

1 Provider context and Strategy

1.1 Our Mission and Approach

At Manchester Metropolitan University (Manchester Met) our mission is to transform lives through the power of education and research, as is reflected in our emergence as a 'dual intensive' institution. **Our approach to education places student-centredness at its core**, and to this end we empower every student to tailor their journey according to their needs and aspirations through an active and supportive learning environment designed to meet their personal needs.

As one of the UK's largest and most diverse providers, we are distinctive in offering a comprehensive portfolio to a broad demographic. This is underpinned by a deep connection to our city-region and our employer partners, and our status as a leading modern university in research through REF 2021. Our Education Strategy builds on these foundations to deliver educational excellence, an outstanding student experience and successful graduate futures.

Our approach to education is values-driven, reflecting that we are:

- **Student centred** – placing students at the heart of what we do
- **People led** – putting an emphasis on personalised learning and support
- **Future-focused** – enabling students to thrive in an ever-changing world
- **Inclusive** – championing equality, diversity, and inclusion, and enabling social mobility
- **Manchester Met proud** – celebrating student and staff successes

Throughout this TEF period, we have embedded these values through **a research and practice-led curriculum, filled with challenging, authentic and work-integrated experiences, with an emphasis on active learning**. All of this has been enabled by robust student support, a world-class campus and digital infrastructure, and what we believe is a sector-leading co-curricular model. These provide personalised journeys which ensure that our students thrive, enabling them to make the most of their significant talents, regardless of their socio-economic backgrounds.

There have been **significant positive changes since the previous TEF** in terms of the quality of our education, the experience of our students, and the outcomes that they achieve, all of which are evidenced throughout this submission. Looking ahead, we have established firm foundations for the further development of our experience and outcomes, with a theory of change that will underpin our ongoing measurements of progress against educational gain. As explored through this submission, these have already delivered significant impacts, and we have established the tools we need to pursue further improvements to those areas identified by our metrics.

1.2 Our Portfolio

We deliver across a broad range of disciplines, and our portfolio of undergraduate courses includes provision in 26 of 34 CAH level 2 subject areas. Our largest subject areas reflect this diversity, covering wide-ranging provision within Business & Management (24.3%), Creative Arts & Design (12.3%), Computing (7.1%), Education & Teaching (5.3%), Psychology (5.1%) and Law (4.5%)^[1]. We are one of only 17 UK HEIs, and one of only three modern universities, to have more than 200 undergraduate entrants (FPE) in over 15 CAH level 2 subject areas^[2].

The breadth of our disciplines provides distinct advantages. It enables us to contribute holistically to the economic, cultural and social fabric of our region; 66.5% of our students entering graduate-level employment continue to work in the Northwest region, and 51.7% continue to work

Provider name: The Manchester Metropolitan University

UKPRN: 10004180

in the city region^[3]. It also enables a rich set of interdisciplinary opportunities. Recently, these have included a £26m investment in an Institute of Sport, and a £35m School of Digital Arts, co-funded by the Greater Manchester Combined Authority. By combining expertise from our four faculties and leveraging our extensive industry connections we have provided a unique range of programmes aligned with graduate-level opportunities. We are also able to trailblaze new provision where we see opportunity to transform student outcomes. A good example is our degree apprenticeships, provision that we include as part of this submission.

Case Study: An Ofsted ‘Outstanding’ Provider of Degree Apprenticeships

Manchester Met is one of the UK’s largest providers of degree apprenticeships. Over the past three years, the number of undergraduate degree apprenticeship students grew to reach 1,540 in 2021/22, constituting 5.4% of our undergraduate population^[1]. We are **the only university to have twice been rated overall Outstanding by Ofsted as a provider of apprenticeships**^[4], including under the new Education Inspection Framework (achieved for all six categories) in November 2022. Between 2018 and 2022, we have also **ranked the best university provider for degree apprenticeships four times by our apprentices themselves** in the Rate My Apprenticeship Awards^[5]. These strengths carry through to our TEF data as the student experience indicators are materially above benchmark for all themes, indicating outstanding quality. Based on this evidence, we can justifiably claim to be **the UK’s leading provider of degree apprenticeships**, an indication of our excellence in vocational education.

1.3 Our Students

Our student population has grown to exceed 25,000 undergraduates in 2020/21. We **are the UK’s fifth largest provider of undergraduate education**^[6], attracting many students from our city region (according to OfS definitions, 39.2% of our 2020/21 undergraduate students are local, compared to a sector average of 22.7%). Our internal enrolment data show a large proportion (56.0%) live at home and/or commute to study^[7].

Social mobility and widening access and participation lie at the heart of our educational mission, and we make an important contribution to the diversity of intake in the wider sector. Over half (51.0%) of our 2020/21 undergraduate entrants were the first in their family to attend university and a third of our 2020/21 full-time and apprenticeship undergraduate entrants (33.1%) are from POLAR quintiles 1 and 2 (compared to 28.3% across the sector)^{[7],[8]}. A third of our undergraduates (32.4%) are from the most deprived postcode areas (IMD Q1) compared to 20.2% across the sector^[8]. In 2020/21, over 1,500 (21.1%) of our home full-time undergraduate or apprenticeship intake were students who had previously been on free school meals, the second highest in the sector, and above the sector average (17.3%)^[1]. In 2020/21 we admitted over 7,000 young UK full-time undergraduates from state schools or colleges, the second highest of any UK HEI (96% of entrants)^[9].

Our student body is also ethnically diverse, with 33.1% of 2020/21 undergraduates identifying as BAME compared to a sector average of 24.6%^[1]. Our intake also contains strong representation of other minoritised people. For example, in 2019/20, the University had more estranged students than any other in England and the second highest number of care-experienced students^[10]. 13.8% of our 2020/21 undergraduates report some form of disability and 4.7% have a mental health condition, 6.4% (1,770) of our students identify as lesbian, gay or bisexual^[1].

In recent years, we have established more challenging entry requirements, increasing our average undergraduate entry tariff from 122 points in 2020/21 to 129 in 2021/22^[11]. However, we have

Provider name: The Manchester Metropolitan University

UKPRN: 10004180

taken account of our mission to widen access to higher education, and a high proportion of students have non-traditional academic or vocational qualifications. Over a third (34.9%) of 2020/21 undergraduates entered with predominantly B-TEC or access, foundation or 'other L3 at 65 tariff points' courses, with a further 14.2% entering with lower grade A-Levels, other L3, or a mix of A-levels and B-TEC qualifications^[1]. We also operate a large foundation programme, with 1,080 (10.6%) of our undergraduate entrants in 2020/21 engaged in an integrated foundation year^[1].

We recognise that many of our students have access to fewer financial advantages, face material constraints around space and available time, often have jobs to support their studies, and have lower levels of social capital than their more privileged peers. We have responded to these challenges through greater scaffolding and support, and our approach became even more relevant during the covid-19 pandemic (when Greater Manchester had extended lockdowns, and the virus typically had a more significant impact on the communities in which many of our students live). As is explained in the Student Experience section, our strategic investment in supporting these students helped to mitigate these disadvantages. Indeed, our full-time progression indicator for IMD Q1/Q2 (62.8%) is broadly in line with the TEF sector benchmark, and our full-time experience indicators for IMD Q1/Q2 students are either slightly or materially above the benchmark for all experience themes^[12].

The University enjoys **a strong and collaborative working relationship with the Students' Union** (The Union), but also one in which it holds the University to account for the quality of its education and the student experience. As per the TEF guidance, we have maintained a positive and supportive dialogue through the drafting of this submission. This has included making data available as required, sharing of drafts and our approach towards measuring educational gains, and Union Officers and staff are invited to attend TEF working group meetings. It is important to stress, however, that these meetings are reflective of regular collaboration between the University and the Union which contributes to the ongoing improvement of our student experience.

1.4 Our Education Strategy and its Theory of Change

Education at Manchester Met involves a student journey that is as distinctive as it is transformative. This is vested in our comprehensive portfolio of student outcomes-oriented programmes, our diverse range of active pedagogies, and our highly personalised student experience. Most importantly, **we believe that diversity should be met with an educational offer that reflects each student's individuality**, which is responsive to their evolving needs, and makes space for their talents to thrive. The inclusive and transformative community that emerges from this unique learning ecosystem makes Manchester Met a special place to learn, grow and develop.

Our new education strategy, which builds on the foundations of our previous strategy, comprises nine interrelated elements: one of these defines our sense of place and learning environment; three reflect our learning community and values-based approach; and five represent the key elements that we see as driving educational gain (see figure 1)^[13]. Every element is supportive of the others, forming a learning community where belonging and opportunity are manifold throughout the student experience. **Active learning sits at the heart of our pedagogy, with our students experientially involved in their own learning journey.** In this way, we can both accommodate our students' individual learning contexts, and constructively



Fig 1: Education Strategy

Provider name: The Manchester Metropolitan University

UKPRN: 10004180

stretch them.

We believe that each of our students should find space to form, hone and realise their personal aspirations towards a wide range of possible graduate futures, and that our opportunities should be rich enough to help each of them to meet their goals. The gains which enable these goals sit within their course, but also as part of their broader student experience. This commitment to student-centredness underpins our **institutional theory of change**, which places equal emphasis on academic and personal development as the drivers of work readiness and successful graduate futures. These principles are bound together by our co-curricular offer, our emphasis on developing self-efficacy, and authenticity and flexibility in teaching, learning and assessment. These interrelationships, which are illustrated in Fig 2, have framed our approach for the past four years^[14], and found particular significance during the pandemic.

In their **academic development**, our students benefit from high-quality discipline-based teaching, learning underpinned by our research excellence and connectivity with employers and professional practice. Our student-centred principles drive us to create authentic opportunities to collaborate, apply and contextualise learning. Our integrated offer ensures the embedding of critical thinking, analytical reasoning, problem solving, ethical practice and effective approaches to communication. We have also introduced a strategy and associated regulations to enable more flexibility and choice in the ways in which students evidence learning outcomes.

Our students' **personal development** is critical to our approach. We emphasise that every student should be supported in the development of their vision of their future-self, and in identifying the steps needed to realise their goals. We operate a distinctive approach to the co-curricular space, enabling students to over-credit their degree, and an expansive wrap-around offer which helps students to challenge and stretch themselves, and gain additional skills and experience. It also invests in personal areas such as wellbeing and ethics, as integral to their learning experience.

These components come together to support **work readiness**, embodied in our broader orientation towards excellent graduate futures. In response to our demographic and our students' aspirations, we have strengthened our partnership with employers and regional skills development organisations and significantly increased student engagement with work-integrated learning. We have also developed an employment-focused skills offer that benefits all graduates in areas such as digital fluency and carbon literacy.

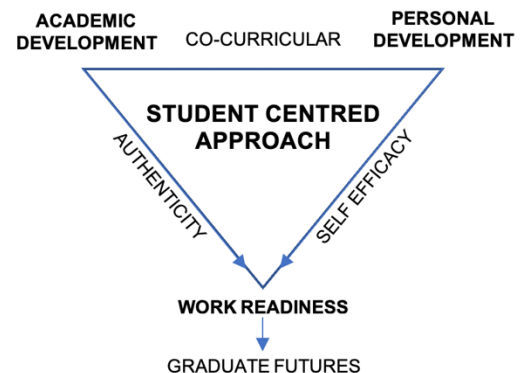


Fig 2: Theory of Change

2 Our Student Experience and Outcomes

At Manchester Met, we have been **systematic in enhancing our educational approach** to deliver the gains set out in our theory of change and thus to ensure that all students can access the best possible experience and outcomes. We have increased opportunities for students to be active in their studies, and to shape an individualised journey towards fulfilling their aspirations in their studies. This is supported by our campus and digital infrastructure, and through investment in staff capability and innovation across the academy and professional services. In recognition that not all students are equally positioned to take advantage of their opportunities in meaningful ways, we have also enhanced our support and guidance infrastructure.

Throughout the TEF submission period, we have implemented this student-centred agenda

Provider name: The Manchester Metropolitan University

UKPRN: 10004180

through a £4m investment in a series of strategic projects. This began in 2018 with the Student-Centred Curriculum Project^[14], followed in 2019 by My Five-Year Plan^[15] and Inclusive Learning Communities^[16]. These have resulted in a pedagogic re-orientation, with supporting policies, regulation and governance. Meanwhile, we have renewed our approach to personal tutoring, introduced career planning for every student, and invested in an expansive co-curricular programme (Rise, 2018)^[14].

2.1 Teaching, Learning, Feedback and Assessment

Our approach to teaching and learning recognises the importance of student agency and autonomy. Our **active approaches support learning that is deeper, more impactful and challenging**, whilst collaboration within and beyond disciplines fosters belonging and interdisciplinary skills. This has been embedded in our teaching and curriculum design, as well as our extensive co-curricular offer. These enable all students to access an education responsive to their aspirations, needs and interests and equips them with skills for their graduate futures. These principles have guided significant investment in our teaching (2.1.1), co-curricular opportunities (2.1.3), our estate (2.5.1) and digital learning infrastructures (2.5.2).

We assure alignment, quality and inclusivity through our Education Annual Review (EAR) process and through programme validation and review. At these events, expert opinions on disciplinary knowledge ensure that the curriculum and modes of delivery are up to date, relevant and student-centred. Student voice is also central to these events, with paid student representatives attending all panels. Our formal evaluations are completed towards the end of every unit (we use the term unit as equivalent to module throughout this submission). In addition, less formal mid-unit reviews enable teaching staff to immediately respond to students' comments by tailoring teaching and feedback appropriately (see 2.6 for more on these).

2.1.1 Active and Collaborative Pedagogies

We have **embedded the principles of active learning across our programmes**. All students, regardless of their course, can pursue individual lines of interest, be challenged by the views of others, and collaborate to apply knowledge and skills and give them context. We have supported this strategy with **staff development activities**; our University Teaching Academy (UTA) supports staff to develop confidence and capability around active learning across pedagogy, curriculum, and assessment design. These principles are embedded into all our training activities, including our induction for new staff and our PGCert TLHE. In support of this, we have developed our Trigger, Review, Evidence, Consolidation (TREC) model of active learning^[17]. This has been effective in **establishing an institutional baseline understanding** of active learning, with enough flexibility to be adapted to suit the practice of individual staff and the context of each discipline. The conversations this enables were especially valuable in supporting our pedagogy during the pandemic, providing a more robust framework for synchronous and asynchronous learning. Supported by our TREC model, active learning is now firmly embedded across all four faculties, reflecting its position at the heart of our educational strategy (see Figure 1).

Case Study: Excellence in Active Learning Through Real-World Problem-Based Learning

Across the University, our units use real-world problems as the basis of active learning. In the Department of Engineering, for instance, students tackled manufacturing challenges posed by the need to rapidly increase the production of ventilators during the pandemic, supported by industry partners at Siemens. The initiative, in which they designed new production workflows to expand production, attracted media attention and was **highlighted as best practice in industry**

collaboration by the Engineering Professors' Council, who even included it in a sector toolkit^[18]. The authenticity of experiences in this unit helped students to improve their career readinessⁱ, with participants being over-represented among those who reported an increase in careers readiness compared to the department as a whole (+3.4pp, n=48, 2020/21)^[19]. Elsewhere, in the Department of Sociology, our Q-Step in the Community initiative responds to a shortage of data-analytic skills in Greater Manchester. It couples final year dissertations with over 60 partner organisations, including start-ups, charities and social enterprises, with live data analysis challenges. 434 students have benefited from this initiative since it began in 2015 – supporting our Sociology Department to deliver a positive outcomes score 8.0pp above the sector average for 2019/20 graduates (as measured by the Guardian League Table metric)^[20].

Active learning approaches inspire our students to engage in and commit to their learning, while also helping them to develop knowledge and skills which are relevant both in their own disciplines and more widely. We have supported this development across four broad themes:

- **Use of real-world problems as a stimulus** to scaffold and promote active learning, often in connection with the Manchester City-Region. In the Department of English, for example, all first-year students take 'Metropolis', a unit that develops ownership of their subject, working with their personal tutor and tutor group to develop creative projects on Manchester's culture and heritage. In the Faculty of Business & Law, students study social enterprise through the 'Oldham in Place' partnership, a regional initiative to support start-ups. They respond to authentic trigger cases (e.g. ageing populations), and are assessed on the viability of the start-up proposals they produce.
- **Simulation and role-play**: for example, our Health & Education students benefit from an immersive projection room (CAVE) – which can simulate real-world healthcare scenarios – to practice authentic experience ahead of placement. In History, students explore themes through simulation, such as a mock-negotiation on the US-Iranian nuclear tensions. And, in Business & Law, all Departments have integrated mock assessment centres.
- **Collaboration and peer-support**, often across levels, help students to deepen their engagement by learning from others and sharing their expertise. 'Vertical Studios' and 'Co-labs' are core in the Schools of Architecture and Digital Arts, for example, with consultancy and enterprise units featuring across the Faculties of Business & Law and Science & Engineering, where students support one another in authentic business roles.
- **Co-construction and negotiation of content** is also an important active ingredient. Our undergraduate teacher training programmes, for example, have units with a syllabus defined by the placement experiences students bring to them. Both our Sociology and People & Performance departments have instigated partnership units where students co-construct a programme of events and activities with their tutors.

ⁱ **The Career Registration Survey** is undertaken through enrolment for all new and returning students. It reports progress towards employability goals, accumulation of work experience and plans for the year ahead. It has strong completion by the majority of undergraduate students (e.g., 86.0%, n=24,596, 2020/21). It is used as a lead indicator for progression and will be core to our measure of educational gain. It is used to evaluate the impact of institutional initiatives (used in this submission) through comparative increase between intervention students and their peers.

2.1.2 Assessment and Feedback

Manchester Met has a long-standing strength in assessment and feedback, based in a systematic approach to rigour and transparency. We see this as fundamental to ensuring students can achieve their best. Moreover, confidence in these processes is critical to ensuring that students can take risks and accommodate challenge in their learning – and therefore to engage more deeply and holistically in active learning. Clarity in feedback also allows students to see their own strengths and development areas, and therefore to access appropriate support. To this end, we have developed an **Assessment Lifecycle Model**^[21], overseen by our University Teaching Academy, with appropriate support from our Academic and Study Support Team, which ensures that assessments are clear and unambiguous, and adherence to best practice around marking and feedback. Through the last four years, this has been supported by **investment in the electronic management of assessments (EMA)**, with institutional-wide processes around verification, calibration and moderation and the use of standard descriptors and marking rubrics.

This joined up approach and its support for our student-centred ethos is reflected in our 2022 NSS results. Our institutional scores around assessment were above the sector-wide average for clarity around criteria used (+3.4pp), fair application of criteria (+4.3pp), and timely feedback (+9.3pp)^[22]. These strengths enabled the University to pivot seamlessly to online assessments during the early phases of the pandemic, whilst maintaining integrity and student confidence.

Case Study: Authentic Assessment – Improving Employability

In line with our emphases on active learning and work-integrated learning (see 2.2.1), we have undertaken work to embed authentic assessments which evidence application of learning in mediums which are meaningful to employment contexts. In support of this, we have identified 15 units, engaging 1,025 students balanced across all faculties, as a pilot cohort. Analysis of students who have engaged with these units indicates that they are on average 3.7pp more likely have an increase in career readiness than students on units with conventional academic essays and exams (n=394, 21/22)^[19]. Based on this work, we are working to further embed these approaches.

2.1.3 Co-Curricular Engagement

We have accompanied growth in active and collaborative learning within the curriculum with an expansion of opportunities and incentives for students to learn beyond their courses to support their work readiness. **We recognise the value of the educational gains that students make from their broader university experience**, but also that less advantaged students are less likely to engage in extra-curricular opportunity. In response to this, we created our 'Rise' programme in 2018, firmly positioning co-curricular learning as core to our student experience. Students accumulate points for evidenced effort, which can be translated into micro-credentials, recognition on their transcript and, in most cases, classificatory credit in addition to their course units. External recognition for Rise recognises its progressive approach to broader learning in the sector. National awards include the *2020 Guardian Award for Course Design, Retention and Student Outcomes*^[23], and it was featured by the *Student Futures Commission* (2022) as a trailblazing approach to co-curricular learning^[24].

Rise has **unified and extended the range of opportunities** available to students. It incorporates existing enhancement (volunteering, extra-curricular projects, etc) and adds a significant portfolio of new opportunities aligned with our students' own needs. This is underpinned by an annual investment of £500k, enabling us to fund staff to lead projects and commission external partners to participate. Upward of 3,000 in-person opportunities are created each year, along with a growing

Provider name: The Manchester Metropolitan University

UKPRN: 10004180

range of self-study learning materials.

The value of Rise is reflected in its **outstanding student engagement**. Participation has grown significantly in the four years since its implementation, from 581 in 2018/19 to a peak of 14,000 in 2020/21^[25]. To date, more than 27,000 students across all academic levels have been engaged and, over the next three years, Rise will become a core feature of every student experience.

Another benefit of Rise is that it has helped the University to develop an algorithmic approach to modelling outcome risks, which integrates behavioural, demographic and course data. Consequently, Rise has been particularly good at ensuring engagement from students who are at risk of poor employment outcomes; an opportunity that students have seized. Amongst undergraduate students most engaged with Rise (30 hours or more, n=3,490) over the last two academic years, students with disabilities are represented above the university population by +7.4pp (n=783, 2020-2022), BAME students by +4.0pp (n=1,474, 2020-2022), and IMD Q1 students by +3.3pp, (n=1,069, 2020-2022)^[26].

Amongst this engaged group, the impact on satisfaction is considerable. For example, in our 2022 Internal Student Survey (ISS)ⁱⁱ, students engaged with Rise were overrepresented in the highest quintile of overall satisfaction compared to students who did not engage (+4.6pp, n=167, 2022). The benefits also flow through to student outcomes, with students reporting improved career-readiness compared with the overall population, particularly amongst those who sustain engagement for more than 30 hours (+10.6pp, n=530, 2021/22). Similarly, students who participated in Rise had higher rates of continuation to their next year of study (+5.9pp, n=4,368, 2021/22) and achieved good honours on graduation (+8.3pp, n=947, 2021/22)^[26].

Case Study: An Impactful Co-Curricular Sport Offer

Manchester Met operates an extensive co-curricular sports offer, incorporating a range of campus opportunities, clubs and league participation, and a range of development programmes. In 2021/22, 4,949 undergraduate students engaged in one of these development programmes^[27]. In line with our theory of change, the personal development that stems from this type of participation is important in **driving both academic development and educational gain**. This is borne out in our impact figures. Students who engaged with sport had stronger continuation to their next level of study (+3.5pp, n=4,299, 2021/22), and this is most pronounced amongst students most at risk from under-achievement and discontinuation, such as those from IMDQ1&2 neighbourhoods (+3.8pp, n=1,527, 2021/22) and commuting students (+4.0pp, n=7,503, 2021/22)^[27].

2.2 A Relevant, Authentic and Future-Focused Experience

Our theory of change also guides us to ensure that our students access a set of experiences and content which are **authentic, relevant and oriented to future success**. These draw on our research capability and practice-based heritage, as well as our deep embeddedness in the industry and communities of our city region.

ⁱⁱ **The Internal Student Survey** has operated throughout the TEF period and has a comprehensive coverage with all full and part-time undergraduate students (all levels, all subject areas) invited to complete a survey at least once a year except for 2019/20 where only level 6 students were surveyed due to Covid-19. 51.0% (n=8,945) of level 3-5 undergraduates completed the survey in 2018/19 falling to 20.0% (n=5,166) and 17.8% (n=4,814) level 3-6 completions in 2020/21 and 2021/22 respectively). Questions are rated on a five-point agreement scale. In this submission, two measures are considered; a score of overall satisfaction (five-point), and an aggregated score of 'belongingness', divided into quintiles.

2.2.1 Work-Integrated Course Curriculum

Through the past four years, we have implemented a Graduate Outcomes strategy, which has led to the **stronger integration of practice-based and employer-informed content in our courses**. We recognise the particular importance of this for our student demographic, and the risk that many of our students may face challenges achieving graduate outcomes that reflect their talents. In response, we have prioritised the incorporation of Work Integrated Learning (WiL) into the course curriculum in a range of ways, from placements to more creative approaches such as live-projects and simulated experiences, supported by our investment in Faculty Employability Teams who help academic staff to integrate employment enhancement and employer voice into the curriculum.

We have delivered a step change in employment integration in the student experience. Following a pandemic-related slump in the availability of placements between 2020-22, we increased focus on sourcing and supporting this area. The result was an 81% growth in participation in sandwich year placements to 558 students. We were also able to broaden the demographic of people who typically engage, including a higher proportion of BAME students (+9.8pp over three years, n=128) and IMD Q1 students (+6.2pp, n=73)^[28].

Case Study: Unit X – A Decade of Work-Integrated Learning

In the School of Art, all students at every level benefit from participating in Unit X. This challenges them to respond across disciplines to employer-led projects, culminating in work which is featured in public spaces, or which has impacts on businesses and community groups. In the ten years since its inception, Unit X has engaged over 12,000 students and 300 external organisations^[19]. Unit X won **Best Business Partnership at the 2018 Manchester Culture Award**^[29].

Recognising that many of our students cannot commit to full-year placements alongside complex life demands, we have made **significant progress in including WiL within course units**. Some 60.0% of our undergraduate programmes (2021/22, n=418) now have at least one unit explicitly focused on WiL. This means that of our current cohort, 74.4% (n=27,169) have an opportunity to engage in course employability enhancement in their current academic level. Over 13,000 have already taken up this opportunity, and based on this engagement, we expect over 25,000 (85.1%) of 2022/23 enrolled students to have done so by the end of their degrees^[19].

We have supported staff to innovate and co-create exciting ways of achieving WiL with their students. In our Faculty of Science & Engineering, pioneering approaches to emulated work experience enable students to learn industry-standard collaboration and technical skills (through, for example, a mock game studio in Computing, and simulated hospital experiences in Life Sciences). Meanwhile, in Business & Law, students encounter enterprise activities, live-projects and placements throughout their curriculum (the faculty-wide One Greater Manchester Business Challenge created in-curriculum collaboration in response to a levelling-up agenda set by the Mayor of Greater Manchester and drew on inputs from Deloitte, GCHQ, the Greater Manchester Combined Authority, HMRC, BUPA, SUEZ and a wide range of alumni).

The impact of our WiL units is clear; analysis of students who have completed these units indicates that they are on average 4.1pp more likely have an increase in career readiness than students where WiL is not yet integrated into their curriculum (n=1,066, 2021/22)^[19].

Our courses work with the co-curricular offer to extend opportunities around WiL. We have used these to offer a wider range of flexible placements and internship experiences, usually accounting for around 100 hours of experience. Over the past three years, this has included over 400 work placements and 250 research internships and has had a strong impact on students at risk of under-employment^[25]. Ninety-one Level 5 UK full-time first-degree undergraduate students

Provider name: The Manchester Metropolitan University

UKPRN: 10004180

undertook a Rise internship in 2021/22. 35.2% reported an increase in career readiness throughout 2021/22 compared to 31.0% of all students, with 20.9% identifying with the highest level of career readiness going into level 6, 7.6pp above the institutional average. Through our co-curricular offer we also ensure that **every student has the opportunity to engage in collaborative projects, and acquire new skills and to gain externally recognised certifications** (including Microsoft, Adobe, British Sign Language and Certified Business Coach).

Our commitment to providing work experience that is rich in work-experience extends to our Jobs4Students scheme. This brings paid opportunities for students to work alongside staff in a range of roles, bolstering their belonging, encouraging a peer-led approach to service provision and co-creation. This commitment to invest in homegrown future talent has seen the University employ 2,081 undergraduate students in 2020/21 and 2021/22. As we respond to the cost-of-living crisis, this provision has gained new significance, and we have taken a strategic decision to double our investment in on-campus work for students to £2.8m in 2022/23.

2.2.2 Employer Voice in the Curriculum

To maximise the authenticity and relevance of our student experience, we have systematically embedded employer voice into our design processes. Our Employer Engagement Teams work with academics to ensure that skills and knowledge are aligned to graduate employment opportunities and future trends. We draw on formal forums such as employer advisory boards and partnership and insight events, as well as ad hoc roundtable events. Around 150 employers contribute to these activities annually, along with 550 employer partners across our degree apprenticeship programme portfolio. Together, they provide significant sector insight which has helped shape curriculum development. We also welcome direct employer input to our programmes across our portfolio, and in the design and implementation of authentic assessments.

Case Study: Graduates for a Greater Manchester – Working Across an Industry

Our support for the OfS Local Graduates Challenge allowed us to partner with the Greater Manchester Combined Authority, industry bodies and 57 local organisations to respond to talent shortages in tech and creative digital in the city region. The project developed employer-led activities focused on upskilling, targeting students from courses that are not digitally oriented, but where employers signalled a need for disciplinary skills (such as the copywriting capabilities of English students). It included skills pathways led by employers, workshops to advance skills, and longer bootcamp-style programmes and work experiences. This **enabled us to actively recruit non-digitally aligned students and prepare them for graduate roles that had previously been inaccessible**. The programme was an outstanding success, and we significantly exceeded our commitments, engaging with 2,343 non-digitally aligned students (target 700), delivering 58,842 hours of skills training (target 14,000) and 38,595 hours of placement and project work (target 7,000). Analysis of outcomes for 2019/20 graduates show that those engaging with the scheme (n=91) were notably more likely to report a positive outcome (as measured by the Guardian League Table metric) compared to the institutional average for UK domiciled, full-time first degree students (86.8% and 72.0% respectively)^[30].

We are committed to externally recognised and benchmarked standards to regulate our programme content and delivery. **We work with 64 professional, statutory and regulatory bodies (PSRBs) across all faculties in the University.** Alongside our standard programme approval, review, and amendment activity (where PSRBs are key stakeholders for consultation), we work closely with these bodies to maintain our accreditations, including via the cycle of re-approvals, programme monitoring (either periodic or continuous) and responding to changes in the

Provider name: The Manchester Metropolitan University

UKPRN: 10004180

external policy landscape (e.g. Quality Assurance Agency Subject Benchmark Statements). An example is our Business School, which is one of an elite global group to have secured triple accreditation by AACSB, EQUIS and AMBA^[31]. We were praised for our track record in engaging with practice in curriculum development which promotes relevance of our degrees as well as providing opportunities for students to access deep experiential learning opportunities.

2.2.3 Our Research-Led Teaching and Learning

A hallmark of our educational offer is our research-informed content. Our burgeoning research portfolio and culture, reflected in our outstanding performance in the recent Research Excellence Framework where we now rank 35th for the volume of QR income^[32], informs much of our curriculum. Through our academic promotion and progression pathways, we ensure that all research staff have an educational priority (see 2.3.2), and they make their research relevant to students.

We have managed this systematically to ensure that every student is exposed to stretching, critical and enquiring thinking. To this end, we challenge our staff to find new ways of integrating our teaching and learning missions in innovative ways that resonate with our students' academic and extra-academic interests. A good example is by involving students as co-researchers, working with academic staff in data generation and analysis, and communication and utilisation of findings. This builds the confidence of students and provides a platform to develop skills and knowledge. Our students also enrich the research process through their participation in our research studies.

Case Studies: Research-Led Teaching with Real-World Impact

Through our commitment to develop a more progressive relationship between research and teaching, our staff provide students with **opportunities to contribute to world-class scholarship, often with real-world impacts**. In Engineering, for example, Level 5 students were asked by World Rugby to determine how padded clothing could improve player safety if existing regulations were removed. Through multidisciplinary group design projects, students developed and tested advanced materials for impact protection based on the work of our Sports Engineering Research group. Our Architecture students draw on our research in post-war building decay as part of their active engagement with ecological and environmental challenges. Their outputs, ranging from virtual landscapes to projection-mapped installations, are then exhibited to the public to provide ideas for local regeneration and community projects. Meanwhile, Social Work students engage with academic researchers and their collaborating organisations to bring a user perspective and add real-life meaning to research ideas, theories and concepts. This helps prepare them for real-world practice, drawing on the latest applied thinking as research-informed professionals, while amplifying the real-world impact of our research.

2.3 Supporting our Students' Individual Needs

In line with our theory of change, we provide a wide range of opportunities for students to engage and participate in our course and co-curricular offerings, allowing them to pursue personally relevant lines of inquiry and experience. We accompany this with support mechanisms to ensure that all students gain tailored support in navigating these opportunities in ways that are meaningful to them as individuals.

2.3.1 A Fresh Approach to Personal Tutoring

Through the TEF period, we strengthened our approach to personal tutoring with a renewed focus

Provider name: The Manchester Metropolitan University

UKPRN: 10004180

on providing consistent and effective support to all students based on findings from an HEFCE/OfS funded project. Our policy established core values, principles, and expectations for personal tutoring and emphasised the importance of strong relationships between academic and key support staff – such as our network of Student Experience Officers who monitor student attendance and attainment – to build community and identify those in need of additional support.

Central to our personal tutoring strategy has been the introduction of the **My Five-Year Plan initiative** from 2019^[33]. This sets out a coaching framework of annual cycles of reflection, goal setting and opportunity acquisition, framed around the production and maintenance of a personal plan which stretches beyond graduation. The insights from tutor conversations inform the planning of our Rise programme (see 2.1.3), ensuring that its content is co-constructed with students and that they can, in turn, access the additional experiences they need.

Case Study: Strength-Based Profiling – Insight-Informed Tutoring

Working with management consultancy Cappfinity, all Business School students have enhanced their Five-Year Plans with a strengths profile, which highlights hidden talents, supported by a series of mock assessment centres and video interviews. They work with tutors, who are trained and accredited as coaches, to critically reflect and to integrate the identified strengths and talents into their broader planning processes. In their final year, students complete a fresh profile and identify key areas of development to support job searching. The approach was shortlisted for an Institute of Student Employers (ISE) Award in 2022^[34] and is now informing a broader implementation of activities, such as assessment centres, across the University.

In this work, we have recognised the need to further enhance efforts around students at risk of non-continuation and non-completion and have impacted in these areas (see 3.2). This has been underpinned by the emphasis in our theory of change on personalisation (see 1.4) and supported by new approaches to monitor and support our students to succeed. To do so, we have taken a **proactive and holistic approach to the use of data analytics**. Implemented at the start of this TEF period, these provide personal tutors and programme leaders with access to individualised student engagement and performance data through a unified dashboard. We use multiple datasets to inform our data-driven tutoring approach. For example, we introduced a Student Engagement Dashboard, which provides an early-warning to Student Experience Officers and personal tutors by picking-up on several leading indicators for engagement (such as level of attendance, failure to submit coursework, failing an element of assessment, or reduced VLE activity). Our team collaborate with tutors to foster engagement and a sense of community among students and provide targeted support to those who may be struggling. This has contributed to our **outstanding continuation rates for full-time undergraduates throughout the TEF cycle**, ranging from 91.5% in Year 1 to 92.8% in Year 4, and maintaining a positive gap to the sector benchmark of at least 0.9pp throughout^[12].

We have extended this data-driven personalisation through to progression. Tutors monitor the career readiness reports of their students, and our algorithmic approach (2.1.3) allows us to target opportunities where they will generate the most impact.

2.3.2 Supporting Transitions Into and Through Higher Education

We have invested extensively in ensuring that our students are supported in managing the transition to higher education. This begins before they enrol. For example, the University invests £8.2m annually in bursaries, with all students from a household with income below £25k (39.0% of our home undergraduate population) offered £750 towards their studies. Our 'Get Ready to Learn'

Provider name: The Manchester Metropolitan University

UKPRN: 10004180

programme then provides a personalised welcome offer and support to all students before they start their first year. The package includes a greeting from their programme leader, course-specific tasks, and a variety of synchronous and asynchronous micro-courses and activities to aid their preparation. It also includes resources to develop academic skills, manage expectations and adjust to university study. Over the last two academic years 739 undergraduates participated in the programme. Among those who participated, those at greater risk of non-continuation were over represented in comparison to the undergraduate population profile e.g. commuting students (+15.8pp, n=315), BAME students (+8.6pp, n=345), and IMD Q1/Q2 students (+7.8pp, n=389). Participants also had higher rates of continuation to level 5 (+5.5pp, n=430)^[27].

Case Study: First Generation Scheme – An Integrated Approach to Transition

Our flagship scheme for prospective scholars in Year 12 and 13 across Greater Manchester whose parents have no experience of university, combines mentoring and other activities to support decision making and nurture belonging and self-efficacy. Participants who then become Manchester Met students receive bursaries (funded by donations) and a bespoke package to strengthen their ability to thrive in University and succeed beyond it, **building employability, academic confidence and social and cultural capital**. The scheme has supported 588 students, 102 of whom who have graduated, evidencing impact on good honours (+10pp, 2021/22, n=52)^[27]. Given its ambition and impacts, it has received national attention, including a ***Times Higher Education* award for Widening Participation and Outreach in 2021**^[35].

At the other end of the student journey – and aligned to our Five-Year Plan initiative – we have extended support for students through the first two years after their graduation. Alongside ongoing access to a range of IT support (see 2.5.2), our Careers and Employability service continue to provide guidance and support our students well after they graduate. We have invested in extending this support in several ways. Our new Early Career Graduate Team targets students who are identified as having lower employment prospects, offering coaching and brokering opportunities with employers. Through this work, they have organised paid internships for 750 alumni between August 2019 and December 2022 and have transitioned 300 of our most at-risk alumni into graduate level jobs.

We have also supported our enterprise incubation space (Innospace) with a Student and Graduate Enterprise Team and built in-curriculum support for student entrepreneurship. We achieved strong outcomes around student and graduate start-ups on the back of this strategy, as evidenced by HESA BCI data which shows 470 graduate start-ups between 2017/18 and 2020/21, the 7th highest of all UK HEIs^[36]. This also contributes to an impressive Knowledge Exchange Framework (KEF) rating which places us in the top quintile of providers when accounting for number of start-ups by student FTE^[37].

2.3.3 Broader Student Guidance and Support

We ensure that our students have access to a range of guidance and support services by integrating them into their courses and supplementing the work of their personal tutor (see 2.3.1) with additional self-selecting courses and events. Provision is delivered by the Library, and our Academic and Study Skills and Technical Services teams. Through 2021/22, 2,141 students engaged with over 80 workshops, and study-skills-oriented short courses. **We have engaged students at risk of lower outcomes**, for example, 7.5pp more first-generation students engaged than would be expected given the undergraduate population profile (n=732, 2021/22), as did 3.4pp more BAME students (n=581, 2021/22). Students who engaged with the Academic Study Skills programmes had proportionally higher rates of continuation to next level of study than the overall

Provider name: The Manchester Metropolitan University

UKPRN: 10004180

University population (93.4%, +6.6pp, n=1,025). Of the 413 engaged students who graduated in 2021/22, 9.2pp more were awarded good honours than the overall University population (87.4%, n=361)^[27].

Case Study: Art School Live – Interdisciplinary Technician-Led Learning

We encourage all our student-facing staff to innovate, and this has enabled exciting new initiatives which develop skills and enhance outcomes. Art School Live is a technician-led project involving a two-day, live-streamed music festival. Students from different disciplines are able to **gain practical and technical skills and contextualise their subject learning**. Those taking part include students from Media, Events and Business Management, Marketing and Social Media, and Journalism, as well as many others who participate out of pure interest. Our qualitative evaluation evidences that these experiences are more scalable than placements, yet the transformations they deliver can be just as authentic and impactful^[38]. The project has also catalysed a new University-wide approach to Student Learning Companies – novel, in-house social enterprises, which generate profit and pay for students, against a second bottom-line of educational gain.

Over the TEF period, we have **significantly expanded our Careers and Employability Service (CES)**. The team has grown from 46 to 80 FTE, which reflects the importance of graduate outcomes to the University and has allowed us to extend our reach and support for students. It has also enabled several of the provisions discussed elsewhere in this document, including our Employer Partnership, Student Enterprise, Early Career Graduate and Faculty teams. By extending provision of self-service resources, we have engaged over 24,000 students and alumni. We have also increased the external mentoring of our students by 171% from 2019 to 2022 (n=149), while our Coffee with a Graduate Scheme has engaged a further 300 students in micro-mentoring sessions.

At Manchester Met, we operate a model of educational gain which integrates academic and personal development. As such, we regard our Wellbeing services as supportive of our core educational mission, with emotional and mental health support foundational to student success within university and beyond. An additional £1m has been invested in support services during this TEF period, plus £375k in an innovative new collaborative service across all universities in Greater Manchester. This has enabled the University not just to respond to a significant increase in demand for support, but to be proactive in targeting support to vulnerable students. Once again, user data shows that this support tends to be accessed by students in the most need^[27].

2.4 Investing in Our People

A truly student-centred approach is driven by its end-users and enabled by the creativity and excellence of the staff who work with them. We have therefore invested in new ways to amplify the student voice, to reward and enable staff, and to empower the whole Manchester Met community to enhance our student experience and outcomes.

2.4.1 Enhancing Student Voice and Enabling Peer Advocacy

We have a longstanding commitment to partnership working and **embed the voice of our students at all levels of decision making**. Integral to our student-centred approach are the ways we surface and respond to their feedback and use this to inspire innovative new approaches.

To understand student perceptions of their experience, we operate our ISS (see p8), alongside unit-level evaluation at the end of each semester. Our Student Voice Committee, comprising senior academic and professional services staff as well as Union officers, systematically analyses and

Provider name: The Manchester Metropolitan University

UKPRN: 10004180

reports student concerns into Education Committee. Recognising drops in response rate with our ISS and the NSS through the pandemic, we have prioritised building engagement through an annual 'Feedback Festival' to help to amplify voice across the University. As a result, our 2022 NSS response rate improved by 5pp from 2021 to 74%, which was substantially above the sector average of 69%. This was accompanied by a recovery in scores for the Student Voice theme with our full-time indicator up 7.3pp to 69.3% in 2022^[12].

Whilst a clear accountability and governance process at institutional level is important, we think that more informal conversations at course level can deliver the most powerful transformations. Our support for staff-student liaison committees is long standing, with strong course representation (for 2022/23 we have 850 registered reps). We have also embedded a consistent mid-unit evaluation, through which all unit tutors explore ways to better meet their students' needs.

Case Study: BAME Ambassadors – Amplifying Minoritised Voices

We have noted that, as across the sector, our Black and Minority Ethnic Students have not always gained the same experience and outcomes as their white counterparts. In response, we have established a BAME Ambassador scheme which, since 2019, has trained and paid 42 students to amplify the voice of their peers. With support from our Student Union, our ambassadors have worked as expert consultants across departments and professional services, and directly with our Executive Group. They have worked to ensure that every department has an action plan, supported by robust interrogation of unit data – which are monitored formally through our EAR process. Our institution level NSS voice score for BAME students (69.9%) has now risen to above both sector average (68.2%) and that for our White students (69.2%)^[22].

All our activities are supported through **our strong partnership with the Union**, who also gather insights into our students' experiences. The Union is represented on all University and Faculty education committees, and our respective executives meet four times a year to co-develop improvements. To understand the mood among its members, the Union runs regular Pulse surveys, which provide a snapshot of various issues; compiles regular reports from its Advice Centre, which highlight common concerns; and sometimes conducts targeted surveys to examine specific issues. For example, during the 2022/23 Autumn term, a Student Voice Report addressed the impact of the cost-of-living crisis^[39]. This was reported through our Education Committee, and its recommendations have guided our response in mitigating negative impacts.

We have extended our student partnership with an **investment in peer-to-peer support, a key plank of our student-centred approach**. From 2019, we invested over £650k in our Peer Assisted Learning (PAL) scheme, which trains and employs Level 5 and 6 students to support those in Level 4. Since its expansion to all faculties in 2020/21, the scheme has engaged 4,563 students, supported by 440 PAL leaders (2019-2022). There has been strong representation from BAME students both as attendees and as leaders, who were both over-represented in comparison to the undergraduate population profile (+9.2pp, n=966 and +7.9pp, n=229 respectively). Furthermore, on average, participating students reported a 26% increase in academic confidence (n=570, 2022), and are overrepresented in the highest category of satisfaction (+5.6pp, n=158, 2019-2022) and belonging (+5.4pp, n=143, 2021/22) captured through the ISS. Of the PALs-engaged students who have now graduated, over 90% achieved good honours (n=66)^[27].

2.4.2 Supporting and Developing Our Staff

We recognise that our staff are pivotal, not just in how we propagate and embed our educational

Provider name: The Manchester Metropolitan University

UKPRN: 10004180

approach, but also in developing and sustaining the relationships which make for a truly responsive environment. As such, we have invested in rewarding staff across all levels, and recognising the educational contribution of technicians, librarians and other ‘third space’ professionals.

Responsibility for supporting staff has been consolidated in our Centre for Learning Enhancement and Educational Development (LEED), bringing together strengths in academic development, digital enhancement, and student-facing innovation. It supports training, enhancement, innovation and the scholarship of teaching and learning. For example, our new Education Innovation Scholar Scheme enables staff from the academy and professional services to lead large initiatives. This is supported by an institutional evaluation framework based on our model of educational gain, which helps all staff articulate impact, and the University to share successful practice.

Case Study: Oubliette - Award Winning Student-Staff Co-production

Our flexibility to enable staff to innovate has generated outstanding outcomes. In one example, an academic from Health & Education invited students across the University to respond to research on maths anxiety. Their response was to propose a Maths Escape Room (Oubliette) to connect people with their everyday use of mathematical reasoning. Drawing on interdisciplinary skill from Business and Events Management, Design, Engineering and Education – and technical services teams – the students acquired funding and built their installation. It ran over six-weeks, engaging over 3,000 young people. Students noted how delivering an ambitious real-world impact **transformed their self-concept, confidence, and ability to access career aspirations in education**. The initiative won the 2019 *Guardian Universities Award* for Teaching Excellence^[40].

We have accompanied this support for education innovators with a **comprehensive professional development offer**. Alongside support for mentoring and observation, and a programme of one-off events attracting 2,000 attendees per year, we operate courses aligned to academic career progression. These include: our Postgraduate Certificate in Teaching and Learning in Higher Education, compulsory for all staff new to a teaching career (with 400 completions since 2018); MA in HE; courses in Unit and Programme Leadership; and our ‘Future Education Leaders’ and ‘Good to Great’ schemes which are targeted at experienced staff working towards Readership or Chair.

To assure our teaching quality and promote excellence, we have integrated a **University-wide Peer Observation for Teaching and Learning scheme into our Professional Development Review**. This ensures that all members of staff participate in lesson observation at least twice a year, generating critical and reflective dialogue. The outcomes are reviewed by line managers and used in conjunction with student feedback as the basis for planning staff development.

In addition to development activities, we have implemented a progressive approach to promotion and recognition for our staff, with a specific focus on rewarding educational excellence. In 2018, we introduced two academic career pathways: Research, Education and Citizenship (REC) and Education, Pedagogy and Citizenship (EPC). Staff are now appointed, performance reviewed and promoted against their alignment to one of these tracks. Importantly, education is core to *both* career pathways, signalling that work with students is a key responsibility for everyone.

The EPC pathways recognises that education-focused staff build esteem and impact in range of ways – from leadership and policy implementation to progressive practice, scholarship of teaching and learning and income generation. Given its education focus, this pathway has been transformational in encouraging and recognising impact on our students’ experience and outcomes. The number of EPC promotions has almost trebled between 2018 and 2022, from 11 to 30, just under 40% of all academic promotions (and 37% of those to Reader/Professor) are now on the pathway.

Provider name: The Manchester Metropolitan University

UKPRN: 10004180

Alongside our formal promotions processes, we support recognition of staff at all stages of their career through incorporation of all four descriptors of the AdvanceHE Professional Standards Framework (PSF). **We have supported over 1,000 Fellowships since 2018**, and 68% of academic staff now hold some form of AdvanceHE Fellowship, compared to a sector average of 46%. Over the past four years, our commitment to recognising all our educators has resulted in 50% of our successful Fellows being from professional services.

2.5 Our Estate and Learning Infrastructure

We view our physical and digital estates as a critical means to enable the active learning of our student-centred approach. As such we have invested in our campus, and the physical and digital resources it contains, prioritising active and collaborative learning, the application of knowledge and the development of technical skills. The many lessons learned through the pandemic have shaped our investments to provide opportunities for all students to cement educational gains.

2.5.1 An Active Campus and Engaging Facilities

Through the past four years alone we have invested £193m in estates development, focused on a more engaging and active campus, and expanding learning and technical spaces accordingly. We have prioritised cross-disciplinary provision which aligns with regional economic and skills plans (e.g. the Institute of Sport and School of Digital Arts – see section 2.2). We have also recently completed the Grosvenor Building, incorporating the Northwest's only dedicated poetry library, alongside performance spaces and studios and the relocation of the School of Architecture. Distinctive to our estates-planning approach has been co-creation with students to ensure their needs are met, and that our physical spaces genuinely support active and collaborative learning.

Case Study: Dalton Building – Co-Creating Active Learning Facilities

Our £130m investment in a new home for Science & Engineering is driving forward active and collaborative learning. **A strategic project to co-construct its educational vision with students and staff** produced exciting designs with strong end-user insight, including a new 200-student 'Super Lab'. Rather than waiting for the build to complete, we found ways to implement its vision early and bring benefit to existing students. Faculty-wide themed projects have been supported by a new community-supervision approach, and we have extended technician led support for students. The project has now delivered its first build, and students from the Institute of Sport have benefitted from **outstanding dynamic active learning spaces** from January 2022. Compared to previous cohorts, Level 4 students averaged 4.2pp higher unit marks (n=107, 2021/22), with a 3.6pp increase in continuation from level 4 to level 5 (n=84, 2021/22)^[19]

A second focus has been on repurposing our campus to support students to better engage with its opportunities, to feel part of our learning community, and to alleviate some of the restrictions of space and facility they may experience at home. **We have increased study spaces on campus by 27% since 2019**, with the incorporation of new spaces in high-profile areas of every faculty building. We have also improved facilities to make our campus more welcoming and responsive. Following student voice exercises, we invested in two student hubs to deal with all student enquiries, incorporated on-campus lockers across every teaching building, provided two new prayer rooms, expanded counselling and wellbeing rooms, and developed a Job Shop to support both term-time jobs and graduate-level employment.

Many of our specialist spaces have been refurbished to simulate real employment contexts. For example, Law students now benefit from a technologically enhanced Moot Court to practice and

Provider name: The Manchester Metropolitan University

UKPRN: 10004180

review performance. Students in Health & Education access learning in a range of simulation suites, including hospital wards, a social care 'flat' and our immersive CAVE environment, which enables 360-degree projection of emergency scenarios and other creative applications. Consistent with our focus on research-led teaching (see 2.2.3), many of our new facilities deepen engagement with research. For example, Psychology students now work with improved Neuropsychology Labs, Physiology and Sport Science students benefit from state-of-the-art Movement Labs, and Science & Engineering students have access to renewed specialist laboratory facilities. All facilities enable the seamless integration of digital learning technologies (see 2.5.2).

In addition, we are initiating several new investments in our campus and facilities, including a c.£160m Library investment which will deliver 2,000 new study spaces and stimulate innovation in teaching and learning. Drawing on the approach to our Science & Engineering build (see case study above), we are already using this as a stimulus to encourage innovation and new opportunities for our existing students.

2.5.2 Digital Learning Resources

As with our physical estate, we have significantly invested in our digital infrastructure. Our approach is reflected within our Digitally Enhanced Learning, Teaching and Assessment strategy (DELTA), which promotes and supports active learning through digital provision^[41]. DELTA combines the effective use of our VLE within a broader digital toolkit of apps, learning software and pedagogic approaches, all of which have been shown to support positive student outcomes.

At the core of our offer is a bespoke implementation of Moodle that has enabled us to build custom integrations with a range of internal systems, and to provide students with a single-glance overview of their courses. At a unit level, this includes direct access to reading lists and resources, together with an expanding provision of Lecture Capture technology, which is now available in our 52 largest teaching spaces. Between 4,300 and 5,300 students access the recordings each month. We have also completed an Electronic Management of Assessment project (2.1.2), with a seamless digital experience of assessment including dates, grades and links to submission and feedback points.

Across this TEF period, we have extended student and staff access to industry-standard software with **567 specialist teaching and learning packages and plug-ins, and more than 16,000 online courses accessed**. Access to Microsoft 365 and LinkedIn Learning is extended to all students and alumni for two years, as part of our Early Career Graduate Initiative.

Case Study: 'Birley Place' - Excellence in Data-Driven Simulated Learning

We have invested in the in-house development of digital solutions which deliver a more responsive and student-centred learning experience. Our 'Birley Place' platform is a virtual simulated community, modelled on our city region using live population, health and lifestyle data which are representative of the homes, businesses and services of our communities. The platform has been used to facilitate a range of learning activities within Health & Social Care courses, offering opportunities for student-led enquiry and enabling large interprofessional simulations. Birley Place has enabled us to deliver simulated learning at scale and is now used by 1,291 students who engage with 313 simulated scenarios, 295 simulated places and 301 simulated person profiles.

We have **transitioned to a digital-first approach to information sources**, mindful of the convenience this offers to the large populations of students who commute and are less materially advantaged. This has led to an increased investment in digital information sources by 25% to exceed £3.3m in 2021/22, and has enhanced our collections of key academic and industry

Provider name: The Manchester Metropolitan University

UKPRN: 10004180

databases, e-books, and journals. Academic Liaison Librarians, aligned to each department, collaborate with academics to curate reading lists, embedded in the VLE. These contain textbooks and recent research, but also more eclectic sources, such as company financial and market databases and large demographic datasets. Our investment in digital learning resources and accompanying support is reflected in our student satisfaction; the 2022 NSS 79.4% of students agreed that IT resources and facilities supported their learning well (2.2pp above the sector average) and the University was rated above 82% on this topic in 2019 and 2020^[22].

Case Study: Laptop Loans – Tackling Digital Poverty

As a university with high numbers of students originating from IMD Q1, we are acutely aware of the ways in which access to computers at home can impact on student experience and outcomes. In response, we accelerated our investment in on-demand access to digital resources. As well as expanding access to computers across the campus to 4,900 machines, we have increased the availability of self-access laptop loans, with loan periods for up to a week, enabling students to take devices away from campus. Through the TEF period, we increased the number of laptops from 170 to 406, and engagement has been substantial, with 8,824 loans in 2021/22. Borrowers were proportionately more likely to be from minoritised groups, such as BAME students (+15.4pp, n=902) and IMDQ1 students (+10.6pp, n=638). Students who borrowed University laptops were proportionately more likely to continue to their next year of study (+1.3pp, n=1,468)^[27].

Colleagues are supported in using this infrastructure impactfully by a Technology Enhanced Learning (TEL) team with expertise in digital learning. Alongside bespoke support, this team operate a range of cross-cutting projects. The 'Apps for Teaching' initiative (2021) reviewed impact of a range of applications on student cohorts. This led to the development of an institutionally licenced, centrally supported toolkit to reduce technical barriers to uptake, and a community of practice to generate innovation in their use. This has led to significant staff engagement (7,365 taught sessions engaged with the apps, involving 112,517 student interactions since January 2021).

Significant investments in our digital infrastructure will continue, the centrepiece being our Student Journey Transformation Programme (SJTP), a large-scale strategic change initiative that has been gradually replacing the University's legacy student systems to help improve the accessibility and quality of services we provide. This investment, due for roll-out in 2023, will transform the quality of service provided to students from initial enquiry through to becoming a member of our alumni community. It will drive high levels of self-service and greater personalisation of services consistent with our student-centred approach.

2.6 Governance and Oversight

To ensure consistent application of our approaches, the University monitors programme performance and student experience – and we have made significant financial investment in data infrastructure to support this through our 2018 Analytics Project. This established a core student data set to support integration across systems, with Power BI dashboards in order to provide all staff with the tools needed to use data effectively, and to make better strategic decisions.

The University's robust annual monitoring process (Education Annual Review, or EAR) has run throughout the TEF period and supported by the Analytics Project, evolved from using static datasets to live dashboards accessible to all staff. It is the central pillar of the University's quality assurance process and **assesses departmental and programme-level performance against a range of measures closely aligned to the OfS B conditions**. Metrics include enrolment, entry

Provider name: The Manchester Metropolitan University

UKPRN: 10004180

profile, NSS continuation, degree and unit performance, graduate outcomes, and undergraduate to PGT progression. The EAR data are available year-round, with live feeds from core student systems, enabling departmental leaders to monitor performance against internal and external benchmarks.

EAR panels are chaired by the Pro-Vice-Chancellor (Education), with membership drawn from elected Students' Union Officers and key academic and professional service stakeholders. Ongoing oversight of programme-level alignment to the B Conditions is provided by the Curriculum Oversight Sub-Committee of the Education Committee, with an Annual Report on Quality and Standards provided to the Academic Board and Board of Governors. Each academic department has a Departmental Education Lead, with delegated responsibility for education metrics and enhancements within their department. Education Leads also sit on Faculty Education Committees, which disseminate good practice identified through EARs.

In 2022, the University contributed towards the work of Universities UK (UUK) to develop a framework for programme review^[42], aimed at helping universities to identify courses where value or quality falls below expectation and enable appropriate action and intervention. This exercise underlined the rigour and impact of Manchester Met's quality and enhancement processes.

Case Study: A Systematic Approach to Addressing Differential Attainment

We have identified students with vocational entry qualifications as facing challenges in relation to continuation, and noted the intersectionality of this marker with other background characteristics, particularly ethnicity. As part of a strategic commitment to improve continuation for all students, we convened an institutional group in 2018/19. This was supported by extensive data to identify gatekeeper units and understand their teaching and assessment strategies. Based on the findings, we implemented new initiatives around assessment in targeted areas (for instance, through informal video briefings on assessments and re-working some unseen examinations into methods which are more authentic and aligned to a student's prior experience), before systematising and expanding this activity across the institution through our Education Annual Reviews (see 2.6).

In-depth analysis of OfS individualised outcomes data demonstrate that the impact over the TEF period was significant. For example, within the Faculty of Business and Law (the first area of focus for the review, given large entry qualification gaps), continuation for full-time undergraduates with vocational qualifications improved from 86.9% (n=741) in Year 1 to 90.8% (n=891) in Year 4, reducing the gap to those with academic qualifications by 5.5pp. By expanding this approach across the institution, we improved continuation for students with vocational qualifications from 86.7% to 89.5% – and eliminated the continuation gap between White and BAME full-time undergraduate students^[43].

3 Our Progress and Momentum

We are proud of the impact which has already been delivered through the integration of our student-centred approach. This, along with the dedication of our staff, has delivered demonstrable impacts on the experience and outcomes of our students summarised below. Alongside significant areas of progress, over the past 4 years we have embedded the tools, policies and approaches to sustain further improvements (in the form of detailed data dashboards, robust oversight, an integrated range of embedded institutional initiatives, and effective ways to harness the innovative capacity of our staff). Together, these this will enable us to recognise, respond to and deliver further improvements to our students' experiences and outcomes.

3.1 Student Satisfaction

Our **NSS 2022 results demonstrate the positive impact of our strategies**. We secured a strong improvement across all student experience themes for our majority full-time provision so that our Year 4 indicators for each theme were above the TEF sector benchmark^[12]. There was also a significant improvement in our total overall satisfaction score, which rose by 8.3pp to 78.1% in 2022, and positions us 1.9pp above the unadjusted sector average^[22]. This was reflected in rising student sentiment for 26 of the 27 core questions and demonstrates a strong bounce-back from our 2021 covid-affected NSS outcomes when we saw a drop in student satisfaction in common with other large civic institutions with similar demographics. Our TEF Indicator theme scores for Teaching, Academic Support, Learning Resources and Student Voice for full-time students were all at or above the sector benchmark in Years 1, 2, and 4 of the TEF cycle.

In 2021/22, we were amongst the first institutions to announce a full and rapid pivot back to in-person teaching. Across the year, we delivered 96% of our scheduled teaching sessions in-person, validating our approaches and efforts in rebuilding our excellent student experience. **Our institutional score improved for all question themes**. As a result, we have consolidated our position against the benchmark. Our student experience in apprenticeships is even stronger with our overall indicators for all themes materially above the sector benchmark^[12] an achievement given the scale and complexity of this provision.

Through our next phase of development, we will sustain this positive momentum to further improve our exceptional student experience. Alongside support for the departments for whom progress in 2022 was less pronounced, we will invest specific energy in the themes of challenge and synthesis. These are areas in which we believe a rapid improvement can be made, leveraging our research-led, interdisciplinary and co-curricular opportunities.

3.2 Student Continuation and Completion

The approaches outlined above have allowed us to close continuation and completion gaps, and to consistently deliver excellent outcomes in this area for all our undergraduate students. Indeed, the importance we place on ensuring excellent continuation rates for our students is reflected in our use of a more rigorous internal KPI which tracks the proportion of students who have progressed to the next study level rather than simply remaining in higher education.

Our overall continuation indicators are above benchmark for full-time (+1.2pp), part-time (+15.1pp) and apprenticeship (+2.2pp) students. Our continuation rates for full-time students are also above benchmark for each TEF year and stand at an impressive 92.8% for the latest year (2019/20 entrants). This shows that we maintained excellent continuation during the pandemic despite the additional disruption in Greater Manchester. All demographic (and most subject) splits are above benchmark, including those for IMD Q1 / Q2 (91.1%) and ABCS Q1 (89.6%) which is materially above the benchmark, indicating **outstanding continuation for our least advantaged learners**. For part-time students too, continuation rates are materially above benchmark for all TEF years and all demographic split indicators, again including those for our most deprived students (e.g. IMD Q1 / Q2 is 82.6% vs a sector benchmark of 69.0%)^[12].

Reflecting this record, **we were named University of the Year for Student Retention in the 2021 Sunday Times Good University Guide**. The judges described our success as 'unprecedented', adding that *"It is very hard for large institutions to perform well on degree completion rates, doubly so for socially inclusive ones which by definition admit students with a higher risk of dropping out"*. It is also notable that our analysis of OfS individualised data shows that for the latest year we have eliminated the continuation gap between white and BAME full-time

Provider name: The Manchester Metropolitan University

UKPRN: 10004180

undergraduates^[43].

Our TEF indicators show **excellent performance in our completion outcomes**, also evidencing the supportive environment we offer to students to ensure they complete their courses. Our overall completion indicators for full-time (89.0%) and part-time (66.7%) undergraduates are above the sector benchmark and close to the benchmark for our apprenticeship students (83.1%). Our full-time split indicators show above benchmark performance for each of the TEF years and most demographic splits. The data also highlight particularly strong outcomes for our least advantaged students. For example, our completion rates for ABCS Q1 students are significantly above benchmark (80.2% vs 74.4%). Overall completion for our part-time students is also above benchmark, particularly in the two most recent years (+12.5pp Year 3 and +16pp Year 4)^[12]. Moving forward, the progress we have made in this area has enabled us to now focus more directly on the achievement and awarding gaps that blight the sector. Eliminating gaps completely is a core commitment of our institutional Road to 2030 Strategy, and we are making good progress in this area. Drawing on our systematic approach to continuation (see 2.6), our BAME Ambassador and Inclusive Learning Communities projects have taken a data-driven approach to identify and support apparent gate-keeper units. Elsewhere, interventions such as Rise are delivering material improvements to outcomes for BAME students: the awarding gap for BAME students narrows by two-thirds (32.9%) when they engage with Rise for 30 hours or more (from 5.3% to 1.8%, n=485, 2019/20 - 2021/22)^[26].

3.3 Student progression outcomes

We recognise student progression as a particular challenge and as such, it has been a priority over the last four years as is reflected in its position at the apex of our theory of change (see 1.4). This has guided specific investment in support (2.3.3), in pedagogy and curriculum design (2.1.1, 2.2.1) and in our cross-cutting initiatives (2.1.3, 2.3). We can monitor the impacts of these against improving Career Readiness scores, as a lead indicator for progression, and have established firm foundations in this area.

This change is already evident in our metrics. Our overall progression indicators are above benchmark for our Degree Apprenticeships (94.6%, +1.8pp) and part-time undergraduates (87.4%, +2.0pp). Progression for our full-time undergraduate cohort is close to the benchmark (67.2%, -0.7pp), both overall and for the latest TEF year, where the impact of interventions established over the TEF cycle has begun to show and we have closed the gap to sector benchmark slightly from Year 2. More broadly, Manchester Met is **one of the largest contributors to graduate employment in the UK**. The most recent data from the graduate outcomes survey shows that 1,750 of our 2019/20 undergraduate leavers entered the graduate labour market, the **eighth-highest** recorded among all UK higher education institutions^[43].

Our full-time split metrics for progression are broadly in line with the benchmarks. However, we remain acutely aware that these incorporate sector-wide demographic gaps – and take seriously our mission to close them. Again, the interventions outlined in this submission are beginning to address this. Detailed analysis of our individualised indicator data shows progression improved notably for Asian and Mixed-Race graduates in Year 3 of our data (+6.6pp and +5.6pp). Outcomes for Black students have also climbed similarly, albeit more slowly, over the three-year period (+5.8pp). This has contributed to a notable reduction in progression gaps compared with White graduates for all three BAME cohorts over the TEF period. Similarly, we saw a widespread improvement in progression outcomes for the more disadvantaged students, (e.g. IMD Q1 in England +2.5pp)^[44]. We are also pleased to note strong outcomes for students in ABCS Quintile 1

Provider name: The Manchester Metropolitan University

UKPRN: 10004180

against benchmark (82.3%, +6.44pp)^[12], **indicative of excellent outcomes for our least advantaged students**. We are confident that our ongoing work to deliver targeted support to progression and to close gaps will continue to sustain these improvements.

3.4 Towards a Measure of Educational Gain

Independent of the expectations of this TEF exercise, Manchester Met has been developing **our theory of change, and associated approach to educational gain**, which reflects our context set out in Section 1, and especially our approach to serving a diverse and often less-advantaged student population. The foundations for this were established by our Student-Centred Curriculum project^[14], and subsequently embedded in ways presented through this submission. Our view on educational gain is summarised in Figure 2. At its core is the students' own account of their confidence in realising their goals, and the progress they are making towards this. Our approach accounts for both how students *perceive* gains and the *effort* they expend towards realising them. This enables students to chart their own progress towards their personal goals and for the University to evaluate the extent to which we are meeting their individual needs.

To this end, our University Education Committee has now approved a set of **eight institutional leading indicators** (2022) consistent with these principles – and which will form the accountability and measurement framework through which we will evaluate impact, drive interventions and understand the progress of individual journeys over the next TEF cycle. Each dimension of our theory of change now has at least one self-reported and one behavioural indicator. Academic development (unit performance alongside overall satisfaction) will be associated with measures of personal development (such as self-efficacy and use of broader learning opportunities) and employability development (through career readiness and acquisition of work-relevant experience). We will accompany this with a belonging and learning community measure (self-reported, and through aggregated institutional engagement). Five of our eight planned indicators are already in place, but will be more strategically aligned, and the remainder will be implemented during this year to enable us to establish a holistic baseline. We are using these datasets to validate our approach and pilot evaluation methodologies going forward.

4 Annexes

4.1 Annex 1: Features of Excellence Mapping Table

Student Experience Quality Features	Main Section Evidenced	Student Outcomes Quality Features	Main Section Evidenced
SE1	2.1	SO1	2
SE2	2.2	SO2	3.2; 2.3
SE3	2.2	SO3	3.3, 2.2
SE4	2.4.2	SO4	1.4
SE5	2.3; 2.1.3	SO5	2
SE6	2.5	SO6	3.4
SE7	2.4.1		

4.2 References

1. Analysis of OfS Size and Shape Data 2020/21, December 2022, Unpublished, Stored internally

Provider name: The Manchester Metropolitan University

UKPRN: 10004180

on Strategic Planning SharePoint

2. Analysis of HESA 2020/21 Student Data, December 2022, Unpublished, Stored internally on Strategic Planning R Drive
3. Analysis of Graduate Outcomes data 2017/18 to 2019/20, December 2022, Unpublished, Stored internally on Strategic Planning R Drive
4. Ofsted Inspection reports 2018 and 2022, Available at: <https://reports.ofsted.gov.uk/provider/43/133844>
5. Manchester Metropolitan University: Rate My Apprenticeship: Top University in the UK, 23rd July 2019, Available at: <https://www.mmu.ac.uk/news-and-events/news/story/?id=10729>
6. Analysis of HESA Heidi Plus Data 2020/21, December 2022, Available at: <https://heidiplus.hesa.ac.uk/#/site/TheManchesterMetropolitanUniversity/home>
7. Analysis of internal enrolment data 2020/21, December 2022, Unpublished, Stored internally on Strategic Planning Power Bi Report
8. Analysis of OfS Access & Participation Data Dashboard, 2020/21, December 2022, Available at: <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>
9. HESA PI Data, 2015/16 to 2020/21, Available at: <https://www.hesa.ac.uk/data-and-analysis/performance-indicators/widening-participation>
10. SLC Estranged and care leavers by HEP 2019/20, Available at: <https://www.gov.uk/government/statistics/estranged-students-care-leavers-by-hep-ays-201718-202021>
11. Analysis of Entry Tariff data 2020/21 to 2021/22, Based on top three qualifications only December 2022, Stored internally on Strategic Planning Power Bi KPI Dashboard
12. Analysis of OfS TEF Dashboard, December 2022, Available at: <https://www.officeforstudents.org.uk/data-and-analysis/tef-data-dashboard/data-dashboard/>
13. Manchester Metropolitan University Education Strategy, December 2022, Available at: <https://mmuintranet.mmu.ac.uk/page/9438>
14. Student Centred Curriculum Framework, 2018, Unpublished, Stored internally on Strategic Projects SharePoint
15. My Five-Year Plan Vision Statement, 2019, Unpublished, Stored internally on Strategic Projects SharePoint
16. Inclusive Learning Communities, 2019 Unpublished, Stored internally on Student Services SharePoint
17. Cullen, W., R. & McCabe, O., The TREC Approach to Active Learning. Media and Learning Association, April 2021, Available at: <https://media-and-learning.eu/type/featured-articles/the-trec-approach-to-active-learning/>
18. Engineering Professors' Council, 2021, Available at: <https://epc.ac.uk/resources/toolkit/crucible-project-toolkit/>
19. Analysis of Curriculum Evaluation datasets, December 2022, Unpublished, Stored internally on Strategic Planning SharePoint
20. Graduate Outcomes Dashboard, 2019/20 Leavers, November 2022, Unpublished, Stored internally on Strategic Planning Departmental Statistics Power BI Workspace
21. Forsyth, R., Cullen, R., Ringan, N., Stubbs, M., 2015, London Review of Education. 13. 34-41. 10.18546/LRE.13.3.05.
22. Analysis of NSS internal data sets, 2018/19 to 2021/22, December 2022, Unpublished, Stored internally on Strategic Planning R Drive
23. The Guardian: Course design, retention and student outcomes: award winner and runners-up, November 2020, Available at: <https://www.theguardian.com/education/2020/nov/25/course-design-retention-and-student-outcomes-award-winner-and-runners-up>

Provider name: The Manchester Metropolitan University

UKPRN: 10004180

24. Student Futures Commission: A Student Futures Manifesto, 2022, Available at: <https://upp-foundation.org/student-futures-commission/news/a-student-futures-manifesto/>
25. Analysis of Rise participation datasets, December 2022, Unpublished, Stored internally on Rise SharePoint
26. Analysis of Education Innovation Evaluation datasets, December 2022, Unpublished, Stored internally on Strategic Planning SharePoint
27. Analysis of Internal Support Services Evaluation Datasets, December 2022, Unpublished, Stored internally on Strategic Planning SharePoint
28. Analysis of HESA student data return 2021 & 2022, December 2022, Unpublished, Stored internally on Strategic Planning SharePoint
29. Manchester Evening News: Winners of the Manchester Culture Awards 2018 revealed, November 2018, Available at: <https://www.manchestereveningnews.co.uk/whats-on/arts-culture-news/winners-manchester-culture-awards-2018-15421303>
30. Analysis of Graduates for a Greater Manchester Data, December 2022, Unpublished, Stored internally on Strategic Planning SharePoint
31. AACSB, EQUIS, AMBA accreditations 2022 , Available at:
<https://www.associationofmbas.com/business-schools/accreditation/accredited-schools/>
<https://www.efmdglobal.org/accreditations/business-schools/equis/equis-accredited-schools>
<https://www.aacsb.edu/accredited/m/manchester-metropolitan-university>
32. UKRI, 2022, Available at: <https://www.ukri.org/publications/research-england-grant-allocations-2022-to-2023/>
33. The Manchester Metropolitan University, My Five-Year Plan, 2019, Available at: <https://www.mmu.ac.uk/student-life/my-five-year-plan>
34. ISE Awards 2022 Finalists - Institute of Student Employers, 2022, Available at: <https://ise.org.uk/page/ise-awards-finalists-2022>
35. THE Awards 2021, 25th November 2021 available at: <https://the-awards.co.uk/2021/en/page/winners>
36. Analysis of HESA BCI Data 2014/15 to 2020/21, December 2022, Available at: <https://www.hesa.ac.uk/data-and-analysis/business-community/ip-and-startups>
37. Analysis of Knowledge Exchange Framework Data, 2021, December 2022, Stored internally on Strategic Planning SharePoint, Available at <https://kef.ac.uk/dashboard>
38. Peace, M., How a Music Festival Helped Me to Rethink How We Support Graduate Outcomes, LinkedIn, March 2022, Available at: <https://www.linkedin.com/pulse/how-music-festival-helped-me-rethink-we-support-graduate-mark-peace/>
39. Student Voice Report: Cost of Living Report for Academic Board, October 2022, Unpublished, Stored internally on Strategic Planning SharePoint
40. The Guardian University Awards 2019, April 2019, Available at: <https://www.theguardian.com/education/gallery/2019/apr/11/the-guardian-university-awards-2019-the-winners>
41. Digitally Enhanced Learning, Teaching and Assessment Strategy, 2022, Unpublished, Stored internally on Strategic Planning SharePoint
42. Universities UK (UUK) Framework for programme reviews: ensuring the value of courses, December 2022, Available at: <https://www.universitiesuk.ac.uk/what-we-do/policy-and-research/publications/framework-programme-reviews-ensuring>
43. Analysis of HESA Graduate Outcomes Sector Data 2017/18 to 2019/20 leavers, December 2022, Unpublished, Stored internally on Strategic Planning SharePoint
44. Analysis of OfS Institutional performance measures: Individualised student data, December 2022, Stored internally on Strategic Planning SharePoint