

1. Provider context

1.1 SOAS University of London is the only higher education institution in the UK with the study of Asia, Africa and the Middle East at the core of its mission. In providing programmes of study not available anywhere else in the UK and housing the UK's National Research Library for Asian, African and Middle Eastern Studies, the School holds a uniquely important place in the UK national higher education system. Our mission is to use our regional expertise to interrogate important global challenges and engage our students throughout their studies.

1.2 In doing so, SOAS offers programmes across the arts, humanities and social sciences that allow students to learn in a research-intensive environment. SOAS is ranked in the top 60 in the world and 12th in the UK for Arts and Humanities (Times Higher Education World University Rankings by Subject 2022). Particular to the SOAS offer is the wide range of languages students can study. We offer numerous modern Asian, African, and Middle Eastern languages and five ancient languages and classical languages. SOAS is the only institution in Europe providing tuition in at least 10 of these languages (1).

1.3 SOAS aims to prepare a new generation of graduates, professionals and citizens who are technically skilled and socially engaged. Our focus on decolonising higher education prepares our students in their search for a more equal and just world. SOAS' societal impact is recognised in our ranking at first in the UK and fifth in the world for the United Nations Sustainable Development Goal 'Peace, Justice and Strong Institutions' (THE Impact Rankings 2020). Our commitment to independent thinking and social change is reflected in our graduates' career paths. Our graduates progress to a diverse range of employers in the UK and around the world

1.4 The SOAS student body is remarkably diverse. Of our undergraduates in 2020/21, 68% were from racially minoritised backgrounds (BME), 33% were mature students 30% came from overseas, and 48% of UK students with known IMD quintiles were from the 40% most deprived areas (3). SOAS students form an engaged, vocal and dynamic community. Our Students' Union (SU) plays an active role in fostering this community, leading campaigns across a wide range of issues – for example, on fossil fuel divestment and decolonisation. The SOAS SU has recently undertaken a governance review to improve its representation of the student body, engage with the School's learning and teaching provision, and develop its support for student welfare and outcomes. The SOAS SU have been members of the SOAS TEF working group with whom all training, document drafts and referenced evidence have been actively shared.

1.5 SOAS was awarded a TEF Silver in 2018. The panel commended us on our strong institutional emphasis on personalised learning; our National Research Library; a comprehensive student engagement system; an established system to develop excellent teaching; and SOAS' outreach initiatives to widen participation and increase access opportunities for students from deprived socio-economic areas. We have built on these areas, particularly in the last two years following very challenging institutional circumstances. From 2017/18 and then as COVID hit, SOAS underwent a period of major curriculum and staffing cuts as part of an urgent financial recovery plan with OfS oversight. Although this significantly impacted staff and student experiences of work and study at SOAS, these changes were necessary for the institution to be able to continue as a going concern.

1.6 SOAS is now turning its situation around by strategically investing financial and human resources into enhancing our student experience. We have a new institutional strategy and ambitious plans to support this work. However, we recognise that this period of turbulence has inhibited our capacity to improve the experience of our students to the degree we had planned. This is reflected in our metrics. The NSS outcomes in 2022 were particularly disappointing. This cohort of our students were the most affected by the changes required by SOAS' recovery plan, industrial action and the impact of the COVID pandemic - especially on year abroad study.

1.7 Our recent TEF metrics demonstrate some areas of strength. We are solidly within our benchmark range for '**Teaching on my course**' and are showing a very strong average performance over the 4-year period. In student **Progression** outcomes we are steadily improving and now above benchmark performance. In this last year, SOAS rose 17 places in The Times and The Sunday Times Good University Guide 2022 national rankings to 33rd in the UK.

1.8 SOAS has an inspirational 5-year strategic plan which sets out our commitment to transformation. The plan, "Reimagining SOAS for the 21st Century" 2021- 2026 (4), commits us to enhancing all aspects of our work under 4 pillars: Student Responsiveness, Research Intensity, International Partnership, and Institutional Community. We have developed a new SOAS Education Strategy (5) to drive forward excellence in learning and teaching and the student experience. Our new Blended Learning Plan (6) builds on experience developed during the recent period of remote teaching. With our new strategic direction and the headroom for investment, in the last two years we have put in place significant cross-institutional interventions in portfolio and curriculum structure and content, the delivery of learning, teaching and assessment, systems and processes, student support, staff development and engagement with our students. There is a drive to increase consistency and to spread good practice across the School which is evidenced in the actions detailed in this document and explains why many of the interventions described have been put in place in the second part of the TEF cycle. These are beginning to bear fruit, but we recognise that there is much to do to provide our students with an excellent learning experience and career outcomes.

1.9 As part of the transformation, in 2022 SOAS undertook a reorganisation, grouping 10 academic departments into 3 Colleges (in addition to the Foundation College and the Doctoral School), which came into being on the 1st September 2022 (7). New Heads of College will drive forward institutional plans and provide a stronger sense of policy coherence and scale. We believe this structure will foster collaboration and effective sharing of good practice supported by the newly created posts of College Learning and Teaching Conveners, thus improving the consistency of the student experience throughout SOAS. We also undertook a root and branch governance review supported by AdvanceHE that resulted in wider representation of the academic body at Senate and clarification of responsibilities and accountability through the committee structure.

2. Student experience

2.1 Evidence against criteria: Academic experience and assessment

2.1.1 SE1 teaching, feedback and assessment practices that are effective in supporting students' learning, progression, and attainment

SOAS is proud of the stimulating teaching that we offer students. We acknowledge our weakness in student satisfaction related to feedback and assessment and have moved quickly to introduce School-wide reviews to drive improvements in these areas.

Feedback from regular discussions with the SOAS SU and student representatives consistently demonstrates that across the School our students find the teaching of their subjects exciting, stimulating and stretching. This is also reflected in our NSS data with Q3 "The course is intellectually stimulating" and Q6 "My course has provided me with opportunities to bring information and ideas together from different topics" being among our higher scoring NSS questions (8).

Students have said: "The topics are extremely diverse, it's not focused on one specific thing. Also, getting to hear from multiple professionals vividly discuss topic in their fields makes the module very enjoyable" (Department of East Asian Cultures and Languages).

The **Teaching on my course** metric is solidly in the middle of the benchmark range with no individual year or demographic split significantly below the benchmark range. Moreover, our term 1 22/23 module evaluations show a significant improvement in teaching metrics compared to 21/22 responses in terms of percentage agree or strongly agree. For instance, students agreeing that 'This Module was intellectually stimulating' increased from 75.3% in 21/22 to 84.2% in term 1 of 22/23 (12).

Since 2021, Teaching Excellence and Student Experience Plans (TESEP) have provided a strategic mechanism for sharing good teaching practice across the School and targeting areas of greatest need (9). TESEP allows departments to annually review their teaching, feedback, and assessment practices in line with the SOAS Education Strategy.

In our last TEF submission, SOAS was commended for our approach to small group teaching. During the COVID-19 lockdowns, we adapted our approach for remote teaching, for example we used in-class breakout groups and online peer learning groups to support the small group experience. Critically, this remote experience led to the implementation of on-campus peer learning groups post-COVID in Departments such as Anthropology & Sociology and the School of Law, and the creation of a School-wide Collaborative Student Learning programme.

The Learning & Teaching Enhancement (LTE) directorate supports effective technology enhanced learning (TEL) at SOAS. SOAS Moodle (Virtual Learning Environment VLE) is a TEL platform that supports high-quality teaching and learning for staff and students. Moodle enabled the development of synchronous and asynchronous online learning necessary at the outset of the pandemic. At that time, LTE supported the introduction of many TEL components such as H5P, Panopto, Zoom, MS Teams and enhanced interactive learning features in Moodle (11). The recent

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Blended Learning Plan builds on new TEL capacity and changing student learning patterns for its success.

In **Assessment and Feedback**, our TEF indicator is not significantly different from our benchmark. Our mature students are more satisfied with assessment and feedback, and our gap between satisfaction among disabled students, as opposed to non-disabled students is lower than in the sector. We monitor student satisfaction in module-by-module evaluations (SEMs); our UG students are more positive about the timeliness of feedback (average 72.6% agree) and how helpful and informative it was (71.0%) than in the NSS (SEMs 2018/19 to 2021/22) (12). However, we recognise that students who are from relatively deprived IMD quintiles, or are from racially minoritised backgrounds, express lower satisfaction.

As such, we have put in place a number of specific interventions to address this area.

SOAS views improvements in these satisfaction metrics as a long-term process to significantly change the culture of assessment and feedback at the School.

The existence of racial attainment gap at SOAS provides evidence of differences in student experiences that in part explain this discrepancy in students' satisfaction. To begin to rectify these gaps the School of Law implemented anonymous marking in 2018, with an immediate uplift in marks for Black students. Anonymous marking was expanded to the whole institution in 2019, with the result that the Black/White awarding gap in module marks was 2.4 marks lower in academic year 2018/19 than in 2017/18 (13).

During the COVID-19 pandemic the gap has widened again. Although the School sought an immediate mitigation by improving the number of study spaces available to students, as students reported issues finding quiet study space at home, much larger changes to the assessment and feedback culture at SOAS are underway.

From 2017 to 2019 the School worked with the Higher Education Academy to develop inclusive assessment. Following from this work, in Spring 2021, SOAS participated in Transforming the Experience of Students through Assessment (TESTA) to prepare for a large-scale review of assessment (14). TESTA gathered rich data about the setting of assessments and the quality, quantity, and timing of feedback.

Building on TESTA, in 2022, the School conducted an institution-wide assessment review with the aim of improving progression and attainment for all groups of students. The review sent 495 modules for re-validation. It focused on making the volume of assessment consistent across the school, managing the dates of assessment, building optionality into assessment structures, and introducing more authentic and work-related assessments across programmes.

Pilot modules in The Department of Music and the Department of History of Art and Archaeology included authentic assessment, the option of audio-visual submissions, and audio feedback. These modules earned markedly higher scores for assessment-related questions in the NSS (8-11) related to the clarity and fairness of feedback. These Departments had perfect (100%) scores for student voice (15).

As a form of audiovisual rather than written analysis, video essays (used in Music) have been embraced by many students and have helped in the diversification and decolonisation of the education we are offering since they seem to be favoured by neuro-diverse students, visual learners, and students of colour. SEMs for our film modules show students' positive responses; for example, one student remarked on how much they valued the provision of "space for innovation at all levels including assignments."

SOAS has also encouraged the use of more formative assessment, in particular during small-group seminars and tutorials, and early assessment points in term 1 (e.g. in History and Philosophies programmes) (16). The School's Blended Learning Plan also offers opportunities for informal and formative assessment in the use of asynchronous material (6). All module conveners have been offered training to incorporate formative learning activities into online material on the VLE, and they have been trained to develop similar complementary activities for in-person seminars.

2.1.2 SE2 Course content and delivery effectively encourage the provider's students to engage in their learning, and stretch students to develop their knowledge and skills

SOAS' teaching portfolio has undergone tremendous change over the past four years in response to student feedback, policy changes in the Higher Education sector, and shifting priorities of employers. The School has implemented a five-year Education Strategy (2021-2026) (5). Fundamental to this strategy are the Guided Curriculum regulations (17). The Guided Curriculum provides a concentrated structure for student progression throughout their degree.

A 2019 analysis of our undergraduate programmes revealed that over 70% of our students were studying on an individualised pathway. This created difficulties in tracking student attainment and ensuring students were receiving the appropriate skills training for their degree. As a result of our analysis, programmes in 3 Departments underwent an initial restructuring. We found that introducing guided progression in programmes improved student satisfaction and cohort identity. For example, the overall satisfaction NSS scores for Management Studies improved from 67.5% to 80.7%, while the NSS scores for our Asian Studies classified programmes rose from 76.1% to 83.1% (15).

The success of this restructuring led to the formulation of the Guided Curriculum regulations. In 2022, a Guided Curriculum review required the revalidation of all undergraduate programmes. These changes in programme content and delivery enhance student engagement because they ensure a consistency of knowledge and skills across programme cohorts and enable students to better navigate their studies.

We recognise that overall NSS scores dropped in 2022. However, introduction of the Guided Curriculum coincided with the COVID-19 lockdowns. With the return to campus and normalisation of study abroad opportunities, we anticipate our student satisfaction metrics to rise under the Guided Curriculum.

The 2022 assessment review also is key in the School's efforts to stretch students' knowledge and skills. The review embedded a programme-level assessment strategy (18). It also facilitated the expansion of non-credit bearing skills training at SOAS (19). Many more programmes and modules have included work placement or assessment that includes skills specific to a sector or industry (approximately 20% of all changes in the review added work-related assessment). In addition to assessment changes that highlight specific employability skills, departments have introduced additional opportunities for skills-based learning. For example, all languages degrees now offer a credit-bearing advanced translation module that provides skills-based translation training in a variety of professional situations.

The Department of Politics and International Studies piloted an audit of work-related assessments to ensure these are embedded across every programme of study. This exercise is now being rolled out across other departments and has been further reinforced by the Assessment Review process. In Economics we include R-coding training within our undergraduate programmes, giving students hands-on experience of the most commonly used programming languages in data mining and statistical analysis.

2.1.3 SE3 The provider uses research in relevant disciplines, innovation, scholarship, professional practice and/or employer engagement

Teaching excellence, pedagogical development and innovation in teaching are at the heart of SOAS' Education Strategy (5). The Strategy sets out our mission to continuously review our curricula and assessment in partnership with our students, ensuring these are research-informed, inclusive, rooted in a decolonising approach, and underpinned by pedagogical scholarship and good practice.

SOAS' performance in the latest Research Excellence Framework (REF) reflects the fact that teaching is delivered by academics at the cutting edge of their field. More than half of our disciplines at SOAS are in the top ten for research among UK universities (20). Academics across SOAS are closely involved in knowledge exchange activities, and such exchange informs on-campus and online learning and teaching (21). The practical nature of this research, confronting global challenges, influences the topics and the methods of teaching, giving students real-world problems to solve.

In addition to the above, colleagues across SOAS are closely involved in disciplinary-specific research and participate in discussions that shape UK HE curriculum design. For instance, staff in the Economics are members of the Reteaching Economics network (22), while in Politics, one member of staff sits on the subject-level QAA benchmark advisory group for Politics and International Relations (23). See also sections 3.2.1 and 3.3.2 Employability engagement.

Good practice is shared through the Department and College learning and teaching meetings, facilitated by Department and College Learning and Teaching Conveners. Our programme-level Annual Programme Reviews (APR) formalises this process (24).

SOAS is committed to pedagogical innovation that is collaborative.

2.2 Evidence against criteria: Resources support and student engagement

2.2.1 SE4 There is very high-quality support for staff professional development and excellent academic practice is promoted

SOAS' two central means for staff development are the Preparing for Teaching Programme and the HEA fellowship, each of which have had significant impact in the last 3 years. The Preparing for Teaching Programme is an early career teaching course for new staff and Graduate Teaching Assistants (GTAs). All

participants have the option of going on to do an HEA Associate Fellow/Fellow application.

In 2021, SOAS was validated to award fellowships in house via the Routes to Fellowship Scheme. In addition, we provide a continuing professional development route that enables candidates to work towards higher levels of fellowship. This 'Aspirational Route' allows colleagues to design and be mentored through a personal development plan. This scheme has now run through three cycles.

The UK Professional Standards Framework is embedded within staff development and reward and recognition criteria. Academic staff can seek promotion via the traditional research and teaching route or via an academic education-focused route. In addition, annual Staff Development Reviews address continuous professional development, including teaching accreditation, engagement with subject-specific professional bodies and any teaching-related training. SOAS also recognises contribution to good practice through the annual Director's Learning & Teaching awards.

There is no doubt the Routes to Fellowship and the Preparing to Teach at SOAS are impacting on SOAS' quality of learning and teaching and contributing to a shared pedagogical language. There is now a strong community of practice, including a subset of mentors and assessors (27). Feedback from Routes to Fellowship candidates or staff who have gained Fellowship status indicates that HEA Fellowships allow staff to understand the impact and value of their practice (28).

2.2.2 SE5 The provider fosters a supportive learning environment, and its students have access to a readily available range of very high-quality academic support

We recognise that too many students report that they are not satisfied with **Academic Support** at SOAS. Despite the gradual decline in our yearly NSS scores related to academic support, students are regularly more positive about academic advice in termly module evaluations, with an average of 74.9% of students in evaluations from 2018/19 to 2021/22 stating that they “received support and advice when they needed it” (rising further to 82.3% in term 1 of 2022/23) (12). We anticipate that the introduction of the Guided Curriculum will drive improvements in students’ satisfaction with academic support. Structured student progression through the Guided Curriculum will clarify study choices for students on their course and allow for more directed academic advice and guidance.

We foster a supportive learning environment at SOAS through our comprehensive approach to providing academic and pastoral support. Module conveners, tutors, and Student Support Officers located in departments provide focussed academic support on a regular basis. In addition, departments pair students with a single academic advisor over the course of their studies at SOAS to provide continuity of academic support outside the classroom. Academic advisors provide support for coursework, academic workload, module choice and degree structures, and careers options. Programme conveners and year tutors also provide additional support for issues related to a student’s degree or more complex problems related to progression and completion.

The annual TESEP exercise requires departments to review and make improvements to academic support (9). It also allows for the coordination of School-wide academic support initiatives, described below, within departments. Departments have Learning and Teaching Convenors (LTC) and Director of Student Experience (DSE) roles, experienced academics who oversee academic support and facilitate School-wide support initiatives. LTCs also focus on improving department processes directly related to academic support, for instance improving assessment feedback response times. DSEs organise student-staff forums that allow for in-term student feedback.

Examples from academic departments: Anthropology & Sociology – The Mind at University module helps [redacted] students adjust to university life, drawing on anthropological and other social scientific perspectives on universities, education, the self, and belonging.

Politics and International Studies – During the COVID-19 pandemic, the staff-facing Student Dashboard was developed in 2020 to collate student welfare data and identify struggling students. In Politics and International Relations the Dashboard was paired with progression board outcomes to gain an overall picture of individual students who required additional academic support.

A wider range of academic support services are accessed through a one stop shop at the Student HUB. The HUB directs students to Academic Advisors, Subject Librarians, LTE, and to one-to-one in person study skills support, including the 24-hour, 365 day a year academic skills support provided through Studiosity, which is integrated into the SOAS offer.

Our approach to academic support reflects SOAS’ commitment to inclusion and student success. In 2019 and 2020, SOAS commissioned ClearView Research to undertake qualitative research on “Improving BAME Graduate Outcomes” to better understanding the experience of SOAS students

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from racially minoritised backgrounds from Indices of Multiple Deprivation quintiles 1 and 2, respectively. We implemented recommendations to strengthen relationships between students from racially minoritised backgrounds and their lecturers and to implement lecturer-led mentoring – into projects such as the Ebony Initiative and those listed in section 3.2.1 (29).

The Access Participation and Student Success (APSS) and Student Experience, Engagement and Retention (SEER) teams have also developed academic support programmes in collaboration with our students. In 2021, the Peer Guides project (30) created study skills videos for students. These videos were co-produced by SOAS students from disadvantaged backgrounds to help increase belonging for both the presenters and viewers from similar backgrounds. The videos were embedded into a core first-year modules in Economics and Politics and International Studies to support students' transition into university.

Complementing academic support, Student Advice & Wellbeing (SAaW) provides advice and wellbeing support that has a direct impact on students' academic achievements. The dedicated Disability & Neurodiversity team within SAaW provides support to our disabled student population.

SAaW is very proactive in supporting international students and racially minoritised students at SOAS through the mental health and wellbeing team. The team has an International Students Counsellor as a result of the OfS funded International Student Mental Health project. SAaW also providing specialist therapeutic support to Black students across the institution.

2.2.3 SE6 Physical and virtual learning resources are used effectively to support very high-quality teaching and learning.

SOAS recognises the need to improve its physical and virtual learning resources. In light of the substantial fiscal challenges the School has faced and the dramatic changes to learning and teaching that emerged during the pandemic, we have responded quickly by developing long-term strategies and investments to facilitate necessary improvements in our physical and digital environment.

In the aftermath of the pandemic, the School's NSS Learning Resources score has weakened from a position of significant strength. In 2022, it was below the benchmark range with international students noticeably less positive than UK students. We attribute this in part to the restrictions of COVID-19 period and changes to student usage of physical learning resources during and immediately after the lifting of social distancing. With regard to physical study spaces SOAS offers 1 desk for every 6 students and 1 workstation for every 14 students; these are among the best ratios in the sector (32). However, these spaces were inevitably more limited in their effectiveness in supporting student learning over the last two years. Similarly, there was substantial disappointment where students were unable to make use of physical access to the SOAS Library.

In order to improve the physical campus environment after the pandemic, SOAS has invested £1.5 million across our estate to equip classrooms with modern display and audio facilities, digital tools for teaching, and lecture recording. In 2022, we repurposed our staircase landing spaces and the foyer for the Khalili Lecture Theatre in the Main Building, transforming them into bright areas with

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approximately 90 new informal learning spaces, including sofas, standing desks, and individual pods. We have just refurbished the Brunei Gallery to create 7 new teaching spaces with additional capacity for over 200 students and state of the arts facilities for flexible and blended learning. More broadly, the Learning Spaces Advisory panel, formed in term 3 of 2022, facilitates greater alignment of the IT and Estates planning to ensure the optimisation of both the physical and digital learning environments.

One of the most important physical learning resources at SOAS is our National Research Library. With 1.5 million volumes and materials in 400 languages, it is an extraordinary resource for the study of Asia, Africa and the Middle East. The Library's Reader Services plays an important role in supporting teaching and learning at SOAS. Each undergraduate programme has a named dedicated librarian with subject, regional, and/or language expertise. Reader Services offers information literacy training for students that is co-designed with module conveners.

Virtual learning resources at SOAS have also changed dramatically due to transformations in our approach to learning and teaching and increased investments in digital infrastructure. These necessary changes will improve the overall effectiveness of the Blended Learning Plan (6).

The pandemic catalysed the use of TEL at SOAS. Rather than merely moving face-to-face learning online, the School pursued a strategy of promoting the development of TEL pedagogy. To this end,

The Accessibility Audit and Improvement Plan, created in collaboration with students, resulted in a base-line Moodle format for module pages to improve student online engagement that is now being adopted across SOAS.

To support TEL during the pandemic, SOAS invested £1.3 million to equip teaching staff with laptops, webcams and audio peripherals (approx. 1.5% total institutional income). This is now a permanent paradigm shift in the provision of end-user-computing with all SOAS staff provided with laptops to support the creation of digital learning resources to augment in-person teaching as part of the Blended Learning Plan.

The most significant improvement to virtual learning resources will come with the Student Data and Digital Experience programme. The programme is a £6 million investment over 4 years in the student digital experience that will create a single portal for students to access learning support services. The portal will provide personalised timetables, self-service resources, a virtual information desk, curriculum choice, push notifications, assessment results and access to Moodle. It will remove the friction from services required to engage with SOAS digital and physical teaching and learning resources that have been a significant issue in student feedback. A further investment of £900k, committed for delivery in March 2023, will improve WiFi in the School to support the implementation of the Student Data and Digital Experience programme.

2.2.4 SE7 The provider effectively engages with its students, leading to improvements to their experiences and outcomes

In NSS 2021 we gained ground against our benchmark for Student Voice, improving from 0.5pp below to 2.1pp above benchmark, suggesting that we adapted our mechanisms for student feedback and engagement to the COVID-19 pandemic better than the sector as a whole (34). This is also supported by our 2021 Learning community score, which gained considerable ground on the OfS' benchmark (34). The "the right opportunities to feedback" NSS score has been

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consistently strong across the TEF period. We recognise, however, that we need to improve on communicating how we act on students' feedback. To this end, the SEER team has developed a student communication plan – the first stages of which involved meetings between all finalists and the Provost in Autumn 2022.

The School engages with students through a range of formal and informal routes. SOAS has an active student representative system. The appointment of "student reps" is overseen by the SU. Departments hold termly forums that bring staff and students together. In Autumn 22/23, new 'Student Experience Forums' have been delivered, enabling students to discuss SOAS-wide issues and co-create improvements with staff. In December 2022, a forum on Communication (a theme selected by student reps) took place, with students discussing pros and cons of our current approach. Student suggestions included a SOAS App, which we are already working on for launch in term 2 of 22/23.

Other formal structures for student voice include regular meetings with the SOAS SU CEO and Sabbatical officers (fortnightly with the Deputy Director and Provost, with the COO, the Academic Registrar and Director of Estates and Property Services). SU officers and student representatives are involved in the decision making through membership of the Board of Trustees, Senate (previously Academic Board), and its committees including the Teaching, Learning and Student Experience Committee and the Research and Knowledge Exchange Committee.

More informally and ad hoc, SOAS and the SU conduct pulse surveys. The November 2020 SU survey raised concerns about the smoothness of the enrolment process; consistency of remote teaching offer and provision of social spaces. In response, SOAS set up a process review board, making improvements to enrolment, additional training on remote learning provision for staff and prioritised informal learning spaces in the campus refresh (see SE6).

In 2021, SOAS introduced the Education Co-creator Internships scheme. In its first year, the scheme enabled 22 students to take up paid internships, working on projects to improve learning, teaching and the student experience in collaboration with academic and professional services staff. Work included the development of a standardised Moodle template, the digital repatriation of archive resources, and academic skills for the workplace. The scheme has since expanded.

SOAS' mission calls us to engage meaningfully with our students in their diversity of characteristics. In order to better engage with students, for 2021/22 the School funded a Black Student Support Coordinator post, which had previously been created by the Students' Union (35). The role, which is now permanent, provides a point of contact for Black students to access pastoral support and also leads on a number of projects to increase student engagement.

Bridging the Gap is a student led project, which aims to increase the chances of students from marginalised backgrounds achieving top grades at university. The project is being implemented in six departments in 22/23, selected because of the size of the awarding gap within that department, to ensure swift progress.

In addition, the Ebony Initiative (launched at SOAS in 2020) aims to nurture and support Black students from Africa and Afro-diasporic communities to pursue postgraduate education and research careers.

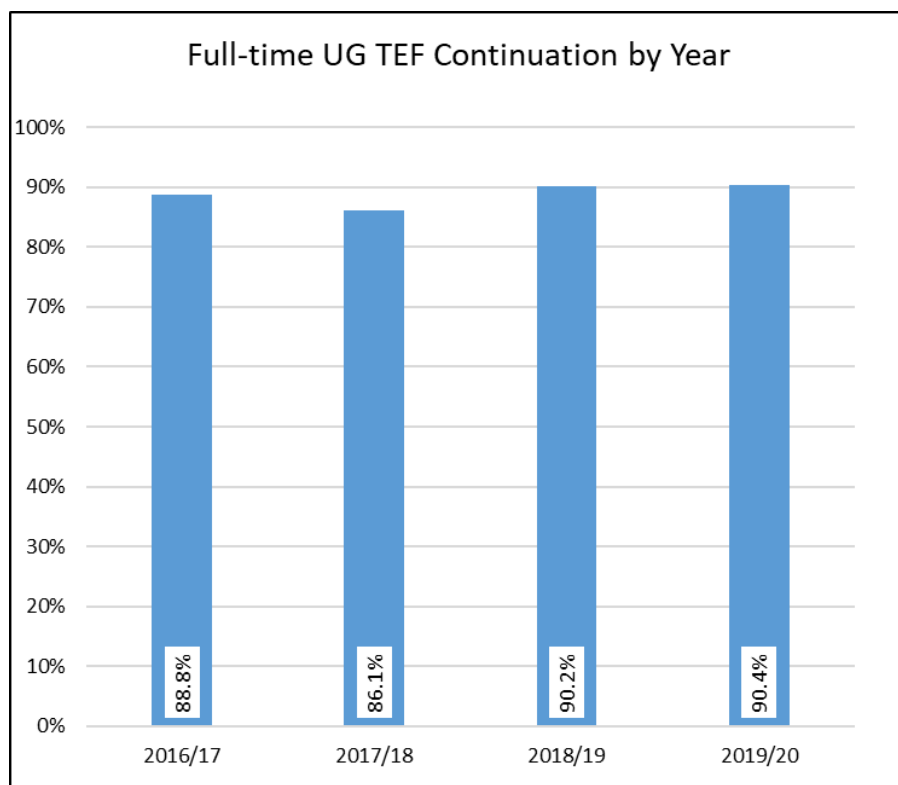
Campus improvements: Prior to the Covid-19 pandemic, food services on campus ceased due to financial constraints. We have brought hot food back on campus after conducting a student survey [redacted]. The opening of 'The World's Kitchen' coincided with welcome week in September 2022. Plans are being finalised to refurbish the Student Union bar and common room during 2023. The new design is more contemporary and more reflective of student expectations in current times.

3. Student Outcomes

3.1 Performance against metrics

3.1.1 Student Outcomes indicators - Continuation

We recognise that we are below benchmark overall for Continuation, however the breakdown of the four years shows that we met our benchmark range in the two more recent years (2018/19 and 2019/20 starters) – and therefore have a trajectory of improvement. The evidence suggests our interventions are having an impact. The SOAS overall non-continuation rate continues to edge downwards for 2019/20 and 2020/21 starters, despite us introducing a Foundation Year with an understandably higher non-continuation rate than Year 1 entrants. The split for “First degree with integrated Foundation Year”, covering our first intake in 2019/20, shows that our new Foundation Year met its benchmark in its first year, with a continuation rate of 88.4%, well ahead of the sector rate of 81.8% for full-time undergraduates.



Students from racially minoritised backgrounds, including Black students, have lower dropout rates than White students. We have a reversed Black/White gap in Continuation, on the basis of the aggregate of four years of data. We consider this is a major achievement. Dropout rates are roughly equal for males and females,

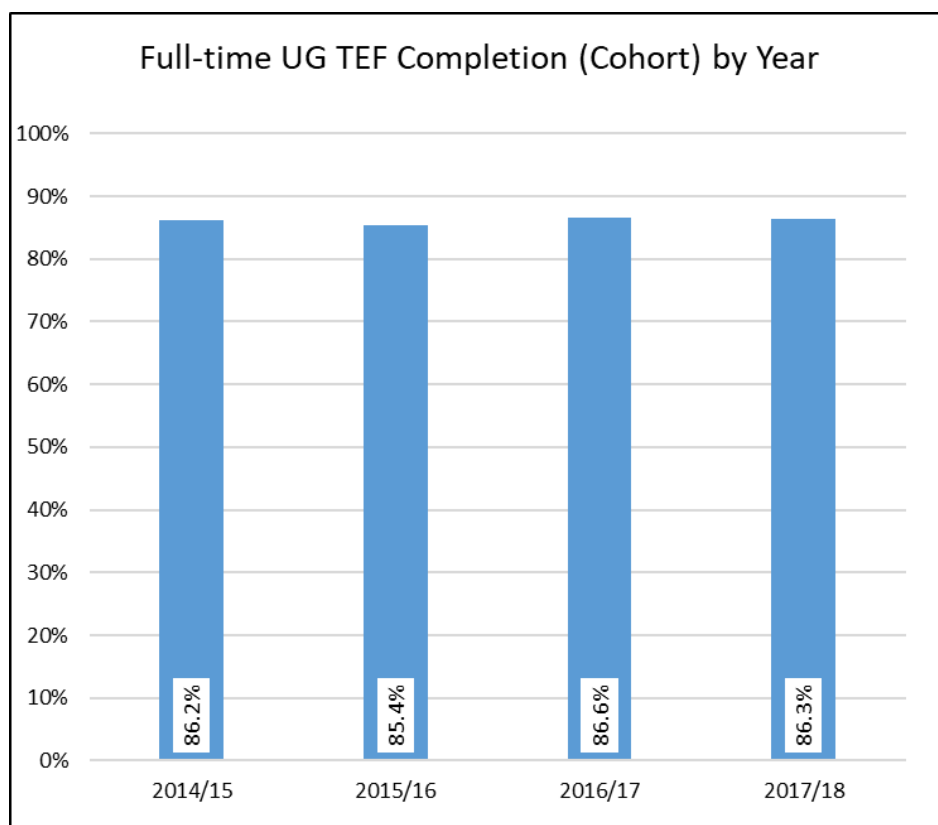
Additionally, the timeline view of continuation on the OfS' access and participation dashboard (38) shows that retention of Black students, mature students, and students from deprived areas has been improving over the period covered by the TEF, both in absolute terms and in terms of closing gaps with students from more privileged groups.

We continue to review and develop policies in support of student continuation. Most notably, we recently approved a completely revised Support to Study policy (39) which is an integral part of a wider ecosystem of student support policies and processes, including Mitigating Circumstances and Unfit to Sit, designed to provide a comprehensive and holistic support system.

3.1.2 Student Outcomes indicators - Completion

The Completion indicator tracks cohorts who began in academic years 2013/14 to 2016/17.

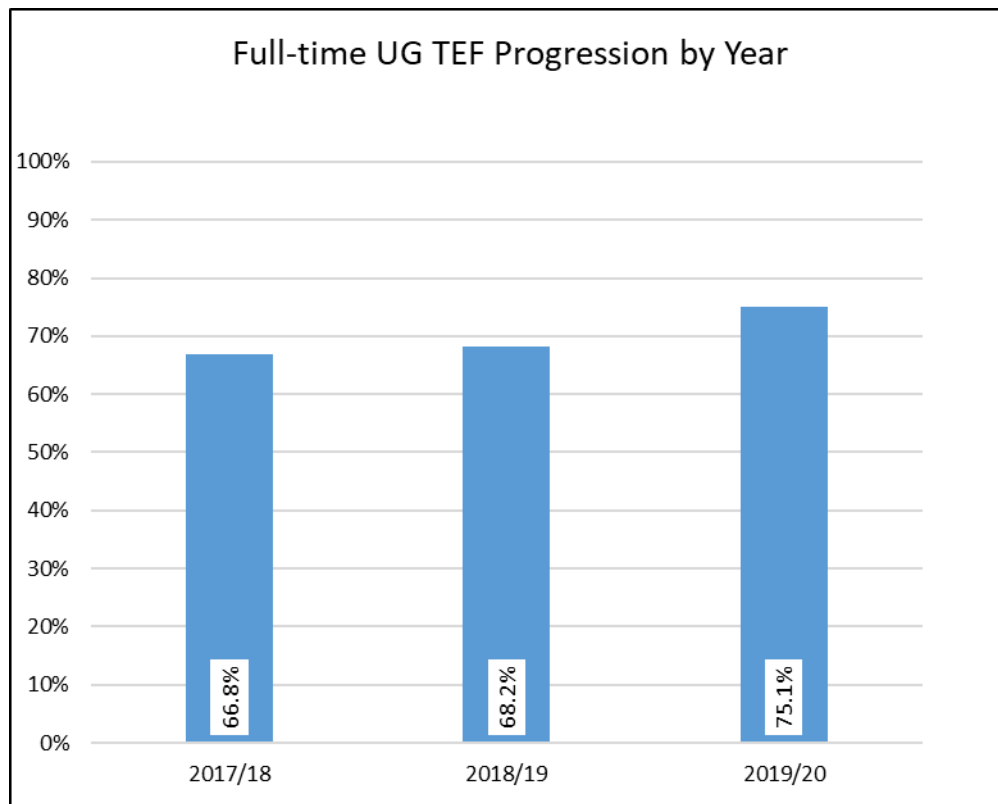
However, most UG students who withdraw from SOAS do so in their first year, so to a large extent this is a measure of "historic Y1 continuation" among the 13/14 to 16/17 intakes and there is evidence of improvement.



Although the compound-completion indicator is not a main indicator, the compound completion data produced by the OfS shows SOAS exceeding the sector average and improving its completion rate of FT UGs in its final year of data 2019/20 (from 85.9% to 87.2%), even while the rate for all registered providers dipped (from 87.4% to 85.4%). This is some evidence that our efforts on Continuation since the previous TEF exercise are starting to bear fruit.

We have no pronounced gaps in Completion for any student characteristic. This is an important performance in securing good outcomes for all students.

3.1.3 Student Outcomes indicators - Progression



We have met our overall benchmark range for Full-time UK Undergraduates and show an improving trajectory across the three years of data, with the 2019/20 score ahead of our benchmark. None of the demographic splits show problematic differences in outcome for different students.

3.2 Evidence against criteria: Positive outcomes

3.2.1 SO1 - The provider deploys, and tailors approaches that are highly effective in ensuring its students succeed in and progress beyond their studies

Our tailored approach to student success is based on an understanding of the composition and needs of our diverse student body. We have recognised that improving the diversity of our staff, in particular academic staff, is important in ensuring we meet the expectations of our students. As such, SOAS has set ambitious targets for the recruitment of Black academics. Key SOAS-wide initiatives deployed to support continuation and completion include:

- **Mapping the Hidden Curriculum** (40) – student-led reviews of module materials seeking to identify where there are assumptions of knowledge and familiarity with higher education
- **Belonging Building Activities** (41) – activities for departments to develop belonging based on student suggestions
- **Peer Guides** (30) – student-created videos giving advice to their peers on how to navigate challenging (and routine) moments of the student experience
- **Alumni Journeys** – a collaboration between the APSS team and the Careers Service where early career alumni from racially minoritised backgrounds share their student journey and experience since graduation (42)
- **Metacognition Workshops** – workshops designed to support students with developing self-regulated learning approaches to raise student attainment (43)

- **Race and Belonging Module** - Pilot module for undergraduates that offers a general introduction to race, racism and racial inequalities and the intersections with gender & class.
- **Mentoring Schemes** - Various mentoring schemes have been launched across the institution including Breaking Barriers which was established in 2017 to support black and minority ethnic students in realising & achieving their academic potential. The scheme is embedded in the School's Attainment gap strategy.
- **Collaborative Student Learning (CSL)/Peer mentoring** - Students are trained as CSL Facilitators and lead mentoring sessions for their programmes.

For all of these projects, an evaluation plan was developed as part of the activity planning process, which also included the development of an evidence-based logic chain to map out expected outcomes across the short-, medium- and long-term. Although, thus far short-term measures have only been captured in the evaluation process (46), we consider that this work has contributed to our improving trend in Continuation.

The SOAS Foundation Year provides the opportunity to access undergraduate degrees [redacted]. At this scale, it is necessary to ensure that no students fail to progress through not understanding the requirements to fulfil the rigorous criteria for entry to Level 4. We designed in 2019 a 'progression clinic' approach. Every student receives a timeslot to meet with one of our FY administration team who talk them through their completed work, their marks and any outstanding work, resubmission opportunities and deadlines. They leave with a clear summary of what is necessary for progression. In the first two years the programme has run, progression has been over 70%, which for a programme that takes CCC UCAS applicants up to AAB standard is remarkable.

Attainment: When developing SOAS' Access and Participation Plan 2020-25, the School's Senior Management Team committed to a range of targets including the elimination of the degree awarding gaps for Black students by 2025. These targets and regular reviews of performance have driven work to reduce gaps in continuation, completion and progression.

An evidence-based approach is taken, with the overall theory of change for institutional widening participation work and the Network for Evaluating and Researching University Participation Interventions (NERUPI) framework providing the foundation for the work undertaken by the APSS team. Working directly with departments, members of the APSS team liaise with academic leads to select interventions from a menu of evidence-based activities to address and improve access and success among students from backgrounds where we see gaps in outcomes across the student lifecycle, including mature students, disabled students, students from racially minoritised backgrounds

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Progression: There is an overall positive trend over the last 3 years in the graduate outcomes for UK-domiciled UG students (2017/18, 2018/19 and 2019/20 leavers) at SOAS. This is encouraging given that the global jobs market has been impacted by the COVID-19 pandemic. Based on 2019/20 vs 2018/19 Graduate Outcomes data in the 2023 Guardian league table (published in September 2022) SOAS is up 31 places in “Career after 15 months”. Based on 2019/20 vs 2018/19 Graduate Outcomes data in the 2023 Times/Sunday Times league table (published in September 2022) SOAS is up 23 places in “Graduate Prospects”.

SOAS enables students from all backgrounds to access networks that they would not otherwise be able to access. Our SOAS Connect (47) platform, an online community exclusively for SOAS alumni and students managed by Careers since 2018, continues to be a success. Students and alumni can share contact and career details, expand their professional network and find an alumni mentor or mentee.

The SOAS Careers team is committed to striving for more equal, diverse and inclusive workplaces for staff and our students. Our Progression indicator split by IMD shows that SOAS undergraduates from comparatively deprived areas of England are as likely to be in “highly skilled” employment or further study as our students from less deprived postcodes. The English sector as a whole shows a 5.0pp difference in outcomes between these groups, so this is a point of strength in our TEF data. The SOAS international student body is diverse with students from over 135 countries. Many of our international students return to their home countries to work once they have graduated from SOAS, although international students do not currently appear in the Progression indicator for TEF.

We know from our discussions with students that students from racially minoritised backgrounds may feel that certain industries are exclusionary and so self-select themselves out of the recruitment process. The Careers team designed the virtual Diversity in the Workplace series including sessions on Race Equity in the Workplace to address this reality. A Diverse Heritage mentoring programme was also founded in 2021.

In addition, the School funds over 30 places a year on the upReach programme for SOAS students, particularly targeted at students from racially minoritised and deprived backgrounds. Evidence shows that across the sector first year students who are part of the upReach programme have 3.2 times the average employability skill progression (48).

3.2.2 SO2 - There are very high rates of Continuation and completion for the provider’s students and courses.

We recognised in the last TEF submission that Continuation was an area that required improvement. It is evident from the TEF dashboard data split by year that the actions we have put in place are having some impact, although there is more to do. Continuation outcomes are reviewed in the Teaching, Learning and Student Outcomes Committee (TELSOC) and at Executive Board as well as through the annual TESEP process.

Good continuation begins with preparation for transition to university. In 2021/22, SOAS conducted a detailed transitions mapping exercise, which also incorporated transition between years. A key element of our transition work is the SOAS Student Success Conference, a week-long pre-

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sessional course, for undergraduate first year students who are the first generation in their family to progress to HE, from Low Participation Neighbourhoods, or mature students. The Conference, previously known as the 'Bridging Course,' has created a strong sense of belonging for participants (49), which is a key factor in improving continuation.

In 21/22 and 22/23, the SEER team ran a peer-to-peer telephoning campaign aimed at improving Continuation. In 21/22 Foundation year students were contacted, and through the campaign we were able to identify students who were at risk of dropping out. The campaign was extended in 22/23 to all new undergraduate students, again with the aim of identifying students who may need additional support.

For Foundation Year students, ensuring effective continuation of students who go on to attain at a high level is designed into the Foundation Year. Our assessment pattern is modelled after the assignments they will face on SOAS undergraduate programmes. In some subject areas, such as is in the School of Languages Cultures and Linguistics and the Department of Anthropology & Sociology, students who entered via FY are progressing on to their next years of study at a higher rate than direct entry students (52).

Split metrics: The timeline view of continuation on the OfS' access and participation dashboard shows that retention of Black students, mature students, and students from deprived areas has been improving over the period covered by the TEF, both in absolute terms and in terms of closing gaps with students from more privileged groups. Students of 'Other ethnicities' have strong outcomes meeting the benchmark for Completion.

The implementation of the Guided Curriculum and Assessment review, in particular the introduction of assessment early in the academic year is expected to improve continuation and progression. SOAS' Taught Degree Regulations also underwent a comprehensive review in 2021/22, benchmarked to sector reference points and good practice, with the following key areas of change and intended outcomes:

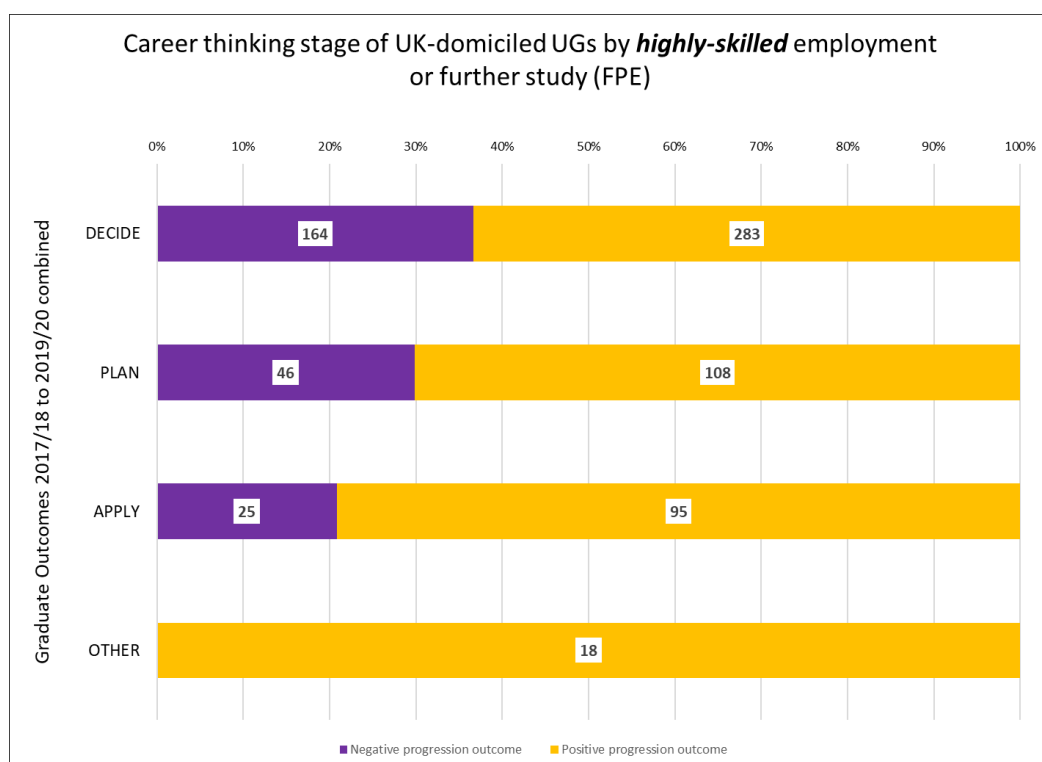
- **Revision of the classification algorithm.** The School has moved to an arithmetic model to calculate degree classifications, using marks from the final and penultimate year of study. The revision enhances student understanding of the calculation. The new algorithm protects academic standards by adhering to the current conventions and national reference points used to define classification bands and boundaries.
- **Progression status.** Greater clarity is provided regarding progression that will allow for earlier interventions for students who do not meet the threshold for progression (53).

3.2.3 SO3 - There are very high rates of successful progression for the provider's students and courses.

SOAS is proud of our high rates of successful Progression. The subject areas of Sociology, Social Policy and Anthropology at SOAS are particularly strong for the Progression metric with a consistent upward trend. Students of Black and Mixed ethnicities exceed the relevant Progression

benchmarks, while students of “Other” ethnicities exceeded the entire benchmark range. Since the last TEF submission SOAS Careers and academic departments have enhanced our provision to support students in succeeding both during their studies and beyond. The actions taken have resulted in an important uplift in the progression metrics. These can be understood in terms of the following themes.

Careers Registration: a leading indicator of eventual outcomes. Since 2015, SOAS has asked all incoming and returning students each academic year what their career thinking is on a continuum. This Careers Registration survey is voluntarily completed by between 95% and 100% of all students at all stages of study. We have observed a correlation between advanced career thinking in a student’s final year and positive Progression outcomes in our Graduate Outcomes



data. This supports our use of Careers Registration data as a leading indicator of graduate outcomes. This connection enables Careers to respond proactively, identifying cohorts of students at risk of under-employment after graduation.

Partnership with academic departments. Since the last TEF submission the SOAS Careers service continues to meet with all academic departments regularly to create Partnership Agreements and Action Plans for bespoke Careers work. Departmental targets are included in TESEP action plans, using Careers Registration data. We have further employed career development learning practice happening across modules in a range of academic departments to extract the employability value of curriculum (54).

SOAS Graduate Attributes (55) were agreed by TELSOC in May 2021. The Student Experience and Outcomes Sub-Committee (SEOC) Employability Working Group provided key deliverables in the last academic year: an agreed glossary of terms relating to employability; a definition of graduate attributes and how best to embed these and other employability skills into the curriculum; and tools for Academic Advisers. This year, SOAS Careers will work to embed Graduate Attributes into each programme of study at SOAS.

All students are invited to workshops led by Careers professionals designed to support them with their career thinking and planning. This includes Career Thinking Open Houses, a Department

Open House, and our Careers Launchpad Series for those in their final year. This means that every SOAS student is invited to at least two workshops tailored specifically to their needs.

3.3 Educational gains

3.3.1 SO4 - The provider articulates the educational gains it intends its students to achieve, and why these are relevant to its students

SOAS students express both in their application materials and their feedback through formal channels their desire to make a progressive impact on the world. Students who come to SOAS are highly aware of SOAS' brand identity as the only institution in the UK where they can study a discipline through the lens of Asia, Africa and the Middle East. This identity can be articulated in a number of different ways disciplinarily, such as studying "Asian Art," "Real-world Economics" or "Decolonising International Relations," but the crux is that the approach at SOAS is almost always unique.

As we have collaborated more with students as co-creators, it has become clear that they are interested not only in content from Asia, Africa and the Middle East, but in an approach that centres these regions. Our NSS scores and league table rankings show that student satisfaction is higher in the subjects where departments have successfully developed an **approach** that learns from Asia, Africa and the Middle East:

- Development Studies came 2nd in World and in the UK in the QS Ranking in 2022 for a suite of programmes that teach "development from below" to an engaged cohort of students who, for the most part, plan to work in Asia and Africa after graduating.
- Music is the UK's leading centre for Ethnomusicology, and the only department of Music in the UK that focuses exclusively on the music of Asia and Africa and their diasporas. At the post-graduate level, its MA programme is the largest Ethnomusicology programme in Europe year-on-year, while at the undergraduate level, its NSS scores sit in the top quartile (including 83% satisfaction in 2020 and 100% in nine categories in 2021).
- While language study across the sector has contracted over the past decade, East Asian Languages and Cultures has swelling undergraduate recruitment in BA Korean and BA Japanese. Students who choose SOAS know that a language degree will mean much more than just learning the language, a Year Abroad will offer immersion, and that their curriculum will offer academic work in Manga and Korean Cinema because SOAS holds so much regional expertise across departments. Our students from BA Korean and BA Japanese leave SOAS as the UK's pre-eminent experts in the language and culture of East Asia because their whole experience has been immersive.

In this respect, the key educational gain that students expect when they choose SOAS is that they will be qualified experts because they will have benefited from an approach that centres on the region they choose to study. Important too is our disciplinary rigour, notably in the social sciences and humanities, where our evaluation of gains is also about students going on to postgraduate study and progressing to employment in key organisations (in UK and overseas) such as the UK civil service, private sector, and charity/ NGOs and INGOs. Our former students' commitment to the SOAS mission is demonstrated by the frequency with which they mentor current students through SOAS Connect (47).

In the next TEF cycle, we plan to work with departments to ensure that programmes that are more generally discipline-based consider how they relate to the mission to centre Asia, Africa and the

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Middle East in their teaching, and how to better support students from diverse backgrounds to recognise the value of this approach. Our internationalisation plan also underpins these aims (4). Through pioneering an equitable approach to international partnerships, co-creating programmes, sharing academic expertise and providing opportunities for students to do modules at partner institutions we will enable students to engage in learning experiences not only in London but in and through our specialist regions, physically and virtually. This will reinforce our ability to foster the development of approaches that learn from the regions on which we focus.

3.3.2 SO5 - The provider effectively supports its students to achieve these gains

As part of the challenging period of transition and reform at SOAS, the institution has grappled with the changing profile of our students and the shifting objectives for them of higher education. In many respects, our curriculum at the end of the last TEF cycle had not yet fully adapted to an environment of connecting fees to employability. As we streamlined our curriculum during the period of financial crisis described in section one, it became clear that for all students to benefit equally from our institutional approach, we would have to level the playing field.

A high proportion of undergraduate students at SOAS come from a background with multiple Widening Participation characteristics (56).

For students who come from a low IMD quintile or who are first in their family to study at university, scaffolding is needed to translate an approach that centres Asia, Africa and the Middle East into a career pathway.

Underpinned by our institutional EDI strategy (58), our curriculum design and content, the recruitment of academic and support staff, the community and belonging support for student societies, and embedding of employability all contribute to making the key educational gains of a SOAS degree – the brand identity of our specialist regions. Our Value Added Score (as measured in the Guardian League Table) has hit benchmark consistently. As such, we believe we are laying effective foundations for students from diverse backgrounds to appreciate and benefit from the SOAS approach.

Activities to support students in achieving key educational gains (including knowledge, cognitive and social skills) include academic support, peer support and employability engagement co-created and led by staff or students within and outside the curriculum.

i) Academic support

- a. Diverse student entry points: SOAS' addition of a Foundation College in 2018 has transformed the way in which we attract and recruit students, diversifying our student body further and supporting our mission to welcome students from all backgrounds and prepare them for university studies (52).
- b. Mapping Transition related activities at SOAS (59): Our overall strategy to students' transition to university is guided by the NERUPI principles.
- c. The introduction of the Guided Curriculum (17) has aided the process of ensuring degree programmes are coherent and more straightforward to navigate.

d. Assessment review: All departments at SOAS focused on increasing the range of assessment methods, ensuring these are inclusive, diverse, and prepare students for the labour market appropriately, including the introduction of authentic or work-based assessments.

e. International Partnerships: SOAS will be working with key partner institutions to offer jointly developed programmes including modules where students can share learning and experience across continents enabling the debates about global and local issues to be informed by local expertise and experience.

ii) Peer support

a. Initiatives such as Bridging the Gap' (60) are focused on improving inclusion and belonging among Black students through peer collaboration and student-led initiatives.

b. Co-curricular activities are organised both centrally and locally within academic departments. For example, the APSS team, under its 'Peer Guides' project (30) has developed student guides for new students, helping them understand how to manage their academic reading and how best to navigate taking notes in lectures, for example. These guides have now been incorporated across many foundational modules.

c. Students have also led work on decolonising the curriculum at SOAS. This work has culminated in a report and targeted departmental reforms that have adapted and shaped the curriculum

World Development Society

The World Development Society was set up in 2019 [redacted] the department decided to support it financially and through direct involvement in order to facilitate and strengthen its activities. Now in its fourth year, the Society has contributed to our learning environment in three important ways. First, it has created a space for students and staff to come together outside the curriculum but inside the discipline. This has included "coffee with..." sessions in which academics are hosted for a guided discussion on their research and professional trajectory. Secondly, it has provided students with the opportunity and profile to engage with counterparts in other universities; notable is the London Development Symposium 2022, organised in collaboration with students at the LSE. Thirdly, it presents students with logistical experience, such as setting up events and networking, that equips them for the workplace.

iii) Employability engagement

a. The Graduate Attributes Framework builds the expectation of work-based and work-related learning into all future curriculum and assessment review. The SEOC Employability group is working to embed Graduate Attributes (55) into each programme of study at SOAS and ensured all our Careers workshops and events are mapped to the Graduate Attributes.

b. Every College within SOAS now has at least one department offering a credit-bearing professional placement module, several of which have turned into paid employment post-graduation.

c. SOAS Careers support students in their preparation for work and further study through effective partnerships with academic departments to plan Careers in the Curriculum sessions, central workshops and bespoke department events drawing on our leading indicators- career thinking data.

d. We also provide opportunities for students to engage in volunteering projects and initiatives, alongside our wide range of Employer Events and Career Development Learning workshops (61). Impact of interventions have been seen most strongly in the Graduate Outcomes survey data in areas such as Anthropology and Development Studies where we are significantly above benchmark.

3.3.3 SO6 - The provider evaluates the gains made by its students.

One of the most exciting observations an external programme reviewer can make is that a module, reading list or assessment is “very SOAS,” by which they mean that it is unique enough to reflect SOAS’ critical approach to global challenges. This statement appears to be entirely qualitative, but a variety of metrics, both internal-and-external-facing, help us to understand what it means to be “very SOAS.” Those metrics, in turn, help us to track the extent to which students who complete a course have achieved the educational gain they anticipated by enrolling - namely to study a discipline through the lens of Asia, Africa and the Middle East with a view to de-centre that discipline through an approach that is heterodox or decolonising. The most fundamental indicator of whether students embrace a unique SOAS approach is whether they remain on their programme, and we have been tracking an increasing continuation rate that indicates that students overall like the institutional approach (See 3.1.1).

Evaluating educational gains is more complex than progression and continuation data because it requires careful mapping of outcomes, module selection, programme popularity, and extra-curricular activity. It also requires recognising the differences between an MA student who has earned a good degree in History and chooses SOAS to focus on Indian history, on the one hand, a Taiwanese student who has selected BA History of Art because of its focus on Chinese Art, and a first-generation student who enrolls in the Foundation Year and moves onto BA Accounting without gravitating towards a regional interest. All of these students have been attracted to SOAS’ approach, but evaluation of gains and tracking the progress of how they relate to institutional identity will be broadly disparate. In order to better support this tracking in the future we are introducing a Curriculum Management System as part of the Student Data and Digital Experience programme.

In general, though, three main sets of indicators reflect how students have made educational gains centring Asia, Africa and the Middle East.

Firstly, the traditional metrics tell us whether a student has had a positive educational experience and whether they are succeeding in their programme:

- SEMs and NSS feedback consider all student feedback equally.
- Progress on attainment against Access and Participation Plan targets students from Widening Participation backgrounds and helps us to understand whether students who come in from the Foundation Year or with BTEC qualifications are integrating successfully into academic programmes that are often assessed through essays.
- The TESTA follow-up in 2022/23 is not applicable for this TEF cycle, but the data from it will help us to track the experience of students who studied during the last TEF cycle, and it will

enable us to plan for further embedding of the Graduate Attributes Framework for the next cycle.

Secondly, the selection of modules as guided and open options indicates a student's interest in taking up the offer of an institutional approach.

- Official numbers for how many students select a language module as their open option tell us whether students who enrol at SOAS continue to be interested in the languages we deliver currently on offer and help to point towards burgeoning regions of interest.
- Involvement in study abroad opportunities formally offered by the university, including internships and short-term placements, is one measure of student interest in working overseas after graduating.

Thirdly, extracurricular involvement, such as in societies and working groups, and careers events, demonstrates whether students have developed the skills to incorporate this approach outside the classroom:

- Career events that focus on working abroad measure student interest in applying their knowledge to work contexts (often) in Asia, Africa and the Middle East.
- Membership in interest groups as diverse as the Decolonising Working Group and the Middle East Music Ensemble show us the ways that students are choosing to apply their knowledge.

Our ongoing consideration of the teaching portfolio (at both undergraduate and postgraduate level) is based on the idea that all programmes should offer roughly the same educational gains, and that all students should benefit equally from those gains regardless of starting point

4. Conclusion

The new SOAS strategic plan challenges us to reimagine SOAS, building on the unique strengths of the institution, so that we are able to provide an education that is fit for the 21st Century and beyond. The first pillar of the plan speaks to the student experience and our responsiveness to the aspirations and needs of our diverse student body. In our TEF narrative we have set out how we are building on the areas for which we were commended under our Silver award in 2018 and how we are putting in place interventions to improve the experience and outcomes of our students where it falls below excellent quality. The environment at SOAS since 2017/18 has been extremely challenging with colleagues working to prevent closure; our curriculum, systems and process have undergone significant transformation and change. There is no doubt that this has impacted on the experience of our students with knock-on effects for their outcomes. However, in the last two years with the implementation of several key cross institutional enhancements; the Guided Curriculum, the Assessment Review, the Blended Learning Plan; the review of our regulations and our structures that feed into systems for supporting students, we are seeing an upward trajectory in several key metrics and rich engagement with our learning and teaching communities of practice. This, together with our agenda for equitable international partnership will enable us to stretch, challenge and support our students, enhancing their educational gains and enabling them to have a progressive impact on the world applying approaches informed by the regions of Africa, Asia and the Middle East.

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All internal evidence documents and links are held in the SOAS TEF Submission 2023 Sharepoint site and can be accessed via the Evidence table provided on the site.