Teesside University (UKPRN: 10007161)

Transforming Lives and Economies

Teesside University [TU] was founded with a mission to transform lives and economies and this commitment to provide industry-relevant expertise, work ready graduates, civic value and social impact underpins the dynamic, energetic and innovative anchor institution we are today. Our corporate strategy, Teesside 2020, places students at the heart of everything we do. We take a leading role in widening participation, delivering excellence in teaching and student experience, applied research, working with industry and the professions, and driving economic, cultural and community success. We are renowned for our academic excellence and role as an anchor institution, driving growth and innovation in our regional economy and playing a key role within the Northern Powerhouse. Our mission reflects that '*through education enriched by research, innovation, and engagement with business and the professions, we transform lives and economies*'. TU's vision for learning and teaching is articulated in our Learning & Teaching Strategic Plan, in parallel with a number of symbiotic strategies (Research & Innovation, Enterprise & Business Engagement, International, and Resources and Business Management), highlighting our commitment to delivering teaching excellence through a variety of lenses.

Widening participation continues to be one of our main tenets and strengths underpinning our approach to engaging students from under-represented groups and helping them succeed, with 84.8% of our students being APP countable. We consistently perform above the benchmark in attracting young full-time students from low participation neighbourhoods, (TU: 30.5%, benchmark: 15.1%), and mature full-time students with no previous Higher Education [HE] experience and from low participation neighbourhoods (TU: 25.9%, benchmark: 15.4%) (HESA 2016/17). Furthermore, 99% of our students are from state schools. We also exceed the benchmark for participation of students in HE who are in receipt of the Disabled Students' Allowance [DSA], with 9.7% of our students receiving DSA compared to the benchmark of 7.8%.

We are proud of recent external indicators of our success, reflecting our commitment to teaching excellence. Examples of recent accolades include:

- The Times Higher Education Student Experience Rankings, where we rose to 34th out of 116 universities, up 24 places from 2017.
- Whatuni Student Choice Awards 2018, with TU ranked 15th out of 126 HEIs, a rise from 66th place in 2017.
- The Complete University Guide places us 92nd out of 131 institutions, demonstrating an improvement of nine places from 2018.

Achieving successful outcomes in our Athena Swan submission (Bronze Award) and Investors in People (Gold) in 2018 demonstrates our continuing commitment and investment in our staff throughout the organisation, thereby positively influencing the student learning experience.

Recognising the diversity of our students' needs, our ethos is underpinned by the transformative power of emerging technologies to enrich the student and learning experience, as well as the development of flexible and social learning spaces. TU has an innovative future facing approach to learning and teaching, producing graduates empowered to perform at the highest level on a global scale.

We work with a wide range of educational partners, including 16 Further Education [FE] colleges, 20 employer partners and 10 international institutions. Our international impact for learning and teaching is reflected in our outstanding performance in the International Student Barometer [ISB] 2017, where we are ranked number one out of 120 world universities for "overall average satisfaction" (based on the views of 409 students). This is complemented by 31 of our 131 undergraduate degree-level courses gaining 90% or more for overall satisfaction in the 2018 National Student Survey [NSS]. In 2017, TU's achievements were also commended as a finalist in the HEA Global Teaching Excellence Awards.

Overview of the Metrics
Analysis of the metrics clearly demonstrates that we have made excellent gains across all aspects of quality. Our metrics, in the full-time majority mode for Teaching Quality and Learning Environment, evidence that our performance in these areas sits above the benchmarks and reflect the sustained strategic approach we have taken through the introduction of Future Facing Learning [FFL]. In addition, we are proud that our work in strengthening employability skills has resulted in the significant enhancements made in the Student Outcomes and Learning Gain metrics when compared to 2016 and 2017 TEF metrics (a noteworthy 1.8% and 7% against the DLHE benchmarks since 2016). Furthermore, our Destination of Leavers of Higher Education [DLHE] metrics demonstrate a strong year-on-year improvement within the current TEF period. The gains within the metrics are indicative of the increased institutional focus placed on teaching excellence, investment in the learning environment and staff development, and the compelling strategic approach to enhancing and strengthening employability skills driven by FFL.

In addition to our excellent full-time metrics, TU's part-time provision has outstanding outcomes with three positive/double positive flags evenly distributed across the three aspects of quality. This exemplary outcome demonstrates that our commitment and focus on teaching excellence, learning environment and student outcomes is not limited to our majority mode of delivery.

Our full-time split metrics confirm the life-changing impact that our long established and embedded widening participation approach continues to have on our students. The data highlights that the majority of the split metrics (91%) are performing the same as, or in a number of cases above, the level of the core metrics. Successful performance above the core level is particularly noticeable with the BME metrics, which display four double positive flags and is illustrative of our approach to personalising the student learning experience. The Longitudinal Education Outcomes [LEO] supplementary data for 'sustained employment or further study' once again evidences our assertion that, due to local socioeconomic conditions, TU graduates often take a longer period of time to secure employment compared to their peers at other institutions. Scrutiny of the LEO data shows that 5910 graduates were in sustained employment/further study five years after graduation, which represents an 11% improvement on the DLHE data.

We have a long tradition for the continual development of academic staff to provide a curriculum that both supports and stretches our students to achieve their best performance and demonstrates our commitment to teaching excellence. The independent scrutiny of our undergraduate courses by c.150 External Examiners and 29 Professional, Statutory and Regulatory Bodies furnishes us with assurance that our students' performance and outcomes are comparable to the wider HE sector.

We Value the Student Voice
The student voice is deeply embedded across our governance processes, curriculum development and teaching enhancement, reflecting our long-standing commitment to working in a meaningful partnership with students. This approach is articulated within the Student Charter, co-developed by the Students' Union and TU in 2013. Elected representatives of the Students' Union are active members of the Board of Governors, the University Senior Management Team, Academic Board and all key decision-making committees at School and institutional level. Further, the Student Experience Sub-Committee [SESC] is co-chaired by a student and a senior academic, ensuring that actionable insights into the student experience form the basis for strategic enhancements. SESC has played an active role in shaping the Student Code of Conduct and the Personal Tutoring Code of Practice. Moreover, student representation is required to ensure the validity of Academic Appeal Panels.

In recognition of the role of students in shaping the curriculum, Student Panel Members have been recruited to support course approval and review events since 2013. With specialist training and support provided by Academic Registry, Student Panel Members play an invaluable role in ensuring that the student experience is placed at the heart of curriculum development. In 2017/18,

Student Panel Members actively participated in 27 approval and review events. This distinctive approach to student engagement is now being rolled out with partner colleges.

An institution-wide Student Voice campaign promotes the participation of students in TU processes and is a collaborative endeavour between the Students' Union and ourselves. The annual Student Voice event provides a valuable opportunity for students to engage directly with University and School Senior Management Teams to discuss the future of TU. In 2017/18, over 60,000 student questionnaires were distributed as part of the Student Voice campaign.

The following statement is provided by the Elected Officers of the Students' Union in support of this submission:

'Teesside University Students' Union makes a significant contribution to students' lives at the University and secures a positive and inclusive experience for all. With a hyper-diverse student population with many commuters, the SU's work focusses upon advising and informing students, engaging with them and representing their interests, and bringing students together in communities who can shape their learning and student experience. Its success is reflected in awards and the SU's ranking of 11th in the 2018 Times Higher Education Student Experience and 9th in 2018 Whatuni Student Choice Awards is thanks to strong connections with the students and the institution. Enhancing the teaching students receive from the University is fundamental to the SU's work and this drives the work on the TEF.

The SU is owned by the student body and works for all of them. Its services are chosen and shaped by the students' feedback, which also informs and motivates its representations to the University and external bodies. Its work is driven by understanding the changing demographics in the student population, why different students are attending the University, their aspirations and potential barriers to academic success. Direct contact with students on campus by the SU's elected officers and representatives connects it to the students' day to day lives and is articulated as the student voice. The SU's three Presidents focus on the overall student experience and engage extensively with the University at all levels, having regular meetings with its Deans, Directors, and Managers so all major decisions have student input from the Officers and the many students they engage with.

The SU's School Representative system has been running for ten years, recruiting and training students to engage with the management of each academic school. In its 2011/12 governance review the SU established the Student Representative Forum in its democratic structure so students can debate their learning experience and direct SU campaigns to improve it that will be delivered by the SU's Officers and Reps. The SU publishes an annual Campaign Priorities document covering the student experience and delivers 'real world campaigns' that 69.2% of students agreed are relevant to the issues students may face (source: Student Opinion Counts survey 2018). These included the SU's 'Yes to respect' campaign which 78% of students knew of, and ¾ of them understood the work of the campaign (SOC 2018), then in its third year.

The SU has redeveloped its services and facilities in the Campus Heart based on large scale student feedback with the 2014 'newtusu' project expanding the daytime offer and making the SU more inclusive. The Love It Lounge social study space with more seating for students and study rooms. This has been augmented by the launch of SU Studio as a further social study space and 'dry' venue, the launch of the SU Snooze Rooms, and continually adapting the SU's offer to meet changing student needs. The clear messages about these pioneering services to all students have been complemented by outreach work across the University campuses to explain the core role of the SU for students. This has ensured the SU's demographic footprint has changed in line with the changing population so the growing majority of local Tees Valley students are proportionately represented in the memberships of its clubs and societies, advice and information, and the engagement by 'SU on Tour' and other campaigns. The SU's work on 'students first' ensures its work has academic benefit to students, with all students' progression/completion being tracked in the ten year 'TUSU Premium' study of the SU's longitudinal impact on retention and attainment.

This includes segmentation by academic school, mode and level of study, age band, disability, and ethnicity so SU participation rates and student benefit are tracked consistently.

By investing in the SU Student Support (SUSS) department with its specialist advisors and job shop the SU helps students to overcome potential barriers and stay on their courses. SUSS's trained advisers help students with day to day needs as students, including academic enquires and casework, giving independent professional advice to students. The SU is involved in all academic appeals and complaints made by students, and it has helped to renew University academic policy and regulations. SUSS also includes the Representation Coordinator who supports and trains the School and Course Reps across the University.

The SU on Tour programme was started in 2012 as a large scale outreach programme of face to face engagement by SU Officers and Reps. Since 2017/18 the University SMT and Executive have been invited to join the SU's weekly visits to different buildings to meet lots of students. A record breaking first term saw over 1,000 students talk to SU Officers about their current experiences and 500 gave meaningful feedback through the SU on Tour cards. The findings have been reported to University Schools and departments, and followed up by the SU with updates sent to students. The University's commitment to address all issues raised by students shows the value placed on the Student Voice in Teaching Excellence at Teesside.

Tom Platt President Education / Andrew Richardson, President Activities / Sophie Bennett, President Welfare'

TU has made a significant investment in strengthening the student voice through implementing an online module evaluation system. Each semester all students across all modes of delivery are surveyed to explore their experiences and identify areas for potential enhancement or good practice that can be meaningfully shared at module level. The data derived from the Module Evaluation Survey is subsequently benchmarked nationally against similar modules at other institutions. Following the closure of each survey, the results are analysed and a commentary prepared by Module Leaders, identifying specific actions which will be taken as a result. The survey results and Module Leader commentaries form the Module Reflections, which provide feedback to students on the survey outcomes at module level. In 2017/18, over 60,000 Module Reflections were distributed to students, making this one of the largest student feedback exercises in the UK. Student feedback demonstrates the esteem in which Module Reflections are held in promoting dialogues around quality enhancement at module level: '*The amount of response from each lecturer was also surprising to many…seeing these added to the realisation that the University is taking everything on board and that the evaluations work'*.

The enhancement of learning and teaching is driven by our institutional ethos of continuous improvement, embodied within TU's Continuous Monitoring and Enhancement [CME] quality assurance model, for which Module Reflections act as the prime catalyst. CME is the mechanism by which the student voice is captured and analysed on an ongoing basis providing actionable insights which inform timely and responsive enhancements at module, course, School and institutional levels.

Future Facing Learning

Excellence in learning and teaching at TU is defined and empowered through Future Facing Learning [FFL] and driven by the Learning and Teaching Strategic Plan. Through the strategic alignment of academic practice and enabling infrastructure, FFL has generated an unprecedented step change to our institutional approach to the enhancement of learning and teaching, as demonstrated by the significant gains across all aspects of quality since our previous submission. FFL has received widespread external recognition from the sector, employers and key influencers, including Microsoft and eLearn magazine (with a global readership across 180 countries). FFL has been the subject of invited presentations at national and international events, including BETT (the largest educational technology conference in the world) and Jisc national roadshows. FFL is a unique approach to pedagogic design and delivery, co-developed with a broad range of internal

and external stakeholders, and responding to the future contexts in which our students will live and work. The co-development process included in-depth consultation with the Board of Governors, student representatives, academics and professional services staff, facilitating an institution-wide dialogue on excellence in learning and teaching within a TU context. FFL is embedded in curriculum development through the approval and review process, and threaded throughout academic practice by its centrality to the Academic Enhancement Framework, which will provide staff with guidance on driving excellence. Academic adoption of FFL is supported by a comprehensive range of professional development opportunities, including curriculum mapping workshops and assessment labs.

FFL provides students with the skills, knowledge and tools to thrive in a complex and uncertain world. FFL is underpinned by three enabling factors, namely Teaching Excellence, Inspiring and Enabling Spaces, and 21st Century Curriculum Design and Delivery, which build on historical strengths of TU. Pedagogic practice is shaped by five core themes which prepare students for sustainable success throughout their lives, namely future readiness, social and ethical engagement, research activeness, global connectivity and digital empowerment. FFL is comprehensively embedded across TU, including within course approval and review processes. Our commitment to FFL is reflected in all aspects of our approach to teaching excellence and therefore the structure of this submission.

Teaching Excellence

TU's rich pedigree in nurturing teaching excellence is evidenced through a sustained commitment to shaping the skills and expertise of teaching staff. 84% of teaching staff possess a recognised teaching qualification, ranking TU the second highest in the UK on this measure (HESA 2016). TU has maintained a central unit dedicated to the enhancement of learning and teaching since 1995, with an operational focus on the design and delivery of high-quality professional development for teaching staff aligned to the UKPSF. The PgCert in Learning and Teaching in Higher Education [PgCertLTHE] is one of the longest established in the UK and has been accredited since 1996. It is a contractual requirement for new staff to undertake the PgCertLTHE if they lack a recognised HE teaching qualification or significant experience of teaching at HE level. TU is currently developing the Academic Professional Degree Apprenticeship as an alternative route to nurture new staff, recognising the value of an apprenticeship model in shaping academic practice.

TU's professional development framework, 'Recognising Excellence in Learning and Teaching' [RELT] is accredited by Advance HE and underpinned by the UKPSF. We have adopted a holistic approach to the recognition of teaching excellence, and encourage staff who support learning, including technicians and Graduate Tutors, to seek recognition. Following reaccreditation by the HEA in 2017, the Accreditation Panel commended TU on a number of areas including: '*The framework is integrated within University governance, policy and processes relevant to the professional development of all staff that teach and support learning…This provision provides a good fit with institutional strategy in order the meet the development needs of a diverse body of staff working towards HEA Fellowship including Graduate Teaching Assistants and Researchers'*.

The success of our institutional focus on nurturing and recognising teaching excellence is reflected in the significant proportion of staff possessing HEA Fellowship status. In 2017/18, 62.5% of academic staff held HEA Fellowships. This contrasts to 53.3% of academic staff across the University Alliance and 41.8% of academic staff across the sector recognised as HEA Fellows during the same period. In alignment with the FFL core theme of digital empowerment, academic

and support staff are encouraged to seek Microsoft Innovator Educator Expert [MIEE] status, which recognises passionate educators who apply technology in innovative ways to enhance learning. There are currently 572 MIEEs across the UK, of whom 226 work in FE or HE. 47 TU staff have been recognised as MIEEs or 20.8% of the total MIEEs working in FE or HE. The success of MIEE recognition at TU demonstrates the alignment of institutional strategy with the practices and subsequent recognition of teaching staff.

The Students' Union established a student-led awards scheme recognising staff excellence in 2013/14. The STAR Awards subsequently became a collaborative initiative with TU. All awards relating to learning and teaching are based upon student nominations, and student representatives play an active role on the judging panel. In 2017/18, 164 student nominations were received.

Mirroring parallel pathways relating to other strategic portfolios, academic staff may secure advancement to University Teaching Fellow and Professor based on their expertise and sector recognition for the design, delivery and impact of innovative learning and teaching, demonstrating visible parity of esteem across portfolios. Individuals progressing through this promotional pathway contribute to key institutional initiatives to enhance pedagogic practice, demonstrating an embedded institutional approach to talent management. We awarded the first Professorship in Learning and Teaching in 2018.

TU's long-standing commitment to enhancing teaching practices is demonstrated by the breadth and depth of professional development opportunities for staff. In 2017/18, the central Learning and Teaching Enhancement team delivered 276 workshops across TU, with 597 unique attendees across the academic year. The volume of workshop attendees evidences a thriving institutional culture of developing and disseminating teaching excellence. 95.11% of participants were satisfied with the professional development they participated in.

Institutional learning and teaching conferences have been hosted by TU for over 15 years, providing an opportunity for staff and students to disseminate good practice. Two conferences are held on an annual basis, one of which is co-created and co-delivered with students. In April 2018, for example, 328 participants attended a conference exploring the student voice within learning and teaching. Of these, 76.8% (252 individuals) were students, with significant participation by both full and part-time students. This demonstrates the deep engagement of the student body within an ingrained institutional culture of teaching excellence, and as active participants within a sustained cross-University dialogue. Student feedback evidences the value of the conferences in fostering an inclusive learning community: '*Students can feel a power divide between students and staff – not due to barriers placed by staff – and the conference was a good way of tying views together and bridging gaps between students and staff*'. Conferences are planned in partnership with the Students' Union, with the latter selecting and inviting Simon Blake, former Chief Executive Officer of the NUS, to be the keynote speaker for the 2018 Learning and Teaching Enhancement Conference.

Within our culture of continuous improvement, in recognising the value of a collegial approach to fostering teaching excellence, the Peer Review of Learning and Teaching Scheme offers a well-established mechanism for the identification and sharing of high impact pedagogic practices. The 2016 QAA HER report noted the significance of the scheme as '*a valuable enhancement tool*'.

TU is committed to sharing pedagogic practice across the sector. As part of the University Teaching Excellence Alliance [TEA], TU works collaboratively to develop, champion and showcase teaching excellence in professional and technical education. TU Learning and Teaching Conferences are open to colleagues from across the TEA. In 2018, we led a TEA webinar on enhancing the digital capability of teaching staff, in collaboration with the Open University. The webinar was attended by participants from across the University Alliance, of whom 87.5% confirmed that the disseminated information was useful for their own practice. TU staff are involved in supporting colleagues from across the sector through the TEA Peer Review College, and have co-facilitated the piloting of a cross-sector sandpit model for curriculum development involving staff

from across all TEA institutions. This approach has since informed similar approaches to agile curriculum development across the University Alliance.

Inspiring and Enabling Spaces

The exemplary nature of learning spaces across TU have received widespread external recognition in facilitating the delivery of an outstanding student and learning experience. In 2018 TU's facilities were ranked in 7th place in the WhatUni Student Choice Awards. In the 2017 ISB, TU was ranked 1st for the physical and online library, laboratories and learning spaces. TU has consistently scored above the sector benchmark for learning resources in the NSS.

Creating a stimulating learning environment that provides space, facilities and technology for effective learning and personal development is evidenced in the ongoing delivery of the Campus Masterplan. Developed in consultation with staff and students, the Masterplan provides a blueprint for campus development informed by a comprehensive review of student journeys and underpinned by the profound shift in pedagogic practice triggered by the adoption of FFL. In recent years, TU has invested over £270 million in campus developments including new industry standard teaching facilities and the development of social learning spaces. An additional £300 million will be invested in further campus developments over the next decade. The majority of non-student-facing services have been relocated to the periphery of the campus, physically placing the student experience at the heart of TU. This has created room for new learning spaces, such as the Teesside University Business School. The Business School is a contemporary learning space that includes syndicate rooms and shared work zones to enable collaboration between staff, students and businesses, reflecting industry norms and embodying the TU emphasis on future readiness.

Student partnership is integral to the institutional approach to designing learning spaces. This model was first developed through the refurbishment of the Library. Students were active members of the Project Board, working alongside architects and contractors to create and realise a transformational vision for a future facing library. This vision included the seamless integration of technology and the creation of flexible social learning spaces alongside more distinct areas for personalised learning. Student researchers subsequently led the project evaluation. The success of this co-design model for learning space development is demonstrated by its ongoing application within a range of campus development projects of varying scales. The development of the new Student Life Building, at a cost of £12.5m, was a direct response to feedback from student consultations in the form of a single physical location for student-facing services. In testament to the success of the co-designed refurbishment, the Library was shortlisted for a number of awards including SCONUL Library Design Awards 2016 and RICS North East Awards 2018. The design also featured in a Guardian online article on University Libraries of the 21st Century, based on reader suggestions. The operation of the Library continues to be shaped by the student voice. Following consultation with the Students' Union, the Library has 24-hour opening, 365 days a year. This increase in accessibility has had a particularly positive impact on part-time students whose ability to visit is constrained by external responsibilities. In 2017/18, the total annual footfall of the Library was 637,858 (an increase since the refurbishment of 11%).

TU constantly reviews the design of teaching spaces to ensure that they remain at the cutting edge and are aligned with our institutional pedagogic practice, including the adoption of appropriate technologies. The FFL Digital Classroom was designed as an experimental teaching space optimised for utilising the FFL Toolkit of software apps to support active collaborative learning through the seamless integration of technology. The space encourages project-based working rather than the passive reception of knowledge. The Digital Classroom was shortlisted in the 'Inspiring Learning Spaces' category of the 2018 Education Estates Awards. In recent months, academics from a range of international institutions, including Sri Lanka, Slovenia and the Czech Republic, have visited the Digital Classroom to explore best practice in the design of a cutting edge, technology enabled learning space.

21st Century Curriculum Design and Delivery

Our approach to the development and delivery of innovative and impactful degree courses begins with our well-established Course Approval processes – of which the 2016 QAA HER highlighted our incorporation of '*external expectations and reference points, including programme-specific requirements from professional or other sources, and address such institutional priorities as technology-enhanced learning, employability, research-informed teaching and pedagogic innovation*'. The first step in this process is to ensure that our courses are relevant to the appropriate sector and have currency in terms of content. This is partly achieved through the integrated use of the EMSI database to explore demographic and employment trends in the future, and engagement with our industrial partners. Our regulations for the development of new courses require staff to consult in meaningful ways with current students on the content and nature of new and existing courses thus ensuring that the student voice has an impact of all course developments. Strong industrial and professional engagement is also well-embedded in course development and enhancement. For example, the School of Science, Engineering and Design worked with a sub-group of its External Advisory Board to enhance the employability skills and entrepreneurial mindset of our undergraduate students across all provision going through approval and re-approval. The year-long process transformed the content of a range of modules and drew employers into the curriculum to support student development.

Innovation is embedded in the learning and teaching environment. For example, within the School of Health and Social Care, learning is enhanced through the provision of managed simulated scenarios in all years of study where students learn through simple individual task-oriented scenarios to complex inter-professional simulations involving other healthcare professional groups. TU has invested around £1 million to support this activity, including a simulation operating theatre, simulated ambulance with accompanying paramedic scenes and advanced patient simulators. The Regional Ultrasound Simulation Centre and Paramedic Suite, which serves the whole of the North-East region, has its hub at the Darlington Campus with satellite centres at James Cook University Hospital in Middlesbrough and hospitals in Newcastle. The state-of-the-art ultrasound simulation suite serves the current and projected learning needs of radiologists, sonographers and doctors who have ultrasound skills as part of their curriculum. The training suite also has a role in meeting growing demand to train midwives in obstetric ultrasound, paramedics in emergency ultrasound, physiotherapists in musculoskeletal ultrasound as well as ultrasound guided joint injections and podiatrists in ankle and foot ultrasound. A further example has been developed by our own staff resulting in an award-winning spin-out company (Shaderware), which provides radiography simulation software to Teesside students, but also to students in over 100 sites across the world. The impact on the student experience is evident, for example as a direct result of investment in innovative pedagogies, the NSS results for the BSc (Hons) Operating Department Practice Studies course increased from 80% in 2014 to 94% in 2016 for access to specialist resources.

TU has also invested £2 million into the £22.6 million National Horizons Centre [NHC] complex at our Darlington Campus, alongside the European Regional Development Fund and the Tees Valley Combined Authority [TVCA]. The NHC will play a pivotal role as the vehicle to grow research and teaching in biologics, underpinned by new undergraduate, postgraduate and degree apprenticeship provision in Biomedical and Pharmaceutical Sciences. The state-of-the-art infrastructure will provide facilities to develop high quality training and CPD activity, commissioned and informed by our industrial partners. NHC will also be the focus for interdisciplinary learning and teaching across the interfaces of Health and Wellbeing, Digital and Creative Economies and Secure and Resilient Society themes articulated in the Research & Innovation Strategic Plan. Innovative learning and teaching have been a part of the developmental process of the NHC since the very beginning, resulting in a world-leading research centre underpinned by research active future facing curricula and learning spaces. This work has also been enhanced by the successful HEFCE Catalyst Fund – Powering Growth in the Bioscience Sector bid, which allows our students to benefit from the development of an innovative learning portfolio in the biosciences, co-designed by industry and cross-disciplinary in nature. The project is co-delivered with the TVCA and industry partners, with an innovative experiential approach to curriculum co-development at its heart. Viewing the interface between TU and the workplace as fully permeable, short-term placements for

the project team in academia and industry are facilitated to share knowledge and expertise, ensuring that the learning portfolio stretches our students and results in future ready learners.

The development and launch of our exciting new Advanced Home Construction provision is another example of our commitment to interdisciplinary provision supported by industry. Developed in direct response to a pressing social need, we have worked with leading architect George Clarke and the social enterprise The Ministry of Building, Innovation and Education [MOBIE] to develop a suite of multidisciplinary courses to attract new and innovative ideas and people into the building industry. Our courses offer students modules from across TU (covering content from design to sociology, from policy to health) to provide a truly holistic education designed to address a growing social and global challenge. Students on this course are currently working with social housing companies to develop housing for those in desperate need around the Tees Valley. A further example of co-creation is via our internationally informed and influenced partnerships with Hyper Island and Team Akatemia, ensuring co-creation with employers and students in our curriculum development, where we adopt design-thinking tools and techniques to enrich the learning journey and, wherever possible, ensure practical application in assessment.

As noted, our long-running staff development programme equips staff with the skills, knowledge and confidence to experiment in the classroom. This has led to a number of local enhancements to our teaching which we have scaled-up across TU and are now sharing with other institutions. For example, staff in the Biosciences areas have incorporated virtual field-trips into the teaching of ecology. Working with our students to build the virtual world and online experiments using Minecraft, the Royal Society of Biology have grant-funded the dissemination of this approach to a national audience. This approach has resonated particularly strongly with our inclusivity and widening participation agendas, where students have stated that '*Minecraft has such a promise for students as it provides a truly multipurpose environment and is indiscriminate towards disabled students. Irrespective of a student's learning difficulties, Minecraft allows a student to approach a project with a creative and critical manner to achieve a solution'*. This innovative approach has directly let to the formation of the Women in Gamification in Education network which is now working with students and staff to apply this philosophy to other undergraduate courses at TU. As part of our approach to supporting pedagogical experimentation, staff are subsequently encouraged to undertake high quality learning and teaching research and evaluation. In keeping with the applied and future ready emphasis of our Learning & Teaching Strategic Plan, this tends to be discipline-focused. Thus, staff have published in peer-reviewed journals on learning and teaching in subjects as broad as civil engineering, mathematics, entrepreneurship, media, health care and archaeology – in addition to papers exploring the use of technology to support learning and overall digital literacy. All papers are freely available through our TeesRep facility. The innovative nature of our learning and teaching has also been recognised through the invitation of a significant number of our staff to present talks and keynotes at national and international conferences.

In-class innovation has been particularly important in addressing challenges of assessment and feedback. For example, staff in the School of Computing, Media and the Arts undertook an Assessment Feedback Project to transform the practice of providing feedback to include a greater variety of modes (such as video and audio-based feedback) and to instigate a more consistent approach to the timing of feedback across subjects and departments. This successful project has now been rolled out more widely. Further, Chemical Engineering developed a novel peer-assessment and reflection marking scheme (now implemented widely) in direct response to feedback from our students. This work in designing authentic and innovative feedback practices now means that TU is placed in the top 20 institutions for satisfaction with assessment and feedback in The Guardian University League Table 2019.

The strategic development of online provision addresses the specific 21st century needs of our students, particularly in using technology to overcome barriers to participation. For example, our Teesside University Online Learning: Engineering [TUOLE] delivers high-quality Higher National certificates and diplomas on a part-time basis for those working in industry, often overseas in

remote locations. Our novel MA in Creative Writing is also delivered entirely online and has been described by the External Examiner as '*an innovative new programme that has been exceptionally well constructed and taught. The interactions with the students online were inspiring and the tutors have facilitated the production of some really excellent work, which is a credit to both students and staff*'. Our outstanding part-time TEF metrics are, in part, a reflection of our approach to flexible distance learning, which has allowed us to engage with increasingly diverse learners across the globe. For example, our civil engineering academics have delivered research-informed interactive online tutorials through the FP7-funded EECities project, which is an energy analysis service provider that supports planners, energy consultants, and policy makers to make informed decisions related to improving the energy efficiency of urban areas.

Digitally Empowered

The digital empowerment of staff and students is underpinned by a transformational strategic commitment to digital transformation across all aspects of TU. In 2017/18, over £5 million was invested in IT infrastructure, enabling and energising teaching excellence. The ambitious digital transformation of TU has been described in a Microsoft press release as '*…one of the biggest digital shake-ups the higher education sector has ever seen to help students prepare for future jobs'*.

The FFL Toolkit consists of a suite of software apps which have been made freely available for staff and students. The Toolkit has been shaped according to feedback from staff and students to ensure that the apps support pedagogic innovation and prepare students for the workplace. For this reason, Microsoft Teams (an online collaborative working space used by 87 of the Fortune 100) is positioned at the heart of the FFL Toolkit. The success of the institutional deployment of Teams is evidenced by the selection of TU as a case study on the new Microsoft web resource for the utilisation of Teams in a HE context, promoted on a global scale.

Professional development of teaching staff is central to the TU digital transformation programme. In 2018, we launched the FFL Digital Development Programme [DDP]. The DDP is a mandatory digital upskilling programme, focussed on utilising the FFL Toolkit to enrich the learning experience through the adoption of active learning pedagogies that authentically reflect workplace practices. To date, 432 staff (including Academic Librarians and Careers staff) have participated in the programme, with all teaching staff scheduled to complete by August 2019. 95.5% of participants expressed satisfaction with the DDP, with 89.4% agreeing that the programme met their learning and development needs. The DDP has been mapped against the UKPSF, Jisc digital capability framework and (in partnership with Microsoft) the Microsoft Innovative Educator Expert award. The mandatory nature of the DDP demonstrates our commitment to empowering staff to deliver an outstanding student experience through harnessing new and emerging digital technologies.

In recognition of the diversity of the student body, we launched the Advance Scheme for all level 3 and 4 full time undergraduates in September 2018. The scheme equips students with an iPad, keyboard and electronic book credit. Teaching staff have been equipped with the same devices. The FFL Toolkit is installed on all devices, though staff and students are encouraged to download and use other apps which may support innovative practices in their discipline. The purpose of the Advance Scheme is to ensure digital parity between staff and students in providing access to technology. Part-time students are able to access the devices through a central loan scheme. Since September 2018, 3,221 iPads have been deployed to students across TU, making this the first institutional level student deployment of iPads across the UK HE sector. The pedagogic impact of the Advance Scheme is being closely monitored at institutional and local levels. Module evaluation data for Semester 1 2018/19 demonstrates that 85.4% of responses confirmed that they had had opportunities to use their iPad and the FFL Toolkit to support their learning at module level. The most recently available data from the device management framework demonstrates that all 3,221 devices were active during the last recorded month.

The strategic application of digital technologies, informed by consultation with internal and external stakeholders, shapes the TU student experience. In 2017, the MyTU Student Portal was launched

to provide a single digital focus for communication with students. The adoption of MyTU empowers the student voice through clarifying opportunities to engage with TU, including direct access to live module evaluation surveys and signposting to relevant opportunities with the Students' Union. Since 2017, 19,000 active users have engaged with MyTU demonstrating widespread adoption across the student body.

Student support has also been revitalised through the application of digital technologies. Analytics derived from student systems access are used to inform interventions for those at potential risk of disengaging with their studies. The introduction of a bespoke ePortfolio solution has strengthened the recording capabilities of students on placement. Lecture capture is now available across all general purpose teaching rooms, ensuring that students are able to access recorded lectures on their own devices. Streamlined access to online resources facilitates individualised learning.

Research Active

FFL is broader than just learning and teaching and helps to guide all of the Pro Vice-Chancellor Portfolios – it does not sit in isolation. This can be seen in the intersect of the Learning and Teaching Strategic Plan with the Research and Innovation Strategic Plan. TU academic staff are expected to engage with both teaching and knowledge creation/dissemination as rounded HE professionals. To define Research-informed Teaching [RiT], a working group of academics from across the institution collaborated to conclude that at TU, research-informed teaching is about placing the generation of new knowledge within the student experience. It is a mechanism through which we place our students at the heart of the Teaching Excellence & Student Outcomes, Research Excellence and Knowledge Exchange Frameworks. Through engaging with the generation of new knowledge within their curriculum, our students develop the skills, mind-sets and habits of learning necessary to create new knowledge themselves. Our success in placing research into the curriculum can be seen in the 2018 UKES results where 'learning about the methods of research and analysis in your subject' scored 79% against a sector average of 74%. Further, 83.6% of our respondents felt that they had had an opportunity to generate new knowledge themselves by level five.

An overt example of research embedded in the curriculum for the benefit of our students, is with the provision of 43 Graduate Tutors [GTs]. They are paid as full-time academic staff while studying for their PhD. During their time at TU, the Tutors are supported through the PgCertLTHE qualification and are provided with a range of CPD opportunities to support their development as leading researchers and educators. As part of their role, GTs work with students in a variety of ways, usually through the integration of their own research and research experience into teaching sessions. For example, GTs in Sport and Exercise work with taught students on their research on physical activity in school children.

Outside of the curriculum, students are also supported to become research active and develop their knowledge creation skills. The Students as Researchers scheme has been running since 2011 and is designed to develop learners as co-creators, rather than consumers of knowledge, by developing their research skills through being embedded in an active research team. To date, 188 students have been supported on 155 separate projects. Students are paid a salary while working, and projects are both pedagogical and disciplinary in nature. Students are encouraged to think cross-disciplinarily when applying for posts. Our success in developing students as independent researchers can be seen in the responses to the 2017 UKES survey where for the 'time spent in independent study' metric, TU scored 84% (compared to the sector average of 76%). We also support a great range of extra-curricular activities and their integration into the curriculum. Such a student-led example is our TU2Space project, in which Aerospace Engineering students are working to send a rocket and thumbsat into orbit with a view to democratising access to space. Everything from research and testing to marketing and media work is being carried out by our students, with assistance and supervision from lecturers and external space engineers. This project now forms a key group activity assessment within the BEng course itself and has led to a multi-award-winning student-led spin-out company, Stratobooster, which has been highlighted as one of the 19 companies to watch in the North East in 2019 by The Evening Chronicle newspaper.

Through the Research & Innovation Strategic Plan, five Grand Challenges have been established, one of which is Learning for the 21st Century. This Grand Challenge, which provides seed funding for appropriate learning and teaching projects, recognises that the future requires an educated workforce which can understand and work creatively with complex concepts to generate new ideas, theories, products, and knowledge, supported through flexible and agile approaches to learning and engagement. The research supported by this Grand Challenge is already delivering impact: a project to develop reflective journals resulted in novel curriculum development and improved student outcomes in Education; collaborative research between English academics and a group of surgeons, patients and their carers enhanced patient care at Birmingham NHS Trust/ Glaucoma Research Institute; design staff and students have worked with a National Teaching Fellow to create experimental new learning spaces for Engineering students; and a project on Wikimedia in learning and teaching has led to outreach events where the public created and edited Wikipedia pages with a focus on the representation of Middlesbrough and the Tees Valley.

Students have been supported to present their research at a series of national events and conferences. One such example is the Posters in Parliament competition, which is a prestigious national exhibition of undergraduate research posters within the Houses of Parliament attended by MPs and Peers. TU students have presented at Posters in Parliament on an annual basis since 2017, which demonstrates our commitment to creating a learning culture where research is integrated into inspirational teaching to deliver real-world impact.

Socially and Ethically Engaged

The adoption of FFL ensures that our students are provided with opportunities that enable them to engage with 21st century social and ethical issues at local, national and international levels. 69% of TU respondents to the 2018 UKES confirmed that their course helped them develop or clarify personal values or ethics, compared to an average of 66% across the sector. Strategic leadership of the engagement of students with social issues is demonstrated by the participation of the Pro Vice-Chancellor (Learning and Teaching) in the Big Student Sleep Out alongside 33 students and four staff, raising awareness of the homeless community and developing a model which is subsequently being adopted by other institutions.

Within the curriculum, LLB (Hons) students participate in the TU Law Clinic which provides free legal services to members of the local community. Since its inception in 2012, the Clinic has dealt with over 1,000 enquires including referrals from solicitors, courts, citizen advice bureaus and MPs. Recent projects have included establishing and servicing an outreach programme for the Tees Valley Women's Centre and providing legal advice to young social housing tenants in Middlesbrough through a collaborative project funded by the Big Lottery Fund. In 2017, the Law Clinic was awarded the Northern Law Awards' Pro Bono/Community Initiative Award for providing legal services to ex-steelworkers following the closure of the SSI site in Redcar. Another example of social engagement through learning is the TU Inside Out prison exchange programme which works to support the rehabilitation of prisoners whilst simultaneously providing students with a unique learning experience that also prepares them for diverse roles in the criminal justice system.

According to the 2017 UKES, 32% of TU respondents invested at least one hour per week in volunteering, compared to only 24% in the sector benchmarking group. Our longstanding VolunTees programme offers students the opportunity to enhance their employability through volunteering within the local community. In 2018, 4024 students were registered on the programme (more than double the number in 2014) and 19,126 volunteering hours were recorded (c. 4,000 more than in 2014/15) with an economic value to the local community of more than £200,000. Student feedback demonstrates how volunteering is perceived as contributing to society and future readiness: '*Volunteering has taught me what I really want from my life and that is a positive contribution to the society around me. It is a potential route map through life that I hope to follow for the rest of my days and it all started here with VolunTees'.* A further example is Teesside Enactus, which facilitates self-managed student entrepreneurial projects with the aim of delivering social impact. Recent student-led projects have included a community food programme in Middlesbrough

and an anti-recidivism initiative for female ex-offenders in Nigeria. In 2017, Teesside Enactus reached the finals of the national Enactus competition.

The internationally renowned Middlesbrough Institute of Modern Art [MIMA] is a cultural, creative and community hub for the Tees Valley and works with a range of groups including creative organisations, policy makers, refugees and both young and old people. It was incorporated into TU in 2014 and we have utilised the facility as a vehicle for supporting innovative cross-disciplinary learning activities, demonstrating research impact and public outreach. MIMA was named North East Museum of the Year in 2017 (The Journal Culture Awards), won the Contemporary Art Society Collections Fund Award at Frieze in 2016 and was shortlisted for the Freelands Foundation Award 2017. In 2017, TU was shortlisted for the Excellence and Innovation in the Arts category of the Times Higher Education Awards for our work with MIMA. Working at the intersect between artistic excellence, research, education and civic engagement, we offer students and staff a platform beyond the campus from which to engage meaningfully with regional, national and international priorities. In 2018, MIMA recorded more than 20,000 interactions with students. As well as being increasingly used as a teaching space, we offer placements and volunteering opportunities to students as well as workshops and seminars. In 2017, MIMA was cited in the Trendwatch report for its work in engaging migrant constituencies.

Globally Connected

All TU students engage in an internationalised learning experience that promotes global connectivity both physically and digitally. TU's international partners and on-campus international students enrich opportunities for students to gain a global perspective through peer learning. Our commitment to ensuring our students have an outstanding international experience is evidenced by our results in the 2017 ISB. Our impressive "overall average satisfaction" rate of 94.4% and places us 1st in this category in the UK (out of 120 participating world-wide institutions, based on the views of 409 students).

In line with Future Facing Learning, the creation of the TU Global scheme enhances mobility opportunities for students and staff in study, work, volunteering, intercultural activities and events, inspiring and enhancing their learning journey and personal development through international experiences. Last academic year, 33 students from one of our Indian partners visited the campus on a 6-week placement with the School of Science, Engineering & Design. 18 of our on-campus students visited another Indian partner as part of an exchange programme to enhance their intercultural awareness and BSc (Hons) Sports Therapy and Rehabilitation students spent 6 weeks at partner institutions shadowing medical professionals to develop their clinical skills as part of our immersive learning provision.

Our staff placements and exchanges encourage staff members to broaden their knowledge and understanding of different approaches across the world to inform TU curriculum development and delivery. For example, senior academics used their experience working with staff and students at Olin College in the US to transform the foundation year provision across all science and engineering courses, by applying best practice pedagogic models observed during their visit.

This practical application of new knowledge and research is also reflected in our Transnational Education [TNE] courses. Our School of Social Sciences, Humanities & Law's partnership in Malaysia delivering our Early Childhood Studies degree has led to transformational professional development and shared understanding of differing conceptual viewpoints. The pedagogic approaches to the teaching of the early years curriculum in Malaysia is not geared to individual learning needs and differentiation is not practiced in their education system, so the design of the course was an innovative and creative process for both the Malaysian academics and their students. Our academics were also able to use this experience to share a better understanding with the home students on this course of the differing underpinning pedagogy in Malaysia, developing TU students' comparative and critical understanding of international education and practice.

Earlier this year, our School of Health and Social Care delivered a live-streamed joint event with the National University of Singapore [NUS] around digitalisation of healthcare. Presentations on this contemporary issue in global healthcare were led by academics from both universities and professionals from industry, attracting a mixture of students from NUS and practitioners to enhance their knowledge on the subject, through the information provided by TU expert speakers. Our commitment to working with government, industry and international organisations to inform our curriculum is aptly demonstrated by the development of our MSc Public Health course, which was shaped via engagement with global practitioners and focus groups facilitated by the British Council in Uganda.

Future Ready

The future readiness of our students is fostered through the adoption of a holistic approach to preparing students for the globally connected workplace, underpinned by effective partnership working between the central Student Futures team and academics. The TU approach, which unites all strategic portfolios, places particular emphasis on supporting students to progress to appropriate employment through a diverse range of enhancement initiatives within, and beyond the curriculum. As noted in the 2016 QAA HER report, '*A particular strength of Teesside University is the strategic and embedded nature of its approach to employability. This is buttressed by both internal efforts to embed employability in the curriculum and offer students a range of employment-related experiences both within and outside the curriculum, and by external engagement with local and regional employers. This engagement, which aims to benefit both students and the local economy, is identified as good practice'.* Since 2016, there has been a step-change in intensity of this activity which is borne out in the significant gains we have made in our employment metrics and further demonstrated by LEO data which highlights the longer-term success of TU graduates within the labour market. The Sunday Times University Guide 2019 awarded TU 79.1% for its graduate prospects (3rd in the region and in the top 50 universities nationally).

The promotion of future readiness is evidenced by our expertise in employer engagement, enterprise and entrepreneurship, and evidenced by a number of accolades and awards. TU won the 'Knowledge Exchange Initiative of the Year' category at the Times Higher Education Leadership & Management Awards 2018 for our work on DigitalCity and wider digital knowledge exchange, and the 'Improving the Business Environment' Enterprising Britain Award for its role as an anchor institution working with the TVCA to support business and innovation growth through a number of different initiatives.

Digital knowledge and expertise, fostered through innovative pedagogic practices and cutting-edge curricula, have had considerable impact on graduate employment and regional economic growth. Over the last decade, TU's dynamic regional digital skills interface, DigitalCity has supported 250 graduates to establish 216 start-ups, making a formidable contribution to the vitality of the digital sector in the Tees Valley. In evaluating digital innovation within the Tees Valley cluster, the influential Tech Nation 2017 report notes '*...Teesside University has been critical to the cluster's success'*. The prestigious judging panel of the Times Higher Education Leadership and Management Awards 2018 stated that TU is '*a driving force behind the digital transformation of the Tees Valley economy'*.

Future readiness is inculcated through developing an understanding of the needs of individual students. In 2017, we commenced the collation of data from all taught students at enrolment pertaining to employment history, career readiness and individual development needs. In 2017/18, 20,987 students provided this information. This data is used to identify specific areas for development at institutional, course or individual levels, including signposting students to relevant support and training for their future career aspirations. Since 2016, the Student Futures team has engaged with 2,702 students, included 524 one to one individual interventions. As a result of these services, 485 graduate level job outcomes have been directly secured. In 2017, TU careers advice was ranked 1st in the UK ISB. For more than a decade, DiversiTees has addressed particular gaps in employment outcomes for specific student groups. Working with care leavers, BME, disabled

and mature students, DiversiTees matches students with mentors in the business community. Over the past five years, 80 students have been supported through this programme.

Future readiness is embedded within the curriculum and tested through the course approval and periodic review process. Employer and industry body engagement within the curriculum is an institutional strength. For example, for the past 20 years, the School of Computing, Media and the Arts has organised and hosted Animex, the international games and animation festival. A unique blend of talks, workshops, networking events, exhibitions and screenings, the festival allows students to interact and collaborate with leading figures from the industry. Since 2014, the ground-breaking ExpoTees has acted as graduate showcase, where final year students present their work to potential employers.

Our growing reputation for the digital empowerment of staff and students underpins the development of innovative approaches to developing future readiness. In November 2016, TU was awarded £49,234 from the HEFCE Catalyst Fund to develop and evaluate an online authentic immersive learning environment for students to develop their employability skills, particularly in preparing for graduate recruitment processes. Working with graduate employers, such as Nissan and Cleveland Police, the immersive learning environment was piloted with two student cohorts and subsequently deployed across TU as part of the holistic support package for future readiness.

For the past seven years, we have worked with employers to source and develop 12-week fully-funded internships to support graduates to develop professional experience, skills and networks, primarily in the Tees Valley where 99.5% of companies are SMEs and micro businesses. Since 2013, the programme has successfully placed 494 graduates in local companies.

TU nurtures a thriving entrepreneurial ecosystem across the campus. Established in 2015, Launchpad is our platform for student and graduate enterprise. Since 2015, Launchpad has supported 90 graduate start-ups and secured 125 graduate jobs. Recognising that entrepreneurship in the global economy transcends national borders and demands global connectivity, Launchpad has established a start-up space dedicated to supporting Chinese graduates to launch innovative businesses which build links between the North East and China.

One TU Community

We pride ourselves on providing an inclusive and cohesive campus, based on the principles of respect, understanding, tolerance, transparency and shared values. We have a strong sense of common purpose and team spirit, which has enabled significant step-changes in the TU approach to learning, teaching and the student experience. This is evidenced in the considerable gains made across all aspects of quality, contextualised within this submission.

The implementation of FFL has provided a transformational catalyst for teaching excellence, supported by a comprehensive professional development offer for all staff who support or deliver teaching. This is underpinned with mandatory training elements, which ensure practice remains at the cutting edge and highlights our strategic commitment to sustainable excellence, along with a substantial investment in digital transformation through both infrastructure and people.

TU was founded to equip our students with the skills, aspirations and expertise to make a difference. This ethos continues to drive our actions today, and our long-standing commitment to working in partnership with students continues to be at the heart of our mission and values. We continue to focus on building an '*international reputation for academic excellence and providing an outstanding student and learning experience underpinned by research, enterprise and the professions'*.