# Coventry University Group TEF Submission 2023

1. Provider context

Coventry University Group (CUG) has become established as one of the country's leading 'modern universities', with approaching 40,000 students. We have campuses in Coventry, multiple locations in London, Scarborough, Poland and internationally. CUG believes that societal advancement is achieved through powerful education. Alongside our record on widening access and success, our mission – *Creating Better Futures* – articulates our purpose, defining the diverse nature of the CUG, from delivering an inclusive and impactful education for our global learners, through to our research and innovation focus on societal and economic needs and addressing real-world challenges. This submission illustrates how CUG is distinctive in the sector for its student-centred approach to education. We demonstrate, through case studies and metrics, how our strategic developments, initiatives, and projects are ensuring that teaching excellence is embedded in our strategy. The following diagram presents CUG.
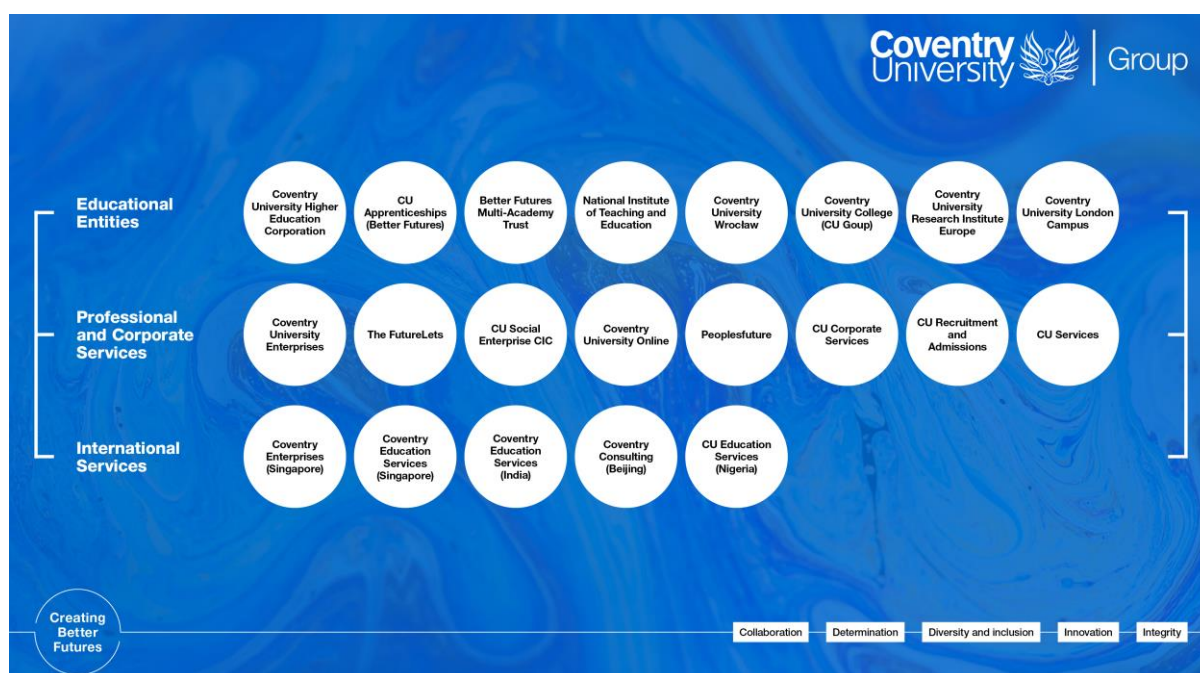
2. Overview of the Coventry University Group

Coventry University

Coventry University, the largest constituent entity of CUG, is comprised of four faculties, all based in a Coventry city centre campus. Coventry University students benefit from modern equipment and facilities including health simulation suites, design and engineering laboratories, performing arts studios, and computing centres. Coventry University has a long history working locally, nationally, and internationally with employers, and embeds 'employability' into all courses. Students benefit from teaching staff with research and industrial experience who inspire and challenge students to deepen their understanding of their chosen subject. Our success in providing employment-focused education is shown through the latest Knowledge Exchange Framework (KEF[1]) results. CUG delivers against all seven of the KEF perspectives. Most significantly, CUG has ranked in the top 10% for public and community engagement, top 20% for skills, enterprise, and entrepreneurship, and top 30% for local growth and regeneration. The KEF outcomes are reflective of CUG's reach and engagement with business and society. Coventry University is proud of its links with local communities and industries, and our shared history with Coventry and its

citizens is a core part of the growth and development of the Group. An example of this is the Centre for Trust, Peace, and Social Relations (CTPSR[2]). The legacy of Coventry as a city of peace and reconciliation began in 1940 following the extensive bombing of the city during the Second World War. CTPSR brings together expertise from across the social sciences and humanities to drive progressive change and strengthen human security and resilience. As a principal partner of the City of Culture Trust, Coventry University committed to delivering a successful year of culture for Coventry in 2021. For example, we held competitions throughout 2018 - 2022 offering seed funding for projects reflecting the range and breadth of local arts and creative industries. Subsequently, the University has been engaged in ongoing research about, and evaluation of, the UK City of Culture impact on Coventry.

Coventry University London
2020 saw the tenth anniversary of Coventry University London (our first entity within the CUG) with our first cohort of 250 students having begun their studies in October 2010. Coventry University London has evolved to three departments offering a comprehensive portfolio of business-related courses, welcoming 4,000 students from all over the world studying in central London. Coventry University London develops learning programmes which respond to the distinctive needs of employers in the City of London, and offers tailored undergraduate and postgraduate programmes in accounting, finance, economics, business management and strategy, marketing, and fashion. Facilities include a fashion studio, a number of IT facilities and a dedicated postgraduate centre and financial suite (Cutlers Exchange[3]). The suite has a range of industry tools to help students track performance, identify investment ideas, understand industry dynamics, and perform risk assessments, including computer labs equipped with trading software, Bloomberg trading floor terminals to conduct simulation projects, and our Standard & Poor's Market Intelligence Suite, which features software used by Wall Street traders. Coventry University London's MBA Employer Internship Programme provides business partners with a student dedicated to undertaking a significant workplace project. In return, this offers the student an opportunity to acquire critical business experience and to enhance and develop their professional skills, ensuring they build a competitive advantage in the employment market.

CU Group
The CU Group is also an entity within the larger Coventry University Group, with sites in Coventry, Scarborough, Dagenham, and Greenwich and oversight of the campus in Wroclaw, Poland. The CU Group works collaboratively with local partners to develop place-based approaches that strive to address future workforce challenges, whilst providing equality of opportunity through the provision of accessible and flexible life-shaped learning. The CU Group model offers multi-start, step-on step-off, vocation-focused undergraduate courses, lower tuition fees, flexible learning options and no end-of-year examinations. These allow for increased flexibility of learning for mature and part-time students. Students in the CU Group study one module at a time (with an option for accelerated degree programmes). The CU model provides a broad portfolio of qualifications, beginning with Access to Higher Education Diploma courses, and HNC and HND level, foundation year and full honours degree courses[4]. The majority of the courses have professional body awards embedded within the programmes, enabling students to gain an academic and professional qualification which improves their levels of employability.

CU Coventry
The CU Group journey began in 2012 and was a direct response to the impact of student funding changes on mature, part-time students and to serve those most underrepresented groups in HE. In contrast to the decreasing trends[5] across the sector, CU Coventry has experienced an increase in

its "other undergraduate" and "part-time numbers" in these cohorts. In March 2019, CU Coventry opened a £33m building close to the city centre to provide students with an accessible and modern learning environment. Alongside smaller class sizes, CU Group offers timetabled support outside module teaching hours. CU Coventry provided the template for the learning model which has been expanded to other campuses in the CU Group, although the provision at each location in the group has been tailored to the local community to best meet their needs.

CU Scarborough

CU Scarborough was launched in 2015 following the development of a strong working partnership with Scarborough Borough Council and North Yorkshire County Council. The borough has an ageing population and has suffered in recent years from the outward migration of young people from the area[6]. The creation of CU Scarborough was driven by a report released by HEFCE[7] in 2014, naming the Yorkshire coast as a 'cold spot' for Higher Education. Our Scarborough location opened in September 2016. Purpose-built for our students, it is located on a sport and education site, which also features the Scarborough Sports Village and Flamingo Land Football Stadium – home of Scarborough Athletic Football Club. The portfolio of courses at CU Scarborough is increasing year on year, with a strong offering of access to HE courses in Health and Human Sciences, Nursing, Social and Sport Sciences. CU Scarborough is well known regionally for its degree course portfolio including Adult Nursing and Professional Policing.

CU London

CU London was launched in September 2017 in the London Borough of Barking and Dagenham, set up in the newly refurbished Civic Centre in Dagenham. Barking and Dagenham has been designated as a national priority for urban regeneration[8]. The borough has also historically underperformed in comparison to other London boroughs on several key indicators such as education and health outcomes[9]. CU London is supporting efforts by the local authority to address some of the challenges it faces, specifically increasing the number of teachers trained locally, tackling issues with crime and policing, and supporting the development of the local creative arts industry. CU London is also the lead higher education provider for one of only 12 government funded Institutes of Technology across the UK, with CU London specialising in digital and construction, and featuring a new, sector-leading cyber security super-lab that opened in January 2020. Our second CU London campus, on the Greenwich Peninsula, opened in 2020. CU London in Greenwich is open to students studying a selection of undergraduate courses including Business Management & Leadership, Law & Practice, Oil, Gas & Energy Management, and Tourism & Hospitality. The Greenwich Campus also offers programmes delivered only at weekends to cater for students in full-time employment. This campus was initially opened in response to the closure of another provider, Greenwich School of Management (GSM) to support the students affected, but our Greenwich campus is now a permanent campus with a broadening portfolio. A case study of how GSM students were supported can be found in Section 3.

National Institute of Teaching and Education

CUG has established the National Institute of Teaching and Education (NITE)[10.], becoming the first University to be granted ITT for 10 years. NITE aims to be the go-to institution for aspiring and current teachers and school/college leaders for training and professional development. The Institute's distinct feature is the flexibility of its programmes, which provide access for teachers nationwide to sector-leading training. All the NITE's courses are Apprenticeship-approved, meaning current teachers or leaders can exercise their school's Apprenticeship levy to finance their course, costing nothing to them or their schools. NITE achieved a "Good" Ofsted outcome and has recently been re-accredited by the Department for Education and been granted International QTS status.

Coventry University Online

Coventry University Group is one of a minority of providers in the UK that offers the complete student journey for a range of courses online, with high quality materials hosted on the industry-leading platform FutureLearn[11] through our subsidiary Coventry University Online. This partnership was launched in June 2017.[12] Our online degrees developed with FutureLearn leveraged the principles of Massive Open Online Courses (MOOC) but used the depth and detail of traditional degrees to stack short courses into modules, which then form the full degree, making it a user-friendly experience for online learners. MoocLab's World University Rankings by MOOC Performance 2021 named Coventry University Online as number 1[13] for its MOOCs. During the TEF assessment period, from March 2020 onwards, Coventry University Online saw a marked change in delivery of learning and teaching. Circa 100 academics, previously on-campus academics, were put through an intensive skills programme to allow delivery of their modules through FutureLearn. This preparation meant that Coventry University Online gave on-campus students studying equivalent programmes (including MBAs and Global Healthcare Management) access to fully online modules so that they were able to begin their May semester remotely, despite the global COVID-19 pandemic, thereby providing continuity for those students during this TEF period. Previously, Coventry University Online had never had cohorts of online and campus-based learners in the same online ecosystem but, through significant staff effort, 21 online degrees were targeted at campus-based students and 1,600 campus-based students studied online alongside their online degree peers. To ensure progression rates between on-campus and online students are matched, the Coventry University Online team replicated discussion and tutorial groups online so that fully online students received equity in experience with their campus-based peers. At the same time as the beginning of the COVID-19 pandemic, we were investing £2.5 million in Learning Designer roles to support academics to develop their online education skills for the benefit of all students. The response to the pandemic accelerated a planned strategic move towards this model of hybridised provision for Coventry University Online.

Coventry University Group Apprenticeships

CUG started offering apprenticeship programmes in 2017. In 2022, the portfolio of programmes has grown to offer over 40 apprenticeship standards[14], with nearly 3,000 learners from over 1,000 employer-clients across England. The broad range of apprenticeship programmes support the development of vital skills, including training in occupations such as Nursing, Physiotherapy, Occupational Therapy, Social Work, Civil Engineering, Mechanical Engineering and Teaching. CUG has a long-standing commitment to work closely with employers and is constantly developing relationships with partners in industry. For example, Coventry University Group delivered six new higher and tailored degree apprenticeship graduate cohorts in 2022[15] for automotive group Aston Martin. [16]. We are currently training two more cohorts of Aston Martin apprentices. [17]

3. Demographic profile of Coventry University Group Students

To understand Coventry University Group (CUG) and our distinctive approach to education provision, it is necessary to understand the students that we serve. As this section shows, we have a highly diverse student community. In the 2021/22 academic year CUG had 38,119 students. Of these, 24,155 were undergraduate full-time, 3,099 were undergraduate part-time and 10,880 were postgraduate students.

Figure 2: Split of student cohort across the Coventry University Group

CUG Entities	UG FT 21/22	UG PT 21/22	PGT 21/22
Coventry University	19,188	2,481	8,518
Coventry University London	1,603	36	1,876

CU Coventry	1,935	321	n/a
CU London (Dagenham and Greenwich)	807	180	n/a
CU Scarborough	597	70	n/a
CU Online	n/a		492
Other	25		

The following data is taken from the 2020/21 Access and Participation Plan to highlight the diverse student body across the CUG[18]. This section is intended to provide the panel with an overview of the composition of CUG's student body in comparison with the wider HE sector. The demography of our student body is carefully monitored internally to ensure that all interventions and strategic decisions work for all sections of the student community. In terms of CUG demography versus the English HE sector in 2020/21: 57% of new students in 2020/21 at CUG identified as BAME, compared to only 33% across the sector. This diversity is mirrored at the individual campuses across our group:
- 76% of new students in 2020/21 at CU London identified as BAME
- 69% of new students in 2020/21 at Coventry University London identified as BAME
- 60% of new students in 2020/21 at CU Coventry identified as BAME.

In CU Scarborough, 93% of students are white students, reflecting the local demographic that the campus serves (only 2.5% of the population is from BAME backgrounds in Scarborough[19], compared with an average of 15% in England). Overall, CUG attracts a slightly lower proportion of mature undergraduate students (21 years and over) than in comparison to the sector (25% at CUG compared to 31% across the sector). However, within CUG, there are campus locations that have particularly high levels of mature students (UG populations), and these are: 67% at CU London, 51% at CU Scarborough, and 47% at Coventry University London.

13% of CUG undergraduate new entrants have a known disability, compared to 17% across the sector. This proportion rises to 32% at CU Scarborough, which is much greater than the sector average. It is not known whether this corresponds to a local demographic reason, or whether the campus' focus on health and social care provision plays a part in greater awareness of declaration of disability. CUG attracts a high number of students from some of the most deprived areas of the UK (IMD Q1), with 32% students in 2020/21 compared to only 22% across the sector. This increases across CU Scarborough (39%) and CU Coventry (33%). A higher proportion of students come to CUG from areas least likely to participate in higher education. In 2020/21 only 19% of CUG students were from POLAR4 quintile 5 (those areas most likely to participate in HE), compared to 30% across all English HE providers. Only 9% of students at CU Scarborough and 15% of CU Coventry students were from POLAR4 quintile 5. Those students from areas least likely to participate in HE (POLAR4 quintile 1) represented 13% of Coventry University students compared to 12% across the sector. CU Scarborough has a very high proportion of students from those areas least likely to participate in HE, with 26% of students from POLAR4 quintile 1.

Using the TUNDRA measure, we can see that the gap at CUG between the proportion of entrants from the highest areas of participation (full-time students) (TUNDRA Q5) and the lowest areas of participation (TUNDRA Q1) is 8.8%, across the TEF dataset. The data across the TEF period shows a narrowing of the gap, having fallen from 9.4% in 2017/18 to 5.7% in 2020/21. We continue to work towards reducing the gap between entrants from the most represented groups (TUNDRA

Q3, 4 and 5) and the least represented group (TUNDRA Q1). Across the TEF period, the ratio between these two groups for full-time students is 2.6 to 1, against a sector average of 2.4 to 1. CUG APP data demonstrates that our continuation rate in 2018/19 for the students from the lowest participation neighbourhoods was 93%, which was significantly higher than the sector average of 90%. CUG's continuation rate in 2019/20 was 88% for POLAR4 Q1 students and 90% for POLAR4 Q5 students.

Figure 1: CUG First Degree continuation versus sector for POLAR Q1 and Q5

		2016/2017	2017/2018	2018/2019	2019/2020
Coventry University Group	POLAR4 Q1	91.0	89.0	93.0	88.0
	POLAR4 Q5	94.0	93.6	91.9	90.0
Higher Education Sector	POLAR4 Q1	90.1	90.0	90.1	91.9
	POLAR4 Q5	94.3	94.2	94.3	95.1

There was a 2 percentage point gap in attainment at CUG in 2020/2021 between POLAR4 Q1 students and POLAR4 Q5 students. This is a much smaller gap than the English HE sector, which saw an 8.7 percentage point attainment gap between POLAR4 Q1 students and POLAR4 Q5 students in 2020/21. A positive difference between CUG and the sector has been maintained across the four-year period. Like the wider sector, CUG is working to close the attainment gap between different groups of students. In 2020/21 the percentage of students awarded a 1st or 2:1 degree from Coventry University Group was:
- 90.7% for White students (86.2% for the sector for the same period)
- 76% for Black students (68.7% for the sector for the same period)
- 87% for Asian students (80.0% for the sector for the same period)
- 87% for students who declared as mixed ethnicity (83.6% for the sector for the same period)

Both CUG and the wider sector have significant gaps between the proportion of White and Black students and White and Asian students awarded a 1st or 2:1 degree. In 2020/21, these gaps were: 14 percentage points between White and Black students at CUG compared to 17.5 percentage points for the sector, and 4 percentage points between White and Asian students at CUG compared to 6.2 percentage points for the sector. CUG has set a target to decrease the absolute awarding gap by 2024/25. To monitor performance and inform our understanding we introduced a value-added metric developed by Kingston University in 2020/21. The metric accounts for entry qualifications and subject studied to establish the probability of being awarded a 1st or 2:1 degree classification. If the probability score is 1, attainment is in line with expectation. The metric enables us to understand, and account for, variables that contribute to the awarding gap. There is a full evidencing of this approach in Section 4.

Impact of Covid-19 on the Coventry University Group Education Strategy
CUG's investment in digital learning platforms over the past decade allowed a greater level of resilience during the pandemic. Prior to 2020, CUG had invested over £23 million in digital infrastructure, enabling the impact of disruption caused by lockdown on students' continuity of learning to be minimised as far as it could be, as the infrastructure was already in place for many subjects and was quickly adapted for others. Key principles were adopted to ensure accessibility to learning for all students. These principles included, for example, that teaching should be largely

asynchronous, and long live-streamed lectures avoided, to ensure materials were accessible to all students regardless of the time zone in which they were located. Our leadership in this area was highlighted in the OfS's report into digital learning and teaching during the pandemic: "Gravity Assist[20]." We took action to maintain the integrity of awards including the continued requirement of the completion of all assessments as previously scheduled, regardless of lockdown.

3. Student Experience

As a Group we are absolutely committed to delivering the highest quality teaching and learning experience for students, and it is this commitment and lived student experience which is reflected in the outstanding core metrics for our provision. In this section we shall outline the qualitative evidence and strategic interventions behind both the Statistically Outstanding scores, and where we are bolstering our performance to ensure progression from Very High Quality to Statistically Outstanding. Below is an overview of CUG's overall score for each indicator for the Student Experience aspect:

Indicator	Mode	Score
Academic Support	Full-time	**Statistically Outstanding**
	Part-time	Outstanding
	Apprenticeship	**Statistically Outstanding**
Assessment and feedback	Full-time	**Statistically Outstanding**
	Part-time	Very High Quality
	Apprenticeship	**Statistically Outstanding**
Learning Resources	Full-time	**Statistically Outstanding**
	Part-time	Very High Quality
	Apprenticeship	**Statistically Outstanding**
Student Voice	Full-time	**Statistically Outstanding**
	Part-time	**Statistically Outstanding**
	Apprenticeship	**Statistically Outstanding**
Teaching on my course	Full-time	**Statistically Outstanding**
	Part-time	Outstanding
	Apprenticeship	**Statistically Outstanding**

At a split indicator level, Coventry University Group has 594 Student Experience split indicators:

- 128 have been suppressed, with 7 of these being close to 100%.
- There are 466 split indicators where we have an indicator value. The distribution of how these fall in relation to the benchmark are shown below:

Figure 5: CUG Performance Split Indicators for Student Experience

Indicator	Very high quality	Outstanding	Total split indicators	%Very High or Outstanding	% Outstanding
Academic Support	22	67	92	97%	73%
Assessment and feedback	34	53	95	92%	56%
Learning Resources	27	63	95	95%	66%
Student Voice	14	73	93	94%	78%
Teaching on my course	18	72	91	99%	79%
Student Experience overall	115	328	466	95%	70%

The panel should note that, for part-time students, there are gaps in the student experience data due to low student numbers in year 1 of the TEF exercise and a low response rate in year 3. The indicators below are measured as Outstanding for all the five Student Experience measures. The core demographic of the UG student population is measured as Outstanding for all the Student Experience measures:

- Overall – FT
- Taught by this provider – FT
- First degree – FT
- No disability reported – FT

- Under 21 years – FT
- Domicile UK – FT
- Female - FT

At the highest level, there are no indicators where Coventry University Group is materially below the benchmark for all students studying via a particular mode (full-time, part-time, apprenticeship). This section, therefore, focuses on split indicators, highlighting subject areas where Coventry University Group is materially above the benchmark, and, for the purposes of the submission, subject areas where we are materially below the benchmark with a population size of more than 500 (Allied health, Law, and Psychology).

SE1: Assessment and Feedback – evidence of outstanding performance
Full-time study measured for the Assessment and Feedback indicator is scored as Statistically Outstanding against the benchmark. Part-time and apprenticeship modes are scored respectively as Very High Quality and Outstanding. Over the period the overall experience score for Assessment and Feedback for all full-time undergraduate students increased from 1.4 percentage points above benchmark to 3.1 percentage points above the benchmark in the final year. For this measure, subjects that performed significantly well against the benchmark (10 percentage point or more vs. benchmark) are:

- History and archaeology - FT
- Languages and area studies - FT
- Geography, earth, and environmental studies - FT
- Business and management - Apprenticeship

- General, applied, and forensic sciences - FT
- Business and management - apprenticeship

Other scores by level:
- CUG is pleased to report that, over the entire TEF period, the score for Assessment and Feedback for all apprenticeship students is 76.0, which is 2.9 above the benchmark of 73.1. Our score for this indicator is considered as Statistically Outstanding. The population size for apprenticeships is 260 over the TEF period.
- Over the TEF period the score for Assessment and Feedback of all full-time undergraduate with postgraduate components students is 71.3 which is 5.8 above the benchmark of 65.5. Our score for this indicator is considered as Statistically Outstanding. The population size is 240.

SE2: Teaching on my Course – evidence of outstanding performance
All modes of study measured for the Teaching on my Course indicator are scored as either Outstanding or Statistically Outstanding against the benchmark. The CUG is pleased with the progress of the score of Teaching on my Course for apprenticeship students, which has increased from 5.6 against the benchmark in year 3 to 9.6 against the benchmark in year 4. This increase in

performance means that the overall experience score for Teaching on my Course for apprenticeship students is 86.5, which is 6.9 above the benchmark of 79.7. For this measure, subjects that performed significantly well against the benchmark (8 percentage points or more vs. benchmark) are:

- Nursing and midwifery – FT
- Engineering – PT

- Business and management – Apprenticeship
- Geography, earth, and environmental studies – FT

Other scores by level:
- CUG is pleased to report that, over the entire TEF period, the first-degree score for Teaching on my Course for all full-time first degree students is 84, which is 4.6 above the benchmark of 79.4. Our score for this indicator is considered as Statistically Outstanding. The population size is 18,900.
- Over the period, the score for Teaching on my Course of all apprenticeship students is 86.5, which is 6.8 above the benchmark of 79.7. Our score for this indicator is considered as Statistically Outstanding. The population size for this score is 260.

SE5: Academic Support – **evidence of Outstanding performance**
All modes of study measured for the Academic Support indicator are scored as either Outstanding or Statistically Outstanding against the benchmark. In particular, we are pleased with the progress of the score of Academic Support for part-time students, which has increased from -1.7 against the benchmark in year 2 to +5.3 against the benchmark in year 4. This increase in performance means that the overall experience score for Academic Support for all part-time undergraduate students is 83.3, which is 3.2 above the benchmark of 80.2. For this measure, subjects that performed significantly well against the benchmark (10 percentage points or more vs. benchmark) are:

- Languages and area studies - FT
- General, applied, and forensic sciences – FT
- History and archaeology – FT

- Engineering – PT and apprenticeship
- Geography, earth, and environmental studies – FT

Our apprenticeship cohort scores highest against their benchmark for Academic Support compared to CUG's other modes of study. Over the period the overall experience score for Academic Support for all apprenticeship undergraduate students is 82.0, which is 5.9 above the benchmark of 76.1. An example of qualitative evidence behind these scores can be found in *SE3 Case Study: Police Constable Police Apprenticeships at CU London.*

Other scores by level:
- Over the period, the undergraduate with postgraduate components score for Academic Support for all full-time students is 84.0, which is 6.4 above the benchmark of 77.6. Our score is considered as Statistically Outstanding. The population size is 240.

SE6: Learning Resources – **evidence of Outstanding performance**
Full-time and apprenticeship modes of study measured against the Learning Resources indicator are scored as Statistically Outstanding against the benchmark. Part-time study is scored as Very High Quality against the benchmark. For this measure, subjects that performed significantly well against the benchmark (8 percentage points or more vs. benchmark) are:

- Performing arts – FT
- Engineering – apprenticeship

- Languages and area studies – FT

- Media, journalism, and
  communications – FT

Other scores by level:
- Over the period, the overall experience score for Learning Resources for all part-time undergraduate students is 83.9, which is 0.2 above the benchmark of 83.7, which is considered an indicator of Very High Quality – this score has progressed from 1.0 (which has increased against the benchmark in year 2) to 5.1 against the benchmark in year 4.
- Over the period, the overall experience score for Learning Resources for all apprenticeship undergraduate students is 81.0, which is 4.5 above the benchmark of 76.5. Our score for this indicator is considered as Statistically Outstanding. The population size is 260.

SE7: Student Voice – **evidence of outstanding performance**
All modes of study measured for the Student Voice indicator are scored as Statistically Outstanding against the benchmark. In particular, we are pleased with the progress of the score of Student Voice for part-time students, which has increased from 9.6 against the benchmark in year 2 to 14.8 against the benchmark in year 4. This increase in performance means that the overall experience score for Student Voice of all part-time undergraduate students is 77.2, which is 13.0 above the benchmark of 64.2. For this measure, subjects that performed significantly well against the benchmark (10 percentage point or more vs. benchmark) are:

- History and archaeology – FT
- Business and management – PT
- Engineering – PT
- Politics – PT
- Performing arts – FT
- Nursing and midwifery - Apprenticeship
- General, applied, and forensic sciences – FT

Other scores by level:
- Over the period, the first-degree score for Student Voice for all full-time first-degree students is 75.4 which is 4.5 above the benchmark of 70.9. Our score for this indicator is considered as Statistically Outstanding. The population size is 18,860.
- Over the period, the first-degree score for Student Voice for all part-time first-degree students is 71.8, which is 9.7 above the benchmark of 62.1. Our score for this indicator is considered as Statistically Outstanding. The population size is 120.

Additional areas of interest:
The opinion of Law students on Assessment and Feedback varies by location, with those studying with CU Group scoring well in NSS 2022 (70.1% at CU Coventry, 74.3% at CU London and 88.5% at CU Scarborough), but those at the Faculty of Business and Law at Coventry University scoring poorly (48.8% in 2022). For context, during the TEF period, the Law subject group for full-time students was scored as being statistically Very High Quality against benchmark for Learning Resources, Teaching on my Course and Student Voice. Academic Support for the Law subject group for full-time students has scored 72.7, which is 2.2 above the benchmark of 70.5. The population size is 910 and is considered as Very High Quality overall.

CUG is 2.5 below the benchmark of 79.6 for Teaching on my Course for Psychology students, however, improvement has been seen in 2022 with 81.8% agreement in the 2022 NSS survey. To give a broader indication of performance in the Psychology subject grouping during the TEF period, Academic Support, Student Voice, and Learning Resources for full-time students was scored as Very High Quality. Student Voice for full-time students was scored as statistically Very High Quality. Additionally, there have been some issues identified on certain allied health courses,

which are subject to ongoing monitoring and internal improvement processes. How CUG approaches student experience improvements is detailed in Section 3 in this document. Consistent application and study of NSS analytics have allowed enhanced monitoring of student feedback in these areas in allied health. Counselling (Integrative Theory and Practice) (CU Scarborough) data for 2021 showed that, although 83.3% agreed that they had the right opportunities to provide feedback, the students reported that they did not feel that their views were valued (58.3%) or acted on (41.7%). In response to student feedback, this course has since been replaced. Those studying Occupational Therapy and Physiotherapy scored well for Student Voice (77.4% and 96.7% respectively). Those studying Nutrition and Health have seen improved agreement with Student Voice questions, increasing from 66.7% to 93.9%. Overall, in allied health subjects over the TEF period, the Learning Resources score for allied health (full-time students) is 85.5, which is 3.0 above the benchmark of 82.5. The population size is 1,420 and this score is considered Statistically Outstanding. Teaching on my Course and Academic Support are overall scored as Very High Quality for all full-time undergraduate students, for the whole TEF period. Assessment and Feedback for full-time students was scored as statistically Very High Quality during the same period.

Other areas of high performance by split indicator: IMD
- Academic Support for part-time and apprenticeship students from IMD Quintiles 1 and 2 (most deprived) was scored as Outstanding alongside Statistically Outstanding for full-time students for the entire TEF period.
- Assessment and Feedback for full-time and apprenticeship students from IMD Quintiles 1 and 2 (most deprived) was scored as Very High Quality for the entire TEF period.
- Learning Resources for student IMD Quintiles 1 and 2, was scored as Statistically Outstanding against benchmark for apprenticeship students, and Statistically Outstanding for full-time students. IMD Quintiles 1 and 2 for part-time students was scored as Very High Quality, with a +1.5 score against benchmark.
- Student Voice for the entire TEF period for part-time students from IMD Quintiles 1 or 2 (most deprived) was measured to be +11.6 against benchmark. For full-time students from IMD Quintiles 1 and 2, Student Voice was scored as +3.2 against benchmark, and apprenticeship students from IMD Quintiles 1 and 2 was scored as +3.7 against benchmark.
- Teaching on my Course for full-time and apprenticeship students from IMD Quintiles 1 and 2 (most deprived) was scored as Statistically Outstanding for the entire TEF period. Part-time students from IMD Quintiles 1 and 2 was scored as Very High Quality with a +1.2 score against benchmark.

Other areas of high performance by split indicator: Disability
- Academic Support for full-time with a declared disability was scored as Outstanding for the entire TEF period. Academic Support for apprenticeship students with a declared disability was scored as Very High Quality.
- Assessment and Feedback for full-time students with a declared disability was scored as Outstanding for the entire TEF period, with a +3.1 difference measured against the benchmark. For apprenticeship students with a declared disability, Assessment and Feedback was scored as Outstanding with a +5.6 difference measured against the benchmark.
- Learning Resources for full-time students with a declared disability was scored as Very High Quality for the entire TEF period, with a +2.6 difference measured against the benchmark.

- Teaching on my Course for apprenticeship students with a declared disability was scored as Statistically Outstanding for the entire TEF period, with an +11.0 difference measured against the benchmark.

NSS 2022: Student Experience improvements

Although not included in the TEF dataset for this submission period, Coventry University Group's NSS results showed promising indications that student satisfaction was being maintained and improved in some areas. Coventry University Group's Overall Satisfaction score has risen 2.9 percentage points (pp) from 76.1 to 79, higher than the sector-wide increase of 0.9pp. Coventry University Group is ranked 42nd out of 138 Higher Education Institutions (HEIs) for Overall Satisfaction. This is up from a ranking of 53rd in 2021 and 71st in 2020. Several of our CUG campuses have scored strongly in the Overall Satisfaction question of the NSS, resulting in overall increases in scores compared with 2021 survey, despite the disruption caused by COVID-19 lockdowns during 2020 and 2021. Both Coventry University London and CU London scored above the upper quartile of the sector benchmark for Overall Satisfaction in 2022. For example, Coventry University London's Overall Satisfaction score has increased year on year from 77.7% in 2019 to 86.8% in 2022. CUG scores above the upper quartile of the sector benchmark for the following themes:

- Teaching on my Course (83.6%, increased from 81.6% in 2021)
- Learning Opportunities (83.6%, increased from 83.3% in 2021)
- Learning Resources (85.2%, increased from 78.9% in 2021)
- Learning Community (76.9%, increased from 74.5% in 2021)
- Student Voice (73.3%, increased from 72.9% in 2021)

In terms of performance against other providers, Coventry is ranked in the top 20 of all Higher Education Institutions (HEIs) for six themes in 2022: Teaching on my Course (19th), Learning Opportunities (10th), Learning Resources (15th), Learning Community (10th), Student Voice (14th) and Students Union (15th).

Section 3.3. Academic Experience and Assessment: Outstanding Quality Case Studies

This year, as part of our wider 2030 Group Strategy launch[21], we published the 2030 Education and Student Experience Strategy for the Coventry University Group. We believe the focus on excellence in education and student engagement has impacted positively on student performance and outcomes. We have a number of initiatives and strategies currently underway, which are detailed in this section, to show how these have contributed to the Outstanding Quality scoring in this TEF submission period.

SE1 Outstanding Quality Evidence: CUG Assessment Practices

Coventry University Group (CUG) uses assessments that are relevant and drive learning. CUG's students have the opportunity to experience authentic, inclusive, and varied assessment throughout their academic journey, enabling them to clearly demonstrate what they are learning. The CUG Student Outcomes and Assessment Policy[22] sets out the principles and mandated control standards in relation to risks to student outcomes. As part of the Course Quality Enhancement and Monitoring (CQEM) process, course teams review the assessment schedule on an annual basis, taking into account student feedback, and key data and metrics relating to assessment and feedback. This holistic approach to assessment also ensures that assessment loads are balanced across course delivery in order that both staff and students are not overburdened.

Details of all assessment tasks are available through our learning platform, Aula, and the electronic submission of assessments has long been mandated, except where assessment is through the production of a physical artefact or a live assessment task. Integration of Turnitin with Aula has enabled the use of Turnitin Feedback Studio capabilities to enhance the speed and quality of feedback. Standards for marking and feedback turnaround were first established in 2012. The maximum time periods for tutors to mark, grade and provide student feedback on submitted coursework are currently 3 weeks for level 4 and 5 students, and 2 weeks for final year undergraduate and post-graduate students. The capability for digital assessment at CUG is well established because of investment and development over many years. An example of the assessment capability is the response to the pandemic in March 2020. As the UK-wide lockdown was imposed in late March 2020, the University was due to hold a week of 21,000 face-to-face examinations within the following 19 days. The University was able to shift the delivery to a fully online time-constrained exam replacement with no delay to the delivery of the timetable. This reflected the high level of technical infrastructure and staff capability that had been developed over many years. Students were able to complete all assessments within original timescales, and the University was able to maintain the integrity of our awards by the continued requirement of the completion of all assessments, and attainment of all learning outcomes.

SE2 Outstanding Quality Evidence: Curriculum Transformation Project

The Curriculum Transformation Project[23] is a major Coventry University wide initiative reviewing and re-approving all undergraduate courses (with the exception of health courses in nursing, midwifery, and allied health) for launch in September 2023. The key aims of the project are the enhancement of the student experience with improved student retention, progression, and outcomes. This project represents a significant focus and investment for the University to ensure our courses are designed to enable all students to have the opportunity to realise their full potential and succeed in a rapidly changing global environment. Key elements of the project are:

- Positioning the level 4 undergraduate year as a supportive year to address the needs of our diverse student body. Increased teaching and learning contact hours at level 4 together with the introduction of course-wide learning hours will enable greater engagement with courses and the development of a sense of belonging.
- The rationalisation of assessment activities to ensure a sustainable course-wide approach to assessment with a reduction in the number of potential failure points at level 4.
- The introduction of common first (level 4) years for cognate sets of courses to enable students to progress to any courses sharing a first year. This enables an element of student choice, based on their level 4 experience, to follow the most appropriate course title from level 5 onwards.
- A CUG-wide Graduate Attributes Framework has been defined and have been embedded in all courses and mapped to each module.
- The Enhancing Futures initiative will provide students with a range of opportunities to develop and evidence the development of the under-pinning Graduate Attributes Framework through a new and extensive co-curriculum programme.

SE3 Outstanding Quality Evidence: 'Faculty on the Factory Floor'

In 2021, Coventry University's Institute for Advanced Manufacturing and Engineering (AME)[24] was featured as one of five case studies in the Gatsby Foundation report. which details 'The Opportunity for Learning Factories in the UK[25].' AME currently offers its students a real-life manufacturing environment in its 2000m^2 faculty building. Based in a factory in Coventry, the facilities are multi-purpose and used for teaching, research and by industrial collaborators to support skills development and training. The centre was established in 2014 with HEFCE funding,

and in partnership with Unipart Manufacturing Group. It is one of four industry-focused research centres that make up the Centre for Future Transport and Cities at Coventry University. AME is focused on creating a live student experience via an authentic manufacturing environment, where research and learning can be integrated into operations. To date, we have a very high graduate employment success rate, with many of our engineers holding senior positions within the automotive, aerospace, and clean energy sectors[26].

AME's second focus is on supporting UK manufacturers in commercialising the outstanding research we undertake in this country. It has a proven track record for this approach, delivering over £50m of Research and Development projects since its launch in 2014. This has resulted in the development of several improved engineering, manufacturing, and product technologies such as lighter exhausts for Aston Martin, new fuel tanks and exhaust systems for Jaguar Land Rover, high pressure fuel rails for Ford, new battery joining technologies for Hyperbat, and new digital manufacturing solutions for a number of partners. These have generated academic outputs and commercial benefits, created jobs, and introduced new manufacturing technologies to the marketplace.

SE3 Outstanding Quality Evidence: Police Constable Apprenticeships at CU London
CU London (CUL) works in partnership with City of London Police to offer training for their new officers. This is currently delivered in two ways: (1) the Police Constable Degree Apprenticeship (PCDA) which is taught by CUL (validated by Coventry University); (2) the Degree Holder Entry Programme (DHEP) which is taught by FBL (Faculty of Business and Law at Coventry University). This case study relates mainly to the PCDA provision. CU London is in the second year of this partnership with a cohort of students in each year of study. CUL co-delivers the first year of the PCDA with City of London Police Trainers and then we lead on the delivery for years 2 and 3. In 2021/22, 85% of students in CUL were 21 years or older (classed as mature students) and the whole CUL operation and student support approach is targeted towards a mature student profile.

CU London (CUL) had an existing degree in Professional Policing prior to submitting an application for this apprenticeship tender. Although we had existing staff in place to support the management and delivery of this programme, as City of London Police have a specific focus on Fraud, Terrorism and Cyber Crime we identified gaps in our staff profiles and enhanced our staffing profile to support these core areas. We now work collaboratively with City of London Police Training, CUL Policing tutors and other CUL academics (e.g., Law and Practice, Cyber Security, etc.) to offer more diversity in provision to meet these core needs.

We have adopted a co-delivery model for the PCDA programme where the first year is collaboratively planned, taught, and assessed by CUL and City of London Police staff. This is unlike many other PCDA programmes where the HEI takes full control of delivery. CUL and City of London Police staff share an office at Greenwich and work together in person every day. This very close working arrangement has greatly enhanced the collaborative nature of this apprenticeship programme and offers a unique opportunity for a one-team approach between HEI and employer. Schemes of work and lesson planning have been co-created and developed in a collegiate manner to ensure core topics progress logically, feed into assessment appropriately, and lessons are sequenced to allow various experts from City of London Police and CUL academic teams to offer complementary input. Ownership of summative assessment has been retained by CUL, but aspects of assessment have been developed in collaboration with City of London Police, e.g., relevance of scenario-based tasks, research project themes relevant to City of London Police, and participation in practical and role-play assessments to offer formative feedback to students. Student support, student reviews and enrichment activities are also planned and offered collaboratively with City of London Police.

SE4 Outstanding Quality Evidence: CUG approach to Academic Development

The professional development of academic staff in teaching, learning and assessment is a key priority of CUG. Opportunities for the professional development of staff in teaching, learning and assessment are led and co-ordinated through the Academic Enhancement and Professional Development (AEPD) team in the Office for Teaching and Learning. A wide range of opportunities are offered which include: Advance HE-accredited postgraduate teaching qualifications, professional recognition scheme for staff to achieve at the four levels of the UK Professional Standards Framework (UKPSF), a management-lead teaching observation scheme complemented by a Peer Observation Scheme, and an extensive range of professional development workshops aligned to the education strategy.

All staff with teaching responsibilities have a contractual requirement to undertake and pass the appropriate Advance HE-accredited postgraduate teaching qualification within two years of joining the institution (unless they already hold one). For staff with a substantive role in teaching and learning this is the Postgraduate Certificate in Academic Practice in Higher Education, accredited at D2 of the UKSPF. The Introduction to Teaching and Learning in HE accredited at D1 is provided for other staff with some teaching responsibilities such as librarians and technicians, research staff and research students. The Advance HE-accredited Coventry University Group Professional Recognition Scheme provides a progression framework in teaching and learning for all staff. This evidence-based scheme was first introduced in 2013 and accredited at all four categories of Fellowship. The scheme continues to provide a valued and important development route for staff. For example, most course directors can achieve recognition as Senior Fellows. Between 1st August 2020 and 31st July 2022, a total of 72 staff were awarded Senior Fellowships against a sector average of 25, and 28 for the benchmark group of institutions (Advance HE report, August 2022).

The number of teaching staff with a recognised teaching qualification has increased from 71.7% in 2015/16 to 84% in 2020/21(CUG Corporate Plan Metrics). The number of staff achieving a level of Fellowship under the UKPSF continues to exceed both sector and benchmark group, with an average of 70.9% of staff with a Fellowship in 2021/22 compared with 46.1% sector average and 61.6% of University Alliance Members (Advance HE report, August 2022). The figures demonstrate the Group's commitment to investing in the development of academic staff and enhancing teaching and learning. CUG has been engaged with Advance HE's External Examiner Training Programme since November 2017, which members of the Group's Academic Development Team are certificated to deliver. In total, 95 members of Coventry staff have completed the Advance HE External Examiner Programme as of November 2022.

SE4 Outstanding Quality Evidence: Coventry University Group Technicians

In addition to the focus on Academic Staff Development in SE3, the Technicians play a pivotal role in delivering an outstanding student experience and enhancing student outcomes in a diverse range of disciplines from the arts and humanities to the sciences and engineering and support for the ed-tech ecosystem. The technical community is highly valued, and CUG is a proud signatory of the Technician Commitment.[27] The Technician Commitment is an initiative sponsored by the Gatsby Foundation and aims to ensure visibility, recognition, career development and sustainability for all technicians working in higher education, whether directly involved in supporting students or working within research areas. CUG acknowledges the immense importance of technical roles and the impact of this on the student experience and become a signatory of the Commitment in 2018. We have recently published our Stage 2 Self-Assessment and 3-year Action Plan - which builds on our original approved Action Plan started in 2019 - developed in conjunction with our Technical Community,[28] and setting out aims with indicative timeframes. Engagement and involvement from the technical community is vital to the success of the Plan, and CUG has a

Technician Commitment working group featuring technical champions from each area. A skills audit, conducted in 2022 in conjunction with the National Technician Development Centre, showed that our technicians use their skills in 35 different areas in support of outstanding teaching and learning. The audit also highlighted the pastoral role the technicians play in supporting students. We are pleased that we have been able to provide access to the technical profession in the biosciences via an apprenticeship programme. We have   school leavers working as apprentices whilst studying for a level 5 qualification, which ensures sustainability for the profession.

SE5: Outstanding Quality Evidence: Enhanced Support and Action Planning (ESAP)
A consistent, data-driven approach to enhancing the student experience is a trademark of CUG's educational provision. Course teams utilise several dashboards, which provide the most up-to-date data from internal and external surveys and assessment boards outputs, to inform and develop course action plans. Specific large-scale cross-Group projects were implemented to address falls in satisfaction as measured by the NSS in 2019. An example of an initiative that has been mainstreamed following the completion of these projects is the Enhanced Support and Action Planning (ESAP) process. In conjunction with faculty/entity management, courses are identified by senior management - on the basis of performance data - to undergo extra support and intervention from a specially constituted team, which includes senior expert teaching colleagues from elsewhere in CUG. Regular team meetings, financial resource to support specific cohort needs, and appropriate challenge and coaching, has supported the ESAP courses to significantly outperform the rest of the CUG in terms of increasing overall satisfaction as measured by the NSS. Your SU has been involved in ESAP meetings, with Your SU providing additional opportunities for students to give feedback outside of standard student voice meetings

SE5: Outstanding Quality Evidence: CU London and GSM
Our Greenwich campus was created to support those students affected by the closure of the Greenwich School of Management (GSM) in 2019. GSM was educating 3,571 students but was placed into administration on 30th July 2019[29]. CUG took on the challenge in supporting former GSM students and ensuring as smooth a transition as possible between their studies ending at GSM London and transferring to one of our London campuses. This approach showcases the values and ethos of the Coventry University Group in ensuring that as many people have access to higher education as possible, and that they can learn in a flexible way that suits their needs. GSM students were offered the opportunity to study at different locations within the CUG in London (including Coventry University London, and CU London's Dagenham campus) as well as initially staying in the GSM buildings in which they had been previously taught. The locations were offered based on the course matching process between the GSM and Coventry University Group portfolio. CU London was a good match for GSM students given that: it is situated in East London; its reputation in the local area for being an anchor institution; similar student demographics (average age 31 at CU London and 34 at GSM London); and its flexible enrolment dates. Academic support was crucial, and checks were carried out to ensure that students had achieved the required number of credits, were being placed on the right module and course level and met required entry expectations. Courses and support infrastructure were also mapped across from GSM to aid the transition process.

Supporting former GSM students created a need for CU London to increase its teaching and support staff capacity. Over the summer of 2019, relevant GSM academic and support staff were invited to go through the Coventry University Group recruitment process. This provided continuity for students as some were able to retain their teaching staff from their previous provider. CU Group's model of study – one module at a time - was different to GSM students' previous experience, and more formal in terms of attendance than GSM students were used too. Students

often needed extra support with digital literacy, which was mobilised from the CUG Library and Academic Writing teams, who provided workshops and guidance. Additional staff with expertise in academic study skills were recruited to support GSM students. From August 2020 until March 2021 there was a significant "re-engagement" project conducted between course teams and Registry to ensure that students continued on their courses and were able to complete their student journeys. CU London offered a bespoke "return to learn study programme" ensuring learning remained accessible. Fee waivers for outstanding modules were also used as part of this re-engagement project to ensure GSM students could complete their courses.

SE6: Outstanding Quality Evidence: Aula and the development of an Ed-Tech Ecosystem
The CUG leads the sector in pioneering flexible modes of provision and engaging with, and leveraging, the benefits of innovative ed-tech start-up companies. This leadership is demonstrated through our partnerships with digital platforms such as Aula and FutureLearn. These partnerships have created vibrant digital learning environments which, combined with our investment in cutting-edge simulation technologies, have allowed CUG to respond effectively to the challenges faced during the COVID-19 pandemic, as discussed above. The Aula platform focuses on lowering barriers to communication between staff and students and seeks to deliver a substantial increase in student engagement. The platform is based on a mobile-first philosophy, which allows ease of access for student users already familiar with apps and smartphone technology. During pilot phases we saw daily engagement with learning content move from 20% of all students to more than 60%. This gave us confidence to understand that the learning taking place between students was additional to traditional tutor-to-student learning. The mobile-first approach has seen greater engagement of students from all demographic groups. CUG was the first major UK University to adopt this new social learning system with student peer learning and engagement at the heart of the platform. Aula has not changed the content of modules, but it has altered how learning is designed and structured, the way a student engages with the knowledge, and how they learn. Our pedagogy is underpinned by an approach that is Active, Applied, Social and Inclusive, and Aula has been key to the development and delivery of this pedagogy. CUG staff have worked hard to gain a keen awareness of the digital platform and have worked closely with learning designers to transform their existing curriculum.

SE6: Outstanding Quality Evidence: Physical and Virtual Learning Resources
Simulated learning environments are at the heart of our practical subjects. The awarding-winning Alison Gingell building[30] has been designed to replicate the 'patient journey' and is filled with interactive and flexible spaces, including simulated hospital wards and purpose-built community houses. The building also houses the Lab+, an industry-grade education-based laboratory equipped with microscopy, haematology, and forensic testing equipment. This enables up to 250 students at one time to gain work-based practical experience in the biosciences.

SE7: Outstanding Quality Evidence: Course Quality Enhancement & Monitoring [CQEM]
The Course Quality Enhancement & Monitoring [CQEM] process is an essential mechanism underpinning the development of a course-focused approach for the student experience at CUG. CQEM is an on-going process of review and development, which features two formal course team meetings to review course performance and action plan with student representatives in each annual cycle. The CQEM annual cycle is data led, with an education dashboard underpinning the process with student analytics. The CQEM reports provide an opportunity for course teams to explain succinctly positive trends, as well as provide the background to course action plans. The reports are also data-led and complemented by qualitative student feedback and course-team analysis. The key objectives of the CQEM process include monitoring academic standards against the QAA benchmarks, appraising the extent of student achievement against course learning outcomes, reviewing the student experience and quality of educational support to students,

ensuring alignment to the Educational Strategy and Corporate Strategy 2030, identifying good practice by course teams, and highlighting areas for change.

Section 4: Student Outcomes

The demographic profile of our diverse student population was described in section 1. Ensuring our students have the opportunity to fulfil their potential is central to our mission of Creating Better Futures and the design and provision of student support, the underpinning pedagogy defining our approaches to teaching and learning and the alignment with our physical and online learning environments.

Student outcomes in subject and disciplinary knowledge of our provision is assured through a long-established outcomes-based approach to curriculum design and underpinned by a robust regulatory and quality assurance framework. However, it is the development of skills and attributes beyond the subject and disciplinary knowledge that is key for the diversity of our learners. Learning Gain or 'distanced travelled' of students, as acknowledged in research, can be defined, and measured in a variety of ways whether it be skills, work-readiness and employment, personal development, or other measures. Maximising this 'distance travelled' or learning gain is central to achieving the Group mission for our students.

This section contains case studies which evidence the outstanding quality features behind the student outcomes aspects and show how Coventry University Group is committed to investing in innovative approaches to improve the outcomes of all students. The case studies cannot be considered in isolation of the student experience case studies (SE1-7), which are also central to enhancing student outcomes. Below is an overview of CUG's overall score for each indicator for the Student Outcomes aspect:

Indicator	Mode	Score
Continuation	Full-time	Statistically Very High Quality
	Part-time	Statistically Very High Quality
	Apprenticeship	Outstanding
Completion	Full-time	Statistically Very High Quality
	Part-time	Very High Quality
	Apprenticeship	Statistically Outstanding
Progression	Full-time	Statistically Very High Quality
	Part-time	Statistically Outstanding
	Apprenticeship	Data Supressed

There are 393 student outcome split indicators for the Coventry University Group:

- 25% of indicators show Outstanding levels.
- 41% of indicators show Very High Quality levels.

- 16% of indicators show Not Very High Quality levels.
- 18% of indicators have been supressed.

For the CUG, there are five subjects that have all TEF indicators (experience and outcomes) measured at Very High Quality or Outstanding across all modes of study. These are:

- Business and management (CAH17-01)
- Geography, earth, and environmental studies (CAH26-01)

- Media, journalism, and communications (CAH24-01)
- Architecture, building and planning (CAH13-01)
- Creative arts and design (CAH25-01)

In general, for this group of five subjects, progression metrics have performed particularly well with indicators significantly above the benchmark and improvements being made year-on-year. However, for this group, we recognise that continuation for full-time students is an area of concern where indicators are declining to Not Very High Quality levels. Completion for full-time students is also slowly declining but is remaining in the Very High Quality levels. Further analysis into the subjects and the indicators is explored below. The following bullet points have been provided by the Strategic Planning and Analysis Office at Coventry University and may not be visible to the panel, as they have been constructed from the individualised data provided by the OfS[31]:

Business and management (CAH17-01)
- Of the 9 student outcomes indicator values for the Business and Management subject, 6 meet or exceed the benchmark, 2 do not meet the benchmark and 1 is supressed.
- Continuation for full-time students remained within the Very High Quality levels for the first three years of the period but has dropped significantly in the final year 2019 to -4.8 percentage points below benchmark and would be measured as Not Very High Quality.
- Completion for apprenticeship students has exceeded the benchmark across the period with an indicator value +5.4 percentage points above benchmark in the final year 2016.
- Completion for full-time students has consistently stayed within the Very High Quality levels. The final year 2016 achieved a value of -0.5 percentage points vs. the benchmark.
- Progression for full-time students has improved over the period. It is still -1.8 percentage points vs. the benchmark; however, this would be measured at Very High Quality.
- Progression for part-time students is a small population (30 students), however this indicator has consistently exceeded the benchmark across the period with significance.

Geography, earth, and environmental studies (CAH26-01)
- Of the 4 student outcomes indicator values for the Geography, Earth, and Environmental Studies subject, 2 of them meet or exceed the benchmark, 1 does not meet the benchmark and 1 is supressed. Continuation for full-time students has declined significantly across the period where it has fallen to Not Very High Quality levels in 2018 (Year 3) and 2019 (Year 4).
- Completion for full-time students improved in 2014 (Year 2) but has declined since then to -0.6 percentage points below benchmark, which is still considered Very High Quality. Progression for full-time students has significantly improved in the final year 2019 with a value +9.3 percentage points above benchmark.

Media, journalism, and communications (CAH24-01)
- The 3 student outcomes indicator values for the Media, Journalism and Communications subject all exceed the benchmark. Continuation for full-time students has exceeded the benchmark over the period. It was at outstanding levels in 2016 (Year 1) and 2017 (Year 2), however it has declined since then but is still measured at Very High Quality levels in 2018 (Year 3) and 2019 (Year 4).
- Completion for full-time students has stayed relatively stable across the period with a value of 91.4% in the final year 2016 (Year 4), which is 2.2 percentage points above benchmark.
- Progression for full-time students has improved year-on-year and improved significantly in the final year 2019 (Year 3) to 75.8%, which is +10.1 percentage points above benchmark.

Architecture, building and planning (CAH13-01)
- Of the 7 student outcomes indicator values for the Architecture, building and planning subject, 4 of them meet or exceed the benchmark, 2 do not meet the benchmark and 1 is

supressed. Continuation for full-time students has exceeded the benchmark for the first 3 years of the period but has dropped to -3.1 percentage points below benchmark in the final year 2019 dropping it to Not Very High Quality levels.

- Continuation for apprenticeship students only has data for the last three years of the period (2017-2019), where the value dropped significantly in 2018 but improved again to +2 percentage points against benchmark in 2019.
- Continuation for part-time students has fluctuated over the period, where it was at an Outstanding level in 2017 (Year 3) but has significantly declined in 2018 (Year 4) to -10.1 percentage points below benchmark.
- Completion for full-time students has exceeded the benchmark across the period, where it performed particularly well for the first three years. The final year 2016 (Year 4) still achieved a value of 88.3 percentage points, which is +2.3 percentage points above benchmark.
- Completion for part-time students has a small denominator. However, it has been improving year-on-year, with the final year 2014 (Year 4) achieving a 100% indicator value.
- Progression for full-time students has exceeded the benchmark across the period. The final year 2019 (Year 3) has an indicator value of 82%, which is +0.3 percentage points above benchmark.

Creative arts and design (CAH25-01)
- Of the 3 student outcomes indicator values for the Creative arts and design subject, 2 of them meet or exceed the benchmark and 1 does not meet the benchmark.
- Continuation for full-time students has fluctuated over the period where it stayed within Very High Quality levels for the first three years. However, the indicator declined in the final year 2019 to -3.1 percentage points below the benchmark.
- Completion for full-time students performed particularly well in 2014 (Year 2) with an indicator value of 94.3%, which is +5.2 percentage points above benchmark. However, it has since been declining with an indicator value of 88.7% (-0.4 percentage points below benchmark) in the final year 2016 (Year 4), which is still considered Very High Quality.
- Progression for full-time students has exceeded the benchmark across the period and reached the highest indicator value of 72.4% in the final year 2019 (Year 3), which was +5.9 percentage points above benchmark.

Other areas of high performance by split indicator: Sex
- Continuation for part-time female undergraduate students over the entire TEF period is scored as Statistically Outstanding, with a +13.5 difference from benchmark.
- Continuation for female apprenticeship students over the entire TEF period is scored as Statistically Outstanding, with a +5.4 difference against benchmark. Continuation for apprenticeship male undergraduate students for the same period is scored as Statistically Very High Quality with a +0.9 difference against benchmark.
- Completion for part-time male undergraduate students is scored as Statistically Outstanding for the whole TEF period, with a +6.7 difference against benchmark.
- Progression for part-time male undergraduate students is scored as Statistically Outstanding for the whole TEF period, with a +5.2 difference against benchmark.

Other areas of high performance by split indicator: IMD
- Continuation for part-time and apprenticeship students from IMD Quintiles 1 and 2 (most deprived) over the entire TEF period is rated as Outstanding and measures +3.8 and +5.6 difference against benchmark respectively. Continuation for full-time students from IMD

Quintiles 1 and 2 is rated as Statistically Very High Quality, with a -0.2 difference against benchmark.

- Completion for apprenticeship students from IMD Quintiles 1 and 2 (most deprived) over the entire TEF period is rated as Outstanding and measures +3.5 difference against benchmark.
- Progression for part-time students from IMD Quintiles 1 and 2 (most deprived) is rated Outstanding, with a +4.4 difference against benchmark.

4. Positive outcomes: Outstanding Quality Features

This section contains case studies which evidence the outstanding quality features behind the student outcomes aspects, and show how Coventry University Group is committed to investing in innovative approaches to improve the outcomes of all students

SO1 Outstanding Quality Evidence: Add+vantage Scheme

Add+vantage modules[32] are a suite of over 230 mandatory modules at levels 4, 5 and 6 in nine themed areas. They are designed to help students develop more of the practical skills and capabilities sought after by employers, enhance the student experience, and complement the skills and knowledge acquired through their degree subjects. A percentage of these modules are delivered by the SU's Employability Team as part of a long-standing partnership with the university. Key aims are for students to gain work-related knowledge, skills, competencies, qualifications, and knowledge, stand out in the graduate marketplace when applying for job/placement opportunities, and perform more effectively and 'hit the ground running' in the workplace. In the area of Creativity and Enterprise, modules provide focused development and progression in enterprise and entrepreneurship throughout a student's undergraduate journey. In the area of professional accreditation there are opportunities for certified Adobe qualifications, accredited ICT qualifications (ICDL and CISCO) as well as more specialised areas such as Pilots Licence theory. In the 'Global Languages' theme students can learn French, German, Italian, Mandarin, Spanish, Arabic, Japanese or Portuguese. In the 'Professional Development' theme, a module has been created in association with multinational companies such as Jaguar Land Rover, Enterprise-Rent-A-Car, and Severn Trent Water to give students unique industry insight and support graduate recruitment.

SO1 Outstanding Quality Evidence: Talent Team

Coventry University Group is constantly refining and innovating strategic interventions to ensure that students succeed in, and progress beyond, their studies. One such intervention has been the creation of the Talent Team. Launched on 1st April 2020[33], the Talent Team is a specialist skills and employment-focussed service for students across the CUG, providing high quality employability and future career information, advice, guidance/coaching and mentoring support. Located across the Coventry University faculties, Coventry University London and the CU Group campuses, the Talent Team has dedicated units such as Student Talent, Graduate Talent and Global Mobility providing a seamless, integrated service to ensure a great student experience. For example, the Global Mobility team, working closely with academic departments and the global HE network, provides students and recent graduates with opportunities to go abroad or undertake an international experience virtually. Coventry University has been the number 1 UK university for the international experience for six years running (HESA)[34], and it is committed to ensuring that all students have an opportunity to become global graduates.

SO1 Outstanding Quality Evidence: Enhancing Futures, CUSE and FabLab

Employability and nurturing student entrepreneurial talent were embedded as part of the Coventry University Group (CUG) offer pre-pandemic – but the challenges of lockdown meant that fresh approaches were required to deliver these skills and programmes virtually. Enhancing Futures is a free programme of live, online sessions with an interactive element, open to undergraduate

students currently studying at Coventry University and Coventry University London. The programme will run during the third semester (May – June) with three sessions each weekday. Enhancing Futures also offers a range of work experience opportunities.

CUG's commitment to employability goes beyond our student community. As an anchor institution, we aim to support the development of skills in our local area and enable social mobility through adult education and social enterprise. Social enterprises are businesses which trade to solve social challenges. They improve communities, people's life chances and the environment by selling goods and services to create profits which are re-invested back into their social mission. CU Social Enterprise (CUSE)[35] offers businesses with economic and social benefit the opportunity to work with CUG whilst also helping to develop the entrepreneurial skills of students, staff, and alumni. CUSE has a ready-made environment for developing and nurturing this kind of entrepreneurship through The Enterprise Hub and is recognised as a market leader in incubating social enterprises. CUSE works with the local community and our staff and students to realise their entrepreneurial potential and help them deliver measurable social impacts. Since 2014, we have helped create more than 50 social enterprises spanning multiple industries and sectors including child protection, food and leisure, and volunteering. Fab Lab Coventry[36] is a city-centre maker space backed by Coventry City Council and the Centre for Trust, Peace, and Social Relations at Coventry University, focussed on improving local employability. One of FabLab's core activities is developing the skills of local residents and helping individuals face and overcome challenges relating to employment, isolation, and loneliness. They offer 31 different UK accredited courses and qualifications in a range of subjects including Digital Fabrication, Carpentry, Citizen Social Science and Community Health. They also run more specialised programmes to support target groups such as refugees and those furthest from the job market. In 2019/20, FabLab held 119 workshops, with 245 people enrolled onto projects:112 qualifications were achieved in that year, supporting 44 local businesses.

SO2 Outstanding Quality Evidence: Success Coaches
Since December 2021, a team of 80 success coaches and 10 lead practitioners have been introduced in a major investment that will significantly enhance the level of coaching and mentoring our students receive throughout their time at Coventry University Group. The Success Coach positions are specifically designed to help reduce awarding gaps by identifying students that are falling below their potential and helping them re-engage. The Success Coaches complement the work of the Academic Personal Tutors to support progression and continuation of all students. In January of 2020, CUG partnered with an innovative AI and psychological analysis organisation (Symanto) to co-develop a proprietary AI based Learner Analytics platform, specifically designed to target students who were not reaching their potential. Parallel to this, ongoing work on homogenising student data was taking place, resulting in a data warehouse. Using this rich and centralised student data from multiple sources, CUG were able to train the AI model to provide a clear indication of students in need of intervention. The AI acts as a data analysis tool which provides our Success Coaches and Student Engagement Centre with a prioritised list of students that may not be reaching their potential using daily engagement "scores" based on the richest set of consistent and actionable data possible Once an initial intervention has taken place, the Success Coaches are able to provide personalised support to empower our students to reach their potential by re-engaging or increasing engagement with their studies.

Our technology enables the Success Coaches to focus on supporting CUG students and reducing attainment gaps via their interventions rather than spending time identifying students at risk and data analysis. Providing a rounded, diverse collection of touchpoints for intervention gives the student cohort a bespoke learning journey which encompasses their wellbeing as well as their academic engagement.

SO3 Outstanding Quality Evidence: LEO data

This section draws upon the Longitudinal Education Outcomes (LEO) data that was published on 24th November 2022[37]. This release contained employment and earnings outcomes for graduates and postgraduates of English Higher Education Institutions (HEIs), Alternative Providers (APs) and Further Education Colleges (FECs), one, three, five and ten years after graduation (YAG), 2014/15 to 2019/20 tax year. UK domiciled and International (EU and non-EU domiciled) outcomes are separated[1]. Coventry University Group's Median First-Degree Graduate Salary level is £28,200, the same as the sector (which represents an increase of £3,000 since 2014/15 for the sector). For the lower quartile, CUG is £21,200 compared to the sector level of £20,900 (+300). For the upper quartile, CUG's value is £35,100 compared to £37,300 (-£2,200). 86.6% of Coventry graduates are in sustained employment or further study, which is 0.2 percentage points below the sector (which represents a decrease of 1.5 percentage points since 2014/15 for the sector).

Educational gains: SO4 Evidence: Development of CU Scarborough[2]

CU Scarborough (CUS) supports students prior to their application to university, through to successful graduate-level employment with key partners - including the NHS, North Yorkshire County Council (NYCC), the Clinical Commissioning Group (CCG) and the independent care sector, - and welcomed its first cohort of nursing students in 2018. CUS develops new course and degree apprenticeships in response to regional needs, for example - working with healthcare partners such as York Teaching Hospital NHS Foundation Trust, and other local NHS Trusts and GP practices, to develop a new generation of healthcare professionals, the majority of whom go on to work at local NHS organisations whose vacancies have been estimated as standing at 12,390 (2021).[38] To further expand access to healthcare training, we launched our new Nursing Associate foundation degree [39] in Scarborough. This foundation degree is designed to enable successful graduates to register as a Nursing Associate with the Nursing and Midwifery Council, to support registered nurses delivering hands-on care in a wide variety of clinical settings. The Nursing Associate programme was shortlisted for a Student Nursing Times and Apprenticeship award in 2019, and over 10% of students who completed the first programme secured places on the prestigious Florence Nightingale Leadership course. This course has been so successful that it is now also offered at the CU Coventry and CU London campuses, in partnership with local NHS trusts.

Furthermore, CU Scarborough is providing career development support[40] for staff at Scarborough Hospital at a newly renovated facility it is sponsoring to help NHS staff reach their full potential through, for example, its new BSc (Hons) Adult Nursing Blended Learning degree.[41]. This blended learning nursing degree, which started in May 2021, combines flexible, fully interactive digital learning with practical clinical placements, and is accredited by the Nursing and Midwifery Council. The team at CU Scarborough engage with many employers in different ways to develop students, for example, the CU Scarborough Health Conference 2022 resulted in 46 different employers engaging with the event. Placements for CUG's health courses are invaluable for our students' development and real-life training, and CUS is engaging with a growing number of placement providers in the region. Several of the placement providers started to work with CU Scarborough during the pandemic and collaborated with course teams to provide virtual placements and support the employability element of the project. An example of this is St Catherine's Hospice in

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[1] *Please note earnings figures are rounded to the nearest £100, employment outcome percentages are rounded to the nearest 0.1%, all populations are rounded to the nearest 5 full-person equivalent (FPE) individuals and this summary concentrates on the five years since graduation data for UK domiciled students.*

[2] D*emonstrating gains through personal development:. As defined p31 Reg Guidance 22*

Scarborough, which provided a virtual tour and subsequent risk assessment for the students, which concluded with an online meeting with a senior manager to discuss their experience and provide a verbal report. Additionally, one of the projects led by CU Scarborough is the Peripatetic Educator pilot study, which is focusing on student-led clinics and will subsequently address the shortage of clinical placement hours across nurse education.

SO5: Evidence: OfS Challenge Competition: "Improving outcomes for local graduates"[3]
The OfS has supported CU Scarborough's development through Challenge Competitions such as "Improving outcomes for local graduates[42]." CU Scarborough is delivering a project through this scheme which seeks to deliver a radical increase in the number of local graduates going into the health and social care sector on the North Yorkshire coast by building on the success of their current programme. The grant funding was used to employ four new staff at CU Scarborough, including a dedicated Health and Social Care Outreach Officer who works both with local colleges and hard-to-reach groups to encourage prospective HE students to consider health-related courses and careers. CU Scarborough started the project with an offer of 4 courses, which has now grown to 11 (an increase of 175%), with plans to extend the curriculum further in accordance with our strategic growth strategy and the new approach to Social Care promoted by the government and the sector's key organisations (such as Health Education England and the NHS) with subsequent funding. The number of Health and Social Care students has continued to grow across the length of the project with 290, 321, and 348 students enrolled across all Health and Social Care courses for academic years 2019/20, 2020/21 and 2021/22 respectively. The projected figures for academic year 2022/23 are 495 students across all relevant courses. The percentage increase from the student numbers at the start of the project are 34%, 49% and 61% for academic years 2019/20, 2020/21 and 2021/22 respectively.

SO5 and SO6 Evidence: Value Added Metric
In 2020/21, Coventry University Group introduced a value-added metric developed by Kingston University to support our understanding of awarding gaps across different student characteristics. The metric accounts for entry qualifications and subject studied to establish the probability of being awarded a 1st or 2:1 degree classification. If the probability score is 1, attainment is in line with sector expectation. The metric enables us to understand, and account for, variables that contribute to the awarding gap. This data has shown that CUG students have a value-added score of 1 or above (in line with or above expected attainment level) across age, gender, POLAR4 and disability splits. The proportion of Black, Asian, or Minority Ethnic graduates entering positive destinations from CUG has been higher than the sector average, according to the access and participation dashboards. In 2016/17, 74.5 % of Black, Asian, or Minority Ethnic students who graduated from CUG entered positive destinations. This compares to sector data for the same year of 67.9 %. Although this is a strong performance by Black, Asian, or Minority Ethnic graduates, a gap is evident when compared with White graduates. CUG and the wider sector have significant gaps between the proportion of White and Black students and White and Asian students awarded a 1st or 2:1 degree. In 2020/21, our gap in attainment between White and Black students was 14 percentage points compared to 17.5 percentage points for the sector, and 4 percentage points for White and Asian students compared to 6.2 percentage points. CUG has set an APP target to decrease the absolute awarding gap by 2024/25. In 2020/21 Coventry's black students had a value-added score of 0.95 (having seen some improvement in recent years) and we set an APP target of 1 by 2024-25. CUG also has an APP target to maintain a value-added score of 1 or above for Asian students (1.05 in 2020/21).

Concluding Commentary

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[3] *Demonstrating Work Readiness as defined p31 Regulatory Guidance 22*

Throughout this TEF submission we have conveyed quantitative and qualitative evidence of outstanding quality of the student experience and outcomes throughout this reporting period. This continued journey of excellence has involved staff and students in focussed activities and interventions to deliver the Coventry University Group mission of creating better futures.

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