within this document, we engage students in outstanding educational experiences that are highly personalised through individual practice and self-direction, providing support within the environment to enable students to achieve their study goals.

S03. Progression

Our graduates develop personal agency by combining expert subject knowledge and skills with career readiness and an entrepreneurial mindset. These attributes are deliberately designed into curriculum through the CAF. Our graduates are independent creative thinkers who follow lifelong careers that are characteristically self-driven and output focused. Portfolio-based careers predominate: free-lance, consultancy and project based, entrepreneurial business and brand development and/or or exhibition and collection-focused. Our graduates make an invaluable contribution to the world in terms of financial and business success, social and community impact, international cultural life and environmental change.

For a variety of reasons, we believe that progression rates as calculated through the Graduate Outcome Survey (GOS) do not fully reflect the impact of a UAL education. Before we explore this in more detail, and fully accepting that, flawed as it is, we can use GOS within our improvement plans, it is worth noting the unreliability of the GOS data presented with the UAL data set, which:

- presents a very high degree of statistical uncertainty (up to 97.3 percentage points);
- is based on less than 50% response rate;
- has a benchmark of which UAL's contribution is a staggering 10%; and
- has an extremely variable profile between 0.8% and 4.9 percentage points below benchmark.

More to the point, we believe that the survey timeframe and questions do not suit our graduates' predominant career paths. We have presented here more information about the nature of our graduates and their ambitions and our role in supporting these ambitions and we have provided additional evidence of graduate progression in business start-ups and development.

Our graduates career routes are entrepreneurial and freelance, a particular feature of excellence at UAL. Overall, our graduates report disengagement with the destinations questions in the GOS in terms of fitness for portfolio and freelance careers and the variable rate at which these careers develop. Interestingly, the Graduate Outcomes survey demonstrates that graduates feel that they are on track with their careers 15 months after graduation, even when their destinations are not calculated as positive using the absolute criteria and timeframe for the GOS methodology. This was particularly the case at LCF, pointing to how careers in fashion can take longer to progress than the 15 months which the Graduate Outcomes survey measures. The timeline for entrepreneurial careers was explored in a recent external review of the impact of UAL graduates (SHIFT Learning Report 'The Power of Creativity' (2022)). The text in the graph below represents a single CSM graduate experience that the researchers found to be typical of entrepreneurial careers, peaking with the ability to expand and invest about two years out from start-up:
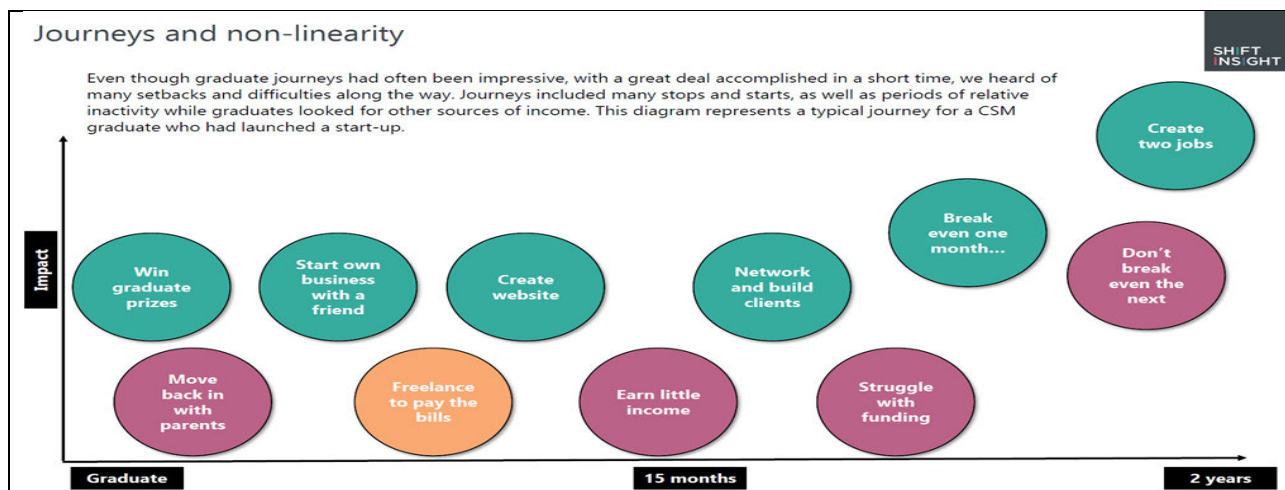
There is significant evidence that our graduate community is outstanding in its contribution to business and entrepreneurialism. The Top Universities for Business, conducted in 2021 by Capital on Tap, analysed data from more than 10m university graduates. It found that UAL was number one in the UK for producing entrepreneurs, with 1 in 10 (14%) of our graduates using their degrees to launch their own start-up business. The study also placed UAL second overall for business: with one in five graduates (22.5%) now in business leadership roles. The 2022 UAL Economic and Social Impact Assessment, conducted by Hatch, reported 'UAL pays particular attention to ensuring that its students have the attributes of enterprise and entrepreneurialism', finding that:

- in 2018/19 UAL 'produced 206 graduate start-ups… generating an estimated £1.3m in GVA'; and
- in 2018/19, 'just under a third of all UAL graduates go into self-employment, which is equivalent to 5% of all self-employed graduates in the UK and 12% of all self-employed graduates that entered the creative economy'.

Graduate Outcomes data published by Higher Education Statistics Agency in 2020 shows UAL has the largest proportion of highly skilled self-employed graduates than any other UK HEI in 2018-19. A study conducted in 2020 by Hitachi Capital, involving more than 9.5 million former students in the UK, revealed that UAL was ranked the number one university in the UK for students most likely to start and manage a business. 19.85% of UAL graduates went on to lead businesses and almost one in ten used their degrees to form their own start-ups. These figures eclipsed even Oxford or Cambridge.

We believe this appraisal of graduate success and impact is relevant to the TEF assessment process and demonstrates the very high quality of student progression at UAL, recognising the difference in time, and difference in journey, of the UAL graduate in a way that is not evident within our TEF data for progression.

The strength and depth of UAL alumni is impressive. Here is a small flavour of the household names that have graduated from UAL: Sir Terence Conran; Dylan Jones; Sir James Dyson; Katharine Hamnett; Alexander McQueen; Sir Peter Blake; Sir Anthony Caro; Gilbert and George; Pierce Brosnan; Sir John Hurt; Mike Leigh (OBE); Sir Quentin Blake, CH; Stella McCartney (CBE); Jimmy Choo (OBE); Sir Anish Kapoor; Raymond Briggs (CBE); and Charles Saatchi. In other fields, we have Bill Moggridge, developer of the laptop computer; Sarah Greenwood, four times Oscar nominee for art direction; and Sabine Le Marchand, Art Director at Burberry.

Alumni, present and former staff, as well as partners at UAL, have been commended for their contributions to the arts in the Queen's Jubilee Birthday Honours in 2022. The list of honorary names includes: Sir Isaac Julien, K.B.; Cornelia Parker (CBE); Jane Byam Shaw (OBE); Michael Foreman (OBE); Chila Kumari Singh Burman (MBE); Craig Green (MBE); Grace Wales Bonner (MBE); and Darren Henley (CBE) (Chief Executive of the Arts Council).

One case study of a graduate in the public eye is the award-winning sustainable fashion designer, humanitarian and artist, Bethany Williams. Bethany launched her label in 2017 with a mission to create positive social and environmental change, she has stated "I believe that social and

environmental issues go hand in hand—through exploring the connection between these issues, we may find innovative design solutions to sustainability. I chose LCF due to its outstanding commitment and development towards sustainability; the University helped push my practice and help me find these solutions. I am very proud and lucky to [have been] a part of such a forward-thinking environment." Bethany received the Queen Elizabeth II Award for British Design in 2019, and, in 2021, won the British Fashion Council/Vogue Designer Fashion Fund.

Recent alumni success is through the range of prizes and awards across UAL subjects. Here is a small selection of alumni activity over the past three years:

- The Trinity Buoy Wharf Drawing Prize, the UK's most prestigious annual open exhibition for drawing, selected artworks by 13 UAL alumni for its 2021 exhibition.
  (Camberwell College of Arts) was awarded the second prize for 'Dark Balloons', a hyper-realistic pencil drawing of 15 balloons spelling the words 'THINGS FALLS APART';
- won the 2022 Olivier Award for Best Costume Design in the sold-out musical at the Barbican 'Anything Goes'. A second Central Saint Martins alumnus Tim Hatley won the Olivier Award for Design for the theatre rendition of 'Back to the Future';
- Photographer Nadine Ijewere was the first woman of colour to shoot the cover of any *Vogue* edition in the magazine's 125-year history. An image from her shoot with Dua Lipa appeared on the magazine's January 2019 edition;
- Designer won the 2022 BFC/Vogue Designer Fashion Fund. Quinn received £200,000 and mentoring through the BFC's Designer Initiatives team, with access to funders, industry experts, and pro-bono legal services from Mishcon de Reya;
- won the Mayor's Entrepreneur Awards 2022 for CQ Studio: an innovative research and development studio which combines science, craft and fashion (our second win in as many years);
- was awarded the best Accessories project at ArtsThread's Global Design Graduate Show 2021, in collaboration with Gucci;
- won the Swarovski Innovator Award 2022 for their jewellery collection 'The Nature of Jewellery'. Her collection serves as an extension of her graduate collection which was inspired by her friend's conversation about grief;
- designer and artistic director Kim Jones received the Designer of the Year Award 2021 for FENDI and Dior Men. The award recognises international designers whose innovative collections have made a notable impact on the industry;
- 11 times nominated Jenny Beavan won an Oscar and a BAFTA in 2022 for Best Costume Design in 'Cruella'. She told the Hollywood Reporter that "Emma Thompson hyperventilating over some of her fittings with joy was one of the highlights of my career";
- 2020 graduate has designed for Miley Cyrus, Bella Hadid and Ariana Grande;
- UAL graduate winners of the Independent Game Developer's Association (TIGA) Best Student Business (2022), and Games Industry Award for Education Initiative and Talent Development (2020).

UAL has recognised the impact of Covid on the prospects for graduate employability and we sought to support our students through initiatives to improve their employability and visibility as they graduated during lockdown. UAL launched the Graduate Support Hub in the pandemic to help graduates struggling to anchor their first steps. Graduates received extended access to UAL email services and apps, and access to online career resources. We appointed a dedicated Graduate Support Specialist to each College to support students, whether they were looking to gain a graduate-level role or become self-employed. 79% of all June 2022 leavers signed up for our Graduate support package. There were a recorded 7,833 interactions with the Graduate Support Hub, during 2021 to 2022. The success of the Graduate Support Hub has led to UAL making this into an ongoing part of our practice.

Our in-person graduate showcase has always been a vital part of how students secure their first steps into careers. During Covid we were determined to create an alternative showcase experience that would bring the work of our graduates to audiences all around the world. To make this happen, UAL collaborated with IBM to create an online Graduate Showcase accompanied by a high-level events programme. This was widely covered by press at the time and proudly

publicised by IBM. Graduate Showcase reached an audience of 64k unique users in 2020 and 114k unique users in 2021 (327k page views in 2021). We have learnt from these initiatives and continue to develop the Graduate Support Hub and Graduate Online Showcase to support our students as they embark on their careers.

In addition to these curricular opportunities, in April 2021 UAL launched Arts Temps Ltd, an end-to-end recruitment service giving employers access to UAL's creative talent: our students and alumni. We have placed 216 candidates in the year since launch, 90% within roles in the creative industries such as graphic designers, photographers, videographers, filmmakers, illustrators, animators, fine art technicians, art assistants, fine art painters, social media managers, fashion designers, textile designers, UX/UI designers, writers and make-up artists. This is an extremely significant project, with a remarkable outcome for the first year of delivery.

In summary, the knowledge and skills of our graduates, and their ongoing impact on the professions and industries they enter, are well-recognised by employers. The reputation of UAL's teaching programmes and the economic, social and cultural benefits brought by our graduates has led to demand for their skills from established employers, such as Google, Apple and Burberry, across an extensive range of creative disciplines. These careers take time to develop and are not always fully reflected in the GOS data. UAL produces enterprising graduates who use their creativity to enhance society and the economy, through works of art, the clothes we wear, the products and technologies we use, the films we watch, and the books and newspapers we read. But they go much further than this. UAL graduates are thoughtful, critical and reflective, deploying creativity in the many ways we have shown in this submission, to create positive and practical forms of change.

The transformational power of creative education can be seen from the change to individual lives of students and graduates.   CSM graduate, was homeless before art school and has committed to his artistic education and practice through significant financial hardship. His series of lockdown photographs, portraits of individuals taken through windows and highly emotive scenes of suffering during pandemic, has catapulted him into the public eye, and into therapeutic photography as a profession.

Student Outcomes Summary

In this section we aim to have demonstrated:

- extensive and high-quality connections and partnerships, in industry and society, the UK and globally, with significant benefits for our students;
- exceptional support for students leading to above benchmark outcomes for student continuation and completion;
- outstanding facilitation of enterprise education leading to exceptionally high levels of leadership and business start-up; and
- high impact of UAL graduates on industry and society: economically, culturally and socially.

We provide a world-leading education with a clear focus on developing curiosity, resilience and proaction within our students, enabling them to embark on careers that are entrepreneurial and self-directed. Its impact is proven by a range of indicators for business start-ups, business leadership and entrepreneurialism and by the achievements of our alumni.

S04. Educational gain at UAL

Our definition of educational gain emerges from the educational approach that we have explored throughout this submission. In summary, we provide our students with:

- delivery of a world-leading specialist curriculum (development of skills and knowledge);
- access to industry/professional networks, connections and experiences (application of skills and knowledge); and
- development of personal agency to be catalysts of social and cultural change, prepared to

make things happen, showcase their abilities, and navigate change (as described in the CAF).

Student educational gain is in the personal agency to drive their careers using the knowledge, skills and mindset that we have helped them to develop. It is in the ability to influence the world around them through their creativity. It is in the freedom to choose self-determined or more structured career pathways and in the enjoyment that an inquisitive approach to life can bring.

S05. Approaches to supporting educational gain

The approaches to supporting students to develop personal agency, to encourage them as independent creative thinkers that follow lifelong careers paths that are self-driven and output-focused have been discussed extensively in this document. We prepare students to make a meaningful contribution to the world in terms of business success and societal impact. As demonstrated, we do this through practice-based enquiry, through a range of live projects and partnerships and through a research and KE environment that creates a world-leading curriculum and resource for learning. We have provided information about this approach to learning and student success throughout this document.

S06. Effectiveness of the approaches to educational gain

We are extremely proud of the achievements of our students, of the accolades they win and their global contribution to the creative industries and wider society, and these are an indicator of the success of our approach to educational gain. So, in part we measure success through our metrics for completion and continuation, our wider statistics related to entrepreneurialism and the range of examples given here, covering successes across different demographics and disciplines and in a wide range of social, cultural and economic spheres: but more importantly in the impact of our graduates to society and the economy.

We recognise the importance of embedding opportunities to monitor and review quality assurance and enhancement processes in order to tailor our approaches to student success. An example of this is our Annual Course Monitoring (ACM), a process by which course teams identify enhancement needs via data informed course level analysis. Our recent Awarding Gaps review, commissioned by UAL Teaching and Learning Exchange, noted the ACM "process offered a powerful mechanism for developing and maintaining capacity towards closing the gaps." Our approach to course monitoring, includes course-level metrics which benchmark course performance across the student lifecycle, and helps direct the programme of enhancement work led by the Exchange. Further to course level reporting, UAL continuously develops the use of data and data literacy, to develop a critical understanding of our practice. Data reports to the Academic Board, the Executive Board and relevant subcommittees evaluate our activity on all aspects of the student experience, including progression as informed by LEO, GOS and internal data collected by our careers team. We have used our data to initiate a funded Employability and Enterprise Review to further examine the employment opportunities for creatives and provide a structure for supporting our extensive industry partnerships.

Our intention is to continue to celebrate the many successes of our students, whilst ensuring a rigorous data driven approach to monitoring and enhancement, targeting areas where our metrics are less supportive.

4. Conclusion

UAL has undertaken a significant programme of work over the last three years to make resource allocation consistent across courses, coupled with very significant investment in teaching and physical resources. The impact of Covid has meant a significant delay in producing improved student experience data.

Outstanding continuation and completion rates demonstrate our commitment to supporting students at all stages of their journey through to successful outcomes.

We have argued that progression data does not fully reflect the impact of UAL education because of the way students report their activities in the survey and because graduate careers take time to develop. We have supplied alternative evidence to demonstrate the impact of UAL graduates.

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In addition, the submission demonstrates the following excellent features:

- exceptional commitment to disciplinary expertise, leading to high quality curriculum design with a distinctive focus on social purpose;
- the global reputation and quality of our teachers and technicians, and investment in their expertise through educational development, research and KE;
- world-leading facilities and spaces that receive huge annual investment to maintain a robust and cutting-edge environment for learning;
- extensive and high-quality connections and partnerships, in industry and society, the UK and globally, with significant benefits for our students;
- exceptional support for students leading to above benchmark outcomes for student continuation and completion;
- outstanding facilitation of enterprise education leading to exceptionally high levels of leadership and business start-up; and
- high impact of UAL graduates on industry and society: economically, culturally and socially.

Throughout this submission we have provided evidence of UAL's outstanding role in the education and success of students and their positive impact on the world. We have shown that we are reflective and self-critical of our work, and that our practice must continually evolve to reflect student feedback and the world around us. We have taken care to share the journey of this submission with ArtsSU, and ArtsSU have shared the journey of their submission with the University. Our collective insights are a very welcome stimulus for further change.

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