

## Solent University, Southampton – TEF Submission January 2023

### 1. Provider context: punching above our weight

#### An inclusive anchor institution

*'Our long-running partnership with Solent University is due to our shared strategic vision of turning potential into excellence on and off the pitch. The club has worked with the University to establish targeted interventions that enrich the curriculum across a broad range of courses including business, law and football studies. By working together, we develop students with the necessary skills and experiences to secure positive outcomes, which has resulted in us employing Solent University alumni within our business.'*

Southampton Football Club.

Solent University is a practice-oriented, industry- and employment-focused, open, lively and inclusive academic learning community. In 2020, the University launched Strategy 2025: Ready for the Future<sup>1</sup> with **inclusive, real-world learning, teaching and student success** as central tenets. Strategy 2025 maps a route to ensure that whatever students' starting points, they benefit from excellent teaching, whether visiting our state-of-the-art campus, using our digitally enabled learning spaces or engaging with our online learning environments.

In 2021/22, our total student population numbered 9,615. Within this, our undergraduate (UG) community consists of c.8,800 students, most of whom study full time (FT) on first degree courses (86%) across a rich range of subject areas. We also have a small population of Other UG (OUG) students in 2021/22 and just over 500 UG Apprenticeships. Our part time (PT) students make up just 4% of our total UG population and are predominantly studying on OUG or apprenticeship courses. Our UG population is diverse. In 2021/22:

- The proportion of BAME students has risen to 21.2%, from 18.4% in 2019/20. The most notable increase is among Asian students who have risen from 6.4% to 7.9% of our population across the same period, reflecting the focussed effort we have placed in meeting this Access and Participation Plan (APP) target. Additionally, we have seen an increase to 2.7% in the proportion of students from Other Ethnicities up from 1.5% in 2019/20.
- 19.6% of students come from low participation neighbourhoods (LPN) (POLAR4 Quintile 1) up from 18% in 2019/20. This is notably higher than the 13% reported across the sector in the latest published figures (2020/21).
- 17% of students have a declared disability, and in line with the latest published national average of 17%. Our two largest populations of students with reported disabilities are those with mental health conditions (6% up from 5.3% in 2019/20 with indications that the proportion of our newest students in 2022/23 has increased further) and those with specific learning difficulties (5.9% down from 6.1% in 2019/20).
- The Solent population skews towards a slightly more male demographic: 48% male and 52% female, compared to the national average of 57% of HE students identifying as female.
- 60% of our students are aged 21 and under.

Our portfolio of degree courses is taught by expert staff on permanent contracts to ensure their priority activity is the development of outstanding academic experiences and assessments. Solent has FTE staff members, of which FTE are on academic contracts working across six academic departments and the Warsash Maritime School (WMS). In 2020/21, 89% of academic staff were employed on permanent contracts compared to a HESA sector average of 68%.

Together, our TEF indicators provide weighty evidence that we offer very high-quality provision which sits firmly in the Silver TEF category. Our submission, supported by our metrics, evidences a

Solent University Southampton:  
UKPRN: 10006022

successful, purposeful and forward-facing approach to twenty-first century higher education, delivered consistently across characteristic groups for our majority FT UG population. We are proud that several of our TEF overall indicators sit materially above benchmark (two out of eight for FT UG, four out of eight for PT UG and three out of eight for Apprenticeships), and indicate the outstanding quality of many aspects of our provision. Across the remaining indicators for both our apprenticeships and our large population of FT UGs, all other indicators are broadly in line with our benchmarks. Given the strong degree of statistical certainty associated with these indicators, this is firm evidence of the very high quality of our provision. Of additional note, a number of these indicators have scores in excess of +2.5ppts vs benchmark.

Solent is a true **anchor institution**. Our Civic Charter<sup>2</sup> celebrates our commitment to local learning, building a culturally enriched city and driving sustainable regional growth. For over 160 years we have served and made a difference to the South-Central region and Southampton, most recently recognised in our National Coordinating Centre for Public Engagement (NCCPE) Silver Watermark Award. Impact is enabled through strong links to regional further education providers, reflected in our successful bid for an **Institute of Technology (£5.5M)**. Our multiple employer and industry partnerships further connect us to practice and place. This regional skills focus underpins our strategic commitment to '**work-ready, world-ready and future-ready**' students.

Employability sits at the heart of everything we do. The most recent Graduate Outcomes results show our proportion of graduates (UK domiciled, who completed UG degrees) reporting positive outcomes has improved year on year, now standing at 65.1% (a return to pre-pandemic levels). Solent University has been extremely successful in nurturing entrepreneurs, supported in part through institutional HEIF funding. We punch well above our weight given our size and resource base and are proud to be 11th nationally in the number of graduate business start-ups<sup>3</sup> with 440 created in the current TEF period.

We are **committed to social justice, equal opportunities and inclusivity**, eradicating inequality gaps for students (directly captured in our APP targets)<sup>4</sup> and actively enabling diverse learners to become socially responsible, enterprising citizens and responsible leaders. Given the significantly local nature of our student population, this work also acts to build economic and social prosperity for the communities we serve; a transformational role evidenced by our top 50 ranking in the Sutton Trust's Social Mobility Index 2021<sup>5</sup>. In 2018/19, we were awarded five stars by the QS World University Rankings for inclusiveness, internationalisation, employability, facilities and teaching.<sup>6</sup> Primarily, analysis of our latest Graduate Outcomes data (2019/20 graduates) reflects our commitment to improving progression metrics for underrepresented student groups, e.g., BAME-background graduates' progression into high-skilled employment or further study has significantly improved year on year (+5ppts) and graduates from LPN progression has increased year on year (+2ppts). Importantly, both have swiftly returned to pre-pandemic levels, an excellent result compared to average sector improvements (+1ppt) which remain comparatively below pre-pandemic levels. This refers to UK domiciled graduates who completed a UG degree.

#### [Integrated, focused and results driven](#)

Our work is ongoing, and we model the importance we place on evidence-based enhancements and improvements to our students and wider communities through our evolving and contemporary portfolio of courses, regional outreach and partnership activities, and applied research and knowledge exchange projects. We are continuously reviewing our shape and size to ensure our academic portfolio delivers the best outcomes for our students and our region. During 2020/21, we adapted our portfolio to focus on *fewer, bigger, better* by refreshing 124 core UG courses to ensure they are attractive, inclusive and focused on graduate outcomes; strengthening our Business

Solent University Southampton:  
UKPRN: 10006022

Advisory Boards (see section SE3) to advise on curriculum and employability; and extending our PG offer to create pathways from our strongest UG courses.

We are also clear that everyone at Solent is responsible for our high-quality provision. Our **integrated approach to continuous improvement** is built on **accountability and transparency**. This means that we can focus our attention on things that matter and ensure valuable institutional resources are used to effect **impactful interventions** and change. Using **external and internal data intelligence** and other key evidence sources, we purposefully address any TEF metrics materially below benchmark in a timely manner.

Solent's 2023 TEF submission details this ongoing work in further detail, outlining how our **integrated continuous improvement** activities and **impactful interventions** work together to meet our institutional strategic objectives, improve our TEF metrics and, most importantly, create **outstanding student experiences and outcomes** in the context of our city and region.

## 2. Student experience

SE1: Outstanding teaching, assessment and feedback

Evidencing our successes

**Teaching at Solent is very high quality** as evidenced by our TEF NSS Teaching indicator which stands at 81.9% for our FT UGs (+1.8ppts vs benchmark, with 92.7% of the distribution materially in line with benchmark). This carries across our PT UG population (79.7%, with distribution of 70.7% materially in line with or above benchmark) and our Apprenticeships (86.2%, +3.3ppts vs benchmark, with a distribution of 65.2% materially above benchmark). The high quality of our provision is further evidenced by our split metrics where indicators are consistent across student characteristics.

Alongside NSS data, we use **internal intelligence** to ensure we are travelling in the right direction. For example, in 2021, we saw positive results from our annual 'Your Module Survey' (YMS) data, with overall satisfaction scores at 82.1%, the highest in the last three years. Our YMS also shows positive developments in our students' satisfaction for 'teaching on my module' which has steadily grown from 80.9% in 2018/19 (Semester 3) to 84.6% in 2021/22 (Semester 3).<sup>7</sup>

We know **our assessment and feedback practices are very high quality**, as demonstrated by our TEF NSS Assessment indicator which shows a score of 73.4% for our majority FT UG population (+1.9ppts vs benchmark, with 86.4% in line with benchmark). This is reflected across our provision with indicators for both PT (80.7%) and Apprenticeships (77.6%) also showing distribution materially in line with or above benchmark.

Ongoing analysis of internal and external data combined with active engagement with our student population has allowed us to develop an in-depth understanding of the success of our assessment practices and to identify areas where targeted enhancement can bring further improvements in practice and student outcomes. The success of this approach is demonstrated in **NSS individual question scores that are markedly above sector averages** for clarity of marking criteria +6.1ppts; fairness of assessment & marking +2.9ppts; and the helpfulness of comments +5.5ppts. Our position on these metrics has improved as we have actively embedded good practice.

We take a forensic approach to understanding our performance including the success of our activities across characteristics and subject areas. This is borne out by the split metrics for our TEF Assessment indicator where all student characteristics are statistically in line with benchmark, with all but one split indicator sitting above benchmark (non-UK -1ppt vs benchmark but materially in line). We use CAH Level 3 data to understand how trends vary by subject area. The success of activity in several areas is demonstrated by our CAH Subject Rankings data for 2021/22 which

Solent University Southampton:  
UKPRN: 10006022

shows **11 subject areas in the top 10 of comparator courses in the sector**. This is further supported by our internal YMS data: assessment & feedback satisfaction has steadily grown from an average score of 78.8% in 2018/19 to 85.1% in 2021/22, with growing strengths confirmed in areas such as clarity of marking criteria and assessment briefs, fairness in marking procedures, and helpful feedback.<sup>8</sup>

Aligned to established sectoral good practice we seek **independent external verification** of our approach. Our 127 module and award External Examiners and external members of Validation Panels regularly comment positively on the wide ranging, relevant and high-quality teaching and learning opportunities and assessment tasks we offer. Positive comments extend to our industry connections, the standard and consistency of our marking processes, the rigor of our internal moderation process, the quality of feedback (including the use of audio and video feedback) and the use of feedback forms to provide consistent and high-quality feedback for students.<sup>9</sup>

### Real-world learning and assessment at Solent

To ensure our students are ready for the future world of work, enterprise and volunteering, we offer a portfolio of 124 modern and academically rigorous FT UG degree courses. Each is infused with **employment-focused, inclusive, real-world learning and assessment** to prepare students for success in their chosen profession, vocation or enterprise. Excellent teaching is recognised and prioritised throughout the three goals of our Learning, Teaching and Student Success enabling plan which commits us to providing an inclusive, responsible, real-world curriculum; excellent teaching; and a high-quality physical and virtual learning environment. For each goal, internal and external experts and students form **collaborative learning communities**, co-creating meaningful opportunities to learn within and beyond the curriculum.

To achieve this, in 2017/18 we initiated a university-wide curriculum review – a bold decision to challenge and enhance our course portfolio. This transformative review, designed to deliver our promise of real-world learning, actively engaged academics, professional staff and students working together to design and implement a Solent curriculum framework. From the 2018/19 academic year, some subjects began the new curriculum at Level 4 (a teach-in approach), while others undertook an all-level refresh. This work required all curriculum design and learning, teaching and assessment practices to align to the principles of **Solent's 2018 Real World Curriculum (RWC) Framework**. This successful collaborative approach led to the delivery of the University's best benchmark results across a range of measures including NSS, TEF and DLHE, culminating in Solent being shortlisted for THE University of the Year in 2019.

Aiming to improve continuously, and with the Solent student population (many of whom come to us without the educational, social and cultural capital of traditional students) and region firmly in mind, in 2022 we explicitly incorporated **inclusivity** into our Real-World Curriculum Framework as our **anchor concept**. Our refreshed *Inclusive* Real World Curriculum Framework (IRWC) scaffolds our teaching and assessment approaches and our working, social and learning environments to ensure they are **fully tailored to meet the needs of our students and society**.<sup>10</sup>

We encourage all Solent staff to be **enhancement-led and metric-minded**, creating a gold-standard on-course experience for our students, while keeping students' ultimate outcomes and destinations firmly in sight. This work is guided by **six framework dimensions**: 1) **critical, creative and applied**: we challenge our students to be perceptive consumers and trustworthy producers of both applied and theoretical knowledge that will support them in real-world situations beyond their studies. Our offer further 2) **inspires research and inquiry**: the asking of questions, the investigation of problems, the formulation of solutions and the creation of new knowledge. We purposefully design curricula, teaching and assessment to be 3) **outward facing**: we engage with



Solent University Southampton:  
UKPRN: 10006022

our employer partners to shape our offer, helping students to create commercial awareness and networks beyond the university. Our practice-based curriculum is further designed to promote students' 4) **social and personal growth**: deepening their understanding of local, national, and global challenges and solutions. Reflecting our commitments to social responsibility and social justice we also prepare our students to be active agents of social transformation. Our courses are designed to be 5) **intellectually stimulating for life**, developing our students' curiosity and triggering their interest in lifelong learning. The practical applications and impacts of these first five dimensions are further explored in sections SE2-SE7, SO1 and SO4-6.

The final IRWC dimension is 6) **authentic and engaging inclusive assessment**. Our approach is strategically aligned and simple: wherever appropriate and practicable, our **assessment must integrate with learning**. As such, we promote **assessment as learning** (not just *of or for* learning) and expect all courses to use applied, real-world assessments at all levels of their delivery. All students have opportunities to engage in **work-integrated assessment** such as **simulations, live-briefs** (at least one per level of study in all 124 courses) and **team or problem-based assessments**. For example, our Business Management courses have live briefs developed with Enterprise Rent-a-Car, Red Funnel, Anina Community Hub (Walsall) and GKN Aerospace.

Recognising the needs of our student groups, we actively work to build confidence and assessment literacies. This involves tailoring assessment design to course cohorts' learning, progression and attainment needs, while maintaining elevated levels of rigour, aligned to the OfS Sector Recognised Standards in England. To do this, we have worked on the **standardisation of assessment briefs** (across all 1257 modules), **clarity of grading criteria** and **consistent feedback approaches**. This is supported by video assessment briefs, embedded in over 50% of our Moodle-based VLE module pages to support students' interpretation and understanding of written assessment guidance.

Our **Grade Marking Approach** to assessment has been developed to provide reliable, clear and consistent evaluation and communication of student performance. In brief, we operate consistent and clear marking bands for assessed work according to classification (e.g., A=1st, B=2:1, C=2:2, D=3rd, etc.). We then determine if the work is at the top/middle/bottom of the range of marks associated with each classification (e.g., B1, B2, B3, with 4 also used at 1st and 3rd classification levels, recognising the larger numerical range in these bands). We also pride ourselves on **effective feedback**. Our oversight of this process has been enabled by institutional feedback templates designed to ensure consistency in tone (constructive and compassionate), quantity and quality of feedback. Quality feedback includes **actionable feed-forward** designed to enable students' future success.<sup>11</sup>

This is all communicated to students through our innovative **Assessment Dashboard**, embedded within our VLE, Solent Online Learning (SOL), which provides each student with an at-a-glance overview of past, present and future assessment briefs, due dates, actual submission dates, grade release dates and direct links to grades and feedback. In its 2018 launch year the dashboard saw a significant reduction (41%) in student appeals.

Importantly, the IRWC – brought alive by our curriculum, teaching, assessment and feedback approaches – promotes our cultural values of **equality of opportunity and fair treatment; respecting and celebrating difference; and upholding and respecting the dignity and rights of all staff, students and those connected with the University**. In short, we actively ensure everyone can reach their full potential through everything that we do.

### Continuous improvement and impactful interventions

To ensure the continuing success of our teaching, assessment and feedback approaches, we actively track and monitor their reach and impact. We know our strengths and are ready and able to act on any challenges or weaknesses and tailor our approaches, using data insights to shine a light on these. To inform this work the Solent UG **Course Performance Dashboard** makes data available and accessible to all staff, highlighting areas to celebrate and share, and flagging where resources can be used to effect impactful change. At the course level, these at-a-glance visualisations of NSS, continuation, completion and progression metrics and awarding gap data for BAME and White students have empowered our academic community to diagnose issues, plan interventions and monitor progress.

This is complemented by our **Module Performance Dashboards** and relevant SOL module content and activity reports to identify areas of challenge. Around 12-14 courses (c.10% of all courses) are supported with module improvements each year, with our dedicated Learning Design team (see section SE4) offering tailored support based on data intelligence, framed by the IRWC framework and our Learning Design Framework (see section SE2).

Drawing on this data insight, for the last three years we have undertaken targeted annual course-level intervention work – the Solent Course Enhancement Program (S-CEP). To date, S-CEP courses are chosen either because they do not meet internal or external benchmarks for quality or because a course and its continuing robust performance is deemed to be strategically important for Solent. Originally focused solely on NSS, our current S-CEP iteration is designed to drive improvements in all areas of the student experience and outcomes aligned to institutional KPIs and external metrics. To demonstrate the impact of our targeted approach, in the first year of S-CEP 13 courses were selected of which 12 are currently still active. Initial analysis of how these courses performed before and after the intervention shows that their total RAG weighted scores (an internal measure that reflects performance across key areas) have improved, moving from an average of 3.27 to 2.81 after two years (the lower the figure the better the performance).<sup>12</sup>

With good practice and processes now developed, our next priority is to draw most of these stand-alone impactful interventions into **ongoing continuous improvement activities** as part of **business-as-usual enhancement** work. We are doing this by aligning and integrating our course quality management and strategic business planning processes, using course teams' continuous reflection and action on their data and other evidence, as part of a holistic whole-institution annual review cycle. In addition, our **impactful interventions** will adopt a clear issue diagnosis approach, drawing on our established expertise in evaluation and Theory of Change (see Section SO6).

### SE2: Courses that inspire learner engagement and stretch

#### Our up-to-date engaging courses

We are confident that our courses are **up-to-date, educationally challenging and rigorous**. Our curriculum, delivery and assessments are **designed to effect maximum engagement** from our students, to build and stretch their abilities across their period of study with us. All courses and modules have explicit learning outcomes which are agreed through a rigorous course design and validation process (fully aligned to our IRWC framework) and revisited through our Annual Course Reviews (and c.5 yearly Periodic Course Reviews). These validations and reviews draw on data and student feedback, and evidence from our employer stakeholders. Our learning outcomes are designed to build incrementally across levels of study, ensuring the appropriate development of foundational knowledge and opportunities for broader application. Our **outcomes-based strategy** is not simply part of the quality management of our high-quality education but is **key to our**

Solent University Southampton:  
UKPRN: 10006022

**inclusive approach to engaging students in their learning.** In short, students know what is expected of them and what success looks like as they progress through the levels of their course.

We are confident the standards of these outcomes are rigorous, appropriate, and up to date. Aligned to Dimension 3 (**Outward Facing**) of the IRWC framework, our courses are professionally aligned. Both our employer partners and national Professional, Statutory and Regulatory Bodies (PSRBs) (56% of UG students are on courses with national professional regulation and/or recognition) have input into course outcomes. Our 2022 Chartered Management Institute (CMI) award for outstanding partner of the year is an example of our close relationships with PSRBs. Our growing Higher Technical Education portfolio (degree and higher apprenticeships and higher technical qualifications) is aligned to 21 of the Institute for Apprenticeships and Technical Education's (IfATE) occupational standards. We also internally map other relevant courses to these occupational standards wherever appropriate, to augment and complement our academic threshold standards. The high quality of our courses is evidenced explicitly by our 127 External Examiners who confirm that the University's awards and student performance are fully in line with OfS Higher Education Sector Recognised Standards.

Our approach involves the widespread integration of professional context modules within courses. These modules are real-world facing, and designed to introduce students to the professional requirements, practices and regulations of their chosen field, supported by our commitment to simulated or applied industry-led assessment practices. Around 90% of our courses have a professional context module attached to their curriculum, some as early as Level 4.<sup>13</sup> These courses include but are not limited to Business Management, Special Effects, Software Engineering, Television Production, Photography, Make-up & Hair Design, Marketing, Maritime, Biomedical Sciences, Outdoor Adventure, Sport and Exercise Science, Psychology, and Visual Communications. We additionally stretch and engage our students by integrating external opportunities including expert guest speakers into courses, to inspire engagement and link learning to the real world of work (see Solent's Learning Design Framework Guided Learning pillar below).

A final example of ways in which we inspire our students to actively engage and commit to their learning and showcase their growing knowledge and skills to their fullest potential is through Solent's **Living CV**. Growing out of outstanding practice in one of our applied subject areas (Fashion), the Living CV was launched cross-institutionally in 2020. It explicitly **supports students to see the potential of their learning at all stages of their course**. In brief, the Living CV translates module and course learning outcomes into CV and work-ready language. By doing this it demystifies academic learning (for both students and employers) reframing it in the language of relevant work competencies and skills. Importantly the Living CV grows with students across each level of study, building a record of skills evidenced across their learning.

The Living CV is present in **every course SOL page** and translated learning outcomes are incorporated into **every module assessment brief**. Additionally, Course Leaders run dedicated support workshops which since September 2022 have been attended by 5509 UGs, 306 foundation year students and 354 PGs. Fifty-seven UG courses have additionally integrated the Living CV into their Welcome Week materials, and a further 29 have successfully integrated it into module assessments. To support and guide staff and students, the Living CV is part of a wider set of resources – the Employability and Enterprise Academic Toolkits (see Section SE5) – and can be found on our bespoke Living CV portfolio platform.

[Our engaging delivery: Solent's Learning Design Framework](#)

As a key enabler for student engagement and success, Solent has developed a clear and purposeful **pedagogy for success**. Our **Learning Design Framework (LDF)** ensures all students,

Solent University Southampton:  
UKPRN: 10006022

whatever their starting points, can access and engage effectively with learning. The capstone of our LDF is **Collaborative Learning**, augmented and supported by two connected pillars: **Guided Learning** and **Directed Learning**. These combined approaches ensure visibility and access to all core and supplementary academic activities and opportunities that are essential for successful graduate outcomes, enabled by our work to develop staff and students' **Digital Literacies**.<sup>14</sup>

**Collaborative Learning** at Solent means active and participative learning with and from others, involving teaching staff, industry experts and peers. Including and not limited to flipped-learning, co-creation, interactivity, and problem-based and active learning, Collaborative Learning can take place in any appropriate learning space (e.g., collaborative classroom environments, specialist learning facilities, state-of-the-art labs and industry and regional settings). Students are supported to work in interdisciplinary and industry-standard ways, sharing skills and creating synergistic learning opportunities that mirror the real world of work. The **Directed Learning** pillar ensures that students build and share foundational knowledge – the key concepts and theories of subjects and professions. Through Directed Learning in every module on every course, we are confident that all students can engage with the threshold knowledge necessary to proactively participate in our vibrant and active campus-based Collaborative Learning events. A second pillar, **Guided Learning**, ensures students join up academic knowledge and real-world applications, enriching the student experience at Solent University. It enables students to engage in supplementary activities designed to improve their employability skills. These include stimulating and topical engagements with internal and external speakers, experts, practitioners, alumni and employers, with opportunities to consider innovations, challenges and good practice. Finally, underpinning and enabling our LDF is our foundational work on **Digital Literacies**. Our teaching practice and digital environments and tools together ensure all students build the essential digital fluency they need to thrive in their careers. SOL is our primary platform for digital support and delivery and provides a consistent experience for students from which more focused subject-specific digital literacies can grow and develop (see section SE6 for further discussion of our digital support and resources).

### SE3: Our outstanding employer-engaged and research-led academic experience

#### Work-integrated and employer-engaged

To ensure we remain connected to and cognisant of the needs of workplaces, regional bodies and professional priorities, Strategy 2025 reimagines and restates our commitment to working in partnership. We actively work with alumni, local, national and global businesses, regional bodies and professional associations to maximise the value of the education we offer. This approach is underpinned by our applied research, our knowledge exchange activities and the delivery of our Civic Charter, and aligns directly with our IRWC Framework.

Fifty-six per cent of our UG students are on courses with national professional regulation and/or recognition (including the Nursing and Midwifery Council, Social Work England, BCS [the Chartered Institute for IT] and the British Psychological Society). Where professional accreditation is not possible, we offer industry standard additional qualifications. For example, our sport courses embed national coaching qualifications in several modules.

Solent's Business Advisory Boards work with courses to foster relationships with local employers and draw on their insights. Board membership comprises 30 different businesses across the banking, construction, digital communications, maritime, performing arts, retail and social enterprise sectors.

They



Solent University Southampton:  
UKPRN: 10006022

facilitate two-way knowledge exchange, helping to shape the currency of current and future courses, while raising employer awareness of our portfolio, and our staff and students' skills-sets.

Just under 900 individual **student placement** records are linked to our courses in 2021/22, associated with over 600 employer organisations, with 48 of our courses validated to accommodate a year-long placement (sandwich year). Over the current TEF period, students have engaged in 2814 placements, supported through our Placement App.<sup>15</sup> Students who have a placement element on their course use this to register their placement prior to their experience for Health and Safety and insurance purposes. In 2021/22, a fantastic range of **global, national and local organisations** were registered on our Placement App (e.g., from Mercedes-Benz AG and Walt Disney Limited to the South of England Athletics Association and local community after-school clubs). To support students to obtain placements, placement preparation pages have been designed as checkpoints in the placement process. Students are encouraged to complete each stage before moving on to next. These checkpoints and associated student support can be accessed through SOL directly and are embedded within the curriculum.

We have developed **partnership agreements** with trusted employers to develop and enhance placement and work experience opportunities for our students. For example, an agreement is in place to ensure that both Solent and Enterprise Rent a Car (ERAC) are meeting mutual strategic objectives. For Solent this includes developing more opportunities for students in our target APP groups to build social capital and enhance career prospects. For ERAC it reflects their strategic goal to recruit local people to work in regional sites, ensuring that their workforce reflects and understands the communities they serve. The partnership was shortlisted for the 'best collaboration between a university and a business' category in the National Undergraduate Employability Awards, 2021: *'Home to a diverse, entrepreneurial student community and with expertise in business management, Solent was a logical choice for us when choosing to partner with a university. We've gradually built our engagement with the team at Solent, who have taken the time to understand the needs of our business and present solutions that drive benefit to everyone involved.'*

Rent-A-Car.

For the last five years, home improvement retailer B&Q has been working with Solent University to help drive their business forward, using the skills, knowledge and insights of our students. In 2021 we successfully nominated B&Q for the AGCAS Award for Excellence in Careers and Employability Service Engagement. The award (for which they were shortlisted) focuses on employers who develop and sustain working relationships with higher education careers and employability services. Importantly for this partnership, the **learning is not one way** and our regional employers (as part of our extended learning support community) also gain great benefit from engaging in this process: *'we believe that anyone can improve their home to make life better. Having a fresh perspective on our business from Solent's students, who may well be the next generation of homeowners, is really valuable. They see things differently, have unique ideas of what customer service should look like in the digital age, and bring a wealth of diverse experiences and opinions.'*

B&Q.

Over the last four academic years, our in-house agency **Solent Creatives** has worked with 189 students undertaking 241 paid freelance project briefs from 208 organisations. This academic year the team has grown to support the considerable number of our graduates likely to start a freelancing career or a start-up business. Based in a new space in the Student Village, the team have already worked with 17 organisations, matching students to paid freelancing projects.

Running successfully for 15 years, **Solent Productions** is our award-winning production company producing content at live events, music festivals, for the BBC, and many corporate and charitable

Solent University Southampton:  
UKPRN: 10006022

clients. Student roles cover paid and unpaid opportunities at large live events such as summer music festivals and our own Graduation events. Paid commercial work is advertised via Solent Campus jobs on behalf of external clients. In 2021/22, Solent Productions delivered a total of 9149 work experience hours for students from our film and media subject areas. External Clients include Glastonbury, Boardmasters, Camp Bestival, NASS and Southampton Pride, BBC, Sony, Hawk Yachts, Hampshire Cricket, REVO and MSR Media. In the current TEF period, at least 10 of our students undertaking roles at festivals have gone straight into work with associated live events companies and many more have taken the skills gained to the wider industry.

Where we cannot find relevant or useful external placements, we ensure that students can engage in placements in our own community, including academic work, health and safety, finance, estates, HR, marketing and external relations. For example, a 2021 Careers event 'Spring Forward to the Future' was primarily led, planned and supported by Solent Business School students. The event was a considerable success with 200+ students and 28 organisations. Other excellent examples of Solent-based student-run real-world opportunities include:

a unique retail store in the centre of Southampton that has been run by students from our fashion-related courses for eight years, is the first of its kind in the UK. Students engage in every aspect, from designing stock, stocktaking, merchandising and store design, to promotion and retail management. has a 'learning zone' managed by students hosting guest speakers from the fashion industry, as well as workshops, photo shoots and exhibitions, all with an emphasis on developing retail, enterprise and employability skills. This success led to HEIF funding (2021-23) for a total of 4 Graduate Interns as full-time roles. Re:So also has a concession at Southampton City Art Gallery showcasing three graduate artists (all work for sale).

Our student fashion magazine **CARBON** has positively impacted on 500 students from Fashion Media, Fashion Graphics and Beauty Promotion during the current TEF period, offering job, leadership, personal and professional reflection, co-creation and mentoring opportunities. In March 2022, 100% of 117 students interviewed believed it had impacted their learning positively with 98% stating confidence in their own ability and skillset had been boosted 'significantly'. Importantly, 81% are from widening participation backgrounds.

Vogue said: *'This method of learning for our industry is exemplary. [Solent] students show a tenacity and readiness for the industry that isn't demonstrated elsewhere and to be producing quality outputs of this kind in their first year of study is mind-blowing'.*

**GUNK** Collective, a multi-media online platform run by students, comprising podcasts, monthly online GUNK creations, an online magazine and a virtual exhibition of the work created within Solent University's BA (Hons) Make-up and Hair Design, BA (Hons) Prosthetics and Special Effects and MA Makeup and Hair Design Futures courses.

*'At GUNK our teams of undergraduates have been fueled by the determination to let innovation prevail. As Covid-19 has forced so many of us to return to our homes, many of our teams have been collaborating from all over the world... GUNK has brought together creatives to establish an online community for all to showcase their talents. Prior to launching, the GUNK Collective brand has already been making its mark on the creative industries, gaining attention from established designers and artists*

These and many other varied opportunities contribute to Solent's outstanding academic experience, helping our students to build their social and cultural capital and learning in real world situations and/or simulations. We aim to prioritise paid opportunities wherever we can, to support

Solent University Southampton:  
UKPRN: 10006022

our students who cannot afford financially to engage in pro-bono work. This creates exceptional engagement because students can see their contribution is of value to the organisations, too.

### Research-engaged learning

IRWC Dimension 2 (Inspiring Research and Inquiry) is designed to inspire students **to be curious: to ask questions, investigate problems, propose solutions and create new knowledge**. We empower students with the tools, methods and thinking processes to read and evaluate current research and stimulate curiosity about research topics of their choice. By working within an active academic and professional research community, our students are supported to develop the knowledge and skills to conduct their own research.

In studying others' research and learning the skills of enquiry, our students are additionally empowered and enabled to become research assistants on staff and business research projects, by co-creating knowledge and applying specialist skills in professional settings through the **Solent University Research Internship Scheme**.

Two students worked as Research

Assistants on a RIKE-funded project to review residents' perceptions and behaviours towards recycling in the Test Valley. This culminated in the students attending the CBC Conference 2022 'Behaviour Change for Health and Sustainability' at UCL and the Sixth Community Psychology Festival, Southampton and submitting a journal article for publication. A further example can be found in our unique Ship Handling Centre (one of five globally), our Maritime Simulation Suite and our Hydrodynamic Testing Centre (see SE6) which form part of a large-scale autonomous ship handling research project (IGNITE), where students from the Computing department have set up and tested the digital networks and equipment required by the IGNITE project. As a final example, Solent TV is an online channel run by students with an associated research project investigating online viewing tastes and preferences embedded within the Level 5 curriculum. In the first term, the students (approx. 40 each year) are required to respond to a client brief. These productions are run and delivered on time and to a high standard. Following this internal experience, all students move on to an external client in the second semester, with clients including NHS Solent, Southampton Youth Services, Southampton City Council, The Nuffield Theatre and Southampton City Archives.

### SE4: Expert staff and excellent academic practice

#### Staff professional development and excellent academic practice

High-quality teaching is supported by the Solent Learning and Teaching Institute (SLTI), a central service working in partnership with our academic teams. SLTI offers a staff-facing calendar of teaching-related CPD activities (50+ each year) and AdvanceHE accredited taught and portfolio routes to professional accreditation and Higher Education Academy (HEA) Fellowship. We are extremely proud that our AdvanceHE data shows that in 2020-21 **74.3% held an HEA fellowship** at the level appropriate to their roles and responsibilities.<sup>17</sup> This is significantly higher than the sector average of 53.7%. Since 2017 Solent has directly awarded 365 new HEA Fellows (91 Associate Fellows, 207 Fellows and 66 Senior Fellows) through its accredited programmes. This is complemented by two new Principal Fellows gained through direct application to AdvanceHE. We are also proud that HESA 2020/21 data indicates that **78% of our academic staff have a teaching qualification** (significantly above the sector average of 59%).

This success is **made possible by our policies and practices**. Solent has a strong commitment to valuing and engaging its educators in CPD, so they remain in **good professional standing**. As a learning organisation we recognise that our staff members must keep up to date not only in their

Solent University Southampton:  
UKPRN: 10006022

own professional and subject disciplines, but also in terms of their learning, teaching and assessment academic practices. Academic workload is therefore planned centrally and monitored rigorously to ensure that students benefit from as much relevant contact time as possible, and staff have time to engage in CPD. Our 2020 AdvanceHE Fellowship Scheme Reaccreditation Report noted that: *'Solent University demonstrates a clear commitment to the professional development of all staff that teach and support learning through integration of the UK Professional Standards Framework (UKPSF) within the Solent strategy and significant investment in the Solent Learning and Teaching Institute (SLTI), which leads the professional development on offer to staff.'*

All staff new to Solent, irrespective of experience, are mentored and inducted through an appropriately sequenced University Essentials training programme, learning and teaching induction, learning technologies induction and faculty induction relevant and appropriate to their role. And all staff new to teaching complete our Essential Learning and Teaching Practice module (leading to HEA Associate Fellowship) or Postgraduate Certificate in Learning and Teaching in HE (leading to HEA Fellowship). Staff report clear benefits to their own knowledge, skills and confidence and a direct effect on the student experience: *'I feel much more confident academically and in my teaching practice... [and have] the knowledge and tools required to provide better teaching experiences to my students.'* We have recently launched a **Course Leader Development Programme** to support our teaching delivery leadership group, which attracted over 50% of our course leaders in its first optional iteration in September 2022.

Recognising the benefits of peer and interdisciplinary working, we also support a series of staff networks. Staff can join **HEA Associate Fellow** and **Fellow Networks**, to continue conversations and exchange started through our formal development programmes. As our most experienced and expert teaching and learning staff, our Senior Fellows connect through a peer-led **Senior Fellow Network**. To support wider exchange, we run a **Solent Exchange Network** and collate case studies from successful Senior Fellow applications and other examples of good practice. We additionally run **Course Leader** and **Level Leader Networks** and a formal Peers Exchanging Practice (PEP) scheme which all staff are expected to engage with annually to observe others' teaching and host observers to share good practice.

On SOL, staff have access to a self-service course, *Good Practice in Teaching and Learning Design*, our *Teaching Toolshed* (examples and support for active learning design) and a two-hour *Content Creation* course. These are supported by bookable workshops, drop-in clinics and one-to-one consultations with our dedicated Learning Design team. And in relation to our digital learning commitment, a team of Learning Technologies Advisors work directly with course teams to embed the latest digital resources and to enhance engagement with SOL. The development of staff and students' **digital skills** is also supported through several routes including Adobe Creative Campus and the JISC Digital Capabilities Package.

With real-world learning so central to the education we offer, we cannot underestimate the importance of our **professionally experienced and qualified practitioners** (including ships' captains, lawyers, social workers, nurses, architects, accountants, music and film producers) retaining their strong industry links. All academic staff are therefore supported to engage in research and/or industry/professional experience, practice and development and are required to reflect upon and develop this in relation to their academic practice. We allocate time in workload planning and monitor this through our annual staff performance and development reviews.

#### [SE5: Outstanding academic support](#)

Academic support at Solent is exceptional as evidenced by our TEF NSS Academic Support indicator which stands at 80.5% for our FT UG population (+3ppts vs benchmark, with 85%



Solent University Southampton:  
UKPRN: 10006022

materially above benchmark). This is carried across our PT UG population (83.5%, +4.9ppts and materially above benchmark) and our Apprenticeships (79.4%, +2.3ppts vs benchmark) and is further evidenced by our split metrics where indicator scores are consistent across student characteristics. Our full NSS 2022 dataset provides further positive evidence across all supporting metrics: 'I have been able to contact staff when I need to' stands at 81.3% (+1ppt vs sector); 'received advice and guidance in relation to my course' at 76% (+3.6ppts vs sector); and 'good advice for study choices' at 74.2 (+5.2ppts vs sector). Ongoing monitoring of our internal YMS data shows improvement in mean scores for academic support over the TEF period. These strong and consistent outcomes rest on the work of our academic support provision: a cross-institutional and comprehensive needs-led service that complements the work of academic colleagues.

**The Student Hub** delivers individual information, advice and guidance to students and is their first port of call for all questions and issues to do with succeeding in their academic studies. Targeted academic support includes student achievement tutorials (SATs) to support final year students in reviewing their performance to-date, setting goals and engaging in career planning. We know these are a key factor in student success as in 2020/21 84.6% of students achieving a 1st or 2:1 had attended a SAT meeting.

Solent's **Student Achievement Team** identifies groups of students with lower continuation and achievement rates, investigating reasons for this and implementing timely interventions. There is an emphasis on high quality interactions with students and each intervention has clearly defined achievement indicators. Continuation and achievement rates for the group of students in the previous year forms the baseline data, and impact measures assess improvements. For example, in 2020/21 a programme of support for students who registered with an outstanding **deficit module** was in place and 59.7% of those deficit modules were passed. In the summer of 2021, we re-evaluated our support with a view to improve this outcome and in 2021/22 the pass rate increased by 2.5ppts. As part of this work, our **Academic Referral Programme** acts as an early intervention for students demonstrating at-risk behaviours and in 2021/22, 72.0% of the students who successfully engaged with this programme continued in their studies (an increase of 3% from 2020/21). Positive feedback from students includes, *'Thank you for reaching out and showing your support. Thank you again for all your patience and support. Compassion like this reminds me of why I should keep going.'* Students in their final award year receive 1-1 support to achieve their degree goals. In 2021/22, Level 6 students attended a tutorial. Of this group, 94.6% obtained a full Honours Degree, and of these Honours students, 82.1% achieved Good Honours. Following end of year results release, all students with deficits are contacted for support, to encourage successful completion.

Data show that students who were successfully contacted were 8.6% more likely to be eligible to complete or continue in their studies than students with deficits who could not be contacted.

This focused work is augmented by extensive **Library** support in the skills of independent learning, information literacy and academic integrity, through both the delivery of embedded sessions in the curriculum and other Guided Learning sessions. The library also provides a comprehensive range of online support materials, designed to empower students to become confident information users and to hone their information literacy and study skills. We additionally help students to develop their academic integrity skills (our Academic Integrity course has been accessed by 1600+ students with 800+ being awarded completion badges), equality, diversity and inclusion awareness development and improving interviewing and networking skills – all of which have the dual benefit of enhancing learning engagement and providing gains and skills for current and future work

Solent University Southampton:  
UKPRN: 10006022

experiences. Our expert **Learning Technologies Advisors (LTA)** support students to gain digital skills and knowledge aligned to technology, software and specialist software, online learning and assessment support. The Learning Technologies Induction course for new students has awarded 2656 digital badges for completion. The LTA team holds Customer Service Excellence accreditation and has received 'compliance plus' commendation for their development of customer journey maps, including emotional journey mapping.

Our **MySolent App** was fully refreshed and relaunched in summer 2022 (resulting in a 15ppts increase in usage from the previous year) and provides students with up-to-date personalised timetables, news, assessments and campus information to keep them on track in their studies.

Our careers service, **Solent Futures**, supports our students to become more self-aware, helping them make informed decisions and seek out real world opportunities as part of their individual learner journeys. Solent Futures works closely with a range of other areas of the University to implement our **Graduate Outcomes Improvement Plan**, designed to support students to improve their employability and eventual graduate outcomes using five pillars of activity: 1) staff understanding and expertise; 2) curriculum standards and opportunities; 3) student understanding and support; 4) employer and alumni engagement; and 5) clear communications to ensure engagement and understanding. To support this, tailored resources, such as **Employability & Enterprise academic toolkits**, have been developed for all courses to enhance the students' experience, employability and enterprise skills. This academic year, SF were awarded the AGCAS Membership Quality standard in recognition of their professional service to students, academics and employers. *'Honestly, thanks for all the work that ... Solent Futures have done for me just in fixing my CV and prepping me for my interviews... I was a bit worried and in low confidence [but]... I shouldn't have been. I sat 3 interviews and got all 3 offers back so the hard decision was to find the right opportunity for me and take it from there'*. Solent Student.

We offer **careers advice for life** and **business start-up advice** to all our graduates. This gives students reassurance that their needs will be supported in an ongoing way. Since 2017, the Enterprise team have engaged with students through appointments. In addition, we work in the curriculum providing tailored sessions to support students on courses where they are likely to work as a freelancer or start a business. Between 2020/21 and 2021/22, we engaged with students through this work.<sup>19</sup> In 2022, SF supported a Business School initiative '**The Business Pitch**', a competition for entrepreneurial students and alumni from Solent University. Six finalists were mentored through the Solent Business School Advisory Board and NatWest before pitching in front of a panel of business experts. The winner received £10,000 to kick start or take their business to the next level. (panel member) *'This is a fantastic prize. Projects like this provide start-up businesses with an incredible step up, giving them access to mentors and support during a crucial stage of their business, which I'm sure will be of great benefit.'*

**Campus Jobs** is the University's recruitment service for student opportunities on campus. Recognising that several of our students need to gain professional experience and may not have the capacity to seek out direct external placements or experience (for example due to personal commitments or a lack of confidence), Solent works with these students to find opportunities to undertake paid work to fit around their studies. In the years 2020/21 and 2021/22 Solent hired students in Campus Job roles, providing students with a rich experience to support them both financially and professionally (see section SE3).

Further reflecting and modelling our IRWC commitment to inclusivity, **Access Solent** delivers specialist academic support to students with Specific Learning Difficulties, on the autistic spectrum, and with mental health disorders. It provides assistive technology and creatively considers

Solent University Southampton:  
UKPRN: 10006022

adjustments to allow disabled students to achieve their full potential. The high quality provided by the service was evidenced in 2022 when one of the Disability Advice Team Leaders was awarded the **National Association of Disability Practitioners Deb Viney Award** for work to create an efficient, accessible and modernized approach to student support at Solent. Our specialist **Mental Health and Therapy team** offer easily accessible and appropriate support - in person, MS Teams or by telephone. The team's working model is recognised as sector leading. There are no waiting lists; daily duty cover triages all enquiries and offers same day support, reflected in shortlisting of the Team's work for the THE 'Student Support' Award in 2020. In 2022 the University appointed its first **Safeguarding Manager** to further develop the care and support offered to all students.

#### SE6: High quality resources to enhance learning

The learning environment at Solent is outstanding. Students benefit from a **high-quality estate** and **state-of-the-art learning resources**. This is driven and monitored centrally through a business planning process which coordinates the institutional estate masterplan and subject-level investments. The very high quality of Solent's learning resources is evident in our TEF Indicator Score which stands at 81.9% for our full time UG population, +1.5% vs benchmark (98% statistical certainty broadly in line). This robust performance is mirrored in our Part Time (83.5%, +4.9ppts vs benchmark) and Apprenticeship populations (75.1% and broadly in line with benchmark) and our 2022 NSS performance where our learning resources score (81.4% agree) is above the sector average score (80.9% agree).

Underpinning and enabling Solent's LDF and staff and students' digital literacies is our **digitally enabled learning environment**. Blended and online delivery for all modules and courses is mediated through SOL. This customised and mature installation of Moodle is fully integrated with other services such as lecture capture, digital assessment services, e-portfolio, reading lists, library resources, online seminar tools and the MySolent App, to provide a seamless and accessible user experience. Significant investment was made during 2020 to increase the server infrastructure and ensure a resilient, secure and robust service. Institutional analysis of our 2022 NSS scores shows that we are ahead of the sector in terms of students reporting that IT resources 'supported my learning well' (80.2% agree versus sector average score of 77.2%).

In line with our IRWC framework core principle of inclusivity, each SOL module page follows the **SOL Standard template, underpinned by the Open University's ICEBERG principles**.<sup>20</sup> This builds a supportive, inclusive and accessible learning environment based on community, interactivity, formative feedback and peer learning. Annual SOL audits each autumn ensure modules meet quality standards, are fully populated, and have expected levels of engagement. System reports are available to senior academic staff, course and level leaders. Each year, around a dozen course teams are supported to improve their SOL pages, by our dedicated team of expert Learning Designers. Our internal YMS data gives us valuable feedback in highlighting areas of SOL provision that need improvement as well providing examples of excellent practice to share.

In 2022 we proudly became the UK's second **Adobe Creative Campus** and the first in the south of England. This provides all students and staff with the full Adobe Creative Cloud suite of software to use on and off campus on Solent and personal devices. This has been supported with a comprehensive support package including webinars for students, targeted departmental development and on campus awareness and training events.

Since 2017 the University has spent a total of **£53.1M on campus teaching facilities**. This figure includes the new Solent Sports complex building, moving and updating our Moot Court space, investment in a series of biomedical teaching labs and a Nursing teaching lab to support new and growing courses. It also includes **£20M** invested in our **cadet maritime teaching delivery** which

Solent University Southampton:  
UKPRN: 10006022

included the move to a newly refurbished building in Southampton and upgrading of our Maritime Simulation Suite (the largest maritime simulation centre in Europe). In 2023 we will be investing **£4M** to relocate all **arts and design courses** from a satellite location in the city to our main campus and a further **£0.5M** to relocate and **improve our Student Hub facilities**. Our Estates team engages with academics, students, employers and industry partners as stakeholders in all building and equipment purchases and as part of project management processes, to ensure their fit with teaching and learning requirements.

Our practice-led courses are supported by **specialist technical staff** who provide support and training for staff and students. In our Media subject area alone, equipment is loaned to 2,500 students using a cloud-based system, designed to support efficient booking, collection and return slots and the completion of risk assessments for offsite activities. There are also 500 Macs and 500 PCs across a variety of specialist labs running over 180 different software applications covering all the areas of teaching delivery (e.g., Rhino, Autocad, Solid Works, AutoDesk REVIT, V-Ray, Sketch Up Pro and Lumion).

Solent is **one of only ten English universities with BASES accredited sports labs**. These £1.3M facilities are used by both students and external clients, including Team GB wheelchair rugby team and Southampton Football Club. Systems such as 2D and 3D motion analysis cardiopulmonary testing are used in teaching and directed practical sessions, as well as in student and academics' research projects. In 2019 we opened our new **£27M indoor sports complex** to complement existing external facilities with two full size basketball courts and a range of gym, exercise, physiotherapy and training areas – designed for student learning, community engagement and broader health and wellbeing.

This is just one

example of the ways in which we integrate our specialist facilities, our commitment to inclusivity and our anchor role in our community and region within our research and curriculum delivery.

Our Art and Design students have access to the very latest specialist equipment including etching and letter presses and a range of 3D printer technology. Students have **295 sqm of bookable studio space** supported by lighting, IT and specialist technical support and a large, industry standard Infinity Cove (corner free backdrop). A highly popular self-service and technician-supported laser cutting facility supports students' projects. Our Built Environment suite and resources offer a soil testing lab, fully equipped concrete manufacture and testing facilities, LIDAR scanning and infra-red and thermal camera technology.

Solent has three television studios, two radio studios and eight full size dedicated photography studios. We have a **dedicated Multimedia Newsroom**/teaching space containing 40 workstations and technical facilities that meet industry standard requirements including remote TV link capability and dedicated newsroom TV studio. Journalism is an accredited course at Solent and utilised industry standard newsroom management software Avid iNews which is linked to various real world news sources including PA media global news. Students also benefit from 'open access' specialist video editing workstations and additional workspaces for production work. There are also bookable dedicated audio and finished and foley suites together with colour grading lab.

Our music students have five professional specification recording studios (each with separate control room), four ensemble rehearsal rooms, five individual practice rooms and a group drum teaching room. Facilities include a **200-seat studio space for live recording and performance**



Solent University Southampton:  
UKPRN: 10006022

and we are one of a small group of international universities with a **3D Dolby Atmos cinema**. Film and television students work closely with staff on projects and productions, often through the in-house production company Solent Productions (see section SE2).

The University's **Hydrodynamic Testing Centre**, incorporating a towing tank, is one of the UK's best facilities for its size. Final year project students get directly involved in the running of experiments to analyse vessels and maritime structures. Yacht and power boat design students have access to dedicated IT facilities running the latest specialist software as well as a GRP glass fibre workshop for material construction and testing. Our **Ship Handling Centre** at Timsbury Lake is **unique in the UK** and **one of only five worldwide**. It provides a realistic environment in which ships' masters and officers can develop advanced skills using scaled manned models.

Our **Library** is one of only 36 university teams to be awarded the Customer Service Excellence award. For students on campus, the library provides access to an additional 400 PCs and Macs on-site, as well 100 loan laptops (especially popular since an off-site loan was introduced). Our library learning spaces cover five floors, with different zoning on each floor to cater for a wide range of study needs. A library helpdesk at the reception point and a Learning Technologies helpdesk support students with all potential queries. To ensure our resources remain fit for purpose we have recently engaged our Student Inclusive Curriculum Coordinators (see section SE7) to assess our reception space and are currently implementing recommendations. Through our liaison with academic schools and Solent SU, we continually strive to ensure our resources meet the needs of teaching staff and. This includes access to digital text and multi-media resources (e.g., LinkedIn Learning and Box of Broadcasts National), to ensure 24/7 access.

#### SE7: Student engagement

We value and promote a partnership approach to student engagement. We expect and support students to become full members of our vibrant University community, engaged with one another's pursuits and aspirations, co-creating their learning experiences and working with us (through formal and informal opportunities) to shape the curriculum and enhance the design and delivery of teaching, learning and assessment. They are also equal partners in the development of student-facing policy, priorities and strategic ambitions.

Our success is evidenced by our outstanding TEF NSS Student Voice indicator which stands at 74.2% for our FT UG population (+ 3.7ppts vs benchmark, 98.4% distribution materially above benchmark). We are consistent in this approach with a similarly outstanding TEF NSS Student Voice indicator score for our PT UG students (77%, +12.8ppts vs benchmark) and Apprentices (76.3% + 5.4ppts vs benchmark). We are particularly proud of our apprenticeship scores, as this is an area known in the sector to be more challenging, often due to apprentices' primary identification as employees, not students.<sup>21</sup> We are, however, conscious that our FT split metric for Other UG does not follow this positive trend, sitting at -6.4ppts vs benchmark and are actively working with the small number of students in this group to understand how to offer appropriate engagement opportunities.

To address this, and to enhance engagement opportunities, we are actively strengthening our partnerships with students by confirming new longer-term funding and planning arrangements with Solent SU; ensuring Solent SU and the Vice-Chancellor's Group meet regularly; supporting Solent SU to develop their approaches to student support; employing students to monitor and enhance SOL and the IRWC and responding quickly to student queries, feedback and concerns. We are in the advanced development stages of a **Student Partnership Framework (SPF)** with Solent SU. This has involved focused discussions about current opportunities for constructive dialogue through our Course and Faculty student representative system and our Student Diversity Network.

Solent University Southampton:  
UKPRN: 10006022

We are keen to ensure diverse voices are heard, and to build on 'what works' evidence to improve the effectiveness of our joint approach. A significant amount of this evidence comes from our course representative system and our **Student Board** (made up of peer-elected student Course and Faculty Representatives). The Board provides a core channel for communication between the University and its students on matters affecting their academic and social wellbeing, with members of our Student Diversity Network ensuring that the full range of student voices are engaged and heard. We directly involve the Solent SU Education sabbatical officer in our work on student complaints (currently small numbers) and areas of strategic focus such as race equality. Solent SU also runs the extremely popular annual Teaching Awards for inspirational teachers and other university staff who have made a difference.

In line with our institutional priority of inclusive real-world teaching and learning, we are extremely proud of our partnership work with students to become one of only 37 institutions nationally to achieve the prestigious **Advance HE Race Equality Charter Bronze Award** (July 2022).<sup>22</sup> There was strong collaboration to deliver the student survey element of the submission and student voices provided insight and challenge to inform the action plan. This is further supported by our **Solent Student Inclusive Curriculum Consultants (SSICCs)** who we train to work with and advise course teams on accessibility matters. In line with our Race Equality Charter commitments, there is strong BAME representation (60%) in the current SSICC team. Importantly, our SSICCs are paid and can work flexibly, opening the roles to a wide range of students with varying study and personal commitments. SSICCs review study materials such as module guides, assessment instructions and SOL materials, identify good practice and make recommendations linked to our Solent EDI action plan and our APP. In 2021/22 SSICCs reviewed and gave feedback on 179 SOL modules in 12 S-CEP courses, identifying and sharing ten examples of good inclusive practice on SOL, and contributed to the development or review of other policies, plans and services.

### 3. Student outcomes

#### SO2 and SO3 - Commentary on core and split outcomes metrics

**Continuation:** Solent delivers excellent outcomes for its students. We have a successful track record of ensuring the continuation of our students is above benchmark: 88.5% of Solent's FT UG population continues with their study (+0.4ppt and 100% of the statistical uncertainty broadly in line with benchmark). Our split metrics show that continuation for all student characteristic groups also sits above or broadly in line with benchmark. We have worked hard to achieve this consistency; we currently have just two subject areas that are marginally (but not materially) below benchmark, Allied Health and Psychology, the latter being the largest contributor in terms of student numbers and now part of our 2022/23 S-CEP cohort. Across our PT UG population, our 68.8% continuation rate is below benchmark (75.8%). This is a small and shrinking population, standing at just 327 enrolments in 2021/22 and representing just 4% of the UG population. Most PT courses contributing to the TEF indicators are now closed or teaching out (71.4%, 30 courses), with only our highest performing courses (28.6%, 12 courses) still active. Active course continuation is 77.4% (above benchmark). Our Apprenticeships provision supports outstanding continuation rates for its students with 90.5% continuation (+ 3.8ppts and materially above benchmark). As evidenced by our split metrics, it is in line with or above benchmark across all student groups with one exception in our small engineering cohort. This anomaly in Electronic Engineering is due to a six-year (employer requested) version of the apprenticeship, designed to ensure that competent staff remain in post for an extended period. However, our insight and experience tells us that good apprentices may move on to better paid work during such an extended period, especially in a high demand profession where 'engineer' is not a protected professional title. To address this, we are now recruiting to a three-year variant to bring about improvements in continuation. Further, during

Solent University Southampton:  
UKPRN: 10006022

the TEF period our Civil Engineering HNC L4 qualification became an Apprenticeship (2018/19). Any eligible students studying during this time were transferred to the Apprenticeship (for 12 months only). Aligned to withdrawals or breaks in learning during Covid 19, due redundancies and paused projects, we believe that this has additionally impacted on our continuation rates in engineering.

**Completion:** 85.8% (+0.6ppt vs benchmark) of FT UGs complete (100% broadly in line with benchmark), demonstrating our very high-quality provision in this area. We are also extremely proud that 87.2% of our apprentices (+10.2ppts materially above benchmark) successfully complete their studies, and that this is consistent across student characteristics. Completion rates are statistically broadly in line with benchmarks across most other student groups. Our S-CEP work with CAH subject courses in Psychology will act to support completions for this subject; although not currently materially below benchmark, we know we can make improvements. Further, across our small and reducing PT UG population, the completion indicator (72.7%) is below benchmark (76.4%). As stated before, most of these underperforming courses are closed or teaching out. We are confident that our active courses will continue to perform above benchmark in terms of completion (currently 85% vs. benchmark 76.4%).

**Progression:** the progression indicator for our full-time population is 65.9% (with low levels of statistical uncertainty – 85.8% of the distribution sits broadly in line with benchmark) and indicates very high-quality performance. This is consistent across most split metrics, which also sit broadly in line with benchmark. We have noted and responded to an underperformance within our Asian student population. We also recognise that outcomes for students in some subject areas are below where we would want them to be. In section SO1 below, we detail the action taken (or in progress) to achieve further success.

#### SO1 - Solent's tailored approach to achieving positive outcomes

While we continue to actively address and improve our continuation and completion rates, we acknowledge that greater focus and attention needs to be placed on professional and managerial graduate outcomes. This is particularly important for our students from low participation neighborhoods (LPNs based on POLAR4 data), who make up almost a third of our Solent FT UG population. Our primary activities are therefore directed towards these groups. However as outlined in our discussion of the IRWC framework (section SE1) we fundamentally believe that cross-institutional inclusive practice, as well as more targeted interventions, will lead to **positive outcomes for all our students**.

Solent's primary cross-institutional initiatives for enhancing progression are therefore aligned with APP targets: **closing the gap between BAME students and White students in securing Professional Managerial (PM) level roles by 2024/25**. The overall target is broken down into 3 groups to allow for more focused, tailored activities. Group 1 = 16% gap to be closed between all Asian students and all White students; Group 2 = 10% gap to be closed between BAME students and White students both from IMD, Q1 and Q2 and Group 3 = 20% gap to be closed between BAME females and White males. We have also committed to closing the 10% gap between females and white males in LPNs securing PM level roles.

To meet these targets, we actively match industry professionals, many of whom are Solent Alumni, to Solent students. Our key aim is to enhance each student's employability prospects by improving **their confidence and connections** through **mentoring and networking opportunities** (see section SO5 EG3 for further discussion). Since 2018/19 we have moved from a focus on students that identify as BAME female at Level 5 of their studies, and more recently have tailored our activities to further support LPN students. Over the last three years, we have successfully

Solent University Southampton:  
UKPRN: 10006022

supported the mentoring of students with 66% of mentees in 2020/21 coming from BAME backgrounds and 5% from both BAME and LPN backgrounds. We aim to increase this proportion and number in future years.

Our TEF data shows that within our FT UG population, the progression of Asian graduates is materially below benchmark, currently at 51.8%; the lowest progression rates into high-skilled roles and further study across all ethnicities. The Solent Futures team are actively addressing this through targeted activity (our Steps to Success Programme) aligned to our APP targets. In Spring 2023 Asian professional role models will deliver a series of 'Steps to Success' employability sessions aimed at Asian students and recent graduates. This work will be evaluated, and the results used to support future cohorts of Asian students to build confidence, make connections and feel future and workplace ready.

Other targeted initiatives include the **Business South Future Leaders Dinner** - developed in partnership with Business South (an independent representative organisation for businesses in Central South England). This offers students the opportunity to experience a formal (business) dinner – something many of our students have never experienced and may not feel confident or competent to attend. Solent catering staff offer coaching to students about what to expect, including which cutlery to use. The most recent event attracted business leaders from across the region, with students able to network with business delegates and improve their confidence, connections and experience: *'I had a chance to talk to employers not only about their requirements or expectations, but also about their experiences and history. It was a great opportunity for us to make new connections, build our network and practise our networking skills.'* Student attendee.

In June 2021 we introduced '**micro internships**' for students from lower income backgrounds (household income <£25,000) to focus on professional experience opportunities missed during the pandemic. Twenty interns (12 identified as female and eight male, with three of the group from BAME backgrounds, three BAME/LPN and seven LPN) benefitted from two weeks of paid work at Solent University, with on-boarding and out-duction sessions offered by the Solent Futures team. The internships were offered flexibly to support caring or part-time work commitments.

A package of Solent Futures Online (SFO) **course specific careers content** is designed to support students to be 'work-ready, world-ready and future-ready.' This is presented in the form of an UG Employability and Enterprise Student Journey, associated with each level of study, leading students through a series of self-efficacy and self-confidence building activities. One of our SSICCs notes: *'The content is extremely helpful and provides students with tools to make them future-ready right when they start their degree. There's no overwhelming information, only exciting opportunities to make students succeed.'*

This activity is underpinned by Solent's unique '**Future Me**' survey, designed to build our understandings of each student's career readiness and enabling the Solent Future team to take an evidence informed approach to achieving positive outcomes. The survey covers 7 key areas: My Career, My Experience, My Opportunities, My Network, My Creativity, My Attitude and My Communication, and invites students to identify areas for intervention based on strengths and weaknesses. Students who are studying on an S-CEP course are requested to take part. However, it is open to all other students through embedded and accessible links on every SOL course page.

We have good uptake of the survey, which over the last three years has been completed by students per year. Based on the Future Me survey results, the team deliver around 100 targeted careers education sessions each year, across all levels of study, which over the last three years have reached circa 1500 students per year: *'Some of my [Future Me] results were surprising, but I can see why they were given to me. I enjoyed looking into strengths in terms of career*



Solent University Southampton:  
UKPRN: 10006022

potential .... I am inspired!' Student respondent. Students are encouraged to self-reflect on their results and access online resources designed to enhance employability and career readiness at the earliest stage possible. All students and graduates can access these resources and they received 12,000 logins between 2019 and 2022.<sup>23</sup>

Users can also practice for interviews using **Interview 360**, a mock online interview tool with feedback and tips on how to improve performance which had 3,000 registered users between August 2019 and July 2022. **CV 360** can be used to score CVs against 50 checks, providing immediate feedback to improve results. Between August 2019 and July 2022, 1,912 individuals used CV 360, uploading 6,844 CVs for checking (averaging 3.6 per user) with an average improvement in score against the 50 checks of 7%.<sup>24</sup>

We know that many of our graduates, particularly those in industries which are based around self-employment, may not work for a large employer. We have many courses where graduates are more likely to become freelancers or start their own business (e.g., Sport, Make-Up & Hair Design, and Film). We are therefore passionate about creating opportunities for students to engage in enterprise and entrepreneurial activities as part of their **Guided Learning** activities. In addition to **Solent Creatives** student-powered freelancing agency (see section SE3) our central **Enterprise team** offers one-to-one advice to develop business ideas from concept to ideation, with £3,000 funding for students and graduates. We promote and support programmes for enterprising students, e.g., Enactus (an international organisation connecting student, academic and business leaders through entrepreneurial-based projects to transform opportunities for individuals and their communities).

The outstanding nature of our support for graduate business start-ups and broader regional business connectivity has been recognised in the **HE-BCI (Higher Education Business and Community Interaction Survey) League Table** where we have remained a **Top 11 institution** for the last four years.<sup>25</sup> For our size, and given the nature of our region, we are rightly proud of this result. Our recent Knowledge Excellence Framework results provide further evidence of our rising reputation and impact in this area of work. Our Continuing Professional Development (CPD) and graduate start-ups KEF indicator shows Solent's very high engagement (Quintile 5) compared to our comparator Cluster M average of Quintile 2 (based on an assessment of HE-BCI/CE income normalised by provider income).<sup>26</sup>

#### SO4 – Defining Solent's Educational Gains

Solent's Strategic Vision states our commitment to producing graduates who are 'work-ready, world-ready and future-ready.' Our range of Educational Gains (EG) therefore reflect our conceptualisation of **work-readiness**. We want our students to leave us with a clear understanding of the knowledge and skills that they take to the employment setting alongside the confidence to contribute and to make a difference. This builds on our work so far: we designed and operationalised our 2018 RWC framework with the express purpose of embedding these strategic priorities in our educational offer. Our EGs are equally driven by our institutional commitment to **social mobility, social justice and inclusivity**, now manifest in our updated 2022 IRWC framework. As stated in section SE1, many of our students come to us without the educational (cultural or social) capital of traditional student groups. In brief, we recognise that we sit in a different space to providers whose students may arrive already on this journey, with attributes and gains derived from existing social networks and/or educational experiences.

With this in mind, we are seeking the overall positive outcome of a greater proportion of our students, including those from widening participation target groups, successfully continuing and completing their studies and progressing into professional and managerial work. We note that the

evidence of this impact will take some time to emerge in our metrics and will work to develop and monitor internal lead measures to ensure we are on track. To achieve this, we have identified three EGs which are highly relevant for our students and their future ambitions and will lead to a positive impact on their own success and our associated progression metrics. We have purposefully placed **confidence** at the top of our list, as this is a critical gain for our student population. Already acknowledged as a key positive outcome by employer partners, mentors and student mentees, it is something we now wish to actively build and monitor.

<b>Solent EG1 – the confidence and personal insight</b> necessary for students to contribute to their communities and workplaces.	<i>IRWC Curriculum dimensions:</i> Social & Personal Growth; Creative, Critical and Applied; Authentic Engaging Assessment
	<i>Graduate Attributes:</i> Solent Graduates have fresh ideas, are critical and analytical; are resilient; are self-aware
<b>Solent EG2 - a global and ethical awareness</b> which ensures students' contributions are sustainable and they can critically engage with their own and others' contributions.	<i>IRWC Curriculum dimensions:</i> Outward Facing; Social and Personal Growth; Authentic, Engaging Assessment
	<i>Graduate Attributes:</i> Solent Graduates have strong inclusive values; are team players and active participants; contribute to an inclusive society and make a difference
<b>Solent EG3 – work-readiness and commercial grounding</b> which enables students to hit the ground running in placement, current and future work settings.	<i>IRWC Curriculum dimensions:</i> Authentic Engaging Assessment; Outward Facing; Intellectually Stimulating for Life
	<i>Graduate Attributes:</i> Solent graduates feel prepared for challenges; have experience in the market; are effective communicators; show leadership qualities.

The work that will be required to deliver our EGs is not new to us. Our submission has charted the strong curricular, pedagogical and assessment approaches (and associated learning support and employer-engagement activities) which are woven into the fabric of Solent and lay the foundations for this new stage of our journey. In explicitly identifying Solent's three EGs, we are creating **a new focus and drive for our established activities** to deliver the best outcomes for all our students.

## SO5 – Delivering Our Educational Gains

Solent EG1 – the *confidence and personal insight* necessary for students to contribute to their communities and workplaces.

### *Current activity and planned interventions*

Solent EG1 brings together a recently established impactful intervention (Contextual Offers) and a new impactful intervention aimed at all Level 4 students built on a Theory of Change.

Solent has a well-developed programme of regular activities embedded as part of our APP commitments around access to higher education, as well as targeting specific student groups from underrepresented backgrounds. To enhance our ongoing work in this area we launched a major intervention for 2021/22: **Contextual Offers**.<sup>27</sup> This directly aligns to our strategic intentions to enable learners from all backgrounds to become enterprising citizens and responsible leaders, and to promote economic and social prosperity for the communities we serve. Contextual Offers uses information and data to assess circumstances and understand the context of the achievements of our individual applicants. Contextual information considers **circumstances** such as an individual being a young carer, whilst **contextual data** considers socio-economic background (e.g., LPN or school attended). Drawing this together we can identify disadvantaged students, recognise their

Solent University Southampton:  
UKPRN: 10006022

achievements and their potential to succeed, and tailor their offer to support their access and success. In the first year, **1448** contextual offers were made, with **20% of these converting and enrolling** at the university. Additional online support events were attended by over 100 applicants, and included optional content designed for BAME and mature students.<sup>28</sup>

A new targeted impactful intervention, designed to build the confidence of all students once they have arrived at Solent, expands and embeds a 2022/23 pilot partnership with GRIT. GRIT is a charity which specialises in intensive personal development and coaching programmes designed **to transform (limiting) beliefs students hold about themselves, their peers and their educational community**. Our pilot delivery and student information/enrolment sessions will be running post-2023 TEF submission. In preparation, staff from the 23 participating courses have already attended a one-day preparatory workshop and online information sharing sessions.

#### *Deliverables*

1. We will continue to **operate and build Contextual Offers** by offering further online (and where appropriate tailored) support events.
2. We will **build and deliver a tailored confidence building programme** open to all in Level 4 on arrival into HE: 'Making Waves, Your Success: Student Development Programme'.

#### *Success measures - Confidence and Personal Insight*

1. We will build on converting our contextual offers **by improving on our 20% conversion and enrolment rate** for this group. To support this, we will increase the number of contextual applicants that we support through general and tailored events.
2. Given the diversity of our students' backgrounds, our Making Waves programme offers a key levelling-up opportunity and we will evaluate success using pre- and post-intervention surveys which record **students' changing perceptions** of what drives and motivates them, what is needed for success at Solent and potential barriers and strategies for overcoming them.

*Solent EG2 - a global and ethical awareness which ensures students' contributions are sustainable and that they can critically engage with their own and others' contributions.*

#### *Current Activity and Planned Interventions*

To expedite closing our attainment gaps, in 2022 the refreshed IRWC became our framework to guide and **embed inclusive teaching, learning and assessment** across **all modules and courses** at Solent. It provides us with a focused opportunity to revisit curriculum alignment and pedagogic design to ensure that we are **actively enabling and building students' global and ethical awareness** and readiness for active and sustainable workplace contributions.

Our new EG2 impactful intervention draws on *Culturally Sensitive Curriculum Scales* to measure students' perceptions of their curriculum, including their engagement, interactions with teachers and interest in the subject. Using these results, we will use a *Culturally Sensitive Curriculum Scales Educator Self-reflection Tool* to guide staff reflections on curriculum, and to action plan to enhance and improve courses, teaching and assessment.<sup>29</sup>

#### *Deliverables*

1. we will deploy and use insight from the **Culturally Sensitive Curriculum Scales** in courses with the largest awarding gaps.
2. we will support individual staff and course teams (focusing on programmes with the largest degree awarding gaps) to use a **Culturally Sensitive Curriculum Scales Educator Self-reflection Tool** as part of their annual reflection, monitoring and enhancement activities.

### *Success measures – global and ethical awareness*

1. **Positive improvement in student perceptions** within cohort (across three years of a UG degree) and across cohorts.
2. An **annual record of enhancements and good practice sharing** built on reflective evidence.

Solent EG3 – work-readiness and commercial grounding which enables students to hit the ground running in placement, current and/or future work settings.

### *Current activity and planned interventions*

To complement our strong work in this area, we will develop two EG3 impactful interventions:

**Level 5 Group-based Peer Coaching** (supported by Level 6, 7 and PGR students). Our Theory of Change for this intervention is that coaching in peer groups can increase the likelihood of securing a graduate level role. This builds on insights provided by a 2015 Kings College London report<sup>30</sup> and existing APP activities that use **peer mentoring** to improve LPN and BAME outcomes. These tailored interventions with course teams (on below benchmark courses) have proven successful and have helped us to improve students' graduate outcomes by 10.5% in two years for this group.

We will extend our **Steps to Success Network Programme** to engage greater numbers of Level 6 students in **professional network building**. Our Theory of Change for this intervention is that having a professional mentor increases the likelihood of work-readiness, commercial grounding and securing a graduate role. We have a strong track record in this area and are extending our work to improve students' professional networking readiness by the end of their degree.

### *Deliverables*

1. Support for students to build their **Living CV**, use **CV360** and build an industry-standard **LinkedIn profile** or equivalent (embedded in module assessment where possible).
2. A centralised **LDF Guided Learning offer** including employer engagement/networking events.
3. A **Level 5 Group Based Peer Coaching Programme** to build confidence and begin networking opportunities
4. A **Level 6 Steps to Success Network Programme** designed to ensure students from all subjects and backgrounds are engaged in alumni and peer networks **before** they graduate.

### *Success measures – Work-readiness and commercial grounding*

1. **Increased integration of Living CV, CV360 and LinkedIn** into Solent course assessments, and greater evidence of engagement where non-integrated.
2. **Increased engagement with LDF** employer engagement and networking opportunities.
3. Use of our **Career Readiness Survey** (carried out the start and end of each academic year) to identify whether networking confidence and skills are growing.

### **SO6: Evaluating our Educational Gains**

As part of our successful APP approach, based on the expectations set out in the *OfS Access and Participation Standards of Evidence guidance*<sup>31</sup>, we have developed an **Evaluation Checklist** which supports the planning and implementation of **four stages of impact evaluation**: 1) *about the activity* (objectives, links to primary metrics, target population); 2) *before the activity* (existing evidence review, planning outcomes, building a Theory of Change, ethics, choosing an evaluation approach and questions); 3) *during the activity* (evidence gathering and GDPR) and 4) *after the activity* (reporting, reflection and learning).

We are confident that by using this established approach, our EG evaluation activities will meet the expectations of both **Type 1 evaluations (Narrative)** and **Type 2 evaluations (Empirical Enquiry)** and where the interventions allow, **Type 3 (Causality)**. Wherever possible we will also use and improve existing processes to gather evidence of achievement and success. As an



Solent University Southampton:  
UKPRN: 10006022

organisation committed to *learning* (our own and that of others) we will do this by building our approaches to continuous improvement and annual monitoring. Wherever possible our aligned and integrated quality management and strategic business planning processes will combine with course teams' continuous reflection and action on practice, to build and monitor success. We recognise that our understanding of our work will grow as we engage in this process. With this in mind, we will build some reflection breakpoints in Solent's EG journey, to ensure we avoid the trap of plan continuation bias and that our students and institution continue to thrive.

#### 4. Outstanding practice-oriented, employment-focused & inclusive

We are deeply committed to our students and alumni and are strongly anchored in our region. To adapt the powerful words offered by Mark Abrahams (Southampton Football Club) at the beginning of this submission, we live and breathe our shared strategic vision of **turning potential into excellence on and off the campus**. This is reflected in the **outstanding** practice-oriented, employment-focused and inclusive **student experience** we build and offer and our confidence that Solent students, whatever their starting points, can learn and progress to bright futures within our region and beyond. We are thrilled with our successes, and open and honest about areas for change and improvement. Together we and our students – our inclusive Solent community - are **ready for the future**.

#### 5. References

- 1 [Solent University Strategy 2025: Ready for the Future](#)
- 2 [Solent University Civic Charter](#)
- 3 [Intellectual property, start-ups and spin-offs | HESA](#)
- 4 [Solent University APP 2020-21 to 2024-5](#)
- 5 [Sutton Trust: Social Mobility Index \(2021\)](#)
- 6 [Solent's QS World University Rankings 2018-19](#)
- 7 Module Performance Dashboards. Held in Solent University data management system
- 8 Module Performance Dashboards. Held in Solent University data management system
- 9 External Examiner Reports. Held in Solent University quality management system.
- 10 [Solent's Inclusive Real World Curriculum](#)
- 11 [Effective feedback – The power of three](#)
- 12 Course Performance Dashboards. Held in Solent University data management system.
- 13 Module Descriptors. Held in Solent University quality management system
- 14 Solent's Learning Design Framework. Held in SLTI document management system
- 15 Placements data held in Solent University data management system
  
- 17 Advance HE Annual Institutional Report. Held in SLTI document management system
- 18 All data held in Solent University data management system
  
- 20 [Open University – ICEBERG Principles](#)
- 21 [The Quality Management of Degree Apprenticeships in England Report \(2022\)](#)
- 22 [List of Advance HE Race Equality Charter Awards](#)
- 23 All data held in Solent University data management system
- 24 All data held in Solent University data management system
- 25 [Higher Education Business and Community Interaction Data 2015/16 to 2020/21](#)
- 26 [KEF Dashboards 2022](#)
- 27 [Contextual Offers website](#)
- 28 All data held in Solent University data management system
- 29 [Effects of cultural \(in\)sensitivity of curricula on racially minoritised students' engagement](#)
- 30 [The Underrepresentation of White Working-class Boys in Higher Education](#)
- 31 [OfS Access and Participation Standards of Evidence guidance](#)