1   PROVIDER CONTEXT: PLYMOUTH MARJON UNIVERSITY

1   Plymouth Marjon University (PMU) is a small, values-based university with a 180-year heritage of social justice and transformative education. Centred on student success and progression, we focus on the holistic development of our diverse students which we provide through an inclusive and outstanding academic and pastoral offer. Our activities are underpinned by our institutional values. **Ambition**: through collaboration and co-production we achieve more and empower people to be ambitious for themselves and society. **Humanity**: through human connections and the development of communities of practice we aim to contribute positively to individuals and society. **Independence**: through nurturing self-belief, independence, and wellbeing we aim for individuals to have a sense of agency and identity, encouraging diverse views and independent thought. **Curiosity:** through reflection, resilience, and enquiry we push potential and contribute positively to society. This is the bedrock for our articulation of educational gain (P30), which builds upon our values to incorporate the specific mechanisms of change and academic skills critical for our mix of students and geographical context.

2   We are proud of our significant positive trajectory of teaching and research excellence. University College status was achieved in 2007 and Taught Degree Awarding Powers closely followed by the University title in 2013. We currently maintain a research degree accreditation partnership with the University of Chichester and are actively working towards Research Degree Awarding Powers. We submitted our inaugural submission to the REF in 2021, and in 2022 participated in the first KEF.

3   At the heart of our mission is our institutional commitment to the Social Learning Paradigm (SLP) through which we provide holistic educational experiences for all students. This offers authenticity and inclusiveness within a framework of shared values and co-production. Key to this are our civic responsibilities and symbiotic relationship with the local region. We work closely with local government, industry, and employers to identify human capital and resource requirements and invite partnerships with them and others   .
These relationships are critical because most of our graduates are employed locally within these industries. Local government priorities for development are focused on medical and healthcare, tourism and leisure, the creative sector, and business services to be delivered through clean and inclusive growth (S1: PCC, WDC & SHDC, 2019). Our educational portfolio deliberately reflects these and focuses on Education, Sport, Exercise and Rehabilitation, Health and Wellbeing, and Arts, Humanities and Social Science.

4   Across our institution and educational offer, social learning is enabled through our extensive network of industry partners, our representation on professional and government bodies, and our engagement with community groups. For example, our staff are represented on the Plymouth City Council Boards for Education, and Culture, and we have founded strong relationships with a range of local health providers including Livewell Southwest, Sentinel Health and Wellbeing, Macmillan, Mustard Tree, and the NHS Hospital's Trust. We maintain sustained and productive sports alliances with the Football Association, Plymouth Albion Rugby Football Club, Plymouth City Patriots (basketball), and the Plymouth Argyle Community Trust to co-create education opportunities and community sports activities. We work directly with the Devon & Cornwall Police and the Environment Agency, with the BBC, and The Royal Television Society, with a strong network of primary and secondary schools. We work directly within these networks to co-create outstanding HE offers which directly support regional strategic development and promotes social learning.

5   Our strong focus on inclusivity is evident in our commitment to broadening access to HE, and our location, combining rural, coastal, and urban features influence the characteristics of our student body. Most of our undergraduate students (73% average cross the TEF timeframe) originate in the Southwest (Cornwall, Plymouth, Devon Torbay, Somerset, Bristol, South

Gloucestershire, and Dorset) with 42.5-46% having a Plymouth postcode (R1). The historical and geographical characteristics of the Southwest result in infrastructure and resource disadvantages in many areas. For example, for the 2019 IMD, Plymouth ranks as the 50th most deprived upper-tier local authority in England with 30% of lower-layer super output areas in the 20% most deprived (S1: Gov UK, 2019). The Southwest is rich in coastal areas and industrial towns, which have been identified by the DfE as potential social mobility cold spots (areas which perform badly on both educational measures and adulthood outcomes). For adulthood outcomes, 69.4% of the Southwest has a lower-than-average weighted score, and only 2/36 regions are in the top 20% for social mobility, with five identified as cold spots, including the lowest ranking district in the country (West Somerset) (S1: Social Mobility and Child Poverty Commission, 2016). The Southwest has the worst educational outcomes for disadvantaged young people in the country (S1: Sims & Eliot Major, 2022), scoring below national averages on educational measures including Progress 8, Attainment 8, attaining GCSE English and Maths at ≥grade 5 and English Baccalaureate. There are national and local strategic initiatives in place to address this including the 2022 Levelling Up agenda (S1: HM Government, 2022), within which, participation in HE is a key mechanism with which to address disadvantage and social mobility.

6　We recognise and respond to this context in our recruitment methods and targets. We are a signatory of the Social Mobility Pledge and use this and our values to inform our approach to outreach, access, recruitment, and our co-produced Model for Educational Gain (P30).

7　Since 2018, participation in our outreach programme has been tracked using the Higher Education Access Tracker, which shows that during this period 66% of our outreach participants entered HE across 46 providers. This is well above the Southwest 18-year-old entry rate of 30% in 2019 (S1: UCAS, 2021). 40% of those taking part were from POLAR4 Quintile 1 suggesting our offer is well-targeted to students least likely to enter HE. Of this group, 53% entered HE; significantly above the national acceptance rate for POLAR4 Q1 students (21% in 2019) (S1: OFS 19-20). 23% of the students who participated entered HE at PMU, including 35% of the POLAR4 Q1 students.

8　We pride ourselves on this work. It demonstrates we are adept at attracting and supporting students from groups underrepresented in HE (Table 1).

Table 1 Overview of PMU student cohort averages across the TEF timeframe

Category	PMU Average	OfS Reported Average
IMD	37.8%	32.4%
Mature	34.35%	21.82%
Declared Disability	25.62%	16.8%

9　We currently have 1800 students on our main campus with 1000 studying across our 18 UK partners and 700 via our growing international portfolio. Our partnerships support our inclusivity mandate and significantly increase the ethnic diversity of the student body

　　　　　On our main campus we offer 46 undergraduate programmes including 5 foundation degree programmes and 25 postgraduate programmes which enable students to continue to higher level study in their chosen field. Our delivery model reflects the different needs of our student body, students can study full or PT on all programmes, and we employ a range of distance, hybrid, and blended approaches to enhance flexibility.

10　Our portfolio is supported by our Growth Plan (S2: PMU, 2017-2025) 'Centred on Student Success' which underscores the strong focus on learning and the student experience in all institutional activities; we focus on the holistic development of all those within the University community and deliver an authenticity of experience to empower self-realisation (S2 PMU, 2020-25a).

11   Our APP targets are orchestrated through 9 complementary enhancement projects supporting vulnerable areas of outreach, continuation, and progression and we have invested in 6 Pedagogic Innovation Forums (PIF) exploring themes relevant to the educational gains e.g. metacognitive ability, leadership & influence, and mental wellbeing.

12   Relevance of these enhancements for the student experience, combined with normative outstanding teaching quality across the institution is consistently evidenced by student evaluation (Figure 1). In 2022 we are currently ranked No 1 University in England for Student Satisfaction (Complete University Guide 2023) and No 1 for Teaching Quality (Good University Guide 2022;) No 3 university in England for Learning Community and for Student Voice (NSS 2022) and No 4 for Student Life and Teaching Quality. Results are consistent, e.g. we been ranked first for teaching quality in three of the last four years in the Good University Guide (S3: 2021, 2019 & 2018). Our NSS scores consistently high on student satisfaction: in 2021 & 2022 we were ranked in the top 10 universities for Learning Community, Student Voice, Students' Union, Learning Opportunities, and Teaching on my Course[1]. In the last five years we have moved up 39 places in the Times Good University Guide (S3).

Figure 1 Select Recent Sectoral Awards

13   Looking to the future there is much we are already doing to future proof our offer. We acknowledge the local projected population growth; numbers of 18-year-olds in the Southwest is forecast to grow by 15-20% to 2030 (S1: ONS, 2021). In preparation we are increasing the breadth and number of under/postgraduate programmes we offer. For example, we will develop higher apprenticeships enabling students to work and study simultaneously, contributing to the growing appetite for this study mode (S1: PCC, 2022b). In response to local priorities and the current health recruitment crisis, we have developed a pioneering health offer which will commence in 2023 (S4: Ball, 2019; S4: DoHSC, 2022). Working with the sector we are developing a suite of cutting-edge programmes including a Nursing Associate foundation degree, a Clinical Science degree apprenticeship, and a MSc in Nursing. In recognition of this innovative work, in 2022 we were awarded 5.8million pounds from the OfS to build specialist health education facilities (R2: PMU, 2022). We will pursue these agendas whilst maintaining the high-quality education and high student satisfaction that underpin our reputation.

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[1] NSS response rates: 2021 (77% taught, 73% registered), 2022 (76% taught, 72% registered)

2   STUDENT OUTCOMES

2.1 Section Summary: Positive Outcomes

14   TEF indicator data highlights very high rates of **continuation** for full time (FT) students with over 95% statistical certainty, with part time (PT) student continuation rates exceeding this, bordering outstanding. Continuation rates demonstrate the impact of the embedded and tailored approaches to support our students that were necessary to enhance the high rates of **completion** (which relate to earlier year cohorts rather than those related to continuation data). Analysis will demonstrate that achieving very high overall rates of completion for students under 21 is incredibly positive and that differences between splits where the intersectional impact of age with other student demographic characteristics, location context and PSRB requirements has been a focus. The improving trajectory and very high continuation rates for later cohorts demonstrate the positive impact of interventions, pedagogical design and holistic approach that acknowledge these intersectional effects. There are very high rates, bordering outstanding, of successful **progression** for all our FT and PT students and courses, with over 99% and 95% statistical certainty respectively of overall TEF indicator data aligned or above benchmark. Whilst there are some indications that over 30 years-old students need to remain a focus area for progression, the TEF indicator data rates are very high with the majority of student aligning or exceeding benchmark. In addition, internal data mirroring TEF indicator data design, clarifies that the proportion of mature students combined (i.e., over 21) with positive progression outcomes exceeds that of under 21 years-old, implying very high or outstanding rates (R2: PMU Progression data dashboard).

Section Detail: Completion & Continuation

15   TEF indicator data shows improving rates of **completion** for our FT 2013/14 to 2016/17 cohorts and courses, with outstanding rates evident within our partnerships. There are outstanding completion rates for our PT students with high statistical certainty in most measures. Overall TEF indicator data for students under 21 would suggest very high rates of completion; most students with positive completion outcomes being aligned with benchmark. Wrestling with the intersectional impact of age as a crucial pivot (P22), has led to successful outcomes in continuation in recent years evidenced in the TEF indicator data.

16   In considering the intersectional impact of age with other student characteristics and context it important to note that OfS 4-year *Shape of the Sector* data suggest that, across the sector, the percentage of students aged 21 or over ranges from 20.9% to 23.4% across 2017/18 to 2020/21 academic years. We far exceed this percentage at 35.2% in 2017/18, 34.6% in 2018/19, 34.3% in 2019/20 and 33.3% 2020/21. Significantly, for our subject areas that highlighted a need for enhancement interventions for continuation rates, TEF indicator data across the four years highlights even higher proportions of mature students, except for Education and Teaching, more aligned with the sector; figures for Design and Creative & Performing Arts averaging at 53.8% and Health & Social Care averaging to 66.2% for example (R3. PMU Continuation data dashboard). In general, older students have different responsibilities to younger students which seems to be highlighted. Indeed, from a financial perspective, the South-West has the highest proportion of students needing to hold employment during their studies compared to any other region (P5). The internal Student Experience Survey (SES)[2], undertaken in 2021-2022 and repeated in 2022/3[3] forming part of

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[2] 2020/21 SES response rate: 28% (all first and 2nd years had opportunity to respond).
[3] 2022/23 SES response rate: 12% at point of submission (3rd years only) to gain longitudinal data from cohorts in year1 in 2020/21.

the Student Submission, highlights that perceived stress is higher for mature students and levels of perceived 'very high stress' peak with 26–35-year-olds. Additional responsibilities add to this stress for older students in terms of relationships, health, and employment, with financial worries clearly more significant for mature students (16% of 21–25-year-olds claiming this was the main source of stress compared to 9.3% of those respondents under 20). Finally, an additional intersectional characteristic of our mature students worthy of report is that of declared disability. OfS 4-year *Shape of the Sector* data (S1) suggests that, across the sector, the percentage of students declaring a disability ranged from 14.4% in 2017-18 to 16.8% in 2020/21, whereas we ranged from 25.1% to 26.9% over the same period. Specific to the subject areas working towards very high rates of completion, they all demonstrate higher than sector levels of declared disability; Health and Social Care figures averaging 40.9% (96/235 students) for example. It is the intersectional impact with age that is notable, as there were a high number of students declaring a disability exceeding sector and our own averages, with students aged 31 or over for years 2013/14 (32.4%), 2014/15 (30.1%), 2015/16 (38.5%) and 2016/17 (33.7%) (R4: PMU Completion data dashboard)

17   The outstanding completion for PT students across all splits in the TEF indicator data does go some way to demonstrate how we have worked with students to ensure successful completion rates but also the issues tackled for the intersectional impact of age with other student characteristics, responsibilities, and context. Most students on PT courses are mature students taught by us rather than a partner institution. The PT option enables students to manage the pressure of work and regional challenges effectively and it is notable that over the four-year completion data period, those mature FT students choosing to interrupt their studies ranged between 41.2% and 57.6% but with 41.7% to 75% over the same period returning to study within one year supported by tailored delivery and mode options (R5: PMU Interruption data dashboard). It was evident that mature students required additional support. Some of the actions taken over the four year period included: a re-design of the curriculum model that provided flexibility and embedded immersive modules for additional formative feedback in 2019 (P53); a re-design of the pedagogical glossary acknowledging different delivery modes in 2020 to provide flexibility of access (P54); the introduction of Studiosity in 2018, a 24 hour on-demand academic feedback system to provide support at times that suited those with additional responsibilities and utilised more by mature students (P87); enriched academic support mechanisms in 2018 - Marjon AIM is the University's information, academic and digital skills programme designed to inspire independent study skills and build student self-efficacy and utilised more by mature students (P78); projects focusing on resilience and mental wellbeing (P36), and a complete revisiting of student voice mechanisms in 2018 (P89) that immediately had an impact for all students but particularly those more mature as evidenced by NSS and TEF indicator data for student voice that is statistically certain and outstanding (P85). Noting that TEF indicator data highlights very high rates of continuation for mature 21-30 years old students (with 94.3% statistical certainty) who experienced these developments, this clearly demonstrates their positive impact.

18   It is important to celebrate the very high rates of completion for students under 21. In addition to contextual issues noted in P5, according to the DfE social mobility index (DfE, 2016), our recruitment areas have a lower-than-average weighted score for adulthood (P5). Combined with the high levels of deprivation and higher levels of child and adult mental health issues in these areas (S1: Sims & Eliot Major, 2022), the very high completion and continuation rates for under 21 years old students are incredibly positive. It would be wrong to suggest that these *starting points* are not significant, as our partner provision in Bristol, for example, exceeds the national average in terms of Social Mobility Index *Adulthood* weighting, are robustly monitored to follow the same procedures, processes and delivery expectations as Plymouth-based

provision; the completion rates of this provision are outstanding with high statistical certainty suggesting that our approach to, and design of provision is of outstanding quality but also that the very high rates of completion in Plymouth are also very positive.

19 Specific to subject areas earmarked for enhancement, completion rate interventions implemented during the TEF timeframe also had nuanced contextual issues that are useful to note, in combination with the intersectional impact of age. During these periods, additional PSRB requirements associated with B.Ed. Teacher Training appeared to further impact these students. However, tailored support praised by external examiners (R6) and supportive *extenuating circumstances* processes (meaning no need for interruption and therefore able to have positive progression outcomes quicker), enabled their final teaching placement to be achieved in the Autumn term after their final year; this would show as non-completion from *Academic Year* returns but as *Cohort* completion, rates are higher. We have responded incisively to issues in Health and Social Care through a restructuring of the curriculum and now have a flourishing provision supporting Health Education England, the NHS and local healthcare organisations (P46).

20 There are very positive subject areas in terms of completion rates, such as Sports & Exercise Sciences that demonstrate very high, and statistically certain, rates of completion. This area was the first to initiate, from 2014, the content that now resides in the university-wide embedded but discipline-tailored *immersive* module focused on introducing, with enriched formative feedback over an intensive block period, elements of the Model for Educational Gain (P30). This demonstrates how the robust monitoring of data and good practice is embedded and tailored for all students, but specifically those with additional, cumulative issues that could threaten positive completion. Notably, completion rates for PT, mature Sport and Exercise students are also outstanding.

21 As noted, **Continuation** rates are very high and have benefitted from the same enhancement interventions implemented over the data timeline as those for completion. Psychology, that commenced in 2016 and therefore immediately benefitted from the previous and newer interventions without legacy data, has outstanding continuation rates with over 70% certainty, and outstanding and statistical certain quality ratings for all aspects of Student Experience.

22 The impact of the work on completion and continuation rates is also evident in data relating to our students on *other undergraduate levels of study*; most of these students are mature and employed during study and thus face the additional cumulative pressure previously established. These students now demonstrate outstanding rates of successful continuation and progression evidenced in the TEF indicator data.

23 Partnership continuation rates are very high. Robust approval processes, alignment to values and our SLP, and expectation that they align with our policies and strategies are pivotal to these very high rates.   ensure that quality, outcomes, and experience ratings are very high and exceed baseline, and this is supported through several mid-year monitoring points and annual review. As noted in the student experience TEF indicator data (P59), all aspects exceed very high quality with student voice being outstanding with 100% statistical certainty.

Section Detail: Progression

24 As noted, there are very high rates of successful **progression** for all our FT & PT students, with over 99% and 95% statistical certainty respectively of overall TEF indicator data aligned or above benchmark. The TEF indicator data clarifies that the University has consistent very high rates of progression regardless of disability, sex, or ABCS quintile and, as such, there are clear indications that the support is tailored and embedded throughout the University community. Most indicator split data highlights over 90% certainty that successful progression rates are either very high or outstanding.

25 Implicit to the impact we achieve is the design of student experience. There is an authenticity of assessment and activity embedded in all provision (P60), and through our SLP and civic contribution activities (P56), we ensure our staff and students contribute to delivery of local and regional strategies. This is operationalised through our inclusive education provision; acting as a community venue for sport, wellbeing, and culture; building partnerships for research and knowledge exchange, and through research excellence related to themes such as lifelong wellbeing and professional practice and policy (P71). This is important in terms of pedagogical design with 2019/20 LEO data (S4: DfE, 2022) demonstrating that 5 years after graduation 75% of our graduates remained or returned to employment in the South-West. We are having a positive impact on students' successful progression within the region and has supported our economic contribution, as noted in our KEF submission in 2020 (R7) of £45 million to the UK economy. £27 million to the local economy and part of the estimated £320 million contributed by HE to the city of Plymouth.

26 The notion of *knowledge exchange* between student, academic and *industry or community* is embedded in design and delivery. Examples include the range of preventative healthcare clinics that have developed since 2007[4] and our £250,000 OfS and Research England funded Transformative Evaluation of a Student-Led Knowledge Exchange (TE-SLKE)[5] Project (2021-22), that utilises our fully embedded approach to co-production and student voice, and which supports agentic identity (P51). The impact in terms of positive progression was acknowledged by our Good Health & Wellbeing Award at the National Levelling Up Universities Awards 2022 which recognises universities that are 'spreading opportunity to people and places where it can make the biggest difference to break the cycle of Britain's endemic poor social mobility'. We support over 31 organisations though knowledge exchange alone (R8).

27 Agentic identity enables students to manage their progression journeys and, notably, within the GO surveys, and specifically those questions focusing on Graduate Voice, the percentage of our students agreeing that their *current activity is meaningful* has ranged between an outstanding 86%-90% over years 17/18, 18/19 and 19/20, with response rates to the survey of 56%, 39% and 53% respectively; the implication is that the development of this positive management of personal progression is consistent and embedded within all provision.

28 Agentic identity and managing progression journeys would imply students are able to consider promotion opportunities within their chosen pathway. The Education & Teaching subject area highlights this principle and provides evidence for successful and positive progression; there is very high progression TEF indicator data, graduate earnings after 5 years was the third highest in the UK for both men (+£3,895) and women (+£1,608) (S4: IFS, 2018), and 2019/20 LEO data (S4: DfE, 2022) shows graduates being the joint highest paid in the Southwest

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[4] Engagement with such clinics has involved 25% mature students, 23% students declaring a disability, and 47% from POLAR quintiles 1&2.

[5] Those surveyed for the project totalled 26: clinic facilitators (7), programme architects (4), students (9) and project partners (6)

(+£520) one year after graduation and exceeding the regional average by £1080 five years after graduation.

29   The approach to positive progression is a holistic one. The University has a strong 'Student Colleagues' programme initiated in 2019 and has provided graduate level employment experiences for 170 undergraduate students per annum. The programme acknowledges that students in the Southwest often need to be employed to support their studies, but crucially it also supports their employability and progressions skills. There is an associated 'Student Colleague' Skills Framework that aligns with the University's Model for Educational Gain to ensure this is embedded in the learning experience. Training and professional development is provided, and early evaluation suggested 84% of colleagues positively viewed the sense of belonging emanating from the role, and 97% reported they had gained interpersonal and developmental skills that contributed to their career readiness[6].

2.2 Section Summary: Educational Gain

30   Embedded in our SLP we aim to provide holistic educational experiences for all students, offering authenticity and inclusiveness under a framework of shared values and co-production. Our Model for Educational Gain (MEG) (Figure 2), co-produced with our students, has our Values at its heart surrounded by key *mechanisms of change* (Reflective Practice & Metacognitive Ability: Mental Wellbeing: Self-Efficacy), that are crucial in achieving positive outcomes but particularly relevant and tailored to our students. From these foundations, our MEG also includes core academic, work-readiness and personal skills (Global Citizenship: Subject Expertise: Research & Enquiry Skills: Leadership & Influence: Data Literacy: Critical & Creative Thinking).
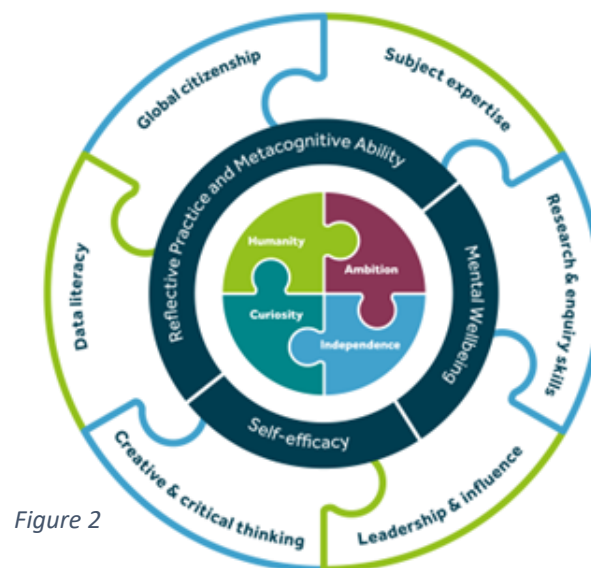

Figure 2

31   We are building on existing approaches to embed our MEG and establish robust practices to evidence educational gains made by our students. It is imperative that these processes form part of the educational experience and are not viewed as periphery to learning and development. Indeed, students' understanding of their personal perspectives and development in these areas is fundamental to the underpinning *mechanisms of change*. As such, the process and analysis will be embedded within PMU's Personal Development Tutor (PDT)

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[6] Smith, H. (2020) Understanding Student Colleagues. PMU. Online questionnaire to all student colleagues 37/120 respondents 31% response rate. Question structure ' How satisfied are you with….' Likert scale 1 not at all satisfied-highly satisfied.

programme, as well as academic programmes. Table 2 summarises the focus areas and monitoring methodology for our MEG.

Table 2: Model for Educational Gain (MEG)

MEG category	Key analysis measures	Supportive analysis measures
Mechanisms of Change		
Metacognitive Ability	Motivated Strategies for Learning Questionnaire (MSLQ), Learning Strategies and Metacognitive Strategies subscale	Career Pulse Survey; UKES
Self-Efficacy	Motivated Strategies for Learning Questionnaire (MSLQ) Self-Efficacy for Learning & Performance subscale	Career Pulse Survey; NSS optional questions (personal development, learning community and intellectual motivation)
Mental Wellbeing	Office for National Statistics' (ONS) subjective well-being sub-scale; Short Warwick- Edinburgh Mental Well-being Scale (SWEMWBS)	Internal Mental Health and Wellbeing Strategy Group analysis
Core academic, work-readiness & personal		
Holistic	Entry points to Degree Attainment	
Global citizenship; Subject expertise; Leadership & influence; Research & Enquiry; Critical & creative thinking; Data literacy	Progressive LLO analysis; Longitudinal pre-, post- LLO analysis	Graduate Outcomes Survey; UKES; NSS; Internal Student Experience Survey; Student feedback

Section Detail: Mechanisms of Change

32   The *mechanisms of change* are firmly embedded in evidence for lifelong learning and career readiness across the sector and are even more pertinent for the University's regional context and student population. Mental wellbeing (P33), high self-efficacy (P34), and developed metacognitive ability (P47), all impact learning, resilience, and outcome, providing, '…the essential structural foundation for all learning and academic success' (S5: Heydenberk, 2022). Moreover, a recent OfS funded Transforming Access and Student Outcomes project (S5: TASO 2020) focusing on improving outcomes and university progression, concluded the most promising elements/scales that can be improved and have a positive impact on attainment and progression are self-efficacy and metacognition. These elements are of particular significance when we consider regional context and demographic where aspiration is low (P5). Locally, only 17% of disadvantaged students went on to university in 2018-19, the lowest rate for all English regions, and there are higher than average rates of poor mental health for children and adults (S1: Sim & Eliot Major, 2022). This is compounded by educational isolation (S5: Ovenden-Hope & Passey, 2019). Thus, the *mechanisms of change* are crucial and highly relevant to our students and their future ambitions.

33   The University's holistic approach to **Mental wellbeing** means that programme design incorporates an immersive, block module at the start of every course going through validation

or revalidation since 2019, that explicitly supports the transition to HE through formative academic, personal, and professional support. These foundations are built upon with mental wellbeing being explicitly addressed in all programmes and all years and tailored for our students and their wellbeing needs. This is evident through internal data collected from a student-led, Student Experience Survey (R24), undertaken in 2021-2022[7] and replicated by the Student Union in 2022-23[8] (P16). Students can self-declare extenuating circumstances to support them during critical episodes which was pivotal to positive outcomes achieved during the pandemic (R9). The Student Support team consists of   wellbeing co-ordinators accessible to all students, and we are piloting an artificial intelligence system to ensure students can always access advice and guidance from 2022-23. A   Mental Health Working Group has been established, inclusive of students utilising the services and support, to ensure interventions are co-produced and monitored. Current evidence of impact would be the improved and very high continuation rates. Next stages for monitoring impact and effectiveness for all provision and students will involve the University implementing processes aligned with New Economics Foundation (S5: NEF, 2008) Dynamic Model of Wellbeing; this notes how data can be *benchmarked* nationally via the Office for National Statistics' (ONS) subjective well-being questions, and how *intervention effectiveness* (e.g. our holistic education design) can be measured via the Short Warwick- Edinburgh Mental Well-being Scale (S5: WEMWBS, 2007). Noted in Table 2, both scales will be integrated into a single survey and embedded in Year 1 introductory provision, monitored through the PDT system, and repeated at the end of each academic year to provide longitudinal analysis.

34   Research has found that **self-efficacy** correlates with academic performance (S5: Ferla *et al*, 2005) and is a crucial determinant of academic success across a wide variety of disciplines (S5: Multon *et al*, 1991). Aligned with our values of ambition and independence, positive self-efficacy would ensure, from an educational gain perspective, that graduates are reflective and resilient, having impact on cognitive skills and desired behavioural traits within society.

35   To impact self-efficacy, our holistic education design focuses on key aspects of *influence*. Firstly, *inclusive and progressive mastery experiences* that challenge appropriately are at the core of learning and teaching. This comes from effective educational design and effective teaching supported through peer observation and HE Academy Fellowship support (P64). Student experience TEF indicator data highlights outstanding quality for 'teaching on my course' and 'assessment and feedback', in particular for those from lower IMD quintiles, but consistent across all quintiles, which emphasises the impact of the University's focus on this aspect of self-efficacy influence. Internally, the University also embeds 'Career Pulse' software in the PDT system, enabling, on an optional basis currently, students to complete and monitor perceptions of self-efficacy. A key focus is on confidence associated with networking, understanding skills required by employers, and knowing how to build resilience for career wellbeing (P80).

36   Secondly, we embed authentic assessments and opportunities for peer assessment within all discipline areas to ensure *social modelling* is evident. The SLP and genuine co-production with students of their learning, is deeply embedded in all curricula. Noted in the British Psychological Society (BPS) accreditation report (2018) (R10), '*the visiting team commend the strong ethos of student-led learning as co-creators of their own degree education.*' In addition, aligned with our OfS and Research England funded Transformative Evaluation of a SLKE Project (TE-SLKE) (2021-22), we ensure that all provision provides opportunities for co-production and student voice, which supports agentic identity and thus self-efficacy. This is

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[7] 2020/21 SES response rate: 28% (all first and 2nd years had opportunity to respond).
[8] 2022/23 SES response rate: 12% at point of submission (3rd years only) to gain longitudinal data from cohorts in year1 in 2020/21.

also supported by the fact that all discipline areas have a Professional Advisory Group (PAG) that secures authentic placement and network opportunities and develops social modelling into social persuasion. The TE-SLKE project highlighted the impact this can have on agentic identity in clinical settings (R11) and the student experience indicators demonstrate outstanding quality in the empowerment of student voice for all quintiles of IMD and disability. These learning practices are embedded in the learning and teaching strategy and curriculum model requirements for newly and re-validated provision (P53). Current evidence from optional NSS 2021 and 2022[9] (S1) questions data would indicate that there has been positive impact; *personal development* data, *learning community* data and *intellectual motivation* data exceeding sector for both years (e.g., 2021: *personal development* 81% versus 74%; *learning community* 76% versus 62%; *Intellectual motivation* 80% versus 74%). Specific questions such as 'I have learned to explore ideas confidently' (83% versus sector 74% in 2021, improving to 85% versus 74% in 2022, and 'The course has stimulated my enthusiasm for further learning' (79% versus sector 64% in 2021 and 76% versus 70% in 2022) indicate the focus on self-efficacy as being highly effective. Next steps will be to embed the Motivated Strategies for Learning Questionnaire (MSLQ) Self-Efficacy for Learning & Performance subscale into the schedule of that for mental wellbeing data collection at the beginning of Year 1 introductory provision, monitored through the PDT system, and repeated at the end of each academic year to provide longitudinal analysis. Triangulating such data, additional analysis can be ascertained from the Advance HE Student Engagement Survey (UKES) and NSS as well as our own Career Pulse data that assesses facets of confidence and self-efficacy associated with the World Economic Forum criteria for graduate employability skills and behaviours.

37 To support the development of reflective practice and **metacognitive ability**, in a region that has below national benchmark literacy data for KS2 & KS4 (2021-22) (P5) it is important to challenge *Oracy* as part of HE provision. Praised by and forming part of the All-Party Parliamentary Group (APPG) publication on Oracy (S5: APPG 2021), we piloted and are now embedding oracy *for* learning and oracy *of* learning practices in all provision. Oracy in HE has been shown to benefit academic progression, social justice, employment, transition, wellbeing, and agency (S5: APPG 2021). As a pilot, oracy- and metacognitive- focused practices were embedded in all teacher education provision in 20-21[10]. Impact was evident in the NSS optional questions[11] and justifies the broader institutional focus to be taken. As examples, whilst communication skills are above sector for the University against sector in 2022 (84% versus 79%), teacher education provision exceeded this further at 87%; similarly, the question, 'As a result of the course, I feel confident in tackling unfamiliar problems' has the University above sector in 2002 (77% versus 72%), teacher education provision exceeds this significantly at 91%. In the UKES[12] we have outperformed sector for the last three years in terms of students stating that they have engaged with *reflection and connection*, currently 72% overall for the aspect (sector 67%). Monitoring of reflective practice and metacognitive ability will become more systematic with the utilisation of another MLSQ subscale, specifically the MLSQ Learning Strategies and Metacognitive Strategies subscale. The continued use of the MLSQ approach for both self-efficacy and metacognitive ability will increase student familiarity with the style of questioning but also reduce any perception of over 'monitoring' as the three *mechanisms of change* questions can be combined into a single survey. In addition, The Career Pulse Survey, will become mandatory and embedded in all provision from 2023;

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[9] Optional question response rates: 2021 43% compared to England 8%, 2022 41% compared to England 12%

[10] Teacher Education undergraduate provision accounted for 14.1% of core student numbers in 2020/21.

[11] Optional question response rates: 2021 43% compared to England 8%, 2022 41% compared to England 12%

[12] UKES response rates 2021 8.8% and 2022 9.8%

embedded in the Year 1 introductory provision, monitored through the PDT system, and repeated at the end of each academic year to provide longitudinal analysis.

Section Detail: Core Academic, Work-Readiness & Personal Skills

38   A broad, holistic *distance-travelled*, measure of educational gain is, and will continue to be, entry level to degree attainment ('good degrees'), to ensure we support all demographic splits, ensuring successful outcomes for all students. Over the last four-years, internal analysis shows that over 70% of students in all entry qualification ranges, achieved *good degrees* which highlights how support and design is tailored to individual need (R12)

39   The focus on core skills which surround the mechanisms of change will be maintained via curriculum and regulatory design and managed by calibrated academic marking, and external examiner assessment. We have implemented a system of discipline specific Level Learning Outcomes (LLOs) at the end of each academic year as opposed to single Programme Learning Outcomes set at the highest level of award. Such an approach, implemented for programmes initiating validation from the end of 2021/22, enables the University to establish and monitor key *throughlines* within all provision. The core skills associated with the MEG, such as global citizenship, research & enquiry and data literacy (Table 3), can therefore be progressively monitored at individual, cohort, programme and institutional levels. They can be analysed for educational gain via attainment progression each year, as well as longitudinal pre- and post- analysis in terms of *distance travelled* from the start to end of programme. These *throughlines* are mandatory for all provision as they go through validation/re-validation, and as such will be embedded across the university within 4 years. Being mandatory, the University can undertake robust assessment with complete populations for analysis. Notably, these monitoring points align with the analysis of mechanism of change data that actively engages our students and, as such, there can be holistic assessment of the MEG for each student and cohort at the same point**.** There will also be supporting, sense-checking, perception data from external and internal processes associated with each core skill; examples include UKES, NSS, the University internal *Futures* platform, and Career Pulse surveys.

40   **Global Citizenship** academic requirements include education for sustainable development, social and communication skills, and appreciation of global and cultural perspectives. Students' understanding of how they can contribute positively to an inclusive society is paramount in terms of educational gain. LLO analysis will be triangulated with data from the GO surveys focusing on Graduate Voice; notably the percentage of students agreeing that their *current activity is meaningful* has ranged between 86%-90% over years 17/18, 18/19 and 19/20, with response rates to the survey of 56%, 39% and 53% respectively.

41   **Subject expertise** will include discipline-specific knowledge & understanding, intellectual skills and practical skills. Application is key and wherever possible industry specific knowledge is embedded via endorsement or accreditation. In the year 21/22 over 63% of students were engaged in core programmes with subject specific accreditation or endorsement. Inclusive of collaborative provision, this figure was 47.2% but like those core programmes without accreditation, collaborative provision focused more on the Arts and thus, more limited accreditation options. In these and indeed all instances, external industry partnerships have been sought.

42   **Research & enquiry skills, and creative & critical thinking** Whilst similarly monitored via progressive LLO *throughlines*, the University also invests in the UKES focusing on student feedback from levels below that of the final award. This provides useful sense-checking data for progress made in these areas specific to *Research & Enquiry* and *Critical Thinking*. In

2022[13], 82% of students positively viewed developments in their critical thinking, 4% above sector – a pattern whereby the University exceeded sector in the last 5 years. There was a clear progression from Level 4 to Level 5 of 84% to 94% specific to the *application of facts, theories and methods*. We outperformed the sector in this area for all demographic splits indicating that the focus is, and continues to be, embedded throughout all provision.

43   **Leadership & Influence** will focus on personal agency and ability to influence others, as well as strong emotional intelligence. Leadership is seen as multi-directional and relational. GO and LEO data highlight our effectiveness in these areas (P24&48). A *throughline* since 2018, it is embedded; the aim is for graduates to be able to manage their career, to be promotion ready and not just work ready. LLO analysis will be supported through the University Career Pulse Survey, which is becoming a mandatory process from 2023 that explicitly assesses perceptions of confidence in terms of leadership and influence. In addition, NSS optional employability question data will provide additional perception triangulation data; over the last two years data from these optional questions, for all subject categories, has shown us exceeding sector figures. Of note is the 90% agreement rating (versus sector 83%) in 2022 for perceived preparation of future careers.

44   It is imperative that graduates have strong **data literacy** and can interpret data and extract *information* from data, be it qualitative or quantitative in nature. For example, sports and health students are required to demonstrate an appropriate knowledge of data analysis and interpretation utilising digital platforms such as statistical and graphing software but also an ability to source suitable online applications evidence their competence, through practical assessment, in using a variety of hardware and software. Explicit LLO analysis will be balanced with Research and Enquiry LLOs. It will also remain a focus and agenda item for all discipline-specific PAGs (P48). Notably, longitudinal analysis of first years in 2020/21 who are now third years in 22/23, via the student-led Student Experience Surveys from these years[14], highlights a 14% increase in agreement with, *'I am comfortable working with data'* showing the impact we are having in this area.

3 STUDENT EXPERIENCE

3.1 Section Summary: Academic Experience and Assessment

45   TEF indicator data demonstrates the high quality of our academic experience and assessment and the impact of our approaches to the design and delivery our educational offer. TEF indicator data highlights **teaching on my course** for FT students as outstanding, with 99% statistical certainty aligned with or above the benchmark. This trend continues for all splits including our students over 21. TEF indicator data highlights **assessment and feedback** for FT students as outstanding, with 99% statistical certainty aligned or above the benchmark. This trend continues for most splits including our students over 21. TEF indicator data highlights **student voice** for FT students as outstanding, with 100% statistical certainty above benchmark. This trend continues for most splits including our students over 21. Our PT experience, although the population is small (n+30) will be a focus area for enhancement, with less certainty in alignment. Internal module evaluation data[15] (forming part of a detailed student voice package) supports the TEF indicator data further (e.g. on average for each year, over 84% of students rated the quality of teaching as excellent or good). The Student

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[13] UKES response rates 2021 8.8% and 2022 9.8%.

[14] 2020/21 Student Experience Survey: sent to all first year and second year students. 174 (28%) first year undergraduates responded. 2022/23: these first years (now third years) with total of 12% response rate (at point of submission), strongly agreed or agreed with having increased confidence in data literacy.

[15] Core and partner provision, Likert scale 1-5, Excellent-Poor: 2020 (1286 responses); 2021 (1347 responses); 2022 (1498 responses).

Submission highlights the importance of co-production, authenticity of experience, student voice and opportunities associated with our SLP, and as such, only selective examples are utilised in this submission.

Section Detail: Research and Professional Practice

46   We have established relationships with local employers to benefit programme design and the student experience, e.g. our comprehensive health provision has sustained relationships across the regional health sector including all regional NHS trusts, Health England, Livewell, heads of SLT and psychology services, Adult and Children Services, charities, and independent organisations. These relationships inform our staff makeup, the innovative way we partner with organisations to enrich the student learning experience, how we invite employers to contribute to programme design, and in our links with PRSBs.

47 Currently, of 263 academic staff, 124 (47%) are active practitioners, working as Associate/ Visiting lecturers whilst maintaining practice in their field (R13: PMU, 2022b). This provides students with opportunities to meet, learn from, and network with key employers. Examples include Journalism and Speech and Language Therapy (SLT). In journalism, guest lecturers from the BBC, CBS and ABC media teach and set briefing activities, and all Stage 6 students are provided with a high-profile career BBC mentor.

48 All proposals for new programmes are recommended to develop a PAG, the purpose of which is to include the views of partners, employers, and PSRBs throughout the duration of the programme. In 2022, there were 17 undergraduate programmes with representation from all disciplinary areas with PAGs totalling a sphere of influence of over 700 students. The PAGs support our SLP and engage with a range of student opportunities and quality enhancement mechanisms. As examples, the PAG for SLT includes academics, service users, alumni, students, employers, and clinical practitioners and engages in delivering the curriculum, in providing and managing placements and in capstone research. Our BSc (Hons) Football Science PAG enables the Football Association and Plymouth Argyle Football Club to contribute expertise on future employment scenarios and to input into the curriculum delivery through visiting lectureships. The relationships concretised within this PAG have led to placements and other activities such as 'Think Spaces', 'Coaching Camps', and the embedding of coaching and personal trainer qualifications into the curriculum to further support student employability. Critically, these activities promote student networking within the football industry which underpin career prospects and mobility. GO data[16] is supportive of this assertion with 85% of alumni employed, and 55% in highly skilled work, with 84% finding their current work meaningful (R11)

49 Professional Accreditation is a key feature of our offer, in the year 21/22 over 63% of students were engaged in core programmes with subject specific accreditation or endorsement. All programmes, where possible, seek accreditation or endorsement (e.g. BASES, British Association of Sport Rehabilitators, British Psychological Society, General Osteopathy Council and the Nursing Midwifery Council). Notably, we were the first University to gain Conditional Educational Accreditation (CEA) by the Chartered Society of Forensic Sciences for our Forensic courses that started 2021. Accreditation ensures that the subject matter of a course is representative of current thinking and practice and validates students' graduate prospects.

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[16] 17/18, 18/19 and 19/20 response rates to the survey: 56%, 39% and 53% respectively.

50 Running parallel to these developments is the ambition to grow research to complement our reputation in teaching excellence. In 2020, we established four interdisciplinary RKE groups (Sustainability, Creativity, and Innovation, Lifelong Health and Wellbeing, Resilience and Human Performance, and Context, Agency, Place & Education). These groups have been developed to ensure sustainable growth in RKE but also to support, inform, and enrich our curriculum; it explicitly forms part of our validation process and discussions. Our inaugural submission to the REF2021 was highly successful. We returned to Units 23 (Education) and 24 (Sport and Exercise Sciences, Leisure and Tourism) and 100% of the submission was rated as nationally recognised in terms of originality, significance, and rigour, 89% as internationally recognised, and 55% rated in the highest scoring 3*or 4* categories (R14: PMU, 2022a).

51 The REF work supports the significant emphasis we put on the integration of research capacity, professional practice, and student learning. At the institutional level this intention is evident by the infusion of research informed teaching throughout our mutually supporting policies (S2: Growth Plan, Learning and Teaching Strategy, Research and Knowledge Exchange Strategy, the People Strategy, Digital Strategy) and related practices. Our Learning and Teaching Strategy and Curriculum Model, position RKE as a thread running through all undergraduate provision and requires that all programmes include a career-focused, professional development module. Our Quality Assurance Framework requires that new programmes align the research, scholarship, and professional activities of staff with the programme aims. Staff are expected to embed research informed teaching in all programmes by using research outputs and processes to frame the student learning experience (S6: Walkington, 2015).

Section Detail: Content and Delivery

52 Our approach to content and delivery is framed through our SLP, and specifically tailored for our context and mix of students. Our institutional policies (S2) and robust Quality Assurance Framework ensure that all programmes are up to date, provide educational challenge, are coherent, effectively delivered and support our students to develop relevant skills. Our success in this is verified by our registration with the OfS which has been mandated by external auditors. '…*we found that the University's processes and controls for assessing course performance / re-evaluation and overseeing compliance with the OfS ongoing conditions of registration (B1 - B5) were well designed and operating effectively'* (R16: The External Audit report 2021/2022 (March): Regulatory Compliance Review: PWC auditors).

53 The University Curriculum Model (R17: PMU, 2020) draws on research-informed best practice across the sector to provide a template for excellence for our educational offer. Highlights from the Model include the embedding of an immersive/block module learning experience at the start of Level 4 that is designed to act as a launchpad for positive attainment and progression through intense and personalised formative feedback (R6: Turner, Webb, and Cotton, 2021). The Model advocates for *throughlines*, which make provision for progressive, embedded pedagogical design aligned with our MEG (P30).

54 The Curriculum Model works in tandem with the Learning and Teaching and Assessment Methods Glossary (R18: PMU, 2019) which provides definitions and detail of all pedagogic and assessment methods endorsed by our Quality Office. This enables a shared understanding and common language across our staff base in developing and delivering programmes. This is accompanied by a Pedagogical Glossary which presents our hybrid model of learning (R19: PMU, 2020). In this model the student experience is mediated through a pedagogic lens which is defined by its synchronicity, tutor presence and connected status. This supports our recognition that different types of learning suit distinct learning contexts (R6: Laurillard, 2013) and informs how we apply this to benefit our mix of students. For example, on

programmes where the numbers of mature student numbers are high, asynchronous connected acquisition learning offers greater flexibility facilitating students' care and employment responsibilities.

55   We include students in the design, delivery, and evaluation of our educational offer. Students are included on approval panels, on Programme Voice Panels (PVPs), and are integral to the student academic representation presence which comments on all aspects of content, delivery, teaching, assessment, and feedback (P89). Our NSS results validate this. For the last 2 years our results for the question 'staff value students' views and opinions about the course' have been at least 12% above sector, and for 'it is clear how students' feedback on the course has been acted on', 14% above sector[17].

56   To ensure authenticity of professional learning experiences the notion of *knowledge exchange* between student, academic and *industry or community* is embedded in design and delivery. Examples would include the range of preventative healthcare clinics that have developed since 2007; in these cases, demographic data of those involved include 25% mature students, 23% declaring a disability, and 47% from POLAR quintiles 1&2. Clinics have included memory clinics (Psychology and Special Educational Needs & Disability students work with dementia patients and carers to provide companionship, support and stimulation activities), MacMillan Move More clinics with MacMillan Cancer Support charity (cancer patients being supported by students and staff to help improve quality of life and increase activity levels during or post cancer treatment with student research embedded in the process), Police Wellbeing Programme with Devon and Cornwall Police (students providing pre-habilitative programme designed to reduce musculoskeletal injury for Police response officers on the front line of policing with over 500 officers now having completed the health check and 90% positivity ratings), Leg Ulcer Clinics with Livewell Southwest (Sports Therapy and Health & Wellbeing students working alongside health professionals from Livewell Southwest to provide a dressing service for leg ulcer patients which has been shown to accelerate healing rates by 80%), Cancer pre-habilitation clinic with University Hospitals Plymouth NHS Trust (students design, deliver and evaluate clinic work aimed at preparing cancer patients for surgery by increasing aerobic fitness which has been shown to increases survival rates and speed of recovery after chemotherapy), and SLT clinics (fully open since March 2021, the clinic has provided more than 45 placements and over 4000 placement hours with over 135 referrals). It is worthy of note that these and additional clinic work, fundamental to the design of provision at the University, won the Good Health & Wellbeing Award at the National Levelling Up Universities Awards 2022 (S3) which recognise universities that are 'spreading opportunity to people and places where it can make the biggest difference to break the cycle of Britain's endemic poor social mobility'.

57   These practices underpin research informed and challenging courses as evidenced by data. The 2021 UKES (S1) results placed us 1st for 'course challenge' and placed us in the second quarter nationally for 'Research and Inquiry' with 66% of respondents reporting positive experiences of engaging in research content, methods, and activity[18]. In the NSS we have exceeded the sector average in all teaching related questions over the last two years, including 'my course is interesting and intellectually stimulating'[19].

Section Detail: Assessment and Feedback

[17] NSS response rates: 2021 (77% taught, 73% registered), 2022 (76% taught, 72% registered)
[18] Advance HE (2021) PMU and the Sector. 231 PMU respondents. 19 participating UK institutions.
[19] NSS response rates: 2021 (77% taught, 73% registered), 2022 (76% taught, 72% registered)

58   Embedded in the SLP in terms of educational design, the collaborative nature of the learning experience alongside tailored, ipsative assessment and feedback, mirrors future experiences and working environments. Assessment is affective, valid and reliable, but also a learning experience and, as such, is designed during programme development to ensure students are prepared to progress across the levels of the programme, and to schedule opportunities for developmental formative feedforward and feedback.

59   We have a robust approach to providing student feedback ensuring anonymity where appropriate but also providing opportunities for personal *learning conversations* with peers and academic colleagues to support progress and attainment. Our SLP means that all parties learn from each other; there is a synergy and creativity that comes from that. Our investment in Studiosity (P78) ensures that the learning conversations about assessment can focus on the knowledge, understanding, intellectual and practical skills more explicitly and in-depth; a point noted in several PSRB visits (R20). Our PIF has a project focusing on inclusive assessment; a project even more significant in our context where there is a above sector average of students declaring a disability (currently 27%), with the main category being 'dyslexia, dyspraxia and ADHD' (36% of students declaring a disability). The impact of this work is evident in our TEF indicator data that highlights outstanding quality of assessment and feedback regardless of whether a disability is reported or not, and consistent across all years, for younger and more mature students, and across all IMD quintiles.

60   Authenticity in assessment design is pivotal to inclusivity but also to ensure that students can progress positively through a programme and into their careers. Looking at key subject areas such as Nursing, Allied Health and Psychology, and Education and Teaching, where simulation assessment, patchwork project work, integrated service provision and external clinics are embedded in core design, the outstanding student experience assessment and feedback TEF indicator data in these areas emphasises the impact this University focus has had in preparing them for work-readiness.

61   As well as robust academic integrity procedures being embedded across all provision, core PSRB programmes have external moderator*s* resourced to review assessment and feedback, and to provide additional discipline and professional feedback. Our student academic representation system also comments on assessment and feedback (P89) Providing this balance of student input, authentic academic, and authentic practice-based foci ensure the students experience of teaching, assessment and feedback that places them well for progression. Our TEF indicator data for assessment and feedback overall is outstanding. Over the last two years our NSS for assessment and feedback has been outstanding; we are 10% above sector for 'I have received helpful comments on my work', 5% above sector for 'feedback on my work has been timely', 4% above sector for 'the criteria used in marking have been clear in advance', and 6% above sector for 'marking and assessment has been fair'[20].

3.2 Section Summary: Resources Support and Student Engagement

62   Overall TEF indicator data show the quality of the student experience is outstanding for both core and partner provision. The split indicators highlight high quality and outstanding quality features apply across all our student groups and range of courses and subjects.

63   Students studying with us have access to excellent resources and support, and our effective engagement with each cohort ensures: (a) a high-quality academic experience for those students and (b) those students succeed in and beyond HE.

64   To achieve this there is outstanding support for staff professional development and excellent academic practice is embedded across the provider and our partners (P73). We ensure a supportive learning environment in which our students have access to a wide and readily

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[20] NSS response rates: 2021 (77% taught, 73% registered), 2022 (76% taught, 72% registered)

available range of outstanding quality academic support tailored to their needs (P75). Our physical and virtual learning resources are tailored and used very effectively to support outstanding teaching and learning. There is continuous improvement to the experiences and outcomes of our students because of us embedding and prioritising engagement and co-construction with students. Our NSS indicators supplemented with further evidence of excellence demonstrate the impact and effectiveness of our strategies and approaches to learning and teaching on student experience. The overall TEF indicator data provided are outstanding with very high quality - academic support is outstanding with 97.7% statistical certainty; learning resources are very high quality with 98.8% statistical certainty, and student voice is outstanding with 100% statistical certainty.

Section Detail: Professional Development & Academic Practice

65   The resource we commit to the academic development of staff is reflected positively in our student evaluations (Figure 1)

66   We have 263 Academic Staff:

We ensure staff are appropriately qualified, and we are committed to providing a fair environment in which everyone is treated with dignity and respect. We have held Investors in People status since 2000, have been awarded the Disability Confident employer standard, and recognition for our role as a Stonewall Diversity Champion. We are actively adopting the Athena Swan principles within our policies, action plans and culture.

67   Educational excellence has been a longstanding feature supported by robust professional development and peer review procedures. We have developed linked workstreams across research, knowledge exchange and academic activities, and resourced these with targeted appointments to spearhead distinct areas of academic development. Over the TEF timeframe PMU has been able to deliver Fellowship of Advanced HE to all new staff joining the University/HE. Our current offer builds on this and we now have a new Postgraduate Certificate in Academic Practice (PGCAP) which enables our core and partner staff to achieve Fellowship of HE Academy. Internal data for the PGCAP[21], which explicitly aligns with our tailored MEG, highlights that 100% of respondents agree that participation had (a) a positive impact on their conceptual knowledge about teaching and learning, (b) promoted positive changes to teaching and (c) resulted in positive impact for student learning.

68   In 2022 we accredited the Marjon Teaching Recognition scheme (MTR) available to core and partner institution staff. The MTR offers an experiential route to achieving HEA Fellowship. Combined, the PGCAP and MTR offers maintain our current position for staff with teaching qualifications and/or HEA Fellowship as above our competitors and the sector average.

69   Key colleagues are trained to deliver External Examiner training for Advance HE as part of a wider OfS funded degree standards project. This supports our staff to act as externals in other institutions of which 33% of those on academic contracts do.

70   We are strategically evolving our staff profile by increasing the numbers with postgraduate qualifications. In 2015, 42% of our academics held a postgraduate qualification increasing to 88% by 2018/9 and in 2020/21 33% of staff held a PhD. There is support for current staff to study at levels 7 and 8 whilst working, the latter enabled by growing numbers of staff who are eligible to supervise level 8 study. Staff study and conference attendance is supported by the Learning Development Fund which has made 180+ awards since 2019-20.

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[21] PGCAP internal evaluation 2022: 26 respondents 54% response rate.

71   Research Funding success has led to the hosting of special interest events for example the Student Led Knowledge Exchange conference (1/4/22)

                                                                                    We provide a full programme of activity for all PhDs and researchers, aligned with the VITAE 2019 Researcher Development Concordant (S6).

72   Peer observation and student evaluation are core to teaching enhancement which enables sharing of good practice and innovation, fostering a collaborative approach to professional development. Annual peer observations are mandatory, developmental, aligned with the UKPSF, and embedded into the Professional Development Review (PDR). The Peer Review and PDR enable the institution to identify staff development priorities for individuals, groups, and the University as a whole.

73   The reward and recognition structures for academic development are clearly articulated through the Probationary Policy and Procedure, Academic Promotion and Career Development Procedure, and Academic Contribution Framework. Staff are strongly encouraged to remain in good standing as set out in the Advance HE Code of Practice (S6: Advance HE, 2021) and consequently, PDR recommendations have led to the awards of 17 Senior Fellowship awards in the last 5 years. Promotion rates are healthy with good award rates in recent years; 61% success in 2020 and 70% in 2021. We have deliberately cultivated a proportionally representative professoriate who have a specific remit to mentor and develop early career staff.

74   The Student Union facilitate and judge annual Staff awards which take place in a twinned event with the institutional student awards. The number of nominations for staff and students has increased over time from 450 nominations in 2020 to 566 in 2022, demonstrating the quality of our learning community.

Section Detail: Learning Environment, Academic Support & Learning Resources

75   Overall indicator figures for Academic Support are outstanding with 97.7% statistical certainty, with splits showing consistent outstanding quality features in this area; as such, there are clear indications that the support is tailored to the student body and embedded throughout the University community. Internal module evaluation data[22] supports the TEF indicator data further with 80-84% students rating academic support academic support as excellent or good between 80-84% excellent or good over the last three years.

76   Students have access to a wide range of tailored support including a PDT who supports students to develop academically, personally and professionally. This promotes student success and self-efficacy as part of the MEG enabling the *mechanisms of change* to be tracked and evaluated (P32). Notably, our student-led, internal Student Experience Survey (2022/23)[23] highlights how 75% of students agreed with the statement, 'I agreed working with them', 79% agreed with the statement 'They do a good job for me' and 80% stated that they had someone to ask if they needed to.

77   Mentor support for placement learning is an essential aspect of professional programmes. Effective mentors and other expert colleagues have shared high expectations, work well together to ensure that learning and development is cohesive, personalised and identifies the needs of students and trainees as an example of impact, within our Teacher Education provision annual trainee evaluations of mentors against the National Initial Teacher Training

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[22] Core and partner provision, Likert scale 1-5, Excellent-Poor: 2020 (1286 responses); 2021 (1347 responses); 2022 (1498 responses).
[23] Third year students surveyed with 12% response rate at point of submission.

(ITT) mentor standards (S6: Teaching Schools Council, 2016) in 2022[24], noted that 88% of trainees felt that mentors demonstrated good or exemplary practice in supporting them to become high-quality teachers, and build their resilience.

78　**Studiosity** is an on-demand academic feedback platform where all students, including home and partner students at all levels of study, can get tailored support for academic writing and development 24/7. There are two main services, both aimed at inspiring confidence, skill acquisition and independence: (a) Writing Feedback - whereby all students can submit a section of an assignment and (b) Connect Live - a one-to-one, online support session with a subject specialist (S6: Studiosity, 2022). Studiosity Data[25] highlights satisfaction ratings of between 94% and 96% over the last three years. In 2021-22, degree outcome data shows that of those who used Studiosity, 79% achieved a 2.1 or above. Introduced in 2019, the University's Acquire, Improve, Master (**AIM**) programme is a series of sessions covering academic, information and digital skills. Each level has been designed for students to build skills and attributes associated with the MEG, required throughout the learning journey. Regardless of discipline, internal data[26] has identified ratings between 74% to 95% of students participating having increased confidence in the targeted skills following the sessions.

79　As well as being allocated a personal Career Coach alongside their PDT, all students have access to Futures Online which provides a supportive learning environment and platform for our students and alumni (for both core and partnership provision). Resources are available all day, every day. and enable users to access information, resources and advice on key employability, careers, and enterprise topics whilst, significantly, enabling them to personalise and tailor their learning experience[27]. Within the Futures Online platform students are encouraged to engage with the 'Career Pulse' survey; the survey helps staff and the students in terms of reflective practice, metacognitive ability, and self-efficacy, to understand and target employability skills identified by the World Business Forum (S6: World Economic Forum, 2018). Engagement levels are positive[28] but this will become mandatory aligned with the MEG and following successful pilots such as with Sports Coaching, where it has been embedded into provision and resulted in both increases in overall confidence but also willingness to engage with the Turing Scheme (e.g. 3 students undertook an exchange with the Australian College for Physical Education and the Liverpool Football Academy based there).

80　During the academic year 2021/22 the Careers and Employability Service worked with colleagues in the Student Support and Wellbeing Service to create resources to support students with declared disabilities to access Careers, Employability and Enterprise guidance in an effective and appropriate manner. On average, students with a disclosed disability made more use of Futures Online, compared to students without a disability and within the cohort, students who declare having three or more disabilities, particularly linked to mental health, are using Futures Online the most. Importantly, in terms of impact, latest OfS dashboard data for students awarded degrees in 2021, there was a 'positive' degree awarding gap for students with a declared mental health condition compared to those with no disability declared (80% of students with a declared mental health condition attained a good degree, 2% higher than

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[24] 84% response rate from 248 trainees (15.4% of total PMU student population) from all primary and secondary trainee teachers.

[25] 2019/20 (794 unique users and 94% high satisfaction), 2020/21 (832 unique users and 96% high satisfaction), 2021/22 (536 unique users and 96% high satisfaction)

[26] 2019/20 (696 participants and 95% increase in confidence associated with targeted skills), 2020/21 (476 participants and 74% increase in confidence associated with targeted skills)

[27] 2019/20 (3018 users) 2020/21 (3724 users) and 2021/22 (3241 users)

[28] 2019/20 (518 users with an average of 4% increase in confidence scores across all facets), 2020/21 (464 users with an average of 6% increase in confidence scores across all facets), 2021/22 (359 users with an average of 7% increase in confidence scores across all facets)

those students without a declared disability at 78%). In terms of supporting the MEG mechanism of change, this is significant, but also the fact that 87% of our registered mature students have sought study skills support in the current academic year, emphasises our focused work for such students (Positive Outcomes, P14).

81 Our learning resources are very high quality and are used effectively to support an outstanding student experience. The University is campus-based, with specialist facilities to support all its programmes, with additional profession-focused buildings located to further support students. On campus, there are specialist rooms and resources supporting all disciplines, including British Association of Sport & Exercise Sciences accredited laboratories and gymnasium, Osteopathy clinics, sports therapy laboratories, mock school classrooms, editing suites, performance analysis suite, Theatres, nursing and health simulation suites, forensic laboratories, observation rooms and a *Crime Scene* House. Professional resources include *The Workshop*, attached to the South-West BBC centre in Plymouth, where all students, but specifically journalism and media students, can have access. Notably each of these venues is utilised for professional development with police, paramedics, athletes, teachers, and therapists as examples, utilising these facilities.

82 Although the campus is Plymouth-based, the University also leases the *Old Cathedral School* in Truro, Cornwall as well as providing access to the London Diocesan Board of Schools buildings in London, to ensure education students have access to broader regional and national bases. We have also recently purchased a *Studio School* building that will focus on professional development activities for all disciplines, and will regain a large Allied Health Centre (AHC) located next to Plymouth City's hospital to support the expanding health provision.

83 Partnership resources are also considered with students having opportunities for exchange in Berlin and the *FunkHaus* (a media centre that has held events for Google and Apple), Australia through Liverpool's Coaching Academy located there, Vietnam with the Hanoi University of Science & Technology, and a teacher education centre in London as examples. Our partnership with Cornwall College also sees students gaining specialist sport training and access to facilities in Spain and Portugal, our partner, Screenology, utilise specific film-industry resources in Bristol, and our partner, News Associates, tailor provision in an active, real media centre for our journalism provision in Manchester and London.

84 Aligned with our International Strategy *Marjon Global* (S2) developed in 2021, we now have 24 global partnerships with the focus of supporting global classroom activities, student mobility and research collaboration aimed at enriching the student experience and leading to positive outcomes. Recent activities (2021/22) have included Global Classroom work with Teacher Education partners at the Arkansas State University (100% of secondary ITE students engaged), research collaboration with partners from Norwegian School of Sport Science (Norway) & UCL University College (Denmark), authentic and real world assessments in partnership with Locate International providing forensics students the opportunity to be part of national and international investigative teams to solve cold cases with police forces and student exchanges with partners in Iceland, the US, Australia, Germany and Vietnam. The social capital, self-efficacy, reflective practice, subject expertise and core skills, all aligned with our MEG, that students gained from their engagement in these activities is evidenced by their feedback; as examples, feedback from student mobility activity alone (supported by the university and our funding from the Turing Scheme) in 2021/22[29], showed 92% of students perceived they had developed better leadership skills, 96% better personal skills, 92% improved confidence, 92% improved problem solving ability, 92% increased resilience and 92% stated that the experience was life-changing (R21).

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[29] 2021/22: 25 students engaged in international student mobility opportunities.

85   The University has several platforms and resources supporting students: (a) *MarjonCanvas,* our Virtual Learning Environment (VLE) and its app, ensures students are regularly provided information regarding opportunities for further engagement including events, research, knowledge exchange and international activity. In addition, the mobile friendly nature of the VLE has enabled students to utilise informal learning spaces more effectively at a time that is best for them. The platform is designed to provide and interactive and flexible learning experience; (b) The hybrid model of learning & teaching provides opportunities for located (on-campus) teaching and learning as well as *connected* educational experience; (c) Panopto, records sessions from all internal teaching spaces and provides connected, asynchronous access to these sessions at a time suitable to the student; (d) The University library is a physical space comprising of social and group study areas, and silent individual studies spaces and houses a wide range of books, journals and electronic resources accessible on and off campus; (e) There are a range of supportive informal learning spaces specifically designed for group work mirroring the design of contemporary shared, open space offices; (f) we have also invested in *The Edge* which provides office and desk space for student and graduate innovation and enterprise projects.

86   *MarjonCanvas* has powerful analytics functionality, which helps to increase student engagement by offering insights on how students are interacting with course materials, accessible to both students and staff. Engagement with learning materials hosted in Canvas can be evaluated at a variety of levels, from whole institution through to the academic Schools, and at a granular level by course and individual student.

87   Engagement and work pattern analytics from *MarjonCanvas* have been utilised to optimise the learning experience and enhance pedagogical design; e.g. Studiosity data from 2019/20[30] (R22) highlighted students most utilised the support very late at night due to other responsibilities, particularly affecting our mature students. From this we not only introduced organisational strategy activities into the specific modules, but validation processes must now include detailed analysis workload calendars for students.

88   We have a robust and evidence-based approach to student engagement, with an underlying philosophy of co-production of the learning experience. We fully embed engagement with our students, leading to continuous enhancement and enrichment to the experiences and outcomes of our students. As evidenced by TEF indicator data across all years, core and partnership provision, course type, all age ranges, all IMD and, indeed all indicator splits, the University is outstanding in engagement with students in terms of Student Voice for FT provision and exceeds benchmark in PT provision. As also noted by the continuation data and progression data that indicates very high quality, the drive for co-production and agency in their learning experiences, is also having an impact on outcomes. It is also worthy of note, that overall attainment has remained over 75% *good degrees* over the last four-years and is currently at 77.25%.

89   Students are engaged in all programme validations; their views are required as part of the presented documentation and student representation is sought at validation events. All programmes have a PVP where all years on a programme, and university staff, can discuss and co-produce the learning journey towards enhanced outcomes. The representatives on these PVPs are all invited to a broader Student Experience Council Chaired by the Student Union President to debate the holistic student experience across the University. There is also student representation on all University Committees and groups except the University Board of Studies (UBoS). We were very aware of students potentially being outnumbered in key decision-making meetings and, as such, the University established a Student Engagement and Outcomes Panel (SEOP) in 2020 that hierarchically aligns with the UBoS, both reporting

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[30] 2019/20: Studiosity had 794 unique users with 25.6% of usage being between 20:00-02:00.

to Senate; SEOP has student representatives from all years and alumni, and receives all the same data, reports, and items as UBoS. This innovative, student-led, approach ensures students are genuinely engaged in decision-making that influences their learning experience towards positive outcomes. Students are able to engage in meaningful participation in quality assurance and enhancement processes which results in the improvement of their educational experience e.g. end of session feedback, mid module reviews and end of semester evaluations. The University has a virtual and anonymous 'Chatback' function that reaches out to all students to ensure everyone's voice can be heard with ease; these are directed to the relevant manager at the University to respond to - we've received and answered over 1000 Chatbacks in four years, since it launched 2018. 'You said we did' PVPs, and semester and programme reports ensure the feedback loop is closed.

90   Explicit feedback mechanisms and student consultation activities are embedded in our quality assurance processes ensuring academic rigour and leading to improvements to the experience and outcomes of students (P59 & Student Submission). An Internal Audit report 2021/2022 (May): Student Experience Review (R23) noted that there were

> *'Good levels of monitoring and reporting on student experience data and feedback through the Student Engagement & Outcomes Panel; this included Student Academic Experience Survey (SAES) results, data from Graduate Outcomes Survey, NSS data and mid-module and end-of-semester module surveys.'*

91   Aligned with the SLP and focus on co-production, we support student engagement in authentic, *living laboratory* projects that have impact on their skills and student experience. As an example, the 'Student as Researcher' scheme, which employs undergraduates as research assistants to staff projects is designed to enhance the shared research culture and integration between teaching and research at Plymouth Marjon University. It is underpinned by a broad '*students as researchers*' pedagogy and aims to develop learners as co-creators, rather than consumers of knowledge, by developing their research skills. The 2021 cohort recruited eight students, leading to staff-student authored conference presentations and publications. Also relevant are the University's Change Maker projects, which have run since 2020 and are student led empirical research projects with a focus on enhancing the student experience. Projects include developing support resource for mature students, a comprehensive mental health survey and creating a male teacher support network.

92   A major strength for us is the sense of belonging that permeates the student experience, and deeper analysis of NSS data highlights this. The most recent NSS (2022)[31] states we are 12% and 11% above sector (taught & registered provision, respectively) for 'Learning Community'. This was also evident during the academic year most affected by the pandemic 2020/21[32], where NSS data shows we were 14% and 13% above sector (taught & registered provision, respectively) for the same category. Individual questions in this category, especially during the pandemic, highlight the strength of our social learning paradigm and the strength of relationship within the Marjon community: the data from positive responses to the statement 'I feel part of a community of staff and students' in 2021 placed us 20% and 18% above sector (taught & registered provision, respectively) which was maintained in 2022 where we were 15% sector (for both taught & registered provision). In succinct terms, we have an or institutional commitment to the Social Learning Paradigm (SLP) through which we provide holistic educational experiences for all students; this offers authenticity and belonging within a

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[31] NSS response rates: 2022 (76% taught, 72% registered)
[32] NSS response rates: 2021 (77% taught, 73% registered)

framework of shared values and co-production that produces very positive and outstanding outcomes for our students.

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