

Teaching Excellence Framework Bolton Students' Union Student Submission

Bolton Students' Union represents all students at the University of Bolton. Our purpose is to promote the interests and welfare of students by representing, supporting and advising students. One of the ways we achieve this is by working in close partnership with the University to ensure that the student voice is heard.

The Widening Participation nature of the University means that it is one of the most ethnically diverse universities in the UK and one of the best universities for social inclusion. Consequently, there is a higher than average proportion of students on campus who might for many reasons such as ethnicity, disability, age and socio-economic background need extra support to overcome attainment gaps and successfully progress in their academic life. In addition, the student population at the University of Bolton is atypical as it comprises a high proportion of local commuter students. Bolton SU works in partnership with the University to provide this extra support tailored to their needs so students leave the University having been able to successfully fulfil their academic potential.

The SU is a member of the University's TEF Working Group and has been given access to relevant University resources as and when requested. The University is supportive of the Students' Submission and we can confirm this submission has in no way been influenced by the University.

Methodology: This report has been written and compiled by the Students' Union. The research and data used throughout this report has been collected through our formal research activity using pre-existing data gathered over the past four years. It must be noted that Bolton SU is a small SU in terms of staffing and resources, and unlike many other Students' Unions, we have only one elected Officer – the President. The sources of data used are set out below.

Speak Week: Speak Week is an SU feedback initiative which takes place three times per year. We give students an opportunity to provide feedback on a specific topic by asking 3 or 4 questions on the topic. The SU is joined by student volunteers to connect with as many students as possible using iPads. Feedback is collected anonymously, we ask for a student's course, year of study and if they are a home or international student. A report is written with recommendations and circulated to relevant University departments for them to consider. Speak Week feedback is included in the SU Annual Quality Report. Speak Week data used in this submission:-
Assessment and Feedback – February 2020 - 826 responses from 8 academic schools.
Careers and Employability November 2022 – 246 Responses from 8 academic schools.

SU Annual Quality Report: Each year the Students' Union writes an Annual Quality Report based on student feedback received throughout the year. This formal report is presented by the SU to the University's Education Committee and a formal response and action plan is formulated by the University addressing the recommendations made in the report. This creates a very clear channel for academic and general changes based on student feedback, examples include provision of a large car park for our commuter students and amended approaches to provision of feedback on assessed work.

SU On Tour: SU On Tour is a means for students to submit their feedback, academic and non-academic, positive and constructive, about their experience at the University. Students can call into the SU Office, complete an online form or speak to a member of SU staff. Students can give us permission to use their name or remain anonymous. Positive feedback is shared with the relevant members of staff or department and constructive feedback or issues are followed up by contacting the appropriate department or staff member with the issue and the outcome the student would like. University staff respond quickly and are eager to resolve any issues promptly. Staff also appreciate the positive feedback.

Student Life Awards (Formally Student Led Teaching Awards): Each year the Students' Union hosts its annual Student Life Awards Ceremony. The awards are a student led celebration of teaching excellence and academic quality, it's an opportunity to recognise the very best of Bolton's staff and students. In total 15 awards are given out. Students have the opportunity to nominate from November until March with the winners being decided by a panel of Student Reps representing each academic area. Winners are selected based on the quality of the nominations not the quantity. 2021 – 2022 - 628 nominations received.

App Focus Group – 28th March 2021 (Zoom): The APP Focus Group was held to gather student opinions on the University's APP 2019-20 and opinions on the University's response to the COVID-19 pandemic. This information was included in the student submission and sent to The Office for Students. The Focus Group questions were sent out prior to the Zoom meeting to students who had registered to attend so we could make best use of the time available to us. We also sent the questions to Course Reps who answered the questions but did not attend the focus group.

Journey and Graduate Plans Survey: Between May and June 2022, the University surveyed all on campus final year students in order gain insight on how prepared students felt about their post study options (employment/further study). There were 217 responses to the survey:- 34.9% of respondents considered themselves to be from an ethnic minority, 16.6% indicated they had a disability with 57.4% identifying as female, 38% as male and 10% as other or prefer not to say.

Course Rep Feedback: End of semester feedback forms, Course Rep and staff interactions.

NSS 2022 data.

Students are represented as full members on all the main University Committees; Senate, Board of Governors, Education Committee, Validation Panel, Research Ethics Committee, School Boards and Student Staff Liaison Committees. Working groups are used involving both staff and students to oversee projects and ensure they are meeting objectives. This working partnership highlights the level of commitment, support and opportunities provided by the University to ensure that the student voice is active and present at the University of Bolton.

The University received a score of 84% on the NSS survey 2022 for The Teaching on My Course, indicating that the majority of students feel teaching is of a high quality throughout the University. This is evidenced through SU On Tour 2019 and Student Life Awards quotes:

“Excellent at delivering lecture materials, explaining concepts, moderating classroom discussions. Always helpful, insightful, knowledgeable, well organized. Very friendly approach, yet professional and supportive. is passionate about role and this is clearly matched with experience. offers tailored support and has an excellent way of explaining topics. is a clear asset to the University and wants to best for all of the students she teaches. is a role model to aspiring counsellors”. (Quote about Lecturer School of Psychology).

“Best tutor ever! Provides outstanding module resources, great delivery of lessons, always there to support students with their work, very knowledgeable on the course plus more - just outstanding, thank you!” (Quote about Lecturer School of Engineering).

Students commented:-

“Supportive University towards students, good placement areas, staff are supportive, groups are small in size, good library” (SU On Tour 2018/2019 - Adult Nursing student).

“The facilities on my course are of a very high level” (SU On Tour 2018/2019 - Sports and Biological Sciences, student).

“Small class sizes, very supportive staff and students, lots of help with assignments and placements. Variety of placements to attend.” (SU on Tour 2018/2019– Adult Nursing student).

Student feedback from SU on Tour 2021 indicates that tutors are supportive;

“Classes are small and lecturers are all well qualified and knowledgeable in the field. Facilities are new in the IOM.” (SU On Tour – Accountancy student).

“This course is very challenging and the tutors are very supportive. Facilities are considerably good.” (SU On Tour - PGCE 14+ Maths student),

Additionally, students noted that the University provides good academic support:

“supportive university toward students, good placement areas, staff are supportive, groups are small in size, good library” (SU on Tour – Adult Nursing student)

The NSS survey 2022 reported that 78% of students agreed they were receiving academic support.

The majority of evidence for assessment and feedback in this submission comes from the SU Speak Week Report 2020. Assessment and feedback are critical to a student’s progression through their course, and the SU regularly gathers feedback to gauge how students feel about their assessment and feedback and submits this information to the University via Speak Week Reports, Annual Quality Reports, SU On Tour and University committee meetings. The University then formulates an Action Plan to redress any concerns, the SU also receives a copy of this Action Plan. In response to the Students’ Union’s Annual Quality Report and Speak Week report the University is launching a new Assessment and Feedback Guide which will be available in spring 2023. There will also be a staff webinar on assessment and feedback, as well as an all staff email and a number of TIRI conference presentations.

The topic covered during Speak Week 2020 was Assessment and Feedback. We received 777 viable responses from students across all campuses. Question 1 asked students **“The feedback you receive on your assignments - does it help you prepare and improve for your future work?”** 82% of students who answered this question said yes – feedback does help and 18% disagreed. Here is a selection of comments positive and negative.

“We always receive detailed feedback to show us where we went wrong, which helps me to improve in the future. We receive fair, useful feedback.” (School of Art,

“Yes because the feedback shows me where I need to improve and what I have previously done that is acceptable within industry.” (Special Make-Up Effects for Film and TV,

“The feedback tends to highlight areas of weakness and possible improvements. The tutors really made an effort, can’t thank them enough.” (Software Engineering

“It does, it tells me where I need to improve and how. It also motivates me to do better in the next assignment.” (Art, Textiles and Surface Design,

“Yes, having both written feedback and the opportunity for verbal feedback ensures that I am aware of my areas for improvement.” (PGCE 14+

“Yes, I get feedback on grammar, format, content and how to improve grades, Also positive comment which are affirmiry.” (Psychology

“Sometimes I feel like student feedback can be repeated” (Nursing and Midwifery

“Not really, feedback is not clear sometimes and no guidelines to improve it.” (Dental Technology

This was supported by SU on Tour Feedback 2018/19

“Given full explanation of target and assignment requirements”. (Business Management

Speak Week Question 2. *“Is feedback received within the 15 working day deadline?”* A total of 251 responses were received with 60% of students telling us they did receive the feedback within 15 days and 19% saying they did not. 21% did not answer the question.

Speak Week Question 3. *“Do you think the assessments for your course are relevant, fair and test your understanding of the content?”*

students did think that their assessments were relevant, fair and tested their understanding and students indicated their assessments did not.

Here are some of the responses we received:

“Assessments are mainly written and presentations. The skills attributed are helpful for the working world.” (Sports and Biomedical Sciences,

“Yes, the questions are relevant to the material we learned and are set in ways that test our comprehension not our memory of the content eg seen essays and practical assignments.” (Sports and Biomedical Sciences,

“Yes each of the assessments are challenging and require a lot of attention in class and further research.” (Motorsport Technology,

“Absolutely. Assignments consolidate learnings from lecturer and enable the student to ‘deep dive’ a subject in order to add new knowledge to the module topic.” (Psychology, Psychotherapy and Counselling,

“Yes they do – assignments are usually based on the topics covered. After covering a few topics, we get an assignment based on the topics covered. Relevant and fair, happy, happy, happy.” (Software Engineering,

“Yes - they provide us with a further and more indepth opportunity to discuss and research things discussed in class, and all are marked fairly.” (English and Creative Writing,

“No there is too much criticism of the structure and less focus on the actual content” (Education and Psychology

“Not all of them, some are irrelevant and are not clear on the marking scheme” (Sports and Biomedical Sciences

Employer engagement is key when offering support to students to explore their career options. The University has strong relationships with employers, both locally and nationally that have been built up over many years, which it can access when finding work placements and developing skills and attributes that employers look for.

The University strives to give students hands on experience and brings in guest speakers and industry experts to give real life experiences to our students.

“Twice a year we have Industry Week. This is where guest speakers come into Uni and give us a demonstration of a type of technique or give us a tutorial or have a question and answer session on Zoom if they are working abroad. I get to see that what I am learning in lecture time will benefit me when I go to work in the industry. It also gives me ideas of areas I would like to specialise in when I leave Uni.” (Film and TV Special Effects).

“Youth and Community is a really big sector. I always wanted to work with young adults and the speakers opened my eyes to the opportunities available to me.

Community Development and Youth Work student

“Yes, there is support. Employability week is useful, and some tutors help with gaining qualifications alongside the degree - the kinds needed for future employment.” (Quote from Student APP Focus Group Report (Zoom)).

“Yes! Getting industry involvement twice a year keeps our links fresh and new info is constant” (Speak Week Employability and Engagement)

“Being provided with simulation days on campus to help emulate real life practice” (Speak Week)

The University is home to the National Centre for Motorsport Engineering (NCME). Students study in state-of-the-art specialist workshops and laboratories, built specifically for automotive performance engineering and motorsport technology. In 2022 students supported a historic F1 car at Silverstone for a classic car race meeting. Students custom built in the NCME workshop, a new front left wing and suspension components. In August 2021 students prepared a car which won both Historic Classic F1 races at Silverstone.

“This experience has been amazing, and we have all learnt so much. When things don’t go right you learn to work twice as hard, and it’s not about having the will to win, but working hard to get the win. This journey has been a rollercoaster ride and couldn’t have ended any better. Thank you to the NCME for giving me the chance, and the best experience anyone could dream of.”
 a NCME student (Chief Mechanic responsible for the car’s preparation and reliability).

The University of Bolton operates a Legal Advice Clinic, based within the Institute of Management building in the centre of Bolton. This is a free public advice service, staffed by law students working under the supervision of experienced legal practitioners. These real-life legal skills help to ensure that the university’s law programmes, cover the theoretical knowledge needed to succeed in the law but with a practical edge. This approach helps Bolton students to place the theory from books and journals into everyday legal situations and helps to ensure that successful law graduates from the University of Bolton can quickly adapt to working in legal settings. The Free Legal Advice Centre has been highly commended in prestigious Law Society Awards in the ‘Excellence in Pro Bono’ category 2021.

“Last year was my first time working in the Legal Advice Centre. Since that time I have learnt so much and grown as a person. Working with i has pushed me to think critically, nurture my talents, and improve on my weaknesses. But more than that it has been a way to learn more about Bolton and offer a helping hand to those who need it. I have loved meeting with different people and offering them the help that they need. This is an experience that I am forever grateful for. It has not always been easy but I am grateful for push, belief in me, and love for his students. We get to learn about the legal field, and the life of a solicitor, and get real, valuable experience!”
 Solicitor Advocate, Law School

“Working in the LAC has introduced me to endless opportunities available to me in my future legal career. The LAC is a fantastic starting point for students who are unsure about what they want to do with their degree.” (LLB Hons)

“The legal advice centre is such a rewarding module. Giving students real life experience with cases, this has helped me secure a job in the legal sector before I’ve finished my degree, also helping gain the hours required for my SQE. The help and support that is given by thought out is fantastic.” (LLB Student)

“Working at the Legal Advice Centre was an amazing experience. We had first had experience in interviewing clients and looking into the relevant issues. I started a new job and the

fact I had worked in the LAC allowed me to showcase my abilities and knowledge during the interview.” (LLB (Hons)).

The Bolton College of Medical Sciences (BCMS) will open in 2024. A collaborative project between the University of Bolton, Bolton College, Bolton NHS Foundation Trust and Bolton Council. BCMS will give people a direct route into clinical healthcare employment, with a focus on practical, skills-based learning in a live hospital environment. The University already has lots of NHS staff who are students and this will expand their opportunities and is expected to serve as a transformational blueprint for training NHS staff.

Live Briefs are given to students to solve real business problems. Students or individuals come up with solutions while being overseen by a tutor. Students develop their practical, subject specific skill and their employability skills and awareness of the challenges of the world of work.

“As part of a module, the class Individually entered the annual Penguin House competition to illustrate 3 book covers. We were also kept up to date with all illustration competitions in the UK and offered support and guidance if we wanted to enter them. In my second year, I was given a paid commission to do a book cover through a member of Uni staff. It was great experience and I enjoyed the added pressure. The book is in general circulation.” Animation and Illustration –

The Graduate Attributes Matrix for Employability (GAME) aims to evidence the development potential that a student can have within the learning environment. The graduate attributes are the personal qualities, skills and academic abilities that a student should acquire during their time at university. Graduate attributes can be developed as part of a programme of study as well as through the wider student experience. This framework has been created to allow for personalisation by each school and subject area and tailoring for particular co-and extra-curricular activities.

During Speak Week we asked students **“How do you feel your course is helping you to develop appropriate skills?”** Student quotes are below:

“The experiences are phenomenal great teaching great support network very structured couldn’t have picked a better university to attend.”
“Confidence when speaking to people but also presenting myself to clients. Material knowledge in the industry. How to use the right material effectively for the best profit for jobs.”
“Professionalism, time management and understanding policy”
“Providing evidence-based approaches”
“Developing skills re: theory that can be put into practice at work”

The Bolton Award is an employability programme designed to give students work experience and help develop important skills that employers look for. Students can start the award at any time of year and complete it at their own pace. They need to complete 35 hours of employability activity such as part-time work, volunteering or SU Society participation, attend 5 key employability workshops and write a CV, reflective statement and attend a mock interview. Two strands of the Bolton Award, Professional Certificate and the Future Leaders Award, are designed to develop a student’s commercial awareness (key developments in their chosen industry/subject area) and develop professional attributes, as demonstrated in UoB’s GAME matrix. This gives students valuable insights into their possible career paths and is a way to structure and plan future career progression. It’s a fully recognised achievement from the University that is viewable by employers on their HEAR.

When (Civil Engineering) received his Bolton Award from Baroness Helen Newlove said: *“I feel like doing all these extra activities has helped me to know more about myself and I want to help to inspire the younger generation.”*

Leap Online is designed to support a student's academic and personal development. Each section contains information, videos and activities and students earn digital badges by completing the assessments. The impact of LEAP Online has been externally recognised. In April 2018, LEAP Online received a prestigious national award: The LILAC Digital Award for Information Literacy 2018. This was awarded by CILIP's (Chartered Institute of Library and Information Professionals) Information Literacy Group.

In response to changing learning experiences, the library now offers LEAP Live sessions. The sessions are delivered by experts from across the University and take place both face to face and online. Sessions cover Academic writing, English language and grammar, wellbeing, research skills and library resources, digital skills and more. Students' comments:

"We all appreciate that Bolton University is working hard to fulfil students' needs, and LEAP is the best example of that." (Course Rep PT Time PGCE Generic).

"Yes, it's good for referencing, and help with essay writing." (Quote from Student APP Focus Group Report Zoom).

Campus Plus is a model of blended learning which supports staff to help students succeed through a combination of digital and campus-based learning and activities (70% traditional on-campus face to face teaching alongside 30% remote digital). This model was developed using innovative pedagogic practice developed and used by tutors and support staff during Covid-19 Pandemic. Over a 1,000 Students were surveyed and asked what features of learning during lockdown should be kept, students identified interactivity both technological and peer discussion during teaching sessions along with access to lecture recordings. [Campus Plus video available here](#)

In the Annual Quality Report 2021-2022 the SU highlighted that not all students have equal access to resources which can consequently make online learning difficult, for example specific software, good internet connections, a suitable place to study. In response, the 24 hour Library has introduced extended laptop loans from 3 hours to 5 hours and an annual laptop loan service to students recognised as in need. Leap Live includes drop-in trouble shooting sessions tackling technical problems (software and hardware).

"IT managed to decode my hard drive when it corrupted, saving a lot of my work" (Speak Week

"The environment is conducive also have been able to help when my laptop was faulty which I had the opportunity to borrow" (Speak Week

A range of new Study Pods have been installed in the Library and SLZ. The Pods have been acquired as part of the University's Campus Plus model to support blended and hybrid learning. They are already being well used and feedback from students has been very positive. There is a QR code inside each Pod that links to a feedback survey. One student commented:

"Amazing feature at the university! So comfortable, quiet with everything you need to complete work without any background noise. Definitely would like to see more of these in the university. I usually do my work at home but the study pods are definitely worth the journey."

"The online library has been essential to my academic writing as well as the quiet study space provided in the building" – Speak Week

Another question the SU asked students during Speak Week was **"Give us an example of you receiving good support from the Library and IT Services"** Student quotes below:

“Consistent content sent to me to help with self-learning”

“Getting the right books on Discovery @bolton and IT services has been great also. Kudos to them all”

“Accessibility to the library from anywhere”

“Library and all the equipment are perfect you get the full support”

The Careers and Employability Service works with Schools to offer and develop bespoke career workshops for students.

“The school has helped me in terms of having access to necessary study materials, the career office has also helped me greatly with improving on my cv and applying for jobs” (Speak Week

The number of Course Reps has grown each year and lecturers are aware they are a valuable asset. Course reps represent their cohort and ensure the student voice is heard and relevant change can happen. Course Reps encourage their cohort to complete the MEQs so the University can understand what is working well on a module and where improvements are needed so it can continually work to enhance the student learning experience.

“I chose to become a Course Rep because I wanted to give the students of my course a voice. I know people can often be either unwilling or maybe unable to talk to a member of staff sometimes for various reasons but being a Course Rep means I am a student, just like my fellow students, and therefore I would hope any of my peers are comfortable talking to me about anything that’s bothering them and anything they particularly liked.

The position has genuinely been a pleasure. It looks fantastic on a CV and I have actually built a stronger connection with the people on my course. The impact COVID-19 has had on my course mates has been profound, however, I am proud to say that (and any Course Rep will tell you this) I have been part of the team of people that have been working to make this university experience as good as it possibly can be.” (Bsc (Hons) Psychology Course Rep).

The University’s survey of final year on campus students, asked students how prepared they felt for entering their chosen career or progressing in to further study. (Journey and Graduate Plans Survey).

When given the statement **‘Compared to how I was when I started my course, I am better prepared to succeed in my chosen career’** 86.1% agreed that they were better prepared with 70.8% choosing Agree or Strongly Agree. Secondly when posed with the statement **‘Although I struggled with some aspects of the course at the beginning tutors and others helped me successfully continue my studies’** 79.6% agreed with the statement. These findings are also strongly backed up by nominations in the Student Life Awards where the largest percentage of votes annually are in the category of ‘Outstanding Lecturer and Exceptional Personal Tutor.’ The quotes below were taken from the Student Life Awards 2021-22 in which we had over 600 nominations from students clearly demonstrating a high level of commitment from staff across all three faculties:

“ is amazing! goes above and beyond for every single student. She is always there to help you academically and personally. Personally, I have had my setbacks and at times I have wanted to quit my course, however with encouragement and support I have continued with my studies and am now in my final year, I could not have got this far without . A true inspiration and always a reassuring face with a positive smile!” (Student nomination about Personal Tutor, Faculty of Health).

“ is honestly the best teacher I’ve ever had. is just constantly there to help the class get better at what we love. different styles of teaching mean we learn the vital elements of the

degree but also amazing life lessons and how to look after our mental health when being artists – amazing” (Student nomination about Lecturer, Creative Technologies).

“ is amazing at delivering lectures, he makes the lectures feel like you are reading a story that is a talent of mastery. He has always been approachable and supportive for both academic and pastoral issues since I started my foundation year to my Masters (Student nomination about Lecturer, School of Psychology).

When further asked ‘**tutors and others at university treat me as an individual when supporting me to achieve my educational goals**’ 79.6% of respondents agreed with another 8.8% neither agreeing or disagreeing and on the question ‘**overall I have made good progress towards my educational goals since I started at the University**’ 86.9% of respondents agreed with this statement. We have spoken to current students regarding these statements and below is a quote.

“Being at the University of Bolton has been a great experience for me so far. The support I have had from my tutors has been amazing. I have always felt supported and my tutors always check in with me to make sure I have all the support I need. The online resources on Moodle and the Leap Online courses really help to prepare me for my assignments.” (Special Effects Student and Course Representative .

During Speak Week (Nov 22) we asked students “**How do you feel that the University has contributed to your personal/academic development from first year?**” Student quotes are below:

- “Good development through some other extra curriculum”
- “My confidence in the area I study is wider. My professionalism is better and responsibility for things has become better”
- “Made me aware of the Bolton award, became an ambassador, made me aware of workshops and opportunities available”
- “We are encouraged to further our understanding of the information provided and to constantly look at it from critical perspective, encouraging us to question things”

During an APP Student Focus Group that took place via Zoom, we asked the group “**Are you being supported by the University to go onto further study or future employment? How can the University better support you in this?**” We received the following responses;

“Yes, there is support. Employability week is useful, and some tutors help with gaining qualifications alongside the degree - the kinds needed for future employment.”

“Masters level, PhD students and lecturers have attended lectures to provide inspiration and employment context which has been useful. Emails around employability opportunities seem useful as well as lecturers providing ongoing support and info.”

The University of Bolton has very high levels of participation from disadvantaged groups and low participation areas and continues to be one of the most socially inclusive of any higher education institution in the country. Before the Coronavirus pandemic it was clear that less and less students were using the SU Bar. Factors for this included less money in students’ pockets, students having less time to socialise and having more work and family commitments and, for many students, their religious beliefs preventing them from entering premises selling alcohol. Consequently, there was a significant drop in students using the space and a decision was taken by the SU Board of Trustees to repurpose the bar space in to a social and recreational area inclusive to the entire student body

at the University. This bold proposal was supported by the university who were keen to support the SU in creating safe social space on campus.

This has resulted in the creation of The Hangout, a bright and lively social space for students. There pool tables, table tennis, board games, vending machines, kettles and microwaves and places for students to eat food and sit and chat. It is now a much more utilised and inclusive space. Students requested that the Hangout be kept open later in the evenings and with the University’s support, it’s now open up to 4 nights a week so students can stay on campus use the microwaves and kettles to eat, chill out and keep warm without spending money. Chef is very busy on these evenings.

The University is very aware of the impact that the cost of living crisis is having on students and to help with this, the University is currently offering students a free healthy, warm evening meal three evenings a week. This is very popular amongst the student body and the Director of Facilities reported that during November and December 2022, 300 free meals were being consumed on three nights per week.

“The meals come in handy from a cost perspective.” (Graphic Design)

“Makes you not worry about food for that day, you know you can get a good meal. It helps you study better because you’re not thinking about food or money for that day. Free food, it’s good.”
Film and TV Special Effects,

“Overall, I think the offering of free hot meals is extremely beneficial. It provides me with the chance to eat something and not have to worry about the cost. I have personally benefited from the free meals on a number of occasions.”
Criminology and Forensic Psychology).

Overall student satisfaction levels are consistently above benchmark. Students have many opportunities to have their voice heard and get involved with University working groups. The University has been voted number 1 in the Northwest for Student Satisfaction for the past three years (Complete University Guide in 2021, 2020 and 2019), and ranked in the top 5 in the UK for Teaching Quality (The Times and Sunday Times Good University Guide in 2021 and 2020). This is evidenced year on year by the high quality of the nomination statements submitted by students about their tutors in the Student Life Awards.

The University supports students to reach their potential and develop life skills to help them successfully progress through university and gain employment in a positive and supportive environment.

“My course helped me grow as a person by giving me skills of reflective practice which I use everyday in both my professional and personal life.”
Community Development and Youth Work student

“I was a mature, single mother when I started University. I was supported every step of the way, for example, if one of my kids was ill and I missed a lecture, I was given a one to one session to catch up, usually online at night. Sometimes it would get past 9pm when I was able to meet my tutor, but they were always happy to help me. I graduated with a First Class Honours Degree”
Animation and Illustration