



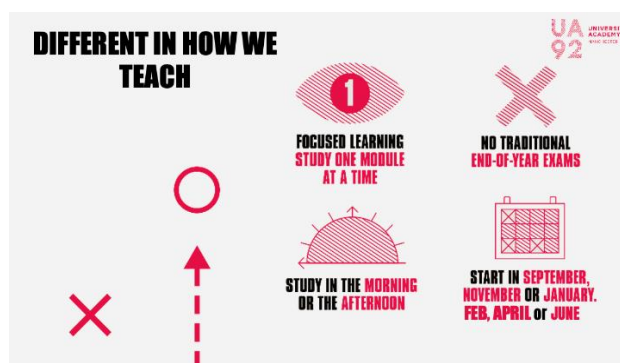
UA92's submission to the Teaching Excellence Framework 24 January 2023

Part 1: Provider Context

Educational mission and strategic focus

1. University Academy 92 (UA92) is a radical higher education institution co-founded by Manchester United's Class of '92 former footballers and Lancaster University. [1] Based in Old Trafford, Manchester, the institution opened in September 2019 and celebrated its first graduates in July 2022. It is committed to making higher education (HE) accessible to all no matter the background, through its founding principles of accessibility, social mobility and inclusivity. It is a joint venture between Lancaster University [2] and several individual shareholders drawn from the Class of '92 and their associates. UA92 is registered with the Office for Students (OfS) and is a registered provider of higher education in England.
2. As a start-up and with the founding principles and aspirations of the Class of '92 in mind, the small group which came together in 2017 and started to plan for the establishment of UA92 was able to make consciously different choices for the organisation of the curriculum and delivery of higher education at UA92.

Deliberately Different



3. UA92 offers a distinctive 'deliberately different' learning model – both philosophically and practically – evolved to support student choice and flexibility. Designed into the structure from the start are:
 - **Fixed AM (9am to 1pm) or PM (2pm – 6pm) timetable** for students throughout their studies, providing 16 face-to-face contact hours from Monday to Friday, excluding Wednesday, which is designated 'Digital Wednesday' available for technical support, directed study, and for sport and social activities.

- **Block model** with students studying a single 25-credit module for five weeks, including assessment, followed by a one-week Character and Personal Development element worth five credits and which is also assessed. There are no pre-requisites or set orders within a particular level of study.
 - **Multiple start points** (up to six) in the year. UA92 had two start points in 2019/20, three in 2020/21, four in 2021/22 and six in 2022/23, thereby enabling students to begin their higher education journey whenever they are ready to do so. They are also able to 'jump off or on' modules within this model, providing a flexible learning calendar.
 - **Accelerated (two year) options** for all degree programmes. The block carousel presents all modules three times across a two-year period; three-year degree students take four 25-credit modules each year; accelerated degree students take six.
 - **Assessment within each block** typically in weeks three and five and no traditional end of year exams.
 - **Character and Personal Development (CPD)** is at the core of the model and this is supported by one-to-one coaching for all students.
4. Altogether, the block model, multiple start points and a fixed timetable make higher education at UA92 accessible and studying compatible with student working and caring responsibilities. This has already proved to be attractive to the intended target groups as can be seen by the profile of students relative to the sector presented later in this section.

Relationship with Lancaster University

5. UA92 students are registered with Lancaster University and their degrees are awarded by them under a franchise arrangement. The agreement signed on 31 October 2019 sets out the arrangements for quality assurance and monitoring and reporting on the quality and standards of UA92 degrees. UA92 values the support it has received from Lancaster with its mature quality assurance systems - support which has evolved as UA92 itself has built its capacity to develop programmes and manage quality and standards effectively.
6. Within Lancaster, ultimate responsibility for the partnership is located with the Lancaster Senate and the committees and officers to which the Senate formally delegates authority. Its Vice Chancellor and Deputy VC sit on the UA92 Board. Within UA92, responsibility for the partnership is located with the Chief Academic Officer (CAO and Accountable Officer) who is a member of UA92's Senior Leadership Team, reporting to the UA92 Board. The CAO chairs UA92's Academic Committee.
7. Lancaster's partnership model described in its Partnership Handbook [3] includes a Joint Implementation Group (JIG) that has overseen UA92's development stages. From January 2023 this matures into the UA92 Partnership Management Group – an acknowledgment that the relationship has moved on to a stronger trust stage. Lancaster appoints external examiners who attend award and progression boards. Link tutors, members of Lancaster academic staff in areas cognate to those in which UA92 has provision, act as critical friends for programme development and delivery. Lancaster approves new programmes developed by UA92 through its Joint Faculty Teaching Committee (JFTC), which also oversees programme and module changes, the annual monitoring process and academic regulations [4]. UA92's own committee structure of Academic Committee and its subcommittees of Academic Development Group and Academic Standards and Quality Group provides

internal scrutiny for the development and quality of programmes. UA92 has an extensive system of module evaluation aligned to its carousel block system of delivery and this is a key responsibility of its internal quality committees. UA92 benefits greatly from this cultivated and evolving partnership.

8. As part of its formal partnership arrangements, Lancaster University carried out a Partnership Review, a two-stage process with a desk-based review of documentary evidence followed by a panel event on 4 April 2022 chaired by the University's Pro-Vice Chancellor for Education with cross-faculty and external staff and student membership. [5]
9. The Panel made a number of commendations:
 - The Panel noted that the accelerated path allowed students to complete an honours programme in two years, which was something the government would like to see adopted more widely;
 - The block model was felt to offer something genuinely innovative and interesting;
 - The Panel praised UA92's flexible approach to intakes, with multiple entry points per year and noted that this gave students choice over the timings of their studies;
 - The Panel noted that UA92 had gone down the route of using Microsoft Teams for almost all teaching-related activity – course materials, assessment submission, online delivery, monitoring and reporting;
 - The Panel noted that the gathering of student and External Examiner feedback during each block seemed to result in being able to react very quickly to this feedback to implement change;
 - The Panel commended the attempt to evolve Character and Personal Development (CPD) modules. [6]
10. UA92 is encouraged by these commendations which recognise its genuinely different model; the benefits identified accord with its own feedback from students, staff and partners.

Size and Shape of Provision

The UA92 offer

11. UA92 offers a portfolio of degree and higher education courses across four subject areas or 'Worlds'.
 - World of Business (since 2019): programmes in business and management
 - World of Media (since 2019): programmes in media, journalism and communications
 - World of Sport (since 2019): programmes in sports and exercise science
 - World of Digital (since 2020): programmes in, currently, computer science.
12. Across the sector these subject areas account for 30.6% of total undergraduate full-time provision, while UA92 having over ten times as many of its students in the Worlds of Media and Sport compared to the sector average in those subject areas. [7]

World at UA92 and Subject of Study detailed for all other providers.	All OfS Registered Providers 2020/21	UA92 19/20	UA92 20/21

World of Business: Business and Management	20.80%	45.20%	37.00%
World of Digital: Computing	5.30%	0.00%	8.00%
World of Media: Media, Journalism and Communications	1.90%	21.40%	18.10%
World of Sport: Sport and Exercise Sciences	2.60%	33.30%	37.00%

13. UA92 currently delivers full-time undergraduate courses only. All undergraduate courses at UA92 have three study options.

- A one-year Certificate of Higher Education
- A three-year Honours Degree.
- A two-year accelerated Honours Degree option (which launches one year later than the above). [8]

Course Length	<i>All OfS Registered Providers 2020/21</i>	UA92 19/20	UA92 20/21
1 Year	6.50%	22.60%	17.40%
2 Year (Accelerated Degree)	5.00%	-	2.90%
3 Years or more	88.50%	77.40%	79.70%

14. The number and the proportion of UA92 students studying on two-year courses continues to grow and for 2022 entry this has grown to over 10% of students. The accelerated degrees are helping UA92 to expand its proportion of mature students, with almost 50% of those studying on accelerated degrees being aged 21 or above at the point of entry.

15. The one-year Certificates of Higher Education enable UA92 to widen access to a broader group of learners who would typically not be able to access higher education. Those who complete the Certificate of Higher Education can either leave with this Lancaster University awarded Level 4 qualification or move on to year two (Level 5) of the degree programme.

Student Numbers

16. The institution began in the academic year 2019/20 with 83 students, a number that has since grown to:

- 2020/21 - 200
- 2021/22 – 398
- 2022/23 – 560 by the end of 2022 and 210 further students forecast to enrol later in 2023.

17. Demand for places is growing and new programmes are being introduced regularly in the four subject areas of Business, Digital, Media and Sport including a new programme in Sports Coaching which began in 2022 and a new degree in Cyber Security in 2023. All programmes are career orientated and driven by the needs of UA92's industry partners and the wider economy in Greater Manchester and beyond. Student numbers are rising rapidly with UA92 expected to reach 770 students during the 2022/23 academic year and over 1000 in 2023/24. [9]

DemographicsDeprivation and Low Participation Neighbourhoods

18. UA92 is an openly widening participation institution and has attracted significantly more learners from deprived backgrounds and low participation areas than the sector averages every year since opening in 2019. UA92 set out in its Access and Participation Plan [10] an aspiration to improve this further and target a ratio between POLAR 4 Quintile 5 and POLAR4 Quintile 1 of at least 1:1, and the proportion of our learners from deprived areas and low participation neighbourhoods is growing year on year. For our 2022 intake we have exceeded this target, with 1.15 times as many learners joining from the lowest participation neighbourhoods as from the highest participation neighbourhoods. This is a benchmark only achieved by a handful of other providers in England.

19. For Index of Multiple Deprivation (IMD), the ratio at UA92 is 2.6:1 with 30.18% of 2022 starters being from IMD quintile 1. [11][12]

Index of Multiple Deprivation Quintile	<i>All OfS Registered Providers 2020/21</i>	UA92 2019/20	UA92 2020/21
Quintile 1	17.50%	21.40%	31.90%
Quintile 2	17.00%	19.00%	18.80%
Quintile 3	14.80%	14.30%	10.10%
Quintile 4	14.30%	15.50%	18.10%
Quintile 5	15.60%	21.40%	13.00%

Young Participation (TUNDRA MSOA)	<i>All OfS Registered Providers 2020/21</i>	UA92 2019	UA92 2020
Quintile 1	10.50%	13.10%	18.10%
Quintile 2	12.70%	10.70%	13.80%
Quintile 3	14.30%	21.40%	15.20%
Quintile 4	18.10%	16.70%	18.10%
Quintile 5	23.30%	28.60%	26.80%

Free School Meals

20. As detailed in our Access and Participation Plan, UA92 works hard to support students who come from disadvantaged backgrounds, especially those who were in receipt of Free School Meals (FSM). The Make it for Real support package described below is available to all students who have been in receipt of Free School Meals. UA92 has set a target of 25% of its learners coming from FSM backgrounds by 2025/26 as the institution's contribution to addressing the 19% gap between learners from FSM and non-FSM backgrounds that access Higher Education (DFE 2017/18 data). [13]

Disability

21. From UA92's inception, the institution has worked to create an inclusive and accessible environment and curricula to attract disabled students and ensure we are meeting their needs inside and outside of the classroom. As a result of the measures the institution has put in place and a commitment to continual growth and improvement in this area, since

opening, UA92 has consistently recruited more disabled students than the sector average of 14.9%.^[14]

Disability	<i>All OfS Registered Providers 2020</i>	UA92 2019	UA92 2020
Disability declared	14.90%	21.40%	18.10%
No disability reported or unknown disability type	85.10%	78.60%	81.90%

Context of the submission

22. UA92's internal data has been used to show the size and shape of UA92's provision in this section and to show continuation, completion and progression in the section on student outcomes.
23. UA92 is making a voluntary TEF submission as it did not have 500 students enrolled in the last complete academic year 2021/22 and it does not yet have any TEF indicators with a denominator of 500.
24. The TEF dashboard shows a denominator of 60 for the student experience indicators based on NSS with academic support (SE6) significantly above benchmark and learning resources (SE7) significantly below; these are explained in the Student Experience section. A denominator of 80 is available for student outcomes but published data is not available yet for completion or progression. For continuation, with small numbers, the split indicator values cannot generally be published. The overall continuation figure is also not published as the numerator is too close to the denominator (DPH).
25. The preparation of this submission has been led by Professor Gary Pritchard, Chief Academic Officer, supported by a TEF Steering Group comprising academic and professional services staff and the two students who developed the Student Submission. As UA92 does not yet have a Students' Union, the elected student representatives from the largest subject areas, Business and Sport, volunteered to prepare a student submission and were supported in this by the Student Experience Manager.
26. UA92 was proud to be awarded Provisional TEF in 2021 and we are energised to take part in this new TEF round.

Part 2: Student Experience

Campus

27. UA92's Old Trafford campus is a single modern building shared with partner Microsoft. Facilities are developing rapidly with the new OfS-funded Digital Academy opening in 2022 and Sports Performance Centre facilities opening in early 2023. This provides a vibrant experience for staff, students and partners working together in a shared campus with a mix of formal and flexible studio and study spaces. The whole environment is spacious and

peppered with break-out areas including one-to-one cubicles, multiple soft furniture group spaces and coffee social areas – all intentionally created to support social learning and group work. A very common comment from prospective students on Open Days is ‘I love this space – it doesn’t feel like a regular university.’[15]

28. Microsoft is a strategic partner; in addition to their highly visible office space, they have helped to develop UA92’s Digital courses and provide day-to-day technical support and hardware for students.

Microsoft

‘Microsoft are a key strategic partner of UA92, and as such we have invested in a flagship Microsoft office on campus which gives us the opportunity to collaborate with customers, partners and the UA92 community. Most recently we have given our full support to UA92 as they expanded their offering through the launch of their Digital Academy which is allowing them to accelerate innovative and industry relevant digital learning and development to positively support the skills gap in this space.

The Shared Goals Agreement between Microsoft and UA92 highlights the need to prepare students with the knowledge, competencies and mindset needed to succeed beyond academia. This has never been more important as today’s job market continues to rapidly evolve. With this in mind it is great to see how UA92 is preparing students for the future by leverage technology and providing the support needed to go alongside this.’

29. The UA92 campus is adjacent to the Lancashire County Cricket ground and Lancashire Cricket has been instrumental from UA92’s inception in supporting its educational evolution. They provided office space when the campus was being developed, and UA92’s first graduation ceremony in summer 2022 was held at their conference suite facility. They provide sports and media students with unique and profound work experience opportunities and are as committed as UA92 to the regeneration of Manchester as a whole community.

Lancashire Cricket

‘We are really pleased to partner closely with our neighbours at University Academy 92. I strongly believe that the long-term visions between the organisations align. It will be fantastic to offer UA92 students some unique and rare opportunities to work in the world of professional sport and we’re excited to help develop the next generation of sport, media and business graduates that are studying across the road. It’s great to work alongside another institution who are also working closely with Trafford Council to continue to revitalise the local area.’

Student Life

30. The Student Life team is a designated resource committed to leading all aspects of the student experience. It is responsible for managing the pre-arrival plans for students joining UA92 in all intakes, including communications, induction, welcome week activities and the freshers’ fayre. This creates continuity for students right from the point of connection with UA92.
31. The team works effectively with both students and the student well-being and disability service, along with the Equality, Diversity and Inclusion Group to support campaigns and initiatives that raise awareness on important issues e.g., Black History Month, National

Student Money Week and LGBT History Month. Complementing the extensive CPD provision, it ensures that UA92 students receive effective careers advice and support.

32. Its remit includes helping to establish and develop UA92's emerging Students' Union and its democratic and governance structures, as well as those for student societies and sport clubs. It forms a key element in creating and fostering a supportive student learning environment. UA92 also has several high performing teams which compete in the BUCS (British Universities and Colleges Sport) competitions in basketball, cricket, football, futsal and netball. Student Life also runs projects across a broad range of areas that will positively impact on the student experience, including working with the Sports Development Manager to deliver an outstanding extra-curricular sporting offer to all UA92 students.
33. UA92 currently offers independent advice and guidance through Alkhemy to all students, and this will remain in place until the UA92 Students' Union is fully established.
34. Student Life works with colleagues in Registry and Quality to ensure that UA92 has effective student voice mechanisms embedded across all areas, including surveys and support for the National Student Survey (NSS).

Student Support

Make it for Real

35. Following the lead set by the Class of '92 and more recently the high profile and effective representations of footballer Marcus Rashford, a package of support called Make it for Real (MIFR) has been developed for "young" students who have been eligible for free school meals as part of UA92's Access and Participation Plan. At the time of submission 28 students aged under 21 at the point of entry were benefiting from the MIFR package. It is intended to remove barriers that would stop people from accessing and succeeding with university level study and comprises:

- Free laptop
- Free travel to University Academy 92
- Free lunch every day
- Free data
- £150 home voucher.

Disability and accessibility

36. UA92 has had a dedicated Student Support team in place since before the institution began teaching in 2019. Over time this has increased in size and now includes a team of counsellors and mental health professionals in addition to dedicated disability support. Aspects of UA92 that are particularly supportive to the needs of disabled students include:
 - A spacious and accessible campus
 - Small teaching classes
 - A structured and unchanging AM or PM timetable.

The 'Inclusive Curriculum'

37. Through the creation of the 'Inclusive Curriculum', UA92 has demonstrated a commitment to delivering courses in a way that is as accessible as possible, particularly for disabled students, whether or not they choose to disclose their disability. The Inclusive Curriculum provides guidance for academics to embed reasonable adjustments into the curricula as

standard across all of UA92's courses, in addition to Learning Support Plans (listing reasonable adjustments to be made by academic colleagues) for students with declared disabilities. [18]

38. UA92 has AccessAble accreditation and detailed access guides for all visitors, guests, colleagues and students to ensure that disabled people have additional accessibility information required before they arrive on campus. UA92 offers free screenings for any student who suspects they may have a Specific Learning Difficulty (SpLD); the institution covers the cost of a full diagnostic assessment with an educational psychologist. This enables students to not only access higher education at UA92 but thrive once here as is demonstrated by our access rates for learners with a declared disability, which were above the sector average of 14.9% in 2019 and 2020. Of UA92 entrants in 2022 16.7% had a declared disability upon entry. [19]

Access to learning resources

39. Through the partnership with Lancaster University, all UA92 students can access learning resources electronically including books, journals, databases and much more. All resources that are available to Lancaster University Bailrigg students are also available to UA92 students. Further electronic resources are purchased where needed if Lancaster does not have them as part of their collection.
40. UA92 students can access the physical library at Lancaster University and UA92 has a librarian based at Lancaster for UA92 students offering support during induction and throughout a student's studies. Lancaster University subscribes to the SCONUL scheme, a reciprocal scheme which allows users to borrow or use books and journals at other libraries, enabling UA92 students to access required texts at Manchester-based universities. The Kortext scheme is also available. UA92 intends to recruit an on-campus librarian this year in response to requests from students for specific support. UA92 operates a LapSafe scheme where all students can borrow laptops free of charge and the Digital Academy provides outstanding digital resources.

Student Feedback

41. A strength of the block model is that it provides student feedback opportunities at least every six weeks via the **Module Evaluation Questionnaire (MEQ)** system. Apart from valuable feedback and feed forward input, the regular student voice opportunities foster a highly agile 'you-said-we-did' response to their concerns.
42. Student feedback is gathered formally by Module Evaluation Questionnaires (MEQs) conducted during every six-week block and through our Student Representatives, who participate in forums pertaining to both learning and teaching and the wider student experience. MEQs are carried out for each subject module in Week 5 of every block. A standard set of questions based on NSS questions is presented to all students across all programmes and levels of study, comprising 11 multiple choice and two free-text questions.
43. In UA92's first two years of academic delivery (19/20 and 20/21), MEQs were delivered in class by a member of the Student Life or Quality and Registry teams via Mentimeter, an interactive, online polling tool. As student numbers grew, both due to increased programme provision and intake points, this method of delivery was no longer viable in the 21/22

academic year, so the decision was taken to move MEQs to Microsoft Forms. This did impact engagement levels, but the sample size has also grown. Samples of **engagement** rates for each academic year are shown in the table below. Part of the regular review of the MEQ process will involve considering the balance between sample size and sufficient engagement and considering how to further encourage engagement. [20]

Academic year	Average engagement with MEQs*	Overall student numbers
19/20	78%	83
20/21	70%	200
21/22	61%	398

*Average across all subjects and levels of study

44. **Student satisfaction** as measured by MEQs has been consistently high at UA92. The final question of each MEQ reflects the National Student Survey (NSS) question 27, but at a module rather than programme level: *Overall, I am satisfied with the quality of my module.* The results when averaged across all academic programmes for the first three years of delivery are given in the table below.[21]

Academic year	Level 4	Level 5	Level 6
19/20	83%	-	-
20/21	82%	86%	-
21/22	96%	88%	86%

45. Data from each MEQ is analysed by the Quality and Registry team on a block-by-block basis. Top-level data is shared with academic colleagues within four weeks and a Student Feedback Summary document is produced for each module, which is shared with Student Reps in advance of Academic Experience Forums (staff/student committees). One AEF per subject area is held each block, with Block 1 data being discussed at the Block 2 meeting and so on. The frequency and timeliness of this data analysis allows UA92 to react to any 'quick win' changes that are prompted by this student feedback, with any longer-term actions also being flagged early and fed into annual programme review action plans.

46. MEQ data is also fed into Block Monitoring and Evaluation Forms, which are produced each time a module is delivered. As well as MEQ data, these forms include average attendance and attainment for the module, providing a bigger picture than student feedback alone. Again, action plans are created based on the data provided, with short-term actions being identified quickly and others feeding into annual action review action plans.

47. Although this data is high level and has been aggregated across all programmes, it demonstrates that UA92 students engage well with MEQs and provide consistent feedback, both in the areas of their highest and lowest satisfaction. Satisfaction with the support from academic tutors is consistently high-scoring and the questions about this support come out on top across all levels of study. Conversely, library resources and the effective utilisation of Digital Wednesdays (where students complete tasks and or/self-directed learning remotely via Microsoft Teams rather than face-to-face teaching) have scored consistently lower and prompted several improvements.

48. Whilst always striving for continuous improvement, it is worth noting the evolving satisfaction in both lower-scoring areas as it improved year-on-year for our first graduating cohort. [22]

Question	19/20 satisfaction (Level 4)	20/21 satisfaction (Level 5)	21/22 satisfaction (Level 6)
Digital Wednesdays	29%	72%	83%
Library resources	39%	57%	82%

NSS 2022

49. 2022 was the first year that UA92 was eligible to be involved in National Student Survey (NSS). There were 55 respondents out of a total population of 66 giving a response rate of 83%. Overall satisfaction for UA92 is similar to the sector average. While satisfaction with learning resources is below benchmark (this cohort had not at this point had the benefit of the £2 million Digital Academy or Sports Lab), satisfaction with academic support is significantly above benchmark. UA92 does not have a physical library on campus but is taking action to enhance on-campus provision and a new designated librarian support role.
50. While UA92 has extensive feedback at the module level, NSS assesses the satisfaction of Level 6 students with their overall learning experience and thus complements MEQ feedback. It will become an increasingly important source of feedback on the student experience over time. At this stage, with small numbers, only major differences from benchmark or sector averages are significant and the cohort size is too small to give insight into programme level differences in satisfaction. A detailed report was prepared for us by Lancaster University's Planning & Analytics team on our first NSS results; even though the numbers are small some insights could be gained.[23] [24]

Curriculum design by and for industry

51. Academic staff collaborate with industry professionals in the design and delivery of programmes and staff development is prioritised. A crucial element of any new course proposal is the industry forum that brings a robust critique from an external context. These fora consist of senior colleagues from our partner organisations, plus experts depending on the subject matter. For example the industry forum in 2021 to develop the degree in **Sports Event Management** included the external examiner and representatives from Rugby World Cup, Trafford Centre, Trafford Council, CityCo and Manchester BID, CG Hospitality and Human Race and used an established discussion format. [25] The forums inform the next stage of course development involving Lancaster, with curriculum content and delivery examined at the validation stage [26]. As such, each new course from its inception is industry-informed and is continuously updated and evolved as the programme matures.
52. Strategic partners McCann and Bruntwood are among those working with UA92 in developing industry facing courses to support them in filling skills gaps in their organisations. This includes those reflected in the Manchester Digital Strategy 2021-2026 which envisages an additional 2,100 jobs being created by 2025 in the creative and digital industry within Manchester specifically. An industry forum in 2022 [27] supported the

development of courses including **Digital Marketing** which addresses the digital talent shortage cited by McCann in the industry partner section below.

The UA92 pedagogic approach

53. Learning at UA92 is emphasised by being active in nature, involving group work, problem-based learning and active social learning. To facilitate this approach, typical class sizes for subject modules are no larger than 30 students, with the aim of ensuring a strong, intimate student experience. Larger numbers on modules are divided into smaller groups although for some purposes may, for part of the teaching time, be brought together in the same space to benefit the learning experience. The high level of contact time allows lecturers to act as facilitators, using reflexive questions and providing guidance rather than didactic instruction. Educational research suggests that students make significant learning gains when academics cultivate a social pedagogic environment and UA92 embodies this approach in its social learning space design. The block structure allows students to plan their time more effectively, leading to higher levels of student engagement. The block model draws upon scaffolded learning theory, supporting students to develop into independent learners. The academic feedback loop is often shorter than six weeks, with typical assessment points at weeks three and five, meaning that students get direct formative and summative feedback (and feed forward) on their assessed work on a regular and frequent basis.
54. The mix of hard skills and soft skills developed through the UA92 pedagogical approach have been designed and evaluated in collaboration with our industry partners. An example of how the specific competencies and attributes are continuously reviewed and evolved can be seen with the UA92 symposium (28-29 June 22) that included internal and external academics, representatives from industry partners, students, and an external HE pedagogy professor as facilitator. The resulting outcomes were then used as an academic staff development programme (September 22). This ongoing and evolving integration with industry and academia is a distinctive feature of both the curriculum and pedagogy of UA92 [28]

UA92's approach to COVID-19 pandemic

55. As with the rest of the globe, the COVID-19 pandemic had a widespread impact on UA92's teaching and learning provision for students. The first lockdown period was little more than six months into UA92's first academic year. Due to UA92's ongoing close partnership with Microsoft, staff were able to utilise Microsoft Teams in its full capacity, adopting a synchronous approach to remote teaching methods immediately with the four hours a day of teaching on campus being replaced with four hours in a virtual classroom. In addition to these live classes, students also had access to recordings of taught sessions (as mandated in our inclusive curriculum guidance) where benefits included an increase in student satisfaction, enhanced understanding of subject content, active control over increased accessibility for all students, including those with additional needs.[29]
56. Subsequently, when government mandates allowed, UA92 adopted a blended learning approach within blocks, whereby students were on campus for allocated days during a working week, whilst following government guidelines regarding social distancing. Thus, a blended learning approach, which afforded students on "practical" courses (in line with

2021 government guidance) and lecturers some time on campus to engage in learning activities. These students benefited from engaging in practical activities and this helped to retain the authenticity of the course content. However, government guidance did not permit business students to return to campus and they did not benefit from in-person contact time which had some negative impact on their progression.[30]

Feedback on academic standards

57. External Examiners' reports provide consistently positive feedback on the quality of student work and academic standards and reflect positively on standards of teaching and the real-world nature of assessment instruments

Academic standards

'All external examiners commented that the standards set by the programme were appropriate for the level, were consistent with national benchmarks and compared well with similar programmes across the sectors.' [31]

Teaching and learning

'...the structure of the programme is an impressive and distinctive feature of the UA92 provision – the intensive block model creates space for academic engagement and vocational development, as well as creating a pathway for students of different capabilities and modes of engagement to excel. This differs from comparable HE institutions in a positive manner.' [32]

Standard of teaching as evidenced in student performance

'This is an outstanding area especially considering the newness of the four-strong core team...' [33]

Marking standards

'The levels of moderation are exceptional – with the internal moderation and Link Tutor reviews. The level of scrutiny applied by staff to these processes is highly commendable.' [34]

Relevance of curriculum and assessment

'Clear efforts have been made to keep up with industry and current technology and regulatory standards' [35]

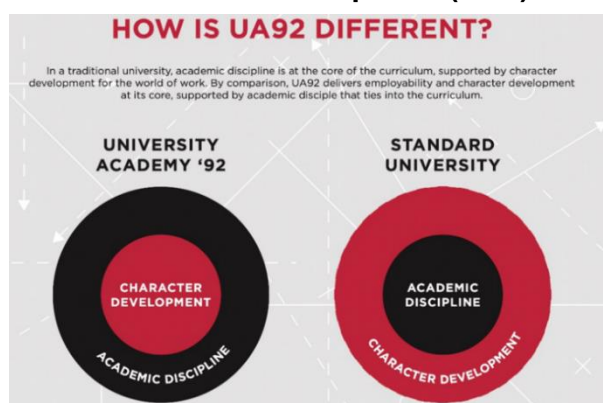
Development of academic and other staff and the impact of industry engagement and research on the student learning experience

58. UA92 has a dedicated Learning and Development colleague, a member of the People (HR) team. This role is designed to support staff in the construction of tailored development plans, which align to business need and areas of expertise, and this process sits within the appraisal system. This process is also used to help identify staff training needs, areas of strength, and potential succession planning routes.[36]
59. UA92's academics and our partnerships team collaborate to bring a range of relevant industry experiences into our classrooms. Typically, each module embeds a minimum of two industry engagements per block. Around fifty guest lectures take place on campus in each Block. The industry engagements also include off-site insight days and placement

opportunities. All industry injections are quality assured and contextualised by the relevant module leader. The embedding of industry into the curriculum in this way provides students with authentic, regular first-hand experiences and opportunities to learn from, and network with, experienced and credible professionals. These tailored industry engagements also help students bridge the gap between theory and practice, as well as hone relevant industry skills through exposure, questioning and/or resource signposting. In turn, contributing to an excellent academic experience.[37]

60. UA92 academics typically have an applied background and have strong connections with industry. These relationships span local, national and international settings. The number of academic staff is growing to match the growth in student numbers. A significant proportion hold a teaching qualification including Fellow or Associate Fellow of Advance HE. Many of the staff have PhDs or are working towards them. Some are undertaking research and publishing in respected journals. There are regular research showcase events which are open to students. In the case of Sports staff, they have the expertise and facilities to support the monitoring and fitness testing of professional athletes and teams. For example, we regularly support Salford City Football Club's battery of physiological screening and testing. Each testing session is led by an applied academic who proactively seeks support from colleagues and our student body. In turn, the students are presented with further real-world opportunities to apply theory to practice as well as prime networking opportunities.[38]

Character and Personal Development (CPD)



"The degree certificate gets you the interview – Character and Personal Development gets you the job"

61. Character and Personal Development is part of the UA92 DNA and formed a key element when developing the partnership with Lancaster University. It originated from the holistic approach at Manchester United in the 90s which focussed on developing the sporting prowess of players, but also the moral, ethical and character aspects of these athletes.
62. The final week of each six-week block, after the 25-credit module has been assessed, is devoted to Character and Personal Development, which is also assessed and contributes five credits per block.
63. Led by a designated specialist team of academics, professional coaches, learning technologists and support staff, the intention of Character and Personal Development is to develop cognitive, emotional and social intelligence, understanding of physical and mental well-being, and provide preparation for employment. This is framed through a range of

target talent themes, through engaging and reflecting on work placements and insight visits, and via regular support from a coach.[40]

64. Early attempts at curriculum design around this theme proved challenging. Feedback from students was critical (mostly around content-heavy lectures) and as such sent course designers back to the drawing board to evolve the programme. The current evolution seeks to offer a complementary and highly practical application of both subject and personal competencies, along with graduate attributes via work with interdisciplinary projects. For example, Level 4 and Level 5 students will be working to a brief set by local charities and social enterprises to tackle their 'wicked problems' in Block 3 this year. [41]
65. Feedback has improved but not sufficiently and a further redesign has now taken place, with a planned branded relaunch for September 2023 retaining all the excellent aspects (coaching, work-ready focus, etc.) and adding a more dynamic project-based underpinning.
66. This demonstrates UA92's strong commitment to the centrality of CPD as a differentiator and a means to achieve UA92's aspirations for its students. It is rare for any student to laud extra or non-subject specialisms as game-changing (see student TEF submission), but there is already heartening feedback from students as below. [42]

"Group activities and events were really enjoyable and informative. understood (much) better than last year"

"I can't thank you enough for the opportunity, I've had a brilliant week with the new Character and personal development (model)"

"I have learnt how to be prepared in different ways about the Technologies, about our values and different skills such as communication, teamwork, organisation, Problem solving, Leadership, reflective learning etc the future in my real life when I finish my bachelor's degree will be good."

67. Another significant investment into the student experience around Character and Personal Development has been the introduction of professional personal coaches for all Level 4 and Level 5 students. As part of developing a coaching culture across UA92, all incoming Level 4 students are assigned an external coach with a guaranteed programme of at least three sessions across the year. Coaches support different interventions than traditional academic staff or mentors – and the confidential nature of the coach/coachee relationship ensures a special relationship and the opportunity for students to gain support on any matter they deem important.
68. An unexpected but welcome benefit of the coaching programme has been quick feedback from the coaches of emerging themes across the cohorts that allow us to respond quickly. Even though coaching sessions are confidential, coaches are free to inform us of general trends that emerge via the sessions. An example from Block 1 in the Autumn (2022) term has been feedback from coaches about Level 4 students' anxiety about public speaking and presenting. Within a week we were able to provide workshops to support students in this area via the student support team.[43]

69. Colleagues at partner institutions have played a key role in this evolution, but special mention should be paid to TalkTalk who have been instrumental in supporting the development of UA92's Character and Personal Development programme. Their own outstanding People Development model was crucial in helping us develop the range of competencies that are at the heart of the UA92 curriculum.[44]. Gateley is another partner that has supported the Character and Personal Development Programme, discovering a reciprocal benefit in providing staff with mentoring opportunities [45]

TalkTalk

We became engaged partners of UA92 because the vision set out by the founders and Lancaster University sounded like something we had been seeking for some time. But obviously it is not until the proof of the everyday that one can measure the transition from vision to reality. However, at every point the organisation has gone above and beyond its promises to radicalise how higher education is delivered. We must give special mention to its 'Character and Personal Development' programme. We were invited to become involved at the ground floor of this initiative – including developing it curriculum and helping to inform the competencies it seeks to nurture in their students. It must be said, this is not an easy sell to its undergraduate cohorts. Young people want to see a return on their investment of their time and engagement. It is still not perfect (UA92 are their own harshest critics) but we are seeing the fruit of this programme with the first wave of graduates turning up for interviews confident, reflective, and articulate in their responses to questions. It bodes well for the future generations of graduates who will graduate with Lancaster degrees but also with the UA92 essence.

Gateley

We are delighted to partner with UA92 and support students for whom the opportunities offered by higher education might not otherwise be a natural progression. The forward-thinking ethos of UA92, supporting students in Greater Manchester who are ambitious for success and keen to fulfil their potential, sits very comfortably alongside our own core values here at Gateley.

Whilst our partnership is in its infancy, we have already secured over 40 mentors for UA92 students, and the first round of activations has revealed a highly confident and work ready cohort of young people, who are maximising the opportunities they have been given and who will be highly employable assets as they graduate.

Industry partner feedback

70. A distinctive strength of UA92 is its outstanding partnerships with prestigious and high profile national and international companies. There are formal agreements with these companies who commit resources and staff time to a number of activities, defined in each partnership agreement. These can include participation in workshops at the design stage of each new programme; staff acting as mentor/coaches to students as part of their CPD; staff providing guest lectures, insight visits and internship opportunities. Some partners have provided specialist equipment and facilities and training in its use. These strategic partners make a reality out of the aspiration to provide programmes that are designed by industry to prepare students for meaningful graduate careers.

71. For example, **Manchester United** has a genuine commitment to UA92, and shares our values around diversity and providing opportunity for our students to gain access to meaningful work experience that leads to employment.[46]

Manchester United said: “We admire UA92’s approach to education. They have a clear goal to unlock the potential of the young people that they work with and help them to overcome the barriers that they face. That really resonated with us. As neighbouring organisations, we work together to develop the curriculum even further and offer the students relevant work experience to help them on their career journey. This partnership also forms part of our broader plan to diversify our workforce and attract the very best people to work for the club in the future.”

72. **McCann** is another high-profile blue-chip company who have identified UA92 as a rich source of talent potential. They offer direct and practical support in curriculum development and are in the process of aiding the next evolution of the Character and Personal Development branding and dynamic impact. [47]

McCann Manchester said: “The digital talent shortage in Manchester is well documented and there is a wealth of untapped brilliant talent who are restricted from realising their potential due to broader societal circumstances. The work being done by UA92 is game-changing and I’m delighted that we are partnering to help. We look forward to playing our role in helping create a new talent pool of graduates in the North West, who will be integral in fuelling the success of businesses such as ours and others across the region in years to come.”

73. Another partner, **CompTIA**, stressed the particular importance of the digital skills pipeline.[48]

UA92 really makes a difference to help young people bridge the skills gap and keep a stream of talented individuals coming into the sector locally and globally. The university provides digital courses and modules that develop transferable competencies aimed at tackling skills shortage and offers a pipeline of talent in key areas such as computer science, cloud, software development, cyber security, web development and AI.”

74. Finally, **Andy Burnham** has been a committed and practical supporter of UA92, is a regular visitor and was keynote opening facilitator of our OfS-funded Digital Academy in Summer 2022.[49]

“Greater Manchester is taking its position on the global stage as an internationally recognised centre of digital innovation, industry, education, and research. Our aim is to create a diverse and highly skilled pool of digital talent to make Greater Manchester the go-to place for businesses seeking workers to invest in outside of London, which builds on our position of being the fourth largest tech hub in the UK. UA92’s model of connecting students to industry experience and business mentors is exactly the model we need more of in Greater Manchester to realise our ambition. UA92 works closely with Greater Manchester City Areas (GMCA) and our partners to support a whole-system approach to the development of technical education in the city-region.”

Part 3. Student Outcomes

75. UA92 admitted its first 83 Level 4 student in 2019, with 65 registering for degree and 18 for a Cert HE, depending on their entry qualifications. Subject areas for that first cohort were Business, Media and Sport; 2020 entrants included the first students in the Digital subject area.
76. 61 students from that first intake, plus a student admitted with prior learning to level 5, graduated at the end of 2021/22, forming the Class of '22, on whom a detailed report is provided in this section.
77. 2021/22 completion data has not yet been published and is not available for the TEF dashboard of indicators of completion. The 2022 graduates will be asked to complete the LEO survey later this year and that will provide UA92's first published progression indicator. The Student Outcomes data in this section is UA92's internal data on continuation for the 2019 and 2020 starters and completion and progression for the 2019 entrants.[50]

Continuation

Grouping	Continuation rate (Degree entrants only)	
	2019 entrants	2020 entrants
UA92 Overall indicator	93.8%	87.5%
Split indicators		
World Of Business	92.0%	83.9%
World of Digital	-	88.9%
World of Media	92.9%	92.3%
World of Sport	96.2%	88.4%
<i>Sector Indicator Value</i>	91.1%	
<i>Sector Numerical Threshold</i>	75%	

78. For three year degree students who began their studies in 2019, internal data shows that continuation rates at UA92 were above the sector indicator value of 91.1% (SO3) and were also above this value in each of the three subject areas, an extremely strong result for a provider in its first year of delivery. For both 2019 and 2020, continuation rates are considerably above the numerical threshold outlined in the B3 condition.
79. For degree students who began in 2020, UA92's internal data shows rates of continuation that were slightly lower than those in 2019. This lower score was undoubtedly impacted by the COVID-19 pandemic, For most students a high proportion of their learning during 2020 and early 2021 was online and the vibrancy and motivational impact of face-to-face group interaction with staff, students and industry partners could not be fully replicated. Business students were particularly affected as described in Part 2 above.
80. In common with normal practice in data publication, UA92 is not able to give split indicator figures for continuation for specific demographics due to the small numbers in the 2019 and 2020 cohorts, which could make individual students identifiable in this submission. [51]

CompletionDegree outcomes

Grouping	Completion rate	Good Honours
2019/20 entrants		
UA92 overall indicator	81.5%	71.7%
Split indicators		
World of Business	68.0%	88.2%
World of Media	92.9%	76.9%
World of Sport	88.5%	56.5%
<i>Sector Indicator Value</i>	89.4%	
<i>Sector Numerical Threshold</i>	75.0%	

81. The completion rate for UA92's first cohort was 81.5%, comfortably above the sector numerical threshold of 75.0% outlined in the B3 condition. This was true in two of the three subject areas, with only Business below the threshold. The Business courses have been operating from their original programme specifications validated in 2019. In response to feedback from students, external examiners, and partners, fully considered through UA92's quality assurance processes, all Business programmes have undergone a significant internal review, redesign, and revalidation, with the new programmes being rolled out from September 2023.
82. Of those who graduated, 71.7% received Good Honours (1st or 2:1) from Lancaster University. UA92 is extremely proud of this outcome, particularly at such an early stage of its evolution and its target demographic, being fully comparable with the outcomes for graduates from established universities.
83. A full review of the current position of the 83 students who started in 2019 shows that, in addition to those who graduated in 2022, five students left with a qualification (Cert or Dip HE), a positive outcome, while four continue as students, having intercalated, and are expected to graduate in 2023, which would bring the completion rate for that first cohort to 85.5%.
84. In common with normal practice in data publication, UA92 is not able to give split indicator figures for completion for specific demographics due to the small numbers in the 2019 cohort which could make individual students identifiable in this submission.

Certificate of Higher Education (Cert HE) outcomes

85. UA92's deliberately different design principles include offering one-year Certificates of Higher Education (Level 4 qualifications), which provide Cert HEs as an intended outcome, rather than an exit award as generally offered by universities. This enables the institution to widen access to a broader group of learners, with typical entry requirements being 64 UCAS tariff points rather than 104 for degree programmes. [52]

Grouping	Completion rate
2019/20 entrants	
UA92 overall indicator	77.8%
<i>Sector Indicator value (Other UG)</i>	77.9%
<i>Sector Numerical Threshold (Other UG)</i>	65.0%

86. The completion rate for the 18 students initially registered for the Cert HE was in line with sector average and well above the 65% numerical threshold outlined in the B3 Condition. Of those who completed the Cert HE, the majority then moved on to further study with UA92, with many graduating from the degree programme in 2019, an impressive performance for students with qualifications below degree entry level.

87. In common with normal practice in data publication, UA92 is not able to give split indicator figures for completion for specific demographics due to the small numbers in the 2019/20 cohort which could make individual students identifiable in this submission.

Accelerated degree outcomes

88. UA92 offers three-year degree programmes and accelerated (two-year) degree programmes. Students are not admitted to the accelerated mode until the three-year and Cert HE programmes are established. There are thus no accelerated degree programme students who have yet completed, with the first graduates expected in 2023.[53]

Progression

Grouping	Progression rate
	2019 graduates
World of Business	76.9%
World of Media	100%
World of Sport	93.3%
<i>Sector numerical threshold</i>	<i>60%</i>

89. Student outcomes for the first cohort, who graduated in July 2022, are yet to be externally assessed, however UA92's own internal data shows that only six months on from graduation, we are well on track to meet the B3 condition that at least 60 per cent of students should go on to further study, professional work, or other positive outcomes within 15 months of graduating. For each of the three subject areas who had graduates in 2022, the position is already impressive.

90. Job titles for those already in employment from World of Business degrees include Corporation Tax Assistant; Technology Strategy Assistant; Assistant Financial Accountant; Deals Execution Analyst. From World of Sport, job titles include Coach; Intern; Research Assistant; Community Engagement Assistant. From World of Media, job titles include Digital PR Executive; Digital Marketing Executive; Marketing Assistant; Media Executive; Partnerships and Alliances intern.

91. Companies that have recruited UA92 graduates include KPMG; McCann, Manchester United FC; Manchester City FC; Bolton FC ; Howmet Aerospace; Gately; Sedulo; All Star Cricket; Firecast; SNP; Didea Media; and UA92 itself.[54]

92. It is significant that many of the graduates have gained worthwhile employment in the Greater Manchester area and the wider north-east region, demonstrating UA92's contribution to achieving the aspirations of Andy Burnham, Mayor of Greater Manchester, quoted in Part 2 above. Also, the investment in UA92 of time and resource by companies

such as McCann and Manchester United, both quoted in Part 2, is already paying off in the early success of UA92 graduates.

Educational gain

93. UA92 defines educational gain as the distance travelled or the improvement in knowledge, skills, work-readiness and personal development demonstrated by students across two points in time. As stated above, of those who graduated, 71.7% received Good Honours (1st or 2:1) from Lancaster University. It should be noted what a significant and outstanding achievement outcome this is both for the graduating students and UA92 as an institution, all whilst still in its infancy.
94. UA92 has an aspiration to consistently achieve outstanding outcomes for those who might normally have considered higher education out of their grasp. The distinctive features of the learning model demonstrably attract a different demographic as shown in Part 1. Part 2 described the tailored study experience of UA92 students and Part 3 shows that, already, the first cohort to graduate are achieving academic and employability outcomes equalling those with more advantaged backgrounds and higher entry qualifications. Well before the census point for surveying continuation, the majority of that first cohort have gained graduate employment, set up in business or gone on to further study.
95. Designed into the programme structure and the learning experience is the Character and Personal Development programme (see Part 2) and the strong involvement of industry, particularly UA92's many committed partners, at all stages from programme design through to graduate employment as described in Part 2. Together with a vibrant academic experience, this has already started to achieve the educational gain envisaged by the founders.
96. Educational gain is more than a concept – it is a personal story of distance travelled by UA92's graduating students. Everything below relates to the Class of '22, the first 62 UA92 graduates. The founders (Class of '92), successful in football, were grateful for the development they received at Manchester United and are determined to provide others with opportunities to succeed and are proud of what these first graduates have made of the opportunities they have been given.

Class of '22

Educational gain of those who started with Cert HE

prize winners at the first graduation ceremony in July 2022 had started on a Cert HE programme.

Extracts from their prize citations are given below [55]

Best Final Project Prize

Student A was described as having carried out an '... extremely complex, multi-layered, high-risk project and is working with the academic team on publishing his work. He plans to develop his research in this area when he commences a Masters programme in September.'

Media Student of the Year Prize

Student C's journey was from Cert HE to First Class Honours in Journalism.

Greatness Unlocked Prize

Student B won the 'Greatness Unlocked' prize for character and personal development. This was after an unpropitious false start at another HEI with a traditional structure that didn't provide an environment where he could thrive. He transferred to Cert HE, joined BA Hons Journalism and graduated with a 2:1.

KPMG - a story of successful partnership

KPMG has been instrumental not only in supporting the employability agenda with UA92 (guest speakers, master classes etc), but also in supporting and mentoring our students right the way through their studies, and then offering appropriate talented graduate positions at their main Manchester campus. [56]

"At KPMG we have been looking to widen our talent acquisition pool for some time, and UA92 offered us the opportunity to work with an alternative HE provider with its clear ambition to ensure its graduates are 'work ready' straight from the campus. We have not been disappointed. We have worked closely with the university in supporting curriculum design, course development and nurturing graduate attributes over recent years. The proof of the pudding in measuring the success of this partnership can be seen in the successful appointment to junior positions of three of the UA92 graduates of the class of 2022. We are delighted with the progress of these dynamic young people and plan to expand our recruitment with UA92 in 2023."

Two of UA92's recent graduates describe their own learning gain journey to graduate with First Class Honours. Building on their growing confidence and demonstrated academic self-efficacy, both entered the recruitment round as advertised by KPMG graduate recruitment scheme. They were coached and supported with their applications and gained full-time employment with KPMG. In their own words [57]

Student 'D'

"The first and biggest stand out factor that attracted me to UA92 back when I was applying for universities, was the incredible industry partnerships that were a staple part of the makeup of the Uni itself. Being interested in Business Studies, I wanted to gain real business insights and acumen from top players in the space. Having graduated and then being offered a position at KPMG Acceleris, I can say that the course programme - networking events, partner run sessions, industry mentors and guest speakers was a huge factor in allowing me to understand that this world. This exposure enabled me to really gain an insight into how these different businesses operated, what skills were useful to practice if I wanted to work within the industry and, where my natural talent would be best suited. A lot of my graduate friends from other Unis tell me they felt unprepared when applying for jobs. Another element of UA92 that made the transition from Uni to work a smooth process was the Character and Personal Development modules. These covered elements from interview preparation to leadership and public speaking skills which I am sure positively impacted my interview experience and ultimately became a determining factor in getting the position.

Now having been in this role for just over 2 months and reflecting on my university experience I can certainly link how my studies at UA92 have prepared me brilliantly for the world of work. I am loving the scope and variety of the job and am determined to make the most out of this incredible opportunity.

Student 'E'

When I started my time at UA92, I lacked ambition to make an application to a big 4 organisation. It was beyond intimidating to consider even trying to apply for such highly regarded organisations that are elitist and uninterested in someone like me with grades these firms would have laughed at. However, when I was able to interact with some KPMG professionals at their career's fair exhibition (held on campus) I grew in confidence. After meeting them and sharing my passion and skills, they suggested I was "a great fit for [their] team" 6 months later and I'm now working in a field I never would have considered, and I'm loving every minute of it. These colleagues are now my co-workers.

Through the UA92 mentoring programme, I grew more self-assured in my skills and value and was prompted to consider how to best utilise them. It motivated me to take greater initiative in seeking out job prospects and pushing myself beyond my comfort zone to do so. I felt ready for my official interview because the Character and Personal Development curriculum and other accompanying programmes placed a constant emphasis on developing real employability skills.

Feedback from my KPMG interview was that I had gotten the job because they were so pleased with my 'character'. I give UA92 credit for bringing out that character. I wouldn't be where I am today if I hadn't gained the self-assurance to present myself as more than just my 'failed' A-Level grades and matured my professional self to showcase all the fantastic qualities that I bring to the table. Because KPMG has seen what UA92 has to offer, they are eager to strengthen their graduate application process in an effort to eliminate the false association between the brand and academic quality."

Conclusion

97. This submission has sought to give insight into, and description and evidence of, UA92 as a genuine disrupter in the sector. That we actively and deliberately reach out to many students who would otherwise not choose a traditional university, is a declaration of our mission. The block model, AM/PM timetable and multiple entry points are all designed to support student choice, accessibility and a means to complete their studies on their terms. The curriculum has been carefully tailored to provoke high levels of engagement and commitment to their learning journey, to reach their highest potential **(SE2)**. The six-week block model also creates an intensive but nurturing teaching, feedback and assessment environment – with its quick student voice feedback loops and its capacity to support students through their whole learning, assessment, progression, and attainment track **(SE1, SO2, SO3)**. *References in bold are to TEF indicators.*
98. UA92 is proud of its industry-focussed curriculum that frames the educational gain of our students **(SO4)** – right from inception in designing courses with our partners, through to the reality of transforming higher education into meaningful and well-paid jobs **(B3)**. This outstanding academic experience is also underpinned by our radical Character and Personal Development programme, ensuring a holistic thriving journey that is continuously evolving and unique **(SE3, SO1)**. The macro evaluation of educational gain by our students begins in the micro segments of the block-to-block increments. This begins with tailored assessment and feedback to students from induction, via progression and completion right through to graduation, where many of our most diverse students were awarded prestigious prizes **(SO6)**.

99. The size and scale of UA92 allows for a deeply personalised experience for our students, buttressed by a supportive and social learning environment, with a range of outstanding, high-quality academic and coaching support customised to their needs **(SE5)**. Although UA92 has no intention to become a research-intensive institution, academic faculty are supported in their research ambitions and this in turn this translates into strong practical application in the learning spaces **(SE4/5)**. This active learning pedagogic imperative is also supported by a bustling campus culture – designed to provide both social and quiet spaces for students to choose from **(SE6)**. Our investment in cutting-edge facilities, such as the £2 million Digital Academy and the new sports science and performance lab, ensures that the mix of academic and practical learning is available to and enjoyed by all of our students **(SE6)**. Our encapsulation of educational gain as personal distance travelled, means that every student, whatever their starting place, is supported via evaluation of our programmes to aspire to continuous improvement, and to reach their full potential **(SE7, SO5)**.

4. References

Items marked E are held in a UA92 TEF evidence site.

Data marked D on UA92 students is derived from UA92 student records held on LUSI, the Lancaster University student record system. The source data is held in a UA92 TEF data site Evidence (E) and data (D) available for verification on request to the Chief Academic Officer.

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