

University of Roehampton: Teaching Excellence Framework

1. Context

At Roehampton, we change lives by helping our students to develop the knowledge, skills and confidence needed for a successful professional career and fulfilling life, irrespective of their background or circumstances. Our mission is shaped by the history and progressive values of our four founding bodies and their colleges, established in the 19th century to train women to become teachers. Our institutional priorities remain focused on widening participation, an enriching student experience and providing excellent professionally focused education.

Today, we are fulfilling these commitments by extending our portfolio of professional courses through strategic curriculum developments, reshaping our academic excellence to enable this transformation and by placing the voices of our civic and corporate partners at the heart of everything we do, from the design of our courses to our research and knowledge exchange priorities.

We believe that higher education has a social purpose. Roehampton is closely connected with our city and local communities. As a civic institution in southwest London, we make significant contributions to social, cultural and economic priorities. Roehampton provides a warm and supportive community where everyone can find their place and be inspired to do their best, as students, as graduates and as active citizens. We support all our students in realising their aspirations and in making a positive contribution to society.

The university is based at our southwest London campus, with 5,400 undergraduate and nearly 4,000 postgraduate students in 2022. Around one-fifth of undergraduates live on campus. The majority, however, travel to study from across London and further afield. Our record on access to higher education is outstanding. 80% of our students come from backgrounds underrepresented in higher education. Roehampton is in the top quintile in *The Times*' ranking of HE for social inclusion. Nearly 60% of students are the first generation in their families to attend university. Almost all attended state schools. Of new entrants in year 4 of the TEF metrics (2019/20), 64% were from a black, Asian, or ethnic minority background¹, 19% were from the most deprived areas of the country, 24% mature, 16% declared a disability and 1% were care leavers. Just under half of our underrepresented students belong to more than one of these groups.

Our underrepresented students are overrepresented among students who live off campus, with black and Asian students more likely than white students to live more than five miles from campus. Many of our students commute to campus and must balance their studies with paid work or caring responsibilities. Given our students' backgrounds and circumstances, studying is not always easy. In a 2021 survey of nearly 200 students conducted by students (an example of teaching excellence on a third-year sociology module), over half had a commute of more than an hour, with 10% having a commute of more than two hours. More than half said they had missed or been late for classes. According to our own data, students who live more than five miles from the campus have on average 5% points lower attendance than students living on campus. As a result, without support, some students are more likely to fall behind in their studies and not realise their full potential.

¹ In this submission we have followed *Writing about ethnicity* guidance <https://www.ethnicity-facts-figures.service.gov.uk/style-guide/writing-about-ethnicity>

To support success, the university's 2020 *Student Education* strategy ensures our provision works effectively for all our students and is tailored to their needs as learners, regardless of where they live, their background or circumstances. The strategy is framed by our ambitions to sustain enriching student communities; build flexible, integrated and engaging study environments; foster inclusive teaching practices and create inspiring professional courses embedded in the university's excellent research environment.

Roehampton's provision covers courses in life and health sciences, education, psychology, business and finance, the humanities and social sciences, and the creative and performing arts. Roehampton is a top 10 national teacher training provider and London's largest *School Direct* provider. Strategic curriculum development is creating a growing portfolio of professionally focused courses designed and taught to enable students to be successful in their studies and as graduates. Over the past decade, we have opened new professionally focused courses in accountancy and law and, since 2018, in nursing and computing. These rapidly expanding and popular subjects now account for a fifth of undergraduates and continue to grow, including new programmes in healthcare and in data science. To enable this portfolio transformation, we have been realigning our staffing since 2020 to ensure we can deliver an excellent student experience and positive student outcomes in all subjects.

We established a *School for Continuing Education (SCE)* in 2022 to create pre-degree, vocational and continuing professional development programmes. We received funding from the *Office for Students (OfS)* for a Lifelong Learning pilot with two short courses providing upskilling opportunities for teaching assistants towards qualified teaching status. Working with employers, the SCE is also developing degree apprenticeships in health, digital, creative and education to widen access to higher education further. Starting in 2023, we will launch new STEM programmes in engineering and the built environment, including civil engineering, architecture and surveying, expanding further the opportunities for students from all backgrounds to pursue a professional career. To support this work, the OfS recently awarded Roehampton a major capital grant for a new *Sustainable Engineering and Technology Education Centre (SETEC)* to establish sector-leading student facilities.

Since 2015, the university has partnered with *QA Higher Education (QAHE)* to deliver Roehampton business management and computing programmes, reaching a wider group of mature students and extending our social mission. The number of undergraduates studying with QAHE peaked at over 6,000 in 2019/20, three-quarters in business management, with around 60% of students registered on a four-year integrated programme with a foundation year. Due to changes in our partnership arrangements, our QAHE student population has reduced to around 550 in 2022/23.

We are proud of the success of our QAHE students. Most combine study and paid employment to advance their careers. Almost half come from non-traditional backgrounds and have entered higher education at foundation level. 45% of registered students are the first in family to attend university and over 90% study in a second language. Our courses with QAHE are tailored to our students' learning needs, including evening and weekend teaching. We work closely with our colleagues at QAHE to ensure that our students on business management and computing courses have a high-quality student experience and positive student outcomes. Our collaboration with QAHE is embedded at the university through a network of academic link tutors responsible for the provision's quality and standards. Link tutors advocate for sharing good practice and continuous

improvement of teaching and outcomes, including interventions centred on continuation, completion, and progression (see SO2-3).

The *Roehampton Students' Union (RSU)* and QAHE have been members of our TEF partnership and working groups. We have funded RSU project support, as well as sharing data and other information.

2. Student experience

SE1: Teaching, feedback, and assessment practices

The very high quality of teaching for our students at Roehampton is reflected in results from the *National Student Survey (NSS)*. The measures we implemented throughout the TEF period resulted in consistently high levels of student satisfaction with teaching quality, with a TEF metric score of 80% for taught provision for the '*teaching on my course*' theme. This is fully in line with benchmark. Our score for the question '*staff are good at explaining things*' reflects our consistently high teaching quality. The 2022 score of 84.3% is in line with the sector, as are all scores for this question since 2019. Furthermore, in *Advance HE's UK Engagement Survey (UKES)*, which includes undergraduate students from all years of study, the teaching theme score in 2022 was 82.7%, up from 81.6% in 2020.

To improve the student experience, the excellent workshop-led teaching practice in English, history, and law has been replicated on our larger programmes including business management and psychology, creating opportunities for students to study together in groups. For example, on the revised 'Principles of marketing' module, tutors now work closely with small groups on a formative data analysis and presentation task over several weeks before presenting their findings to the whole group. This approach facilitates peer support and collaborative learning. One student said: '*seminars are very engaging and beneficial as we can explore our fellow peers' perspectives.*'

Assessment and feedback and inclusive practice. NSS assessment and feedback scores attest to the consistently very high quality of our teaching provision and the work we have done to improve the quality of the student experience. The overall TEF theme score of 71.4% for taught provision is 1.4% points higher than our benchmark. We have implemented several initiatives to improve feedback and assessment to embed excellent teaching and inclusive practice at the university:

- **Assessment and Feedback Framework.** Led by the *Learning, Teaching and Enhancement Unit*, the university won HEFCE funding for two student-partnered projects to improve academic outcomes for black, Asian and ethnic minority students – '*Reimagining Attainment for All*' (RAFA) (2012-13, 2017-19). The projects emphasised the importance of getting the process of assessment right to support high achievement. As a result, we approved an *Assessment and Feedback Framework* in 2017, updated regularly to provide a consistent and transparent structure across the university. The framework aims to reduce over-assessment, spread deadlines, promote assessment literacy and provide students with feedback within an agreed-upon time frame. On the assessment and feedback theme, our NSS score in 2018 improved by 5% points to 71.9% and in 2019 and 2020, our scores were 74% and 72.7%. On the '*feedback on my work has been timely*', we achieved 77.8%, 77.2% and 76.5% across the same period, with our score in 2020 4.1% above the sector.

- **Categorical marking.** In 2019, we approved a university-wide categorical marking scheme to improve assessment quality and feedback. The scheme helps students understand where their work falls within each grade boundary and improves marking consistency. It also works with assessment rubrics, widely used across all subject areas, to provide students with insight into their current performance and suggestions for how to improve. In the 2022 NSS, we achieved 71.8% on the '*clarity of marking criteria*' (2.1% above sector) and 72.3% for the '*helpfulness of comments*' (3.2% above sector). The scores for the same questions in the 2022 UKES survey were 81% and 77.6% respectively. In the same survey, 60% of students said they made significant changes to their work in response to feedback.
- **Assessment literacy.** Our *Student Partnerships in Assessment (SPiA)* project was launched in 2021 to continue this work. The project works with students in-class on assessment literacy and covers topics such as the effectiveness of assessment briefs, setting submission deadlines and types of assessment. Early adopters of the SPiA framework in the *School of Arts and Digital Industries* saw significant improvements in NSS scores. *English Language and Linguistics* increased by 20% points on assessment and feedback in 2022, while *Digital Media* increased by 21% points. Led by our Inclusive Practice project group, bringing together students and academic and professional service colleagues, the project is being rolled out across the university through best practice workshops across all subject areas.

Business management. Business management is a large subject area at the university where we have taken significant steps to improve the quality of student experience. Business management is a combination of university-taught provision and provision taught by our partner QAHE. Roehampton and QAHE collaborate to ensure that students on business management courses have a high-quality student experience and positive student outcomes wherever they are taught.

We have a diverse staff base in this subject area, both in terms of demographics (48% or 37 staff are from a black or ethnic minority background) and professional experience. We recruit from industry so that our students are exposed to real-world issues and opportunities. These colleagues bring new perspectives with them, leading to the development of more global and internationally relevant programmes, as well as more 'authentic' approaches to learning and assessment.

To drive improvements in the student experience for business management students, and to integrate the digital and in-person learning environment, we launched a new pedagogic framework: *DESA+ (Discover, Explore, Share and Apply, Explore More)* in 2020. The model includes more small group teaching settings, the scaffolding of assessments, the creation of more authentic assessments, including alternatives to the traditional final year dissertations and embedding additional skills support time in each module. This work is resulting in tangible improvements to the quality of the student experience on business management courses: The NSS '*teaching on my course*' score for all business management provision increased by more than 2% points in 2022 to 77.8%, halving the gap to benchmark from 5.7% in 2021 to 2.2%. On '*assessment and feedback*', the NSS score jumped from 67.1% to 73.5% in 2022, which is 0.9% higher than the benchmark. On '*learning resources*', the NSS score increased by more than 5% points to 82.4% with the 4-year metric falling just 0.4% points short of the benchmark at 81.1%.

SE2 Course content and delivery

Quality and standards. In the 2020/21 and 2021/22 academic years, 100% of external examiners confirmed that the academic standards set at the university were in accordance with the Framework for Higher Education and the relevant subject benchmark statements, and that students' academic standards and achievements were comparable to those at other UK higher education institutions.

The rigour of our courses is also evidenced by consistently high NSS scores with an average over the TEF period of 80.5% of students agreeing that their courses were '*intellectually stimulating*', 80.4% agreeing that there were '*opportunities to explore ideas or concepts in depth*', and 75.4% agreeing that their courses '*challenged them to produce their best work*' – all in line with the most recent NSS benchmarks. Our 2022 UKES scores also demonstrate the consistently high quality of our provision: we achieved 88.6%, 81.6% and 89.1% across the 'course challenge' theme in 2020, 2021 and 2022, with 82.3% responding that their course is '*intellectually stimulating*', 86.3% that they were able to '*study ideas or concepts in depth*', and 83% that their course had '*challenged them to do their best work*'. Further, 83% of students agreed that their studies had improved their critical thinking skills.

Experiential course design and delivery. We approved the Roehampton Graduate Attributes in 2016 to shape course design. These put graduate-focused skills and competencies at the heart of the student experience to support progression and 'education gain' by embedding 'soft skills' in curriculum design and learning, teaching, and assessment practices (SO4-6). While some of our courses (for example, nursing or initial teacher training) prepare students for specific professions, most of our students will not pursue a career defined by their degree. As a result, our courses go beyond subject knowledge and understanding to broaden horizons and enhance graduate adaptability, including the opportunity to study abroad (pre-pandemic around 90 students took this chance with the numbers now growing again). Experiential learning approaches, such as work placements, create opportunities for students to be more hands-on active learners.

Throughout their studies, all law students take 'law in practice', honing their skills in a mock courtroom or working in the Roehampton Citizens Advice, which the university co-hosts. Students in initial teacher training 'learn by doing' in school classroom settings. Computing students on our new taught provision learn by tackling problem-solving projects and delivering industry-standard solutions. Business management students put their skills to the test in our Bloomberg Trading room, as well as being assessed through a 'pitch to industry', which is also used widely on creative and digital arts courses. The use of the Bloomberg is now embedded in the assessment of the level 6 economics module 'Economics for money, banking and finance' and module clinics focus on using the Bloomberg to help students improve their module assignments. By learning in our multidisciplinary simulation centres, nursing students gain knowledge and understanding in real-world scenarios. In 2021, the university was awarded £300,000 from *Health Education England (HEE)* which enabled us to expand the use of simulation-based learning for nursing students. The *British Psychological Association (BPS)* noted in their 2021 accreditation of our psychology courses: '*The approach to developing students' subject specific and transferable skills to enhance employability is a key feature embedded throughout the programmes. The curriculum is purposefully designed to accentuate psychology in the real-world.*'

We have consistently high NSS scores on the question of '*opportunities to bring information and ideas together from different topics*': the 2022 score of 83.9% is 2.5% points above the sector. In

2022, the question on *'opportunities to apply what I have learnt'* increased by 2.3% points to 75.5%, in line with benchmark. In the 2022 UKES, 79% of students said their courses *'connected ideas to their prior experience and knowledge'*, 65% that their *'learning was connected to real-world problems or issues'*, and 83% agreed they had the *'opportunity to apply facts, theories or methods (for example to practical problems or new situations)'* during their studies.

To prepare our students for graduate careers in the digital cultural economy, we are embedding a new curriculum framework for courses in the humanities, creative and performing arts and the social sciences. Alongside their core discipline, students will take cross-disciplinary and professional preparation modules to nurture high-level interpersonal and cognitive skills – of ideation, team-working, problem-solving, project management, judgment and decision-making, effective communication, and resilience – to enhance their 'education gain' (SO4-6).

SE3: Research and professional practice and employer engagement

Research-rich student experience. Student success is central to Roehampton's 2020 Research and Knowledge Exchange strategy. The university's academic excellence was confirmed in the 2021 Research Excellence Framework, with 77% of submitted research and 83% of our impact and knowledge exchange being classified as 'world leading' or 'internationally excellent'. The university's commitment to academic excellence over many years has created a rich research environment underpinning the very high quality of academic provision at the university. Our research and knowledge exchange (RKE) centres create opportunities to engage in this academic excellence creating strong pathways to postgraduate study, including through our externally funded TECHNE and SENSS doctoral programmes. Roehampton also has an excellent track record on widening access to postgraduate research study. Our RKE centres are the vehicles for engaging students in higher-level skills and competencies, by addressing global challenges and the UN's Sustainable Development Goals. For instance, the Roehampton Climate Network brings together interdisciplinary researchers, but also provides cross-university study options to promote carbon literacy. Roehampton scored 72.5% on the *'research and inquiry'* theme in the 2020 UKES survey, the last year the theme was included, placing it in the top quartile of institutions in the survey.

Professional accreditation. Over 26 of our undergraduate programmes and an equal number of postgraduate programmes have professional accreditation, including with the *Association for Nutrition*, the *British Psychological Society*, the *Chartered Institute of Management Accountants*, the *Federation of Neuroscience Societies*, the *Institute of Biomedical Science*, and the *Nursing and Midwifery Council*. Overall, 59% of undergraduates study on a professionally accredited programme.

Advisory boards in each academic school provide expert input from major employers, industry and civic partners to shape the student experience and support high student outcomes. Among their activities are course and module design, student career and networking events, guest lectures from professional practitioners, internships and placements, and real work challenges. One board member said: *'I have been impressed by the rapidly growing healthcare education team in the School of Life and Health Sciences and their ability to provide professionally focused programmes that are transforming the lives of Roehampton students. Engagement with the school is hugely productive in supporting the development of the healthcare workforce in southwest London.'*

Business management masterclasses. Business management students are gaining authentic experiences in classrooms to enhance progression. In March 2022, 400 undergraduate students studying Level 5 Project Management, and 120 postgraduate students, participated in the DAREL Education and KPMG Energy Transition Masterclass. The workshop is part of an ongoing partnership to give students the chance to apply their learning to real-world situations. After the Masterclass, 100% of participants surveyed were more interested in sustainability topics within project management and 86% rated energy transition as 'highly relevant' to project management.

Making connections work for our students. We are proud of our city and community collaborations, which provide opportunities for our students to learn and grow. We collaborate with six borough councils and five universities for the economic and social benefit of south London through the Greater London Authority-funded Business, Innovation and Growth (BIG) South London, and the South London Partnership. Our work with the Greater London Authority-funded Health Innovation Network enables us to engage with over 60 health-related small and medium-sized enterprises, generating placements opportunities in health settings. We work with over 600 other employers creating work experience opportunities across other subject areas. Through Wandsworth Borough Council we are engaged in the South London Innovation Corridor, the Arts and Culture Strategy, and the skills and employment steering group for the Nine Elms regeneration project in Battersea. We have been the official partner of the Barnes Children's Literature Festival since 2016, with students in humanities undertaking placements and contributing to it. Roehampton also works with the Wimbledon BookFest education programme, which reaches over 7000 students in 70 London schools each year, as well as providing an annual Poet in Residence. We have longstanding relationships with Shakespeare's Globe, the Battersea Arts Centre and Regenerate, the Alton council estate's social mobility charity. We have also developed public learning programmes with the University of the Third Age, Kew Gardens, the Black Cultural Archives, the London Wetland Centre and The National Archives.

This work has led to an expanded range and number of employers offering placements to our students across London. Entrepreneurial support is also provided through the Roehampton Internships Scheme and the annual start-up competition, both of which are supported by Santander Universities, which placed 109 students in paid positions over the last 2 years. On average 78% of students on the scheme have progressed to graduate-level employment (see SO3).

SE4 Academic professional development

Valuing teaching. Roehampton's institutional culture recognises and rewards excellent teaching. We maintain a strategic commitment to continuous professional development aligned with the *UK Professional Standards Framework (UKPSF)*. Professors and all staff on a standard academic contract teach. Our promotion path for academic staff is consistent with the UKPSF. Colleagues can apply for promotion to professor based on their excellence in teaching and learning. Reader-equivalent principal teaching fellows (PTF) lead learning and teaching in their subject areas. As we extend our professional portfolio, we are appointing permanent and visiting lecturers with professional practice backgrounds to enhance the career-focused experience for students.

Academic professional development. The *Learning and Teaching Enhancement Unit (LTEU)* leads on our academic professional development framework, ENHANCE, to support staff in providing an excellent student experience and improving student outcomes. All academic, temporary, and professional service colleagues can gain professional recognition for contributions

to student learning. ENHANCE includes recognition and training accredited by Advance HE and SEDA (Staff and Educational Development Association) and is cited as a model of good practice in the sector (Advance HE 2022). Our HEA institutional recognition percentage is above 100% (Advance HE data, 2022, sector average 46.1%) because it includes colleagues not recognised as academics in the HESA returns. Over 90% of academic staff have recognition, with 94 Senior Fellows and 12 Principal Fellows. All colleagues with a substantive remit for teaching must gain HEA fellowship within their first year at Roehampton either through our taught programme, which is mandatory for those new to teaching in higher education, or through our Advance HE-accredited experiential route. Doctoral students, technicians and other colleagues who teach or support learning take part in a programme aligned with D1 of the UKPSF. The LTEU established a blended learning community of practice across the university to support colleagues with enhancing the integration of the digital and in-person student experience during the pandemic. In a January 2021 survey of teaching, 79% of undergraduate students (over 1250 responses) agreed that all the learning materials they needed to study were available on their module Moodle site. QAHE colleagues established a VLE champion's project, which includes a monthly workshop where best practice tips, experience, student feedback and new ideas to support continuous improvement in the digital learning environment are shared. We have also trained over 3600 school-based mentors on our initial teacher training courses in the last three years.

Continuous professional development. All academic colleagues participate in peer review, tailored to academic professional development needs, such as peer observation of teaching, review of a digital learning environment, or review of assessment and feedback practices. *'I have in the past been quite nervous about teaching and particularly apprehensive about being observed', wrote one colleague. 'However, having been through it I can now say it was a very positive experience, and ironically the single biggest things I have gained from being observed is confidence! The feedback from the observers was very insightful.'*

Academic professional development includes a year-round programme of institutional events and workshops. Current professional development work includes curriculum design for professionally oriented degrees, gamification, methods for large and small group teaching and embedding employability in curricula and pedagogies. This programme culminates in a three-day learning and teaching festival showing best practice at the university. Over the past five years, 100 to 150 colleagues each year have attended the event. Recent themes have included Employability in the 21st Century, Curriculum Design in a Time of Change, Teaching Remotely in the Era of the Fourth Industrial Revolution and Innovation and Inclusion, all of which reflect current strategic priorities. As part of their continuous professional development programme, QAHE also run an annual conference to support improvement in the student experience (e.g. 'Digital by Design' theme in 2022).

The LTEU also leads professional development to support the student experience and outcomes of students with vocational prior attainment. In 2021, half of new students joined Roehampton with BTECs and other level 3 qualifications and have, on average, lower academic outcomes in their first year of study than students joining with A Levels. To address this, we are collaborating with local further education colleges to support Roehampton colleagues in designing and delivering high-quality courses that reflect the types of learning students have previously engaged in and aid in their transition to higher education. On our revalidated psychology courses, the new core module 'Psychology of resilience and success' has seen an increase in assessment submission and pass rates and scored 4.3/5 in its recent autumn term module evaluations.

SE5 Supportive learning community

Continuous improvement of student support is a strategic priority for the university, creating a rich and nurturing learning community for students that is tailored to their needs. The '*academic support*' theme score is just 0.5% lower than the benchmark across all years of TEF data. Academic support scores in the NSS were at 79% in 2019 and 2020, more than 3% points higher than benchmark, but fell to 70% in 2021, which was expected. However, the score on '*been able to contact staff when I needed to*' of 77.3% was only 0.3% points lower than the sector. Because of the 1.3% increase in 2022, we believe the measures we are implementing that are described below lead to consistent and significant improvements in student support.

Nest. We launched Nest in September 2022 as a single contact point for all students' enquiries. Nest provides students with information and support, ranging from academic matters to assistance with finance, accommodation and wellbeing services, in person and online. Since the launch of Nest, we have seen a 30% increase in engagement with our student support webpages and the team has consistently resolved more than 1,000 student enquiries per day. Satisfaction with Nest is currently at 97%. '*Nest has benefitted me as a student by being a space where I can feel supported with my studies and student life*', one student said. '*The Nest portal has been useful as it provides me with information and tools I need to access, for example, access to Moodle and Library pages. The team on campus are also super helpful by being available each day to talk to no matter what query I have.*' '*Nest has been a lifesaver for us*', said another. '*We may have hundreds of problems, but there is always a solution, the Nest.*'

Colleges and chaplaincy. Every Roehampton student belongs to one of our four colleges. Colleges provide pastoral support to students and opportunities for them to get to know each other, volunteer, participate in events and take on leadership roles (see S04-6, education gain). Each college elects a student president and deputy as part-time officers in the Roehampton Students' Union (RSU), who work with college life development officers to run events that foster a sense of belonging, connectivity, and community. College wardens live on campus and work closely with student flat representatives throughout our campus accommodation. Student wellbeing officers are based in each of our four colleges. These staff are the first point of contact for personal issues students may be experiencing, providing confidential support. The chaplaincy team reflects the faith-based foundations of three of our four colleges. They provide a multi-faith chaplaincy with chaplains, associate chaplains, and community workers from several faith traditions who support students throughout the university. Each college has faith spaces and opportunities for worship, and areas for students to relax and meet friends. In addition to faith-centred activities, the chaplaincy team organises social events, lunches, and creative art projects. With the cost-of-living crisis hitting students, Digby Stuart College Community raised over £1000 with more in-kind in 2022 to combat student food poverty.

Commuter students. Colleges have 'commuter kitchens' for students to prepare meals and socialise. We run a free bus service to local transport and shopping destinations, with 29,841 passenger journeys made in the first term of 2022-23, up from 14,547 in the same period last year. We also have lockers, cycling facilities and ebikes on campus. To reduce the number of journeys students make per week, student timetables are organized in blocks, where possible.

Students with disabilities. We have an excellent track record of disability support and outcomes. 16% of our students disclose a disability at enrolment (compared to a sector average of 14.5%). We supported 3,214 disabled students in 2020/21. All students with a disability have a needs

assessment, and a summary of adjustment (SOA) enables us to support students based on their specific needs. In 2020/21, the average evaluation rating for SOA questions was 4.2/5 across all modules. According to data from the access and participation plan, continuation rates for students with disabilities increased from 88% in 2015-16 to 92% in 2019-20, 79% of disabled students were awarded a first or 2.1 in 2021 compared to 75.5% of students who did not disclose a disability and the progression rate for disabled students in 2021 was 70% compared to 71% for students who did not declare a disability.

Mental health support. The wellbeing of our students is an integral part of the value we attach to personal growth and development. Roehampton was ranked joint first in the 2022 Higher Education Institute Wellbeing Index (with 74 institutions participating). Four percent of our students disclose a mental health disability (the sector average is 3.7%). The university's long-established wellbeing team has excellent relationships with local health providers. The wellbeing team works effectively across the university to support students who disclosed their disability at the start of their studies or others who disclose during their studies. 83% of students supported by student support services in 2020/21 were satisfied with the service (with 54% very satisfied). 70% of students said that support was a factor in their ability to continue their studies. 49% said it helped them to do better in their academic work and 71% said it improved their overall experience at university. In the two most recent years of TEF data, 91% of students supported by the disability and wellbeing teams continued their studies in 2018/19 and 90.7% in 2019/20. This embedded proactive support serves as a preventative model for our new Student Support and Success directorate, including through the work of our MHFA-accredited training with staff and students to promote good mental health (see SO1).

Care experienced students have poorer outcomes than other students, have higher levels of mental health difficulties and face barriers when seeking support for their mental health. In 2021, the OfS awarded Roehampton £200,000 for a collaborative project with Aim Higher, Care Leavers Association, FIKA and Wandsworth NHS to support Care Leavers Access, Support and Success (CLASS). This ambitious programme brings students together with academics, student support services, clinicians, and national and local stakeholders. They develop students' personal and social academic and employability skills and provide advice on lifestyle management and planning to ensure a smooth and successful transition and progression at university and beyond. Because care experienced students frequently work full-time right up until the start of term, engaging them in August and September is often not possible. As a result, the project led by our wellbeing team, has already altered how and when we engage with care experienced students.

Academic support and guidance. All students at Roehampton have a personal tutor (academic guidance tutor or AGT). AGTs meet with students at least once a term, provide support and liaise with appropriate colleagues across the university. AGTs receive training to do this role effectively including using the SEaTS student engagement dashboard. This dashboard helps detect early warning signs of lower academic engagement using data on attendance, Moodle activity, use of learning resources and assessment submissions (see SO1-2). Specialist academic support roles lead student engagement work. In the School of Psychology, for example, their 'ReEngage' intervention helped to improve continuation from 85% to 91% in 2021/22. We have also added an extra hour of contact time to all undergraduate modules to enhance academic guidance, including using 'module clinics' where students meet with tutors to ask questions and get advice on upcoming assessments.

Peer mentoring. Roehampton's peer mentoring scheme 'RoeBuddies' started as a pilot on our social sciences programmes in 2018/19. Most students who participated in the pilots came from under-represented backgrounds and participation in the scheme resulted in increased academic engagement. 86 student mentors were recruited and trained across the university in 2021-2 and over 500 new students participated with 93% completing their first year of study. Peer mentoring is now growing across all subject areas and at induction new students are assigned a student mentor who is 'like them' - including care leavers, mature students and international students.

Academic achievement team. The academic achievement team supports students with their academic work across all subject areas, including maths and statistics support. The team blends in-person and online support through a learning hub with study material tailored to students' specific needs, including a library and essential study skills induction checklist aimed at new students. Over 80% of undergraduate students supported by the academic achievement team live off campus and over 90% of students who use the service continue their studies to the next year. The average marks of students who engaged with our statistics support were 12% points higher than those that didn't.

Studiosity. In 2020, we launched an online service for students with our partner Studiosity to enhance academic support. The service is available to all students 24 hours a day, seven days a week. It gives students the opportunity to receive feedback on draft assessments before submitting them. Student engagement with Studiosity is very high, mainly because we have integrated it into the delivery of our courses. 78% of students who use the service live off campus. During the academic year 2021-22, 10,605 submissions were received, with 93% of students satisfied or very satisfied with the support. Over 90% of students who use the service continue their studies to the next year.

SE6 Physical and virtual learning environment

Integrating our digital and in-person learning environments to support flexible study opportunities is a strategic priority for the university. The learning environment is tailored to our students' needs, with access to high-quality resources and learning materials to support their learning and student outcomes. The university has made significant investments in capital projects for teaching, including the Sir David Bell building for Arts and Digital Industries (£21M), new nursing facilities (£3.9M), the redevelopment of space for the School of Education (£0.7M) and the improvement of life science laboratories of £0.5M. 75% of investment in capital since 2018 has been on teaching and learning facilities. The excellent quality of our campus learning environment is reflected in our TEF metric of 83.4%, 2.4% points above benchmark, and an overall score of 81.6% for all provision.

The Mary Seacole Health Innovation Centre, a cutting-edge multidisciplinary nursing and health specialist facility, opened in 2022. The centre provides technology-rich teaching and learning environments allowing students to develop skills by combining simulated experience and 'real world' practice. This new health facility complements the excellent nursing facilities that opened in 2019 supported by an OfS grant of £2m. We currently have 350 nursing students studying on the Roehampton campus, with an additional 100 students studying at our Croydon facility on the Croydon College campus supported by a £0.6M investment from the college. The facilities are critical to expanding our nursing provision, including our new nursing associate apprenticeships.

Our new media hub, the Sir David Bell Building, houses state-of-the-art facilities, including two newsrooms, a film studio and extensive resources for sound editing and production, including radio and podcasting. The facilities were designed with leading acoustic specialists to provide students with cutting-edge equipment and industry-standard experiences. The new facilities are also home to our rapidly expanding computing programmes. In the 2022 NSS, the *learning resource* theme increased across all programmes in the School of Arts and Digital Media, with film increasing by 27.4% to 91.7% and digital media increasing by 19% to 82.4%.

Campus library. Our RIBA award-winning library opened in 2017 and is at the heart of the campus in Roehampton. It has been central to our strategy to provide outstanding learning facilities for all students, not least the many who commute to campus and depend on high-quality study spaces. Student engagement with the library increased by more than 40% points in the six months after it opened compared to the previous facility. While study visits fell from 458,903 in 2018-19 to 92,176 in 2020-21 during the pandemic, engagement has rebounded with visits rising to 234,260 in 2021-22. The campus library is open 24 hours a day during peak assessment periods, with online booking of individual and group study spaces. At an average of 86.3% over four years, we have consistently high scores on the NSS question on *'library resources supported my learning well'* with the 2022 score of 87.6% (4.2% points above the sector) following the 77.7% pandemic score (2.2% above sector) and the 2020 score of 91.6% (4.3% above sector).

Library Anywhere. Since 2016, the 'Library Anywhere' project has worked to integrate the physical and digital learning environments, allowing all students, regardless of where they choose to study, to access the library and other learning resources. Because of the high proportion of students living off-campus, this project has been central to our strategic plans to develop more flexible modes of study. In 2019, 53% of essential reading for courses was digitally available rising to 86% in 2022. The flexibility of study has also been supported by our growing eBook portfolio, especially in nursing, computing, business and law with eBook usage tripling between 2019 and 2022. The library has also had a demand-led collection development policy in place for the past five years to ensure the collection is tailored to learners' needs. Since August 2021, we have bought over 870 books based on student requests. This work has resulted in consistently high NSS scores in being *'able to access course-specific resources when I needed to'*: with a 4-year average of 83.4% (89% in 2020, 73% in 2021, 85.2% in 2022 – all above or in line with the sector average).

Digital learning. The university invested in industry-standard digital learning to promote academic student engagement and create more flexible study options for our students. Supported by the RSU and Student Senate, we have expanded the recording of teaching sessions ('lecture capture') using Panopto. Between 2019/20 and 2020/21, Panopto recordings increased from 747 in 2018/19 to 7342 in 2020/21 at the pandemic's height. The momentum was sustained with the return of in-person teaching in 2021/22, with 4240 new recordings adding to the existing bank of digital learning materials. Panopto views have more than tripled over this period from 30,026 to 94,725 views (with 341,218 in 2020/21). We have adopted Nearpod and MyLabs to create more attractive learning environments within classes and online, and to provide opportunities for students to test their knowledge and understanding with online tests and quizzes. We also use subject-focused digital learning technologies including CodeGrade for computing and Kaltura for creative arts and digital. CampusPress is used widely for creating eportfolios and blogs (with humanities students using it to learn publishing industry skills on our Fincham Press). We also have CaptionEd, an

assistive learning technology that generates automated captions on all media hosted platforms. Ally is available on Moodle to all students and staff, making it an inclusive learning environment.

SE7 Student engagement

Student Engagement Strategy. Student engagement is a strategic priority to sustain Roehampton's strong learning communities. In 2017/18, we launched our Student Engagement strategy and established a *Student Engagement Working Group (SEWG)* to foster student voice, particularly from students underrepresented in higher education and to support projects across the university to improve the student experience and outcomes. The SEWG is co-chaired by the Dean of Students (formerly Director of Student Engagement) and the RSU education sabbatical officer. To 'close the feedback loop', SEWG also established the publication of actions taken from module evaluations and other student surveys. SEWG collaborated closely with the RSU to create 'Have Your Say' zones throughout campus. SEWG supports training to prepare students to participate in the academic and wider life of the university. Students are represented on Council, Senate, and all student education subcommittees. Students are also full members of all programme and academic school boards, as well as validation panels, for which they receive remuneration. There is also a student-led panel for permanent academic staff appointments.

Chaired by the Vice-Chancellor, Student Senate was established in 2010 as a joint committee of Council and Senate. Its members are elected student representatives from the RSU, colleges and academic schools. Student Senate consults formally on major strategies, policies and issues and the student members decide how to spend an annual £50,000 budget. Student Senate has led several significant university-wide projects over the past five years including:

- Nightline, which provides free and confidential listening and out-of-hours support through a helpline supported by student volunteers
- Free sanitary products for campus users, in partnership with Grace and Green
- Bystander intervention scheme to support gender equality and campus safety

Student voice scores in the NSS increased to 70% in 2019, which was in line with benchmark and to 74% in 2020, which was 3.7% higher than the benchmark. While the university's overall TEF student voice metric for taught students at 69.4% remains largely in line with benchmark, this theme's NSS scores fell in 2021 to 66%. The dislocation felt by our students during the Covid 19 pandemic was palpable, with survey feedback highlighting the detrimental impact of lockdowns on student community life. In the 2022 NSS, student voice increased by 1% and is now 0.83% above sector average. Student engagement remains integral to our efforts to support continuous improvement in the student experience and outcomes, such as the Student Partnerships in Assessment project (SE1).

Student engagement has also helped to improve the student experience on QAHE-taught Roehampton business management and computing programmes. Student representatives from all programmes collect feedback from their peers for programme boards and the staff student liaison committee. Across both courses, this has resulted in more authentic learning and teaching practices. Students also provide feedback via a dedicated email address in real-time. NSS student voice scores on these courses increased over the past three years, rising from 65.8% in 2020 to 67.6% in 2022.

3. Student outcomes

SO1 Strategic approaches to academic and graduate success

In Roehampton's 2020 Student Education strategy, we set out our approach to ensuring the success of our students academically and as graduates:

- **Proactive student support and success** to identify students more likely not to continue, complete or pursue a graduate career and to deliver tailored interventions to support success
- **Embedded provision and support** in the design and delivery of courses reflecting the high proportion of commuting students from backgrounds underrepresented in higher education

We established a Student Success working group in 2020/21, bringing together academic and professional services across the university. The group had four project workstreams.

1. Learner analytics – to improve the integration, analysis, and presentation of student lifecycle data through our SEAtS system to enhance service provision and monitor impact
2. Proactive student engagement and support – to integrate academic and professional services to improve support to students at risk academically
3. Career registration – to design and launch a scheme to collect data on students' 'career readiness' to extend reach, boost engagement and maximise impact
4. Experiential learning – to promote authentic assessments and other career-focused innovations in course design and extend work experience opportunities for students, including new four-year programmes with extended year placement

As the next stage in implementing our strategy, we brought together all student engagement, student support, careers and work experience services in the summer of 2022 to create an integrated Student Support and Success directorate with additional investment in new study and engagement coaches. This new service is paving the way toward a more preventative model by establishing multidisciplinary student success intervention teams to support students who are at risk of not meeting their full academic or graduate potential. The successful upgrade to our SEAtS-based learner analytics in 2022 is critical to supporting this integrated and proactive approach to interventions by improving our capacity to personalise support, for example, to students who are engaged but not performing as well as they could in their assessments.

There were periods of industrial action at the university between 2018 and 2022 as part of wider national campaigns. Only a minority of academic staff participated in the action and over 80% of classes went ahead as scheduled. Recognising our students' concerns, we implemented robust student protection plans, including arrangements to cover classes and essential course material, as well as additional academic student support, to enable students to progress academically and graduate on time.

SO2 Continuation and completion

Continuation. In 2016-17 we launched a student engagement project to support retention. Our data showed that students from backgrounds underrepresented in higher education who were falling behind in their academic work were less likely to continue and complete their studies. Based on data from our SEAtS attendance monitoring system, library, virtual learning environment (Moodle), evaluation submissions, and, more recently, Studiosity interactions, this project created

an engagement tracking dashboard. We established a student-facing engagement team to use the dashboard to detect early warning signs of students falling behind, such as not attending classes, low Moodle use and not submitting a piece of coursework. The team delivered targeted call campaigns and mobilised academic guidance tutors and student services to provide each student with a personalised experience. In 2019, we reviewed the project's impact. We compared the continuation rates of low attenders in 2017 (the first year of monitoring) and 2018 (when the student engagement team was established). The results showed the continuation rates of 2017 and 2018 new entrants with varying attendance levels in the first four weeks of term. Students in the three lowest attendance bands had significantly higher attendance in 2018 than in 2017, with a 12%-point improvement for students with 0-10% attendance, a 10%-point improvement for students with 10-20% attendance, and a 14%-point improvement for students with 20-30% attendance.

The impact of our on-going student engagement work has supported high continuation rates with the rates for taught and registered students 100% in line with benchmark. *Figure 1* shows improvement in continuation rates in 2018 (year 3) and 2019 (year 4) for all Roehampton students. The benchmark lines used here (and in figures 2 and 3) are for the university overall because our registered provision contributes significantly to its own benchmark. The continuation rate for taught students in 2019 was 64% materially above benchmark. Access and participation plan (APP) data from 2015/6 to 2019/20 shows the continuation rate of our most deprived students (IMD quintile 1) increased from 78% to 92%: for black students, from 82% to 87%; for Asian students, from 85% to 94% and for mature students, from 75% to 90%. *Figure 1* also includes provisional internal data for 2020/21 and 2021/22 and uses the average external transfer rate for the four TEF years to ensure that the overall figure is estimated on a like for like basis. For these extra years, the continuation rate for registered students is based on 138 and 212 students.

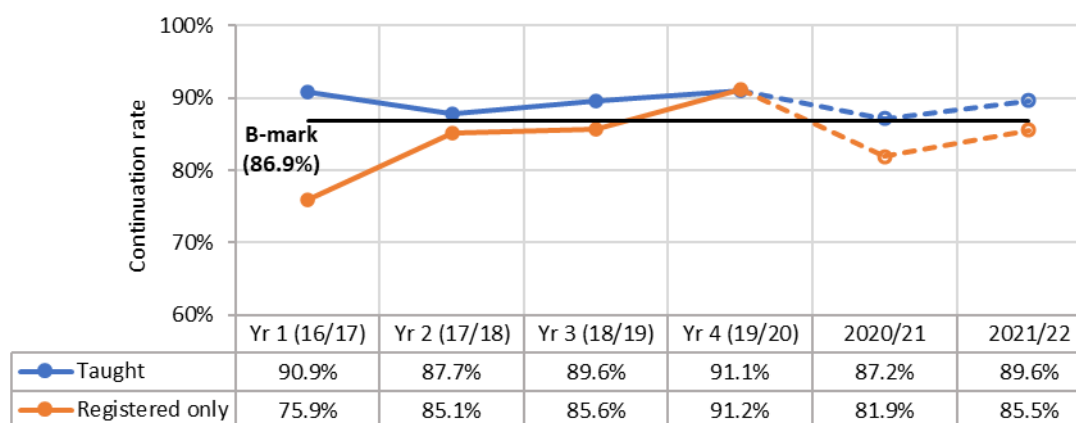


Figure 1: Continuation rate data for Roehampton students over the TEF time series

In 2017, we established a joint Roehampton/QAHE working group to address lower continuation rates on our franchised business management and computing programmes, including those with integrated foundation years. With many students having more limited academic experience, additional academic skills time was embedded in each module to improve outcomes. QAHE also established the Academic Community of Excellence (ACE) team to provide intensive academic support to students. Pass rates for the October 2017 cohort of business management students on the foundation years who engaged with the ACE Team were 15% higher than those students who did not. Overall, the continuation rate for Roehampton students taught by QAHE has risen from

76% in 2016/17 to 91% in 2019/20. On business management programmes, the continuation rate has risen from 77% in 2016/17 to 93% in 2019/20. On business management programmes with an integrated foundation year, the continuation rate increased from 70% in 2016/17 to 88.6% in 2019/20. On franchised computing programmes taught by QAHE, the continuation rate increased from 70.4% in 2016/17 to 88.2% in 2019/20.

In 2021, the university's internal auditors, KCG, reviewed our work to support retention and found substantial assurance with our plans, including for our students taught by QAHE. The report highlighted the student engagement project and proactive student support as areas of good practice.

Proactive student support was critical to protect outcomes during the Covid 19 pandemic, with students studying at a distance for long periods. It was an important complement to our 'no detriment' package to protect student outcomes which also included temporary changes to our academic regulations on mitigating circumstances, progression and degree outcomes. The number of students who fell behind in their studies increased significantly in 2020 and 2021. During the periods of lockdown in 2020 and 2021, the student engagement team made over 10,000 calls to students to ensure they had the support they needed, including with students who had trailing credits. During the February 2021 campaign, the team spoke with over 3,000 students, referred 164 students to the student wellbeing team and resolved a further 150 IT and digital accessibility issues, with 67 laptops delivered across London. These campaigns allowed us to identify issues early, such as digital access, financial difficulties and mental health and to implement tailored interventions to quickly get students back on track, including access to our student hardship fund. We ran intensive academic success workshops to support students to catch up on trailing credits and to pass resits.

We ran a six-week student success programme in the Autumn term of 2021 for students in their foundation year of a four-year integrated course and students on repeat years who were at a higher risk of not continuing. Fifty-one of the 63 students who participated in the programme completed and passed their assessment. The summer 2022 support workshop for students just below the academic progression threshold attracted 75 students, with 86% submitting by the resit deadline and progressing to the next year of study. Another 14% of participants part completed their assessments, ready to submit them at the next opportunity.

Completion. *Figure 2* summarises completion rates since 2013/14. Because the TEF metrics are lagging, we have included provisional internal data for the two following cohorts, 2017/18 and 2018/19 starters (also using the average external transfer rate for the four TEF years to ensure that the overall figure is estimated on a like for like basis). The data for taught students across all TEF years is above the B3 threshold and in the most recent year and we project we are within 2% of our current taught benchmark. Completion rates have also improved among our QAHE-taught students. The most recent data (2018/19 entrants) shows an improvement to 77%, above the B3 threshold, with completion rates for QAHE-taught business management students increasing by 10.6% points and completion rates for all business management students increasing by 6.7% points.

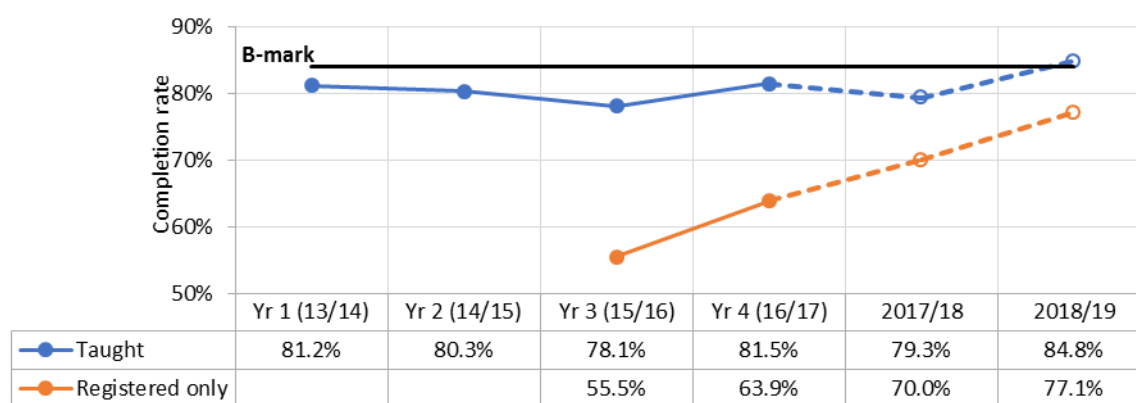


Figure 2: Completion rate data for Roehampton taught and registered students

Higher completion rates have been driven by proactive student support, which has been critical to improving continuation. This is reflected in lower withdrawal rates in year 1 (when they are highest) as well as years 2 and 3. We project that the completion rate for 2019 starters will rise even further as a result of higher continuation rates and proactive student support, which will reduce withdrawal rates in years 2 and 3.

SO3 Progression to graduate outcomes

Progression. Figure 3 shows progression over the three TEF years. Taught students are very substantially (91.5%) in line with benchmark. In TEF metrics, progression to graduate outcomes does not include interim study (study completed before the 15-month census point) as a positive outcome. In the 2021 graduate survey, 49 students (7.5% of taught respondents, increasing from 5.2% the previous year) were recorded negatively with interim study, including students studying PGCEs and MScs in life science subjects at Roehampton. The progression rate of the 2019 cohort of our registered students taught by QAHE increased by 7% in the 2021 survey. Figure 3 also includes provisional internal data for the 2020 cohort of students surveyed in 2022. This indicates the sustained improvements in progression for taught students up by more than 2% points to 64.6% (in line with our 4-year benchmark) and for our registered students increasing by more than 4% points to 57%.

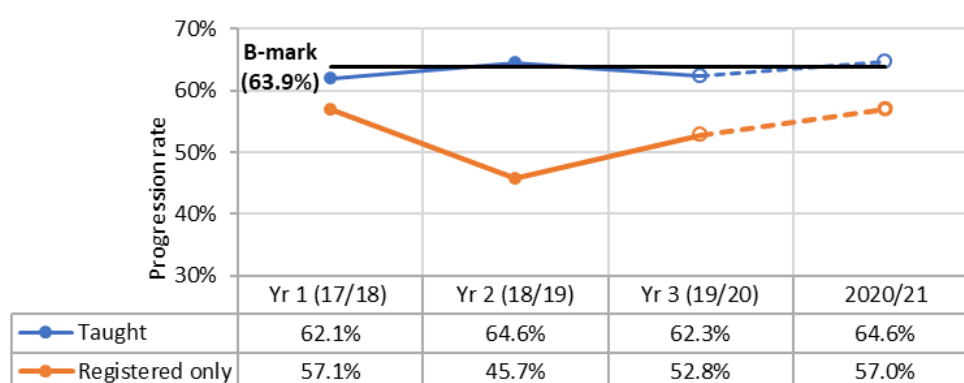


Figure 3: Progression rate data for Roehampton taught and registered students

Most students on our QAHE business management and computing courses are employed and studying to advance their careers. At the start of our partnership, an external organisation provided QAHE with careers support, but engagement was low. To improve progression and with a growing

number of students, QAHE set up an in-house team in 2018, as well as embedding careers support in the curriculum, including a 10-week 'careers sprint' to help students in planning, researching, and applying for graduate jobs. The progression rate for business management students has improved by 9% points to 55% in the 2022 graduate outcomes survey. Progression for computing students surveyed in 2021 was 55.5% rising to 62.5% in 2022.

Strategic curriculum development of professional courses with high graduate outcomes is central to our strategic plans to improve progression. We already have high levels of progression in allied health (2019 cohort: 81%), biosciences (2019: 75%), medical sciences (2019: 72%) and education and teaching (2019: 79%), all of which are above benchmark. These are subject areas with clear graduate career pathways and high levels of work placement activity as part of the experiential course design and approaches to learning and teaching. As we set out in the context section, the university is launching a range of new professional courses in the engineering and built environment, extending our provision in healthcare and computing, as well as developing a range of pre-degree, vocational and continuing professional development programmes, including degree apprenticeships.

We have also been working on improving progression on existing courses. Psychology is a large subject area at Roehampton which has had lower progression rates. Interventions have focused on experiential learning to apply subject knowledge to real-world situations (e.g., using 'authentic' assessments), embedding careers and work experience support and inspiration in the student experience to support career readiness skills and attributes and embedding work placement opportunities in all courses. A third of Roehampton psychology graduates work in the education sector. To support this career path, a new BPS accredited course in psychology and education practice was opened. Our interventions have improved graduate progression from 51.5% for the 2017 cohort to 60.1% for the 2020 cohort.

Criminology has also had poor student outcomes. A review of the curriculum in 2021 identified insufficient focus on applying academic subject knowledge to real-world situations and to supporting students in realising their ambitions to work in the criminal justice sector. The programme was extensively re-designed and re-launched in September 2022 with a curriculum focusing on academic and graduate progression. Student feedback is positive with evaluation results on three compulsory modules for the first term at 4.5/5, 4.4/5 and 4.4/5. To further support graduate careers, we plan to launch a policing programme and apply for accreditation with the College of Policing.

Positive graduate outcomes for all. We are determined to ensure our underrepresented students successfully progress to professional careers. Access and participation plan data shows the improvements we have made since the first graduate outcomes survey in 2019. For black students, progression has improved from 67% in the 2019 survey to 73% in 2021, for Asian students, from 54% to 58%, and for mixed ethnicity students, 55% to 68%. Progression for students from the most deprived backgrounds (IMD Q1) has also improved from 59% to 64%.

One initiative to support progression has been black, Asian, and ethnic minority leadership and networking. During the RAFA2 project (SE1), students expressed their worries about graduate employment. We then established specialist careers events starting with a black and ethnic minority women's 'Next Generation of Leaders' event in 2017. This work was extended in 2018 focusing on 'Journey to Success', including keynote speakers from diverse backgrounds, as well

as workshops aimed at supporting students into graduate careers by raising aspirations. Workshops on resilience, personal branding and speed interviewing were held, facilitated by black and ethnic minority professionals including senior executives from the 100 Power List, entrepreneurs and alumni. The RAFA project team and the RSU also organized the first black, Asian, and ethnic minority student leadership conference aimed at challenging perceptions and raising aspirations. This was followed with Celebrations of 'Black Success' and 'Faces in the Crowd', which aimed to inspire our black, Asian and ethnic minority students to become future leaders. In 2019, we also set up a black, Asian, and ethnic minority professional mentoring scheme to help students build corporate networks, social capital and graduate career opportunities.

The scheme continued during the pandemic in hybrid delivery with a cohort of 15 students studying law and business management and is now part of our Student Support and Success work across the university.

All students have an opportunity to meet graduate employers at our annual CareerFest Week. Over 400 students attended the 2022 event with 105 employers represented. Employer participation has grown by 20% over the last two years, helped by tailored events including the Bilinguals Conference and subject-focused events in the schools of Psychology and Business and Law. The 2022 psychology careers event was attended by over 150 students. In the Faculty of Business and Law, 250 students attended the 2022 event co-hosted with seven professional bodies, London borough business organisations, The Prince's Trust and major placement businesses SAP, Enterprise and Adobe. Roehampton is also part of a QAA funded consortium of London universities with TargetJobs to create a widening participation employability toolkit which we used as part of our 2022 Inclusive Futures Fair attended by over 100 students from underrepresented backgrounds.

Career registration is key to our strategy to embed and tailor careers and work experience support for students across the university (SO1). We piloted career registration in 2021/22. All new and continuing students in the re/enrolment process answer two questions on career readiness and work experience. In September 2021, 5,997 undergraduates completed career registration. Based on their responses, students are divided into four groups: *'decide and discover'*, *'plan and do'*, *'apply and complete'* and *'sorted'*. In the pilot year, just under half of all first-year students were in the 'decide and discover' stage and around 18% of students at the start of their final year were in the 'apply and compete' and 'sorted' stages. A third of students in the School of Education (including non-teaching training courses) are in the higher stages of graduate readiness at the start of their final year.

Career registration is an important project for the university. At enrolment in 2022, 5,525 undergraduate students completed the questions. As the project matures, it will provide more granularity on where students are on their path to graduate progression and to be proactive in providing personalised support. Career registration is already improving the student reach of our professional services, personalising careers and work experience support. Following the launch of Career Registration in 2021, targeted communications promoting our online careers portal, CareerLink, were sent out to students. CareerLink includes an employer tracker, CV360, interview 360 for simulated interview practice, a business networking tool and labour market information.

These communications were followed up by a call campaign with 842 undergraduate final-year students who self-identified as being in the 'decide and discover' phase. As a result, the demand for one-to-one appointments and career guidance has grown. Click-through rates to the CareerLink site have risen by 49% comparing 2021/2022 to 2018/2019 and the number of students interacting with CareerLink resources overall has risen by 34% over the same period.

Embedded careers support in the curriculum is another key part of our strategy to improve the effectiveness of our careers and work experience support. Because most undergraduates commute to campus, this is critical to maximising engagement. The integration of careers support is accomplished in three ways. First, our courses are designed to allow students the opportunity to broaden their subject knowledge in ways that foster more graduate-level skills and competencies useful when applying for graduate jobs (SE2). Second, we collaborate with employers and other organisations to build networks for students while studying (SE3). Third, the careers team works closely with academic course teams to develop embedded graduate readiness preparation activities.

In 2021/22, the careers team delivered 86 group sessions embedded in courses to 3064 undergraduates. The team also worked closely with course teams to design a new university-wide first-year 'career readiness' programme that allows students to identify and articulate their skills through CVs and applications and search for work experience. 120 students from psychology, life and health sciences, arts and digital, business and law and education participated in the pilot two-day programme, with 95% of students rating the programme excellent, very good or good. One student commented: *'I truly have a greater knowledge of what expectations employers will have for me and what I should do to reach said expectations'; and another that 'it is important to reflect on yourself, set goals and find your USP. I will update my CV and cover letter, make a plan and start looking for an internship.'* The programme is being extended across all subject areas in 2022/23.

With progression on our taught business management courses increasing by nearly 5% points in the 2022 survey to 57.7%, we have embedded a new core three-year 'business readiness' module into the curriculum to sustain this progress. The module follows a competency framework to foster students' soft skills and is plugged into employability events where students get to meet major employers including KPMG, Gartner and PwC and gain insight into graduate schemes. Marketing students are encouraged to take the Chartered Institute of Marketing's (CIM) Professional Certificate in Digital Marketing before graduating and are exempt from two out of the three modules due to their accredited degree. To support students wishing to take the certificate, this professional qualification is now embedded as a formative assessment in the level 5 'Digital marketing' module.

Entrepreneurship. We support students who want to set up their own businesses through the annual LaunchPad entrepreneurship competition funded by Santander. The LaunchPad Business Start Up Grant was added in 2020 to provide financial support for new small businesses. Undergraduate students submitted 42 applications for the fund, with 18 successful candidates from performing arts, digital media, business management, law and sports coaching receiving funding between £1-£3K to help build their businesses.

The Business Lab launched in March 2022, within the Faculty of Business and Law's Innovation Space, as an enterprise incubator for business, management and law students. The Business Lab is now integrated into two taught modules (one undergraduate, the other postgraduate). The Lab has hosted several dragon's den-like events for entrepreneurship students who presented an array of different businesses to external professionals. Four businesses were supported to fruition. The Business Lab will continue to support graduate outcomes related to start-ups and self-employment.

Expanding **work experience and placement** opportunities is a strategic priority, especially in subject areas where placement numbers are low. We launched an extended professional placement year in industry as an elective option for undergraduate students in 2021/22 to help them gain valuable real-world experience. While first-year students have shown high interest in the extended placement year, enrolments on the 4-year course have been low. The number of undergraduate students on placements more generally has increased by 56% between 2019/20 and 2022/23, with 2400 undergraduate students enrolled on placement programmes over the last three years. More students are on placements in the education sector (47%, including initial teacher training and early years) and life and health sciences (37%, including nursing) than in the humanities (7%), arts and digital (7%) and business (2%.) To boost the number of undergraduate work placements, we are investing in our careers and placements team, including more placement officers in business to join the team in education, nursing, and law. This team will work across the university, including through research and knowledge exchange centres, to help undergraduate students apply for placements and internships. We are also developing our external partnerships and networks to generate opportunities for undergraduate students to gain work experience (SE3).

SO4-6 Education gain

In this final section of our submission, we want to summarise the university's approach to 'education gain'. Our work continues to be inspired and shaped by the progressive social values of our founding colleges. Our mission is to help our students to realise their ambitions and to make a positive contribution to society. The education gain we offer our students at Roehampton has three aspects:

- **Academic** – as students
- **Career** – as graduates
- **Community** – as citizens

Academic

Whatever the academic starting points of Roehampton students and whatever their background or circumstances, we are committed to improving their level of academic attainment ('learning gain' or 'education distance travelled'). At the same time, we are committed to eliminating the gaps in academic outcomes between students from backgrounds underrepresented in higher education and those who are not, as outlined in the university's access and participation plan.

As Figure 4 shows, on average, Roehampton students, regardless of the type or level of their qualifications on entry, improve their academic performance during their studies.

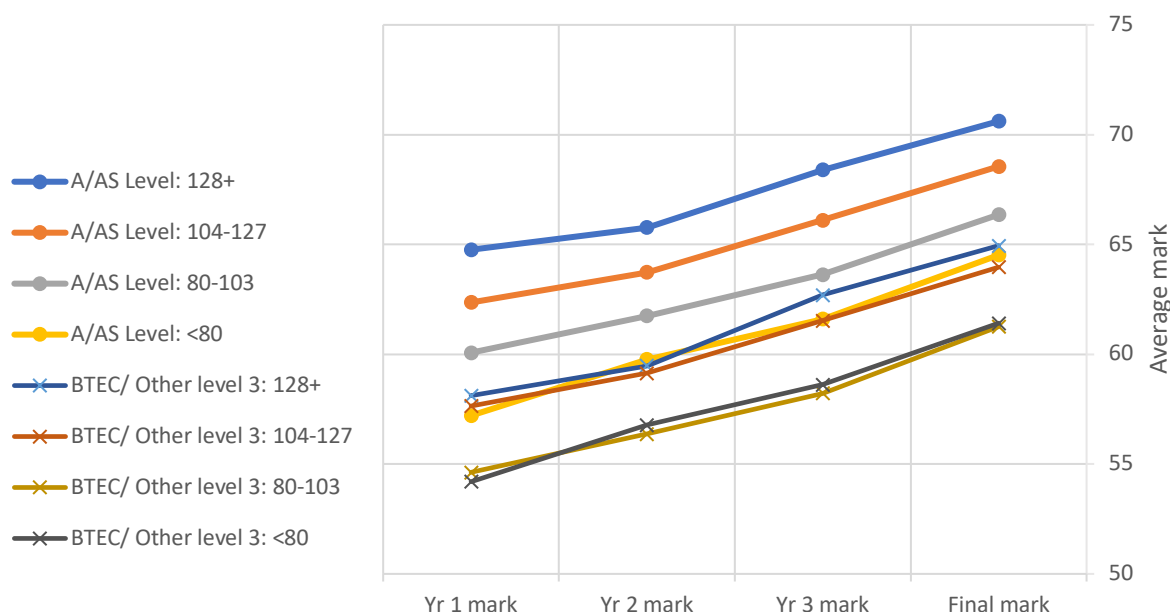


Figure 4: Average module marks in programme years 1-3 by entry tariff band and qualification type, 2018/19 and 2019/20 new entrants

Table 1 shows module-level academic performance by student group. The table shows that on average, the academic performance of students improves over their three years of study – and that this improvement is greatest for black students.

Student group	Year 1	Year 3	Gain %
Asian	57.3%	58.9%	+1.6%
Black	54.8%	57.2%	+2.4%
Mixed	58.6%	60.4%	+1.8%
All black and ethnic minority backgrounds	56.6%	58.6%	+2%
White	58.9%	60.4%	+1.5%

Table 1: data years, 2018/19 to 2021/22 graduating students

Over the past three years, Roehampton has also improved its ‘value-added’ score in *The Guardian* league table from 3.5 in 2020 to 5.6 in 2023, with our ranking improving from 120 to 59. (The value-added measure is the probability of a student being awarded a 1st or a 2:1.)

We have seen increases in the proportion of students attaining a first or 2.1 among students in scope for our access and participation plan work. APP data for 2015-16 to 2019-20 entrants, shows the proportion of students from the most deprived areas (IMD quintile 1) has risen from 56% to 72%. For students from ethnic minority backgrounds, the proportion of black students achieving a first or 2.1 has risen from 44% to 63%, for Asian students, 66% to 75%, and for students from a mixed ethnic background (around 12% of our students from an ethnic minority background), 63% to 72%. Mature students gaining a first or 2.1 has also grown from 67% to 75.6%. We have also seen an improvement in the proportion of taught students achieving firsts and 2.1s across all tariff

bands and qualification types with the greatest improvement among students with lower tariff qualifications (academic or vocational) and vocational type qualifications. Students with lower tariff band vocational qualifications increased their attainment from 45.9% firsts and 2.1s for 2017 starters to 55.3% for 2020 starters.

Degree classification boundaries are notorious cliff edges. Small differences in average marks between student groups are amplified in the awarding of degrees. Our approach to improving the academic education gain of individual students is to focus on how they can improve their performance on each assessment to raise their module grades to lift their final degree mark and classification. Our 'Uplift' project aims to help students improve their academic performance by providing intensive personal academic support from academic engagement coaches and achievement advisors and postgraduate student mentors. This university-wide project is based on course-level interventions in education, humanities and life sciences to support students at risk of academic underperformance. On three education courses where the intervention was tried, 60% of students whose average performance was a 2.2 at their second year graduated with a higher award in 2021.

Career

We are committed to improving the professional career prospects of our students by providing opportunities to develop their 'graduate readiness' - the skills and competencies, both academic and career-focused, that will enable them to progress to graduate employment or further study. We are taking the approach outlined in this submission: offering professionally oriented courses with experiential learning opportunities for students, supported by career and work experience services, tailored to students' needs and embedded in the curriculum. We have also created cross-university professional enhancement opportunities, both for students to access online in their own time, and as part of wider career-focused enhancement programmes that run throughout the academic year.

Career registration is an important lead indicator for education gain. It helps us assess the graduate readiness of our students and offer them appropriate support. The data also helps us plan interventions and resource support accordingly with groups of students and subject areas. For example, despite the progress we have made to improve the graduate outcomes of underrepresented students, career registration data suggests that white students at the start of their final year feel better prepared for graduate life (22%) than black (16%) or Asian (14%) students. The targeted events and professional mentoring outlined in SO3 are illustrative of the approach we are taking to address this.

Career Pulse is an online self-assessment careers tool we also use to measure education gain – and perhaps more importantly, for students to better understand themselves and increase their confidence in workplace skills, career possibilities, job hunting, CV and applications and interviews. From September 2022 to date, 4095 students have taken their Career Pulse with an average starting score of 69% and a re-take score of 76%. Career Pulse is part of our online Chancellor's Career Award employability programme to help build students' workplace skills, learn about their strengths and prepare for their graduate job search. Since 2019, the award has been embedded into undergraduate programmes including Sports Coaching, Sport and Exercise Sciences, Education Practice and the School of Arts career preparation module. During this time 332 students achieved the award.

We run a summer term enhancement programme focusing on graduate-related skills and professional competencies. Students select from a range of workshops and events to inspire and support them with their professional career aspirations. In 2022, 173 activities took place with 3,200 students and alumni attending. Recognising the importance of specialist digital competencies, we have introduced 'digital for all' workshops on programming, video editing and content marketing as part of the summer programmes, with 118 students attending in 2022, twice the number compared to the previous year. We will extend this programme in 2023 and build these opportunities into the curriculum, for example, as part of the new curriculum framework in arts, humanities and social sciences (SE2).

Community

We are committed to providing our students with an enriching and life changing experience through opportunities to participate and be active citizens in the work of the university and in student life across our four colleges, as well as in student-led societies, sports and projects. The positive contribution our students can make as graduates will in part be shaped by the chances they have as students to grow as people: to take on leadership and representative roles, to meet and join other students in collective endeavours, to learn more about wider social and environmental challenges and to become more confident in expressing their views and taking action. This experience will foster our students' personal development – and help them become the agents of change our founding colleges envisaged.

The approach we take to this final aspect of education gain is to promote 'student life' at Roehampton, not as a separate sphere from students' academic lives, but one that is closely aligned. With so many students not living on campus, bringing student and academic life together is vital. Our four colleges play a central role in cementing the enriching learning communities at the university in four ways. First, the values of our colleges continue to shape our academic programmes of study, for example, the influence of Methodism on the Business School and the commitment to our graduates being 'reflective and socially responsible ethical practitioners'. Second, our colleges' role in providing enhancement programmes that augment academic courses of study – and add an ethical dimension to the student experience, such as the business ethics forum and the Southlands Venture which supports community building projects by students. Third, our colleges provide leadership and other opportunities to volunteer and get involved in projects inside and outside the university, for example, the Digby Stuart College Community working with over 1000 school-age students. Every year over 400 students take part in our multi-activity inter-college cup. Finally, our colleges are affiliated with larger national and international bodies that provide benefits and opportunities for students to participate in wider ethical debates and endeavours, such as the Digby Debates.

Our students are themselves great community builders. The Roehampton Students' Union does amazing work to sustain the richness of student life at the university, as they have described in their TEF submission, from mobilising the student voice in academic course matters to supporting a wide range of societies (some of the most successful linked to academic subject areas), sports and student-led projects, including the award-winning environmental project *Growthampton*. One of the most striking aspects of student life at Roehampton is the diversity of students who participate in and lead activities. For example, on average, more than half of academic programme representatives between 2019 and 2022 were from a black, Asian, or ethnic minority background, 40% were mature, 30% had a disability, 30% first generation in their family to attend university,

15% from the most deprived communities and three quarters were commuting students. Membership, participation and leadership of student societies and sports shows a similar pattern of inclusivity that we are very proud of.

The inspirational work of our colleges and our students, as well as the commitment, dedication and excellence of our academic and professional service colleagues, attest to Roehampton's enduring values and collective spirit. The university is a warm and supportive community. It is a place where our students, whatever their backgrounds, circumstances or starting points, can achieve their best in their academic studies and gain the confidence to go on to live rich and fulfilling lives as our graduates.

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