## TEF Year 3 Provider Submission

## 1. Context

UWE Bristol is a modern and inclusive university with a mission to advance knowledge, inspire people and transform futures. We deliver this through the provision of an **outstanding learning** experience that ensures graduates are **ready and able** for their chosen futures.

**Employability, enterprise and inclusivity are at the heart of our strategic vision -** this is evidenced through our performance in key metrics and underpinned by the **UWE Enhancement Framework** (section 3.2.) Our students benefit from first class teaching and learning, the opportunity to develop real world skills and experience and all the practical, personal and academic support they need to ensure they get the best out of their time with us.

*The most impressive aspect of UWE Bristol is their consistently outstanding commitment to transforming the futures of their students. Their extensive employer partnerships, the excellence of the academic support they provide, and the advancement of knowledge through research resulting in highly skilled employment outcomes for a remarkably large proportion of students from all backgrounds*.
Sir Ian Carruthers OBE, Chancellor, University of the West of England

*The modern education provided by UWE Bristol is of the highest quality. Their commitment to inspiring people and producing positive social impact has many tangible benefits, contributing thousands of highly skilled and employable graduates and more than £400m every year to the local economy.*
Marvin Rees, Mayor of Bristol

*UWE is a valuable asset to the West of England, contributing to our growing reputation as an innovative and successful region. The university's leadership team plays a significant part in the development of the region; members chair our Local Enterprise Partnership; the Academic Health Science Network; Bristol Learning City Works Strategy; Cabot Multi Academic Trust, and also act as non-executive directors on the boards of FE colleges including Weston College, Hartpury College and The Old Vic Theatre School as well a number of foundation trusts and schools. This clearly demonstrates the University's commitment to working with partners to drive the future success of the West of England.*
Tim Bowles, West of England Regional Mayor

UWE Bristol is a learning community that excels in ensuring access to practice based learning, real world experiences and impactful research. Our strong performance in DHLE, NSS and LEO metrics is testament to our strategic commitment to outstanding learning, employability, enterprise and inclusivity.

Our **NSS scores for Academic Support are significantly higher than the sector** average and performance over the past two years puts us firmly in the positive flag categorisation for Teaching on my Course and Assessment and Feedback.

Enterprise skills are hard-coded into the curriculum and all students have the opportunity to engage in entrepreneurial activity, placements, internships and real world experiences. Our unique Enhancement Framework and partnerships with a broad range of employers reinforces our real-world ethos.

We are exceptionally proud of the trailblazing role we have developed in the region, to address and challenge social mobility, raising ambition and removing barriers through our local and national partnerships.

**Our graduates are consistently ahead of the market for both highly skilled employment and salary measures**. This success, above that of any other institution in the South West, is testament

to our absolute commitment and determination to provide outstanding work-based learning, real world skills and experiences that produce ready and able graduates. These positive outcomes are reflected across all students from all backgrounds, evidencing the success of our inclusive practices and genuine understanding of individual and tailored student needs.

### 1.1. Enterprise and Employability

Our strategic approach ensures UWE Bristol graduates are:

- Ready and able: Converting their skills and experiences into successful careers and professional outcomes
- Future facing: Taking responsibility for their career planning and professional development
- Enterprising: Equipped with enterprise skills, some choose to become entrepreneurs
- Globally responsible: Global opportunities are available to all students, including study, work and volunteering
- Self-reliant and connected: Aware of the range of professional, career and further study options, beyond just their field of study

We firmly believe that 'being enterprising' underpins employability. Through our Enterprise 2020 Programme **we have embedded enterprise learning in curricula across all our programmes.** During induction, every new student takes part in an enterprise activity and we ensure students from all disciplines graduate with enterprise skills and attributes. Our graduates are confident and enterprising, and able to: think creatively and innovatively, recognise, create and evaluate opportunities, use critical analysis and judgement to support effective decision making, lead and manage through the implementation of ideas.

Our overwhelming success in supporting student enterprise skills has resulted in an emerging need to provide additional physical learning space for the application of ideas and business start-up activity. The University is now developing an ambitious **Student Start-up Village** at our main Frenchay Campus, with satellite space at other campuses. Our support does not stop there: recent entrepreneurial graduates with a viable business case can apply for further support from **Launch Space**, in UWE Bristol's University Enterprise Zone (UEZ). Graduate residents receive 12 months free business support, including desk space and access to our accelerator support programme.

UWE Bristol graduates are **consistently ahead of the market for both highly skilled employment and salary measures.** The strategic steps we have taken to create a dynamic learning environment that delivers excellent career and professional outcomes for our graduates are reflected in the TEF metrics:

- DLHE outcomes for "highly skilled employment or further study" have increased for eight consecutive years, with performance ahead of the market for the last seven
- We have performed significantly above the TEF benchmark for the "highly skilled employment or further study" core metric, and received a positive flag for this
- UWE Bristol has a star for "sustained employment or further study" in the TEF LEO three-year metric, indicating performance **in the top 10% of the sector**
- The LEO 3 year data also shows UWE Bristol graduates earn above median salary in 17 out of 21 subject areas. We also have a positive flag for "above median earnings threshold or further study"

*We have specifically chosen to work in partnership with UWE Bristol as they are dedicated to professionally recognised and practice-orientated programmes. Enabling students to become "ready and able" to realise their full potential, resulting in some of the best emerging graduate talent. They support all of our workforce diversity, behaviour and development targets, making the relationship hugely beneficial to us as an organisation.*
Ministry of Defence: Defence Equipment and Support

### 1.2. Inclusivity

**We are focused on real world skills and experiences for all our students.** Achieving positive outcomes for all students is key to us, and our core metrics demonstrate that our BME graduates consistently outperform compared to national figures. We regularly monitor and review the

demographics of key flagship interventions and develop positive action responses to widen access. We have ensured that the profile of our Peer Assisted Learning leaders (PAL) matches the diversity of the University population as a whole, with a third from widening participation groups. BME and male students use academic PAL sessions frequently – this correlates with high levels of satisfaction with academic support at UWE Bristol for these groups within the NSS. This is supported by our TEF metrics where we are 3 Standard Deviation (SD) points and **3% above benchmark for BME students' view of academic support**; as well as 1.96 SD and **2% above benchmark for teaching on my course.**

We actively encourage students to take part in placement and outward mobility activities. Our Go Global bursary fund supports students from low income backgrounds to participate. **Graduates from POLAR Quintiles 1-2 have the same level of progression to positive outcomes as graduates from areas of greater participation.** These DLHE social mobility figures are reflected in the TEF core metrics tables with positive flags for both BME Ethnicity and Q1/Q2 POLAR (as well as positive flags for National IMD and Mature) in the highly skilled employment or further study metric.

We are proud of the success of our BME students and the tables below demonstrate how our BME graduates outperform the market. We have developed a BME talent management programme, Equity, through which we showcase our students' skills. The programme includes year 1 career mentoring, workshops with a range of high profile speakers, and networking and coaching opportunities.

| **DLHE highly skilled employment or further study** | **UWE Bristol** | **National Market** | **Variance** |
|---|---|---|---|
| **BME** | 77% | 72% | +5% |
| **White** | 77% | 75% | +2% |

| **DLHE highly skilled employment** | **UWE Bristol** | **National Market** | **Variance** |
|---|---|---|---|
| **BME** | 79% | 70% | +9% |
| **White** | 77% | 71% | +6% |

(Data taken from HEIDI Plus – DLHE FPE 15/16)

*The BBC's world leading Natural History Unit and the Stephen Lawrence Charitable Trust are working together to attract the widest possible range of future talent to the Wildlife Filmmaking Programme at UWE Bristol. In the past five years, more than 95% of graduates have found work across the industry, at the BBC and in a range of independent production companies. The need to address diversity and inclusion in broadcasting will only increase as audiences and broadcasters demand different stories and different voices.*
Julian Hector, Head of the BBC Natural History Unit

**We have a whole institution approach to widening participation.** Our commitment to education as a route to social mobility is at the heart of **long-lasting and deep partnerships** with regional schools and colleges. We are recognised across the region as being the institution leading partnership working to tackle educational inequalities.

We take a strategic and wide-ranging approach to supporting school improvement. This includes sponsorship of two of the largest Multi Academy Trusts (MATs) in the region, and we actively support senior University staff to take on key leadership roles in MAT governance. The highly successful local National Collaborative Outreach Programme, Future Quest, was established and is led by UWE Bristol. This brings together 26 schools and colleges and the 4 HEIs within the Bristol city region in order to address the under representation of people from diverse backgrounds in higher education. The programme works by supporting their studies and introducing them to exciting opportunities that help raise their aspirations and remove the barriers to accessing HE. Around **5,000 young people will directly benefit from the programme in 2017/18** alone.

We create an exemplar environment that provides the optimum conditions to ensure that all students from every background have the opportunity to realise their full potential.

Our strong, well-established networks allow us to bring specialist skill sets to address challenges across the learning lifecycle. For example, we are one of just three universities nationally to be piloting the UUK Step Change mental health framework, working with Student Minds, the UK's leading student mental health organisation. This project publicly recognises the growing mental health issue amongst students and aims to take a bold and innovative whole university approach that will then shape the sector's response to mental health and wellbeing, and embed future good practice in universities across the country.

Our success has been driven by an **evidence-based and continuous improvement approach.** As one of the first universities to take evaluation of widening participation seriously, we have invested significantly to ensure we can measure the impact of our work and guarantee success for all our students. As a result, we have radically redesigned our approach to outreach, in response to both local and national evidence of impact. We now work in partnership with local and national charities and schools as part of shared approaches to improving attainment and inspiring young people in our city region to see that university can be part of their future.

We lead and sponsor a local hub for the Children's University, which promotes engagement in learning outside of the classroom and which, according to a 2017 national evaluation by the Education Endowment Foundation, provides two months improvement in Key Stage 2 maths and reading as well as improvement in non-cognitive outcomes such as teamwork and aspiration.

**The University is at the forefront of developing data sets that allow us to understand the progression of students by key characteristics and using these to improve student outcomes**. Our bursary scheme ensures low income students are as likely to continue into second year and achieve a good degree as students from higher income backgrounds. The Office for Fair Access has recognised our approach to measuring the impact of bursaries and subsequently invited us to develop the recommended sector model for 2017.

### 1.3. Commentary on Core and Split Metrics

Our metrics clearly evidence sustained improved performance across all indicators – UWE Bristol is performing at gold standard level. The split data provides further evidence, where over the last two years **the University has achieved eight positive flags** across core metrics in the majority mode of delivery (full-time). Social mobility and inclusivity are core to our vision, clearly evidenced in that we perform consistently above our benchmark performance for our split indicators.

Continuously improving student satisfaction and our focus on **outstanding learning** is our core strategic priority and is evident from our metrics:

- For the 'Academic Support', our performance (83.6%) is **significantly better than the sector** average as indicated by the z-score of +6.7

Over the last two years, our performance has positive flags, demonstrating sustained gold standard performance in:

- 'Teaching on my Course' has a z-score of +5.1 and difference to benchmark score of +1.7
- 'Assessment and Feedback' has a z-score of +3.2 and a difference to benchmark of +1.3

In relation to **student social mobility**, the split performance within the NSS metrics provides further evidence of the positive impact that UWE Bristol has. Of the 39 demographic split metric indicators: 22 have a positive flag; 34 score above benchmark by more than 1%; 33 have a z-score greater than +2.0. As we demonstrate throughout the submission, these positive outcomes are the result of very deliberate recruitment, teaching and support initiatives.

The outstanding **personalised support** provided to students at UWE Bristol is positively reflected in our continuation performance, which has continued to make a steady improvement over the last five years, bucking the market trend. As the metrics show, performance is up +1.6% over the last year, against a decreasing benchmark of -0.2%. In addition, for the most recent year of data, UWE Bristol is +1.4 up on benchmark with a z-score of +4.2.

**Transforming our students into highly successful graduates is vital to us.** 'Highly Skilled Employment or Further Study' is another area that continues to show excellent performance over a number of years, outperforming benchmark data by +2.0% with an overall z-score of +4.7.

We are immensely proud of the split metric performance for this indicator, with **positive flags for all of our targeted social mobility categories** – BME, POLAR Q1 or Q2, IMD Q1 or Q2, Mature, and Disabled students.

This positive employability performance is further backed by the LEO metric information, which shows that **UWE Bristol is in the top 10% of providers for absolute performance for 'Sustained employment or further study' (at 85.0%)**, and with a positive flag for 'Above median earnings or further study'.

These metrics provide a clear picture of gold standard sustained performance across all areas, which is reinforced by our own data and evidenced throughout our submission.

## 2. Student Partnership – The Students' Union Contribution

*Working in partnership is not something we do because we have to, it is the foundation of our relationship because it demonstrably produces the best results for all stakeholders. The Students' Union is a critical friend to the University, representing students' academic interests and encouraging them to take a greater role in the creation and development of their teaching and learning experiences. At the same time, UWE Bristol challenges The Students' Union to produce high-quality research to demonstrate and evidence the lived experience of its students and welcomes The Students' Union's engagement and advocacy.*

*This partnership is underpinned by co-created and co-operated structures of student representation that are well embedded in all programmes of study and at all levels. Meetings and surveys are purposefully designed and facilitated to ensure that feedback is captured and actioned. Information is freely available to all stakeholders as minutes of meetings and survey results are placed in shared areas; this allows The Students' Union, University and engaged students to know where their feedback and suggestions go and how they are acted upon. This transparency is valued by all and demonstrates to students and especially Student Reps that they are fully involved in these processes on an equal footing. With the University's Enhancement Framework, The Students' Union is confident that this free and unfettered access to information, data and processes, crucial to the enhancement of the student experience, will remain the bedrock of involving students in taking decisions affecting their own learning and teaching.*
*The structures of academic representation demonstrably work well at bringing student views and issues to the attention of relevant staff and allow communication to flow in both directions between stakeholders. The University is responsive to student feedback and welcomes the involvement of The Students' Union in researching student opinion and developing solutions.*
Jamie Jordon, Vice-President Education 2016-18

Examples of the outcomes of the partnership between The Students' Union and UWE Bristol include:

- The direct involvement of students in the development of new facilities, curricula and pedagogy
- Investment in academic societies to enrich the student experience and develop learning communities of academics and students
- Revised approaches to the development of library space and the provision of computers with specialist software
- Prioritisation of more shared study spaces within campus investment plans
- Proposal of regulatory changes, which have been subsequently adopted
- A powerful nationally and internationally recognised sustainability partnership
- The current development of a shared whole university mental health and wellbeing strategy

## 3. Teaching Quality

UWE Bristol is committed to outstanding teaching and learning and delivers programmes that are practice-oriented, professionally recognised and informed by cutting-edge, world class, high impact research, and strong industry links.

We pride ourselves on a truly inclusive and supportive teaching and learning environment, which enables our students to achieve their full potential and adds real value; this is evidenced in our split metrics. Our fantastic graduate employability outcomes (DLHE and LEO) are consistently above sector benchmarks, and **LEO data places UWE Bristol in the top 10% of institutions in the UK.** This clearly demonstrates the **transformative experience** our students have and the high esteem in which our graduates are held by employers.

### 3.1. Student Engagement

Student engagement lies at the heart of our teaching quality and enhancement strategies. It can be seen and evidenced at every level of our governance structure, our feedback mechanisms and through our extensive methods deployed to support students' learning. Our sustained excellent NSS performance highlights the effectiveness of this approach.

Our partnership with the Students' Union is invaluable in delivering effective representation – every programme has student representatives at each level, and meetings between staff and students form part of our formal governance structure (we have over 1000 student reps in any given year). There is flexibility in how these meetings are organised to ensure engagement and impact, empowering staff and students to work in partnership to enhance their programmes as part of, and in addition to our formal quality processes. The impact of this activity ranges from small incremental improvements to significant curricular and pedagogic development. Students are represented throughout the whole of our committee structure through to Academic Board (and the Board of Governors) and have pre-meetings with the chair and vice chair to ensure that they are able to raise matters that concern them. Uniquely our Board of Governors holds a termly Student Forum chaired by the President of The Students' Union, enabling a broad cross-section of students to engage directly with the University leadership team and governing body.

We believe that cohort identity plays a huge role in academic success. Our strategic emphasis on cohort identity creates peer communities across staff and student bodies. **76% of our students say they feel part of a community of staff and students - almost 10% more than the sector average.** Working with The Students' Union over the last three years, we recognised the significance that academic societies play in developing a cohort identity, with students 54% less likely to withdraw from their provision if they are part of an academic society. This year, membership of academic societies increased by 109%, with the number of academic societies totalling 40.

In parallel, our Peer Assisted Learning (PAL) scheme is one of the most comprehensive in the sector, and is a core tenet of our commitment to outstanding learning. In collaboration with academics, PAL actively supports student engagement in the formal learning process. Currently over 400 students are PAL Leaders, all trained in facilitation and coaching, and equipped with key workplace skills. Over a third of undergraduate students actively participate in PAL and the impact of the scheme can be measured in terms of student performance: participation results in an average 11.5 percentage point increase in marks, and a 65% reduction in the failure rate of regular attendees.

Our extensive academic personal tutor (APT) system facilitates further engagement, with every student having an APT throughout their study. APTs are provided with data to enable early supported discussions. We recognise that some subjects also benefit from additional support outside the classroom and we address this by providing a range of support options, such as drop in espresso maths and computing sessions that students can access when they need to.

### 3.2. Rigour and Stretch

The **UWE Bristol Enhancement Framework for Academic Programmes and Practice** is a dialogic, strategic and risk-based approach to the way we operate. The Enhancement Framework

is based around six key strategic design principles which together define 'excellence' in both pedagogy and curricula at UWE Bristol: 1) Programmatic by design; 2) Discipline- and practice-oriented; 3) Scholarly and enquiry-based; 4) Inclusive and international; 5) Graduate-attribute enabling; and 6) Transformative (for staff and students).

This approach provides the flexible framework through which all academic programmes and teaching at UWE Bristol are: **strategically resonant** (reflecting the University's strategic priorities in discipline specific, practice-oriented and contextually meaningful ways), **enhancement-led** (ensuring that enhancement lies at the heart of all curriculum and pedagogic development and review work), **shared endeavours** (engaging students, academic and professional services staff, employers and professional, statutory and regulatory bodies in meaningful partnership to co-create outstanding programmes and outstanding academic practice). It provides a coherent end-to-end approach to programme and pedagogic enhancement based around three phases of a programme's lifecycle: a dialogue-based **Design Phase**, leading to programme validation; a **Continuous Improvement Phase**, facilitated through a bespoke data interface where academic teams can access, reflect on and act on all aspects of programme data in real time; and a dialogue-based **Review Phase** leading to revalidation for a defined period of time.

To ensure that our pedagogic practice and curricula are evidence-informed, the Enhancement Framework is characterised by real-time data feeds and team-based dialogue and debate, replacing paper-based processes. All new and existing programmes (and associated practice) will be fully aligned to the Framework by 2020 (at the close of our current strategic plan). We are also actively redefining the roles of Programme Leaders to ensure that they have greater autonomy and responsibility for teaching excellence within their area, with the right support and opportunities to achieve and deliver excellent teaching and learning.

**Our unique curricular design and partnership with employers reinforces our real-world ethos**. Curriculum is designed in consultation with external experts to ensure that all programmes, beyond accreditation, articulate clearly with specific and contemporary expectations of professions and disciplines. This is evidenced by the large-scale involvement of bodies such as the NHS, MOD, Airbus, Rolls Royce, Bristol Zoo, BBC and Aardman Animation in the design of many of our programmes. In addition, a number of our programmes are **co-delivered with industry**, including an UG Wildlife Ecology and Conservation Science with Bristol Zoo, and an MA in Wildlife Film-making with the BBC. **More than half of our students are studying on one of our 140 professionally accredited programmes -** ensuring that students have an appropriate skill set for their chosen career, and enabling excellent professional externality, rigour and stretch, and feedback for the University.

**Ensuring that students explore 'real world' activities in their curriculum as part of their learning experience reflects our strategic priority that all graduates are 'ready and able'.** Our most focused example of such practice-orientated learning is found in our BA (Hons) Business (Team Entrepreneurship) degree. Here students learn entirely through setting up and running their own projects, working in their own office environment, with the support of team coaches rather than attending traditional teaching sessions. Their reading is directed by the needs of the projects on which they are working at any given time and the assessment strategy enables them to evidence the application of theory to their practice. The destinations data for the first cohort to graduate from this innovative degree demonstrates that this approach produces both entrepreneurs and highly employable graduates.

Beyond the Team Entrepreneurship programme our unique approach to curricular design and assessment is flexible enough to accommodate a range of disciplinary and practice-oriented pedagogic approaches including:

- Work integrated learning opportunities and structured placements across education, health, social care and health care sciences programmes, all of which are mapped against PSRB standards and competence frameworks. In addition to traditional work placements, a core Level 5 module in Health and Applied Sciences requires all students to engage in voluntary work to apply their knowledge and reflect on impact in this alternative setting

- Placement years in business, economics and accounting, and finance are designed to provide opportunities for students to apply their knowledge and learn from real world settings
- Opportunities for students on our highly successful Information Technology Management for Business programme to work in small groups to tackle live information management projects, defined by the needs of local third sector organisations. Working as a consultancy team, students analyse the client's information needs and technological opportunities for addressing them, develop a business case, negotiate and agree a project definition and undertake the agreed project
- Journalism students producing and presenting regular news bulletins to industry standard timelines on industry standard equipment
- Assessment for legal students in mock courtrooms, shared with other programmes where students are likely to encounter courtrooms as part of their careers (e.g. social work)
- Forensic Science students constructing scientific reports use templates required in legal proceedings
- The Digital Marketing Communications module has a "live" assessment brief for Bristol City Council for reducing sugar intake in 18-25 year olds in the Bristol area

These are just some examples of our wide-ranging practice-orientated, co-created and delivered curriculum, designed explicitly to offer students outstanding learning and ensure that they are ready and able. Our DLHE and LEO data is testament to the success of this strategic direction.

**All of our programmes are academically rigorous.** This is evidenced explicitly by our 250 external examiners who unanimously endorsed our standards and the successful 2016 Higher Education Review, which endorsed the effectiveness of our quality processes in assuring standards.

External examiners are used to verify the appropriateness of assessment tasks and review samples of student work across grade boundaries. They attend field and award boards, which respectively confirm marks and eligibility for awards on behalf of Academic Board. External Examiner reports are made available to students and routinely discussed with student reps. Both Field and Award Boards receive comprehensive cohort data, which clearly illustrates the distribution of marks. This aids external examiners, programme and module teams to make an informed judgement of the overall performance of the student cohorts and is used to inform future programme development as part of routine monitoring.

The positive correlation between tariff on entry and degree classification is universally accepted across the HE sector. Over the last 10 years, the overall market's proportion of first class honours awards increased by +11%, and average tariff on entry increased by +9%. In comparison, our percentage of firsts increased at a slower rate (only +10%), whilst the average tariff increased significantly (+16%). This, combined with market leading value-added scores (joint first in 2015 & 2016 Guardian league tables), above average NSS teaching quality scores, and the extensive activity already outlined, demonstrates that UWE Bristol has a very detailed, fair and rigorous approach to student outcomes.

To support programme teams to make timely judgements and enhancements, the University has launched an online tool combining contemporary presentation of institutional data (e.g. student attainment, continuation, DLHE etc.) with the annual monitoring process. This means programme teams are alerted and able to respond immediately to any areas that need addressing.

**Our practice-oriented approach provides additional stretch, with both employers and PSRBs often being more exacting in their expectations beyond the requirements of threshold standards.** The QAA HER (2016) noted the effectiveness of our approach, highlighting the 'breadth and strength of partnerships and the embedding of employability skills across the University's activities' as good practice in the review. The UWE Enhancement Framework for Academic Programmes and Practice ensures that quality assurance, rigour and stretch are embedded within our sector leading approach, as discussed in section 3.2.

### 3.3. Valuing Teaching

We believe that outstanding teaching is at the core of students' success. UWE Bristol values and supports colleagues by facilitating, recognising and rewarding their teaching excellence at strategic, Faculty/Departmental and individual levels.

The Enhancement Framework (Section 3.2) constitutes a core element of our approach to valuing teaching. As well as providing quality assurance mechanisms, its dialogue-based approach **provides opportunities for staff to be recognised and valued for their work on curricular, teaching, learning and assessment design, and to provide case studies and examples for sharing and exchange.**

Other key opportunities valued and recognised for excellence in teaching include:

- The Annual Vice-Chancellor's Staff Excellence Awards, which are based on UWE Bristol's values and, in 2017, included individual and team awards for Innovation, Enabling and Innovation, and Lecturer of the Year
- Funding for group-based and cross-institutional teaching and learning innovation and seed-corn enhancement projects
- Student-led teaching awards (with more than 300 nominations last year)
- Celebratory learning and teaching exchange events to showcase practice developments, enquiry projects and research outcomes.

These events are not simply about celebration and recognition; they are also about **effecting real evidence-based approaches to teaching excellence**. For example, our Learning Teaching and Student Experience Committee holds an annual open meeting dedicated to key enhancement themes. These events bring together staff, students and external experts, beyond the standard committee membership, to discuss an issue, share and celebrate good practice and formulate ideas and next steps for wider adoption. To date, the workshops have driven change across assessment practice, approaches to employability, enterprise and entrepreneurship, and student partnership. Each theme has led to significant action, including a whole institution step-change in assessment practice driven though the UWE Bristol Assessment Cycle Policy. In the last two years, we have seen **significant improvement in NSS assessment and feedback scores**, and the positive comments received through monitoring and evaluation from our students.

Central to all of this work is a focus on evidence-based practice and innovation, underpinned by the principles of critical enquiry, with the purpose of improving teaching quality, demonstrating the value and impact of evidence-based practice and evidencing **our commitment to scholarly and enquiry-based approaches to teaching and learning.** University funding is available to support strategically focused scholarship and enquiry projects. Examples of recent projects include: the routine introduction of tablets, now employed across all faculties and in assessment and exam boards; media supporting active learning at UWE Bristol; and the development of e-portfolios across our provision, including our student 360 Degree Award (previously known as the Futures Award).

Personal professional development and recognition is core to our practice. Those engaged in teaching and supporting learning are supported with UWECPD, our HEA accredited CPD framework. UWECPD includes taught (PG Cert) and experiential routes to HEA Fellowship. These awards are now aligned to our formal HR promotion processes for academic staff, and staff have the opportunity to progress to an MA Education and Doctor of Education as appropriate. **Our commitment to valuing teaching excellence is further reflected in the proportion of our staff who have a recognised teaching qualification, which is 10% above the sector average.** Support is also provided for those wishing to apply for external recognition such as National Teaching Fellowships.

UWE Bristol has longstanding, clear structures and progression routes for all staff. These have recently been reviewed to identify clear indicators of esteem, expertise and excellence, aligned to the leadership of learning and teaching and promotion to Associate-Professor and Professorial roles.

Our staff are supported throughout all of these routes to excellence with experienced mentors and a broader **community of learning**. Those who are successful in achieving awards join the University pool of mentors for the next generation of staff, as well as actively supporting a series of learning and teaching events and activities across the University.

### 3.4. Assessment and feedback

We believe that assessment is an integrated part of the whole learning experience. We employ a broad range of feedback and assessment activities, both summative and formative, to ensure that students achieve the best outcomes. We encourage programme teams to utilise best practice and innovation in this area. Examples of this include: personalised podcasts delivered through our virtual learning environment; second life simulations in criminology and law to enable students to be assessed through a real life scenario; the testing of assessment briefs with students prior to publication to ensure clarity of the brief; critiques in front of employers as well as lecturers; student written blogs – reviewed and critiqued by students and then refined by the original author; feedback sheets with space for students to set personal targets and use in tutor feedback sessions to support their review of the work; crime scene investigation – deploying roles as crime scene investigator, laboratory scientist and court reporting scientist, alongside producing industry standard evidence for courts and utilising the mock court rooms; assessment of practice via e-portfolios, enabling students to reflect on knowledge skills and values as they develop; and the utilisation of digital and video technology for students to record themselves as part of their assessment.

The UWE Enhancement Framework explicitly requires assessment strategies to be considered at the design stage to ensure that they are inclusive, innovative and integrated into the programme and effectively support the students' academic and professional development. This requires staff to consider assessment from the outset of their thinking regarding curricular design and is innovative in its application in the sector.

**Student satisfaction at UWE Bristol continues to exceed the sector benchmark with assessment and feedback.** We specifically target this area as part of our NSS review activity, with teams invited to discuss significant changes in feedback scores, regardless of overall NSS satisfaction. These also provide a space to ensure that programme teams are making use of the resources available to them. The impact of this activity is clearly demonstrated by a **5% increase in students responding positively to the question "I have received helpful comments on my work".**

## 4. Learning Environment

UWE Bristol has long since recognised the critical importance of providing both first class physical and virtual learning environments in support of excellent student experience and to enable and facilitate student success. Our learning environments are designed to ensure that our curriculum is delivered in authentic, real world, high end physical and virtual spaces that bring our practice-orientated learning to life. In the last five years **the University has invested c. £300M on environments that enable innovative learning and teaching**, including over £10M per year on improving formal and informal learning spaces, in response to student feedback and to meet evolving study needs. Investment has included the development of state of the art simulated environments including hospital spaces such as a midwifery delivery suite, paramedic resources (including an annual multi-disciplinary major incident simulation), adult and child nursing wards and virtual diagnostic suites, court rooms, trading rooms and TV studios.

**Ranked in the top ten per cent nationally**, our library provides 24-hour support from qualified library staff, 365 days a year. We provide extensive and customised study skills sessions with the accompanying online materials being visited over half a million times in the last year alone.
In support of our excellent teaching, our learning environments enable students to excel and obtain national and international recognition for their achievements.

### 4.1. Resources

**Creating a physical infrastructure that provides the optimum environment for our academic communities to flourish and supporting a variety of learning needs and opportunities is of paramount importance to us.**

Investment includes our flagship £55M Business and Law building, and in the last four years we have invested £80M in developing our learning and teaching resources, including

- A new £9M building, opened in Summer 2017 to provide industry standard production and post production facilities for film making, animation and photography
- The development of our government co-funded local Enterprise Zone - one of only six in the country, cementing links between start-ups and our students
- Arts and cultural partnership with the internationally renowned Arnolfini Centre for contemporary art, which has become part of our City Campus, and home to 400 students
- Comprehensive library refurbishment across all campuses, providing a 68% increase in social collaborative spaces, in response to student feedback
- Sports Rehabilitation and pro-bono legal clinics so that students can hone theoretical knowledge with supervised practice
- Flight simulators, sub and supersonic wind tunnels, and support for student projects including Formula E and an innovative conversion of a glider to an electric aircraft

Further technological developments include investments in Technology Enabled Active Learning (TEAL) environments across all campuses to support collaborative approaches to learning and the adoption of an online portfolio platform to support work-based learning in a diverse range of subjects including Nursing, Education, Law, and Business Studies.

Following the implementation of new lecture capture technology for all of our students and programmes within 450 learning spaces across our campuses, we have seen a dramatic increase in the number of recordings and their use by students. **Over 23,000 lectures have been viewed online since September 2017** alone. As well as supporting diverse learning styles, lecture capture capabilities have been explicitly designed to support our inclusive practices.

Our innovative approach to resource management is exemplified through new programme design procedures, which ensure that not only learning resources but also academic skills support are appropriate for students' needs. Our approach includes:

- An online reading list management system, combined with increasingly digital and more accessible, relevant and contemporary collections
- Academic skills support, which includes workshops open to all students and a strategy to embed writing and research skills more holistically into the curriculum
- Collaborative working to address the impact of the reduction in the Disabled Students' Allowance by training library staff to undertake more varied roles in support of disabled students, aiming to mainstream inclusive study skills support and to help them develop confidence, independence and employability skills. The success of our approach to supporting disabled students can be seen within our split metrics

We also offer extensive and accessible subject-specific support. This includes our innovative *espresso maths* programme, which holds drop in sessions within our cafeteria. 90% of the 500 students who visited *espresso maths* last year reported that the provision helped their studies. These activities are part of our commitment to ensuring that **all students have equal opportunities to succeed**.

### 4.2. Scholarship, Research and Professional Practice

**Students are our partners and we actively construct an outstanding learning community with them** that consistently nurtures academic excellence and prepares them for success in their professional lives. Scholarship, research and professional practice are core elements of the institutional fabric and are fully embedded in all of our programmes.

UWE Bristol delivers impactful research that shapes our world and informs innovative, high quality teaching. Over 320 staff were submitted to REF 2014, over 500 are actively involved in research projects and publication, and all academic staff have time allocated to the development of their research, scholarship and contemporary professional practice. **Our students are active**

**participants in the scholarly culture of the University** and an annual Student Conference celebrates research, enquiry, and evidence-based practice from undergraduate and postgraduate taught students.

*"Your programme teaches you how to achieve and present academic knowledge – but only a few people ever see your work. This conference allows research and ideas to be shared."*
Student Conference 2017 participant

The development of **high quality professional practice is central to our curriculum**. We challenge our students to become outstanding practitioners in their fields and provide them with many authentic opportunities to evolve their professional skills through placements, internships, mentoring, volunteering and supervised project work. **In excess of 9,000 of our students complete work placements every year.**

As well as supporting students' engagement with professional practice we also facilitate academic staff to remain professionally active in their fields. This sees **many staff fulfilling dual roles as academics and industry-based practitioners,** supporting students' development holistically both on campus and out in practice.

The integrative nature of our learning environment spanning learning, scholarship, research and professional practice produces outstanding outcomes for our students, evidenced by our sector-leading graduate employment figures and highlighted by **national awards that are regularly obtained by our graduates**. Examples include six awards in the last eight years at the Society of Radiographers' Awards; UWE graduates have been the Institute of Directors' Student Director of the Year for two years in a row. 2017 examples include the National Oncology Award obtained by nursing student Molly Payne, the CIPD Student of the Year Award obtained by Human Resource Management student Kelly Smallcombe, the Diagnostic Radiography Student of the Year Award obtained by Laura Bonner and the Radiotherapy Student of the Year Award obtained by Amy Walkman.

*Amy excelled in her clinical practice, with supervisors noting her proficiency and outstanding talent. She couples this with her empathetic approach to patients to make a formidable combination. The Christie, where Amy has recently started working, have gained a great radiographer.*
Gareth Thomas, President of the Society of Radiographers

### 4.3. Personalised Learning

Delivering a truly **personalised learning journey is critically important** and we consistently outperform the sector in student satisfaction for learning opportunities, assessment and feedback, and academic support. We are committed to delivering an outstanding learning experience for all students, and provide a range of ways to engage in learning at a pace that suits individual students.

**Inclusivity is one of our core values, so we want every student to feel valued as a member of our learning community** at every stage of their student journey. From first enquiry through to graduation, every student has named advisers to guide them, to support their understanding of the regulations, to signpost them to specialist support when needed, and to work in partnership with their Academic Personal Tutor and programme teams to ensure they get the very best from their university experience.

Our Academic Personal Tutors (APTs) support student transition into the University, linking with them before their arrival and throughout their time with us. The APTs support students' academic, professional and personal development. Individualised personal development plans are created for each student and are informed by career readiness questionnaires.

Digital innovations, including lecture capture, virtual learning environment enhancements and online study skills support, allow students to revisit material and learn at their own pace. Materials are posted in advance of lectures and seminars to ensure students have time to effectively prepare. Additional academic and study skills support is provided to those students who may need the extra help.

We understand that some students require additional support, so the PAL scheme has been enhanced to provide additional personalised support for specific groups of students (e.g. Library PAL for those who require academic skills support, Global PALs for our international students). **Our sector leading approach to supporting care-leavers has had a dramatic impact, increasing continuation over the past three years from 75% to 97% while at the same time significantly growing the number of care-leavers at the University.**

To further enhance the feeling of community, we have eliminated charges for membership of academic societies. This has increased participation in the groups, membership of which has shown improved engagement, attainment, satisfaction and retention. Use of learner analytics helps us to identify students who may be vulnerable or disengaging to proactively offer the support they need in a timely way, having a positive impact on student engagement and retention.

## 5. Student Outcomes and Learning Gain

With positive flags across BME, POLAR Q1 and 2, IMD 1 and 2, mature and disabled students, our metrics demonstrate that **our inclusive practice-oriented curriculum delivers outstanding outcomes for all students from all backgrounds**. Over a third of our students take part in professional or sandwich placements and we have developed innovative approaches to encouraging under-represented groups to participate. As a result, **we are consistently recognised within national league tables as a top institution for "value added".**

### 5.1. Employment and Further Study

**Our strategic priority of ready and able graduates ensures that employability is a key focus across the whole institution at every level**. It is supported by our evidence-based and curriculum embedded UWE Bristol Employability and Enterprise plan, tailored to subject discipline and student demographics. Our long standing and successful record of graduate employment in the health, education and social work sectors has informed our approach to all other subjects. Students develop their understanding of self and their role within both their profession and wider society through core modules with work-based learning approaches or Institute of Leadership and Management qualifications.

**We support our students to achieve their full career and professional potential.** Specialists in career planning, enterprise, entrepreneurship, volunteering, outward mobility, employer engagement and placements/work-based learning, work in partnership with faculties to ensure students receive support tailored to their subject of study. Compulsory curricular activity is supplemented by co-curricular and extra-curricular components that allow students to personalise their career planning. For example, our annual Professional Practice Week for Creative Industries students includes 70+ timetabled events across one week, featuring 40+ selected employers, professionals and Alumni.

Our popular online careers portal ensures services are accessible to all and enables us to monitor student activity, collect feedback and provide electronic access to many of our services. More than 500 students take part in volunteering projects and we advertise more than 6,000 jobs, paid internships and placements to our students every year. Our annual Meet the Employers Fair, launched in 2009, is now one of the largest graduate recruitment fairs in the UK. 174 exhibitors in 2017 ranged from global brands such as Airbus, Boeing, PwC, Hargreaves Lansdown, Hewlett Packard, Intel, Lloyds Banking Group, Royal Mail, and Taylor Wimpey to local SMEs. Over 2,700 students attended.

We offer **high quality work-based learning opportunities.** In 2016/17, 9,211 primarily professional practice or sandwich year placements were undertaken by our students. With DLHE data showing that students who undertake placements have up to 25% better employment outcomes than those who do not, we have extended our placement opportunities, offering popular micro placements and student consultancy projects where year-long placements are less appropriate. Law students, through 'Pro Bono at Bristol Law School', get involved in a variety of projects, including supporting local residents with community issues. In other subjects, consultancy

projects give local organisations the opportunity to host students to work on a problem, allowing them to gain real-world management experience.

**We equip students for success in a changing, fast-moving, global economy.** We have recently reinforced this by signing up to the nationwide UUKi *Go International: Stand Out* campaign, launched in 2017. We promote outward mobility through a range of opportunities developed with partners including Erasmus+ that include study abroad, international placements, global volunteering, research opportunities and fieldtrips. This is an element of our objective to provide a globally inclusive and international experience for our students.

**We directly support students from disadvantaged backgrounds.** We tailor our activities to meet the needs of our students and this is reflected in our TEF metrics, which show positive flags across our graduate cohorts for both employment metric outcomes, including POLAR Q1 and 2, IMD 1 and 2, mature and disabled students. For example: We provide a range of financial support packages to ensure that family income is not a barrier to engaging in work experience or global opportunities; our mature students in professional health care programmes are supported to succeed in their professional placements through a peer coaching scheme that allows students to give each other advice about managing the demands of study, work and home commitments; we have developed a first year career mentoring programme for BME students to encourage take up of sandwich placements and secure positive employment outcomes; we provide disabled students with priority access to our Employer Fair, which enables them to highlight their skills to employers in a quieter space.

### 5.2. Employability and Transferable Skills

As previously described and evidenced, UWE Bristol's ground-breaking work in enterprise and entrepreneurship has created a culture and set of values that champions enterprising mind-sets and entrepreneurial behaviour. Every UWE student will graduate with these skills and attributes, and we also offer a comprehensive range of support for those who wish to take their own business ventures further. In addition to working on their own enterprise, students can take advantage of opportunities to put their skills into practice in other real business settings. These include paid student consultancy for local businesses such as PlayWest and EngWest, consultancy projects (working on contracted projects with academics outside the curriculum) and paid summer internships (part-funded by the University).

Developing our students' sense of citizenship and connection to the wider world is a vital part of being an inclusive University. We have strong partnerships with local charities, which allow us to develop opportunities for our students to make a difference. For example, our students are working with staff to develop the CRM strategy for a central Bristol homeless people's charity, and our Events students routinely volunteer and help organise events such as Glastonbury Festival, Wildscreen, the Chartered Association of Business Schools, The Students' Union, and others on behalf of Bristol Festival Forum. Our volunteering programme enables our students to work with children in local schools to support reading development or to develop subject-based projects. Our Healthy University Champions scheme allows students to be part of our sector-leading approach to mental health and wellbeing, promoting healthy behaviours with their peers. We pioneered the Bystander approach to tackling sexual violence in universities, which has now become widely used across the sector, and we are now widening our focus to develop a social norms campaign with students to promote positive social behaviours on campus.

### 5.3. Positive Outcomes for All

**A positive and targeted approach has resulted in the University achieving market leading Value Added outcomes** - in 2014 and 2015 UWE Bristol was ranked joint first in the country for Value Added in the Guardian league table. We pride ourselves on our ability to bring out the best in our students, delivering consistent progression, driving ambition and ensuring they achieve their full potential whilst in Higher Education. We take a metric-led approach – breaking down our performance against key performance indicators (including continuation, good honours and graduate destinations) by student characteristics and developing evidence-based and evaluated plans to address differences in performance. Three strands of learning gain pilot projects have been set up within the University, all of which are focused on providing programmes and faculties

with information they can use immediately to better support students. The first uses our careers registration scheme, launched two years ago, which allows us to track both career planning and readiness as students progress through their degree. Our initial analysis demonstrates the career focus of our students, 80% of whom arrive with some experience of work prior to university. Tracking the proportion of students at different stages of career readiness helps us to plan targeted activity, both by discipline and to use positive action to support students with particular characteristics where necessary. Our second learning gain strand focuses on developing and using learning analytics to allow us to ensure that students are engaging effectively with academic support. This strand involves the development of an attendance recording system that will allow us to understand how students engage with formal learning environments, and when combined with other supporting academic data will enable students to reflect on their learning needs and behaviours. Our third strand looks at shorter term learning gains, where we are analysing attainment patterns of cohorts between years of study to identify students in need of additional support.

**We focus on developing inclusive practices rather than solely providing additional support and have rolled out a series of institutional changes to support this**. The Enhancement Framework ensures that our curriculum, assessment and practice is inclusive. The provision of lecture capture software across the University and the personalised support available to each student underpins this.

We **remove barriers to success.** For example, we support students to effectively recognise and tackle stress through the development of emotional resilience skills, with peer-led workshops and embedded activities within the curriculum. The UUK Step Change Framework that we are piloting at UWE Bristol this year will take this even further, with a whole university approach to addressing mental health and wellbeing issues. Our financial support packages ensure that financial hardship does not negatively affect students' success. We provide bursaries to more than 2,500 students from low-income backgrounds and have a range of additional financial support schemes to provide further support. These include hardship funds, short-term loans and guarantee schemes, and have been proven to mitigate the risk of lower attainment related solely to low family income.

## 6. Conclusion

**We put students at the heart of everything we do.** What drives us is a passion and commitment to deliver outstanding learning, inspire people and transform futures. This submission showcases our gold standard learning community, which ensures access to practice based learning, real world experiences and impactful research.

Our strong performance in DHLE, NSS and LEO metrics clearly evidences how we are delivering on our ambitions: we have significantly higher NSS scores for Academic Support than the sector average; positive flag categorisation for Teaching on my Course and Assessment and Feedback; and our graduate outcomes are consistently ahead of the market for both employability and salary levels, regardless of student background or ethnicity.

Our investment programme has seen our campuses physically transformed in the last few years, and we have further exciting developments underway. Technological developments such as our lecture capture across all our teaching spaces means that we are truly inclusive in our approach.

Feedback from employers and partners is overwhelmingly positive too and the effectiveness of our approach is evidenced in the QAA HER (2016), which highlights as good practice the 'breadth and strength of partnerships and the embedding of employability skills'.

We are proud of the great progress we are making on our mission to be a trailblazer for inclusivity, enterprise and employability. However, we are not complacent. We recognise that we must keep building on our excellence, to ensure that we create the right conditions and provide the optimum support to enable and inspire our students to become graduates that are ready and able to have the best future they can.