MISSION AND CONTEXT

1. The University of Hull is a research-based institution with a longstanding commitment to widening access and the participation of underrepresented, 'non-traditional' groups in its provision. This commitment is reflected in its mission to act as an anchor institution for the region, leading on inclusivity in its own student population whilst supporting local colleges and other partners. This is evidenced through over one-third of undergraduate students being local, with 19.8% of the University's young full-time and 23.8% young part-time undergraduate students coming from Low Participation Neighbourhoods.

2. The University provides students from less privileged backgrounds with Scholarships and Studentships[1]. The University made 765 Studentship awards to students in 2014, rising to 877 in 2015/16 (approximately 28% of the 2015/16 intake) and is proud of the fact that it recruits a higher proportion of students from less privileged backgrounds than the sector average whilst maintaining sector norms for percentages of "Good Degrees", evidencing its clear and active support for inclusivity.

3. The University values working in partnership with the Hull University Union (HUU) and is proud to have worked closely with HUU on this submission, both in the University's governance structures for the TEF submission and in their active contribution to the submission document itself.

4. The University recognises the importance of supporting the development of entrepreneurialism in the student population and for students to acquire a full range of graduate attributes that allow them to become effective citizens, employees and entrepreneurs. Academic and professional skills development is core to the promotion of the Hull graduate attributes, and to enable graduates remaining in the region to maximise their salary in an area in which both salaries and job density are below the national average[2].

5. The University's Strategic Plans have underpinned a number of key initiatives that cover the time period for this submission. The University's Strategic Plan (2011-15) initiated whole-institution transformation, with enhancement articulated through ambitious performance targets. This transformation agenda has continued through further initiatives informed by the strategic priorities set out in the University's Strategic Plan (2016-2020).

6. The University's commitment to excellence in the student experience is reflected in these various strategic initiatives. The University has identified that these initiatives have, over the last year especially, had a more marked positive impact upon student continuation rates, student satisfaction and graduate outcomes than is suggested in certain aspects of the TEF core metrics. Internal data gathered from a range of sources, including module evaluation questionnaires (MEQs), programme reviews and the Hull Student Survey (HSS), will be used in this submission to provide evidence of this impact, supporting the University's delivery of its commitment to ensuring that excellence in the student experience is more than rhetoric.

7. These key initiatives have, in relation to this submission, covered the following areas:

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[1] Studentships support students from households with incomes below £25,000. Over the same two-year period, the University further awarded 469 Excellence Scholarships to high achieving students from households reporting incomes of less than £42,600.

[2] Source: http://www.nomisweb.co.uk/reports/lmp/la/1946157109/printable.aspx

- Student voice
- Learning Environment
- Student support
- Curriculum review and enhancement
- Developing and rewarding teaching
- Student experience
- Employability

8. This submission will focus on each of these key areas of activity, outlining the work being undertaken, and providing evidence to demonstrate how teaching excellence is being delivered in practice.

Student Voice: Working in partnership (TQ1, TQ2, TG3, LE1 and LE3)

9. The University's positive relationship with HUU enables partnership working at every level. Student representation, feedback and influence is valued by the University and is embedded by having student representation across the University's committee structure.

10. The 'Student Voice Project' was commissioned by the University Student Experience, Employability and Engagement Committee (USEEEC) in 2016/17 and led by the HUU Education Officer. The project resulted in changes to the course representation system and Student-Staff Forums. The Student Voice Operations Group, which oversees implementation, is co-chaired by a University and HUU representative. The group makes ongoing recommendations for further enhancement and development of the system.

11. The HUU Annual Student Written Submission (SWS) includes yearly action plans that shape the University's student provision. In previous years the majority, normally over 80% of the recommendations have been resolved within year, with the remainder being on-going activities (e.g. continued monitoring of student satisfaction, including facilities access, or as part of upgrades to systems that form part of longer-term planned institutional change).

12. The 2017 SWS focuses on four key recommendations each of which, as this submission demonstrates, are being taken forward by the University. These recommendations relate to the evaluation and development of the Academic Support Tuition[3] (AST) system, the implementation of an institution-wide assessment project, the implementation of the Student Voice Project's recommendations and reviewing and enhancing the experience of all postgraduate students. HUU is pro-actively undertaking work to enhance its own engagement with and representation processes for Hull's diverse student body.

13. Student engagement receives continual attention from both the University and HUU, with the focus being on supporting students' engagement with their studies, curricular and extracurricular activities, and with the University more broadly. The University gathers, analyses, and adopts student feedback in all aspects of its provision with direct polling and surveying in addition to the comprehensive system of student representation.

14. During 2016-17 HUU gathered feedback and evidence from its membership through its Education Survey, Rate your Union, and Student-Led Teaching Awards. Much of the internal data and student feedback in this Provider Submission comes from, or is confirmed by, feedback produced by HUU. HUU Student Officers, including the Vice-President (Education), have been active partners in the Provider Submission, ensuring

[3] See Paragraph 36 for more information about the Academic Support Tuition scheme.

content represents the student voice, while sourcing, supplying, or verifying the evidence it contains.

15. The University introduced a system of Student Experience Enhancement Reviews (SEERs) in 2015 and has worked hard to embed them within an integrated Annual Monitoring and Review Process. SEERs serve two purposes: the identification and dissemination of good practice across and between subject areas; and the enhancement of teaching and learning activities, especially in areas of underperformance relative to National Student Survey (NSS) benchmarks by subject area. Subject areas are rated on a scale from Level 1 (Top quartile in Subject Area) to Level 4 (Bottom quartile in Subject Area).

16. Each review conducted as part of the SEERs process has a panel containing both staff and student members in order to maintain the strong partnership approach between the University and HUU, and ensures that the student voice is fully reflected in the process. Student involvement helps staff in their analysis of the NSS data and students actively contribute to the production and monitoring of the action plans each subject area is expected to produce as part pf the SEERs process.

17. The University is proud that SEERs, as part of the institutional commitment to excellence, is already having a clear positive impact. NSS data has shown improvement in 20 academic areas over the 2015/16 and 2016/17 academic years, see the table below, indicating how the proactive steps being taken by the University to ensure the continual development of teaching excellence are leading to an improved student experience.

NSS JACS3 Subject Area	**2016 SEER Level**	**2017 SEER Level**
Imaginative writing	Level 3	Level 2
Media studies	Level 4	Level 2
Academic studies in Education	Level 4	Level 3
Philosophy	Level 4	Level 3
Archaeology	Level 3	Level 2
Accounting	Level 3	Level 2
Finance	Level 4	Level 2
Business studies	Level 3	Level 2
Marketing	Level 3	Level 1
Management Studies	Level 3	Level 2
Law	Level 4	Level 3
Computer Science	Level 4	Level 3
Biology	Level 3	Level 2
Human and Social Geography	Level 3	Level 1
Physical Geography & Environmental Science	Level 2	Level 1
Geology	Level 4	Level 1
Forensic and Archaeological Science	Level 4	Level 3
Mathematics and Statistics	Level 4	Level 3
Sports Science	Level 2	Level 1
Nursing	Level 3	Level 2

18. Non-finalist student groups have, since 2015/16, undertaken the HSS, which contains questions that mirror the NSS[4]. Not only has the use of the HSS increased student response rates, but demonstrated the high levels of student engagement and their satisfaction with the stimulation, challenge, contact time and encouragement to engage with their studies. Since its introduction, over 80% of full-time respondents mostly or definitely agree that they had been challenged to achieve their best work; explored ideas or concepts in depth; brought together information and ideas from different topics; and, received opportunities to apply learning.

19. MEQ results for the past three years have demonstrated that undergraduate student satisfaction with the teaching on their module has consistently been above 80%. Between 2014/15 and 2015/16, over 94% felt assessment tasks were relevant to their learning outcomes; over 88% thought module content was well organised; upwards of 87% received sufficient academic support; more than 88% considered their learning resources and environment met their needs; and, over 89% agreed that their modules provided them with opportunities for personal development.

Learning Environment (TQ4, LE1 and LE3)

20. The University is proud of its campus and its ability to mix the traditional and the cutting-edge in a coherent and complementary partnership, thus ensuring a learning environment that addresses the changing needs of its students. The University's success in this is exemplified through its NSS results, and the congratulations it has received from HUU in its 2015 and 2016 SWS, for achieving NSS top quartile scores for Learning Resources and improving satisfaction scores by 8% in two years.

21. The University has invested in one of its major student facing resources, namely the £28M refurbishment of the Library. The refurbishment was planned and developed in joint partnership with HUU, to ensure it would meet the needs of students studying in a 21st Century environment. Part of this redevelopment included the creation of a high demand collection within the Reading Room, which provides access to the core texts listed on module reading lists. In 2016/17 there were almost 917,000 page views of reading lists by library users (849,000 in 2015/16) and over 3.3 million e-book pages were accessed (3.0 million in 2015/16). An increasing number of students are using the Library to help with their studies as a result, and in 2016/17 the Library recorded 8,590 hours of attendance and engagement for student facing activities.

22. The University's Technology Enhanced Learning (TEL) roadmap, a key component of the Curriculum 2016+ Programme, aimed to facilitate greater levels of student engagement through the use of technology throughout the whole student journey. The TEL roadmap led to a number of initiatives intended to enhance the student learning experience by expanding the University's digital learning environment. Students have been active participants in the decision making processes for all of these initiatives, and a description of a selection of these follows.

23. A review of the University's Virtual Learning Environment (VLE) was undertaken with active student involvement, including student focus groups to help identify the University's requirements and student volunteers assessing shortlisted platforms. This

[4] The University chose to use the upcoming 2016/17 NSS questions in the inaugural HSS of 2015/16.

process identified a preferred new VLE platform, and HUU fully supported the decision to change to the Canvas platform in June 2015. The University's Learning and Teaching Committee (ULTC) approved a University wide approach to the expected use of Canvas in February 2016, which is evaluated on an annual basis to explore how staff can be guided in making greater use of the student centred pedagogical features of Canvas.

24. An electronic Submission and electronic Feedback (eSeF) project, which led to the introduction of a policy of online submission of summatively assessed work and the use of digital marking tools for creation of assessment feedback.

25. The University evaluated the PebblePad platform for creating digital portfolios in November 2013, concluding that the platform would bring significant enhancements to the learning environment, especially in a range of off campus settings such as clinical placements, internships and studying abroad. There has been continuous growth in use with student evaluations supporting on-going use of PebblePad from 2016/17 onwards.

PebblePad User logins by academic year	
2014/15	6,443,049
2015/16	18,352,535
2016/17	35,402,372

26. Lecture recording software was piloted from 2015 onwards, with evaluation of various systems utilising extensive student feedback to inform conclusions about the merits of individual systems. The pilot concluded with the decision to introduce the Panopto platform for use at the start of Trimester Two of the 2016/17 academic year. Staff use has so far been on a voluntary basis, with the table below containing usage data since the introduction of Panopto.

Panopto use	
Number of Recordings	2802
Viewers	4030
Session Views	20,099
Creators	129

Supporting Students (TQ1, LE1, LE3 and SO3)

27. The University meets its commitment to ensuring all students achieve their full potential by taking a multifaceted approach to personalising the student experience and providing opportunities that support learning and personal development throughout students' time at the University, through provision of central services that inform and support initiatives and in each Faculty. These include a University wide e-Induction; accessible pre-arrival; on-programme progression and retention initiatives; academic and transferable skills development; a focus on small group learning opportunities; the implementation and development of an AST framework; and accessible tailored support for all students to enable greater inclusivity.

28. The University provides all new students with support through the Student Transition Experience Management & Support (STEMS) pre-arrival induction information system. Managed by Student Wellbeing, Learning and Welfare Support (SWLWS), STEMS comprises a range of elements that provide students with information about the university, support services, the students union, library, accommodation, health and safety, and careers and employability. Ninety-five percent of students accessing STEMS in 2015/16 subsequently registered with the University.

29. The Library runs a specific induction programme of online and face to face activities for new and returning students. This programme runs across the first six weeks of trimester and is tailored towards students' needs and not simply a routine week one activity. This is complementary to additional Faculty induction/orientation activities.

30. The Library and Learning Innovations (LLI) Skills Team provides academic study advice to all students, across all levels of study, using a range of face-to-face and digital methods for appointments. In addition, there are a number of interactive digital resources available on the LLI website. One online course on developing digital literacy skills attracted over 340,000 views in 2014/15, increasing to over 415,000 in 2015/16.

31. The Library provides a comprehensive workshop programme for students at all levels of study, from level 3 foundation up to PhD. In 2016/17 the Library Skills Team ran 168 workshops with 2,144 students attending (this compares with 1,614 students attending 159 workshops in 2015/16). Student feedback is very positive, and in 2016/17, 88% of students felt the workshops had met their expectations and 92% believed the content was useful for their studies.

32. The Library Skills Team also runs exam revision workshops helping students prepare for assessments. These sessions are offered in the Library and students can drop in for advice. Students can also attend personalised one to one appointments on how to interpret assessment feedback and develop new learning strategies for future learning, with 117 students attending personal appointments in 2015/16 and 182 students doing so in 2016/17.

33. The Library also provides regular appointment slots for students to support queries on all aspects of study skills across all levels of study. In 2016/17 the Skills Team conducted 1,518 student appointments, approximately 1,000 more than in the previous year. Student feedback has been extremely positive, comments included the following:

    "It was very constructive and I was able to write a better essay"

    "I would 100% recommend a skills team appointment to anyone who was unsure about anything. The staff that help out are lovely approachable people to which always makes it a whole lot easier. Thank you"

34. The Library Skills Team are nationally accredited PASS (Peer Assisted Study Session) Instructors, accredited by the national PASS centre at Manchester University. This means they can train students to become PASS Leaders so that they can in turn actively deliver peer mentoring sessions in collaboration with the Skills Team. The Library PASS Leader scheme has also had its volunteering opportunities accredited for the Hull Employability Awards Scheme, and in 2016/17 a significant proportion (around 40%) of the recipients of a Hull Employability Award were Library volunteers.

35. Students can volunteer from level 5 upwards and research students from level 7 and upwards (PhD) regularly volunteer. Training helps students develop a range of facilitation and mentoring skills, which can then provide a valuable source of support to fellow students. During 2016/17, PASS Leaders contributed 2,279 hours of their time to fellow students.

36. The Student Engagement and Transition Team (SETT) consists of Student Engagement Officers (SEOs) and Induction and Transition Officers whose remit is to support the transition, progression and retention of students, developing initiatives and projects to

ensure that all students, irrespective of their diverse backgrounds, are able to integrate into all aspects of University life, and access the help available to ensure their academic success in conjunction with the AST framework.

37. SEOs encourage and enable students to engage fully in their academic, social and cultural experiences. SEOs are a non-academic point of contact that can initially engage with each student, intuitively responding to a multitude of concerns, and instinctively signpost to the most appropriate support for that student. Current examples of initiatives across the institution are the Foundation Year Peer Mentoring Scheme, the creation of the University of Hull Service Finder and extended induction programmes. SEOs work in partnership with students to empower their voice at Student Staff Forums and are a point of contact for Course, School and Faculty Student Reps to nurture positive working relationships with key staff across the institution, for example Associate Deans and School Directors of Student Experience.

38. Special Learning Difficulty (SpLD) Tutors, as part of the University's Student Services Department, provide support for students with specific learning differences in terms of assessment preparation and understanding feedback, and in adjusting approaches to learning and transferable skills. Working closely with students, SpLD Tutors support student understanding and interpretation of assessment requirements, and in the development of tools and techniques to manage assessment and workload more effectively.

39. The University provides a dedicated learning resource room housing a range of accessibility and inclusivity tools, materials, resources and equipment. These enable students, primarily those with specific learning difficulties, and specialist tutors to adapt and adopt different learning approaches that support individual learning differences and styles.

40. The Learning, Teaching and Student Engagement Strategy (2012-15) included a review of how the University approached academic tutoring. The review led to the introduction of the AST framework in 2016/17 to provide students with opportunities to review and reflect on their progress and achievements throughout their course with their nominated Academic Support Tutor.

41. A key feature of the AST scheme is that students have a nominated tutor providing a consistent point of contact throughout the students' programme, encouraging students to plan their future development in order to achieve their personal goals for academic success, personal development, career progression and employability. Tutors achieve this through a blend of structured group sessions and individually focused one-to-one sessions. Implementation of the framework is ongoing with a continuous feedback/feedforward model of development supporting students and staff holistically. To ensure that provision is commensurate across all areas, a programme of tutor development has been identified to ensure that the needs and expectations of tutees are met. Effective practice is shared to encourage and maintain engagement; student feedback is sought to assist in the enhancement of the AST framework, identifying strengths and challenges. The AST project has received wide-ranging support from HUU for its vision and its emerging impact on student learning and support.

42. The presence of negative flags for Academic Support in the TEF metrics is a disappointment. However, the University feels that the long term impact of the AST scheme introduced in 2016/17 has not yet become evident in the published metrics, but

will do now that the scheme is embedded into academic roles across the University. The University has already used data from the internal evaluation of the AST scheme to review and amend its for 2017/18.

43. Furthermore, these negative year-specific flags for academic support may be because of a University decision to discontinue delivering programmes at its Scarborough Campus after the 2016/17 academic year. Whilst measures were put in place to minimise any adverse impact upon students, it would appear that in 2016/17 Scarborough based students were more dissatisfied than students studying on the Hull campus, with the former having an aggregated agree/strongly agree NSS score of 71.82% in the 'Academic Support' category whilst the latter had an aggregated agree/strongly agree NSS score of 78.49%. Whilst this was a unique process of change, the University has used the lessons learnt from the Scarborough Campus closure to inform future student support activities in such circumstances.

Curriculum Review and Enhancement (TQ1, TQ2, TQ3 and TQ4)

44. The University's Strategic Plan (2011-15) informed the Learning, Teaching and Student Engagement Strategy (2012-15), which established the Curriculum 2016+ Programme which was completed during the 2016/17 academic session.

45. There has also been a number of more recent initiatives that have been informed by the strategic priorities set out in the University's Strategic Plan (2016-2020). These strategic priorities actively inform the Education Strategy (2016-20), which aims to ensure all students receive an excellent academic education that is responsive to the diversity of the student community, supports students' intellectual, professional and personal development and maximises the academic and personal attainment of all students.

46. The Education Strategy also serves to support the delivery of student-centered pedagogies, thus providing transformative learning experiences so staff and students are able to take full advantage of a range of approaches to teaching as well optimising their use of learning technologies. The Education Strategy also informs the identification and reward of teaching excellence.

47. In total, the Education Strategy comprises the five themes of Teaching Excellence, Student Engagement, Learning Environment, Curriculum Design and Student Employability (with each theme having five sub-themes).

48. The purpose of Curriculum 2016+ was to develop a distinctive 'Vision for Teaching and Learning', based on the integration of pedagogy, subject knowledge and technology. The programme led to the development of a framework for curriculum design to achieve excellence in all aspects of the student experience by considering the totality of the challenge to graduates in course design and development, recognising disciplinary pedagogies, research informed teaching, diverse and challenging approaches to assessment and employability and graduate attributes. This resulted in a complete rewrite of undergraduate provision across all Faculties. However, to make the process manageable, implementation of the new curriculum has been phased over three years, from 2015/16 onwards.

49. All programmes designed and validated as part of the Curriculum 2016+ Programme were required to demonstrate the active support available for students to develop the attributes required by graduate recruiters, as well as articulating how the programme addresses the teaching-research nexus and also facilitates independent learning. An underlying principle of the Curriculum 2016+ Programme was the facilitation of

curriculum design that ensures the explicit articulation of research-informed teaching throughout the curriculum. This has been reinforced by the Education Strategy sub-theme to include appropriate disciplinary research-based content in the curriculum.

50. The Curriculum 2016+ programme is already having a positive impact on student continuation rates. For example, first year undergraduate continuation rates in 2014/15, the year before implementation of Curriculum 2016+, were 91.77%. In 2016/17 when most Curriculum 2016+ programmes had been introduced, continuation rates were higher at 92.30%. The University fully expects this to increase as the delivery of the new undergraduate programmes is rolled out further.

51. Continuation data is the only TEF metric containing data from Curriculum 2016+ programmes for the period this submission covers, as students on these programmes have yet to enter the final year of their undergraduate studies. The University's internal data does however provide evidence of the positive impact of the Curriculum 2016+ project on other aspects of the student experience, and the University anticipates a significant positive impact on student satisfaction and outcome measures once students on these programmes reach final stage and graduate.

52. The programme validation requirements underpinning the Curriculum 2016+ programme meant that programme teams had to demonstrate to validation panels how the proposed curriculum addressed rigour in curriculum design and how students would be stretched in their academic studies. Evaluation of the impact of the validated programme on student performance is undertaken annually by measuring a range of Programme Quality Indicators to produce a Programme Quality Profile for each programme. This then enables the University to measure and compare all elements of learning gain within and across programmes.

53. Whilst the negative flags in the split year metrics for 'Teaching on my Course' is disappointing, initial internal data indicates the objectives of Curriculum 2016+ are having a positive impact upon students. HSS data obtained in the 2017 HSS found that students undertaking a Curriculum 2016+ programme were more satisfied (76%) with teaching on their course than students on a non-Curriculum 2016+ programme (72%). This finding illustrating how the changes still being implemented are already having a beneficial effect upon students' learning experiences.

54. Furthermore, the University decision made in 2014 to no longer deliver programmes at its Scarborough Campus from 2017/18 onwards appears to have had a negative impact in the NSS 'Teaching on my Course' category. As illustrated in the table below, Scarborough based students were more dissatisfied than students studying on the Hull campus through their aggregated agree/strongly agree NSS scores in the 'Teaching on my Course' category:

	Teaching on my Course	
	2015/16	2016/17
Hull campus	85%	85.38%
Scarborough campus	82%	77.64%

55. Another organisational decision made in 2016 appears to have also raised dissatisfaction levels for a particular group of students when the Modern Languages Centre was relocated into the University Library, with the move taking place at the end of Trimester One, 2016/17. The 2017 NSS data illustrates the negative impact this had on the satisfaction of affected students when compared with all other students within the 'Teaching on my Course'

category. Only 82.38%% of Modern Languages students had aggregated agree/strongly agree NSS scores, compared with 84.89% of all other students.

56. The University acknowledges the impact of the move and is working to ensure that the new location, the Shoosmith Language Learning Centre, is an excellent teaching environment. Consequently, Modern Languages staff now use the Shoosmith Language Learning Centre as a location in which to facilitate group work and other coursework related teaching activity, conduct tutorials, and for students to approach staff on an ad hoc basis.

57. Internal MEQ data suggests that the aim of the Curriculum 2016+ Programme to design undergraduate programmes that include challenging and diverse approaches to assessment as well as recommendations of the eSeF project to provide digital feedback have had a positive impact. A comparison of MEQ data from 2016/17 Curriculum 2016+ programmes with the 2017 NSS data[5] on the same assessment and feedback related questions indicates higher levels of satisfaction on the Curriculum 2016+ programmes as indicated in the table below:

QUESTION	NSS	MEQ
The criteria used in marking have been clear.	69.68%	79.18%
Marking and assessment has been fair.	72.57%	81.52%
Feedback on my work has been timely.	69.49%	75.71%
I have received helpful comments on my work.	72.70%	87.36%

58. Data gathered by HUU also highlights, year-on-year, that students favour and appreciate an increasingly wide range of feedback modes and media, and students have become increasingly appreciative of feedback through the VLE and other electronic media. In particular, the a piloted use of audio-visual feedback via recording and streaming technologies gained a Student-Led Teaching Award for effective feedback and the increasing number of nominations to this category reflect the extent to which students endorse staff use of technology to provide assessment feedback.

59. ULTC established an Assessment Review Group to work with colleagues from the Higher Education Academy (HEA) on a project to build on existing good practice within the University and the wider higher education community to enhance assessment practice across the University and bring about improvement in student experience and performance in the area of assessment and feedback. It also established a number of strategic projects to explore ways to more broadly enhance the student experience across the University, which included the development of a credit and non-credit bearing scheme incorporating and enhancing graduate attributes and identification of how to better encourage, facilitate and support student mobility.

60. Thus whilst it is too early to see the impact of Curriculum 2016+ programmes in the public TEF data, internal data already indicates the positive impact the programmes are having on

[5] The implementation timeline for Curriculum 2016+ programmes means none had reached Level 6 in 2016/17 and thus students on these programmes not included in the 2017 NSS sample.

students and that less favourable TEF data is the consequence of one-off institutional decisions.

61. The Grade Inflation profile indicates that over the last ten years the proportion of first class degrees increased by nine % points whilst the proportion of lower second and other lower classification of degrees decreased by eight % points. These trends reflect work undertaken by the University in 2010/11 that required programme teams to examine the relationship between entry tariff and degree classification, compare cohort performance with previous years, review use of marking criteria and encouraged to use the full range of marks rather than typically mark on a scale from 30 – 70% to ensure fairness to students so that they were not disadvantaged by deciding to study at the University.

Developing and Rewarding Teaching (TQ1, TQ3 and LE2)

62. The University demonstrates its commitment to teaching excellence through its active support for career development and by rewarding effective teaching practice. This includes encouraging and supporting staff in their pursuit of HEA Fellowship.

63. All early career teaching staff are required to successfully complete the Postgraduate Certificate in Academic Practice (PCAP), which includes the award of HEA Fellowship and was successfully revalidated for four further years in September 2016 with two cohorts per academic year. This work-based learning programme provides opportunities for participants to gain knowledge and expertise in delivering, designing and researching learning, teaching and assessment related to the practical context of academic teaching practice and disciplinary-specific requirements. The emphasis is on developing reflective and reflexive professional practitioners who understand teaching in terms of facilitating learning, and who seek to improve the quality of their teaching and students' learning experience. In 2014/15, 23 colleagues successfully completed PCAP, a further 25 in 2015/16 and 49 in 2016/17.

64. Other on-going professional development activities enabling staff to achieve HEA Fellowship are supported through the University's Disciplinary Approaches to Research and Teaching Excellence (DARTE) framework. Between 2014/15 and 2016/17, 344 colleagues achieved HEA Fellowship through the DARTE framework. In total, 68% of the University's teaching-related staff hold HEA Fellowship, including 74 Senior and 8 Principal Fellows[6]. The University also has nine HEA National Teaching Fellows, who contribute to the content and hosting of events dedicated to the ongoing development of pedagogy at the University.

65. Another way in which the University formally endeavours to support staff in developing their practice to enhance the student learning experience is through its peer-observation of teaching scheme, which requires staff involved in direct student teaching to be observed in different learning environments (e.g. lectures, seminars, labs, tutorials) and formally recorded. A meeting follows the observations in which teaching staff draw up a response and action plan that provide opportunities for colleagues to introduce and develop effective practice. These action plans form the basis of subsequent observations and are often reflected in revisions to module specifications with these changes communicated to students.

66. The University supports, applauds and recognises the significance of staff contributions to excellence in teaching practice in several ways. These include the staff excellence

[6] The University is exceeding expectations in its goal to achieve over 80% HEA fellowship by 2019, however precise numbers and ratios fluctuate with appointments.

awards that enable colleagues to nominate members of staff for a financial reward up to £3,000 who they believe have demonstrated exceptional performance in enhancing educational practice at the University. The University also invites staff to nominate individual colleagues or teams for an Employee Excellence Award that includes 'Excellence in Teaching', Excellence in Scholarship' and 'Outstanding Contribution to the Student Experience' categories.

67. HUU also conducts an annual Student-Led Teaching Awards event to celebrate the outstanding work of University staff. In 2017 HUU received 1397 category based nominations on 632 individual nomination forms, with the highest number of nominations (28% of the total) in the Inspiring Teaching category. The awards have become increasingly important for generating feedback on good teaching practice and professional services support throughout the University.

68. The University's research-based, student-focused approach encapsulates its mission to enhance continually every aspect of its provision and is clear in its emphasis on research, scholarship and professional practice. The University has an Innovations in Student Learning fund, which is available to staff from across the University and HUU to support learning and teaching development projects and scholarship linked to learning and teaching. The 53 projects completed by 2015/16 shared outcomes through the UALTC events and/or through dedicated seminars, workshops or publications.

69. The University provides students with internship and volunteering opportunities that expand students' skills, and provide experience and knowledge of work and further study, and paid opportunities to gain research project experience within the subject group and in conjunction with the University's research institutes.

Employability (SO1, SO2 and SO3)

70. The University has produced Employability and Retention strategies to meet the institutional mission of ensuring the quality of provision enables students from all backgrounds to succeed in their education and achieve positive professional and personal outcomes. These strategies have enabled the University to establish a track record of accomplishment in supporting students to achieve positive outcomes in employment, further study and self-employment, with significant investment in a number of employability and outcomes initiatives in recent years.

71. The University is committed to an international approach to employability, including providing opportunities for students to study, work, volunteer and intern overseas. This investment and these achievements was recognised in 2017 through a national award for employability by the Association of Graduate Careers Advisory Services.

72. A key component of the University's employability strategy is provision of an integrated educational experience enabling students to develop the knowledge, professional skills and graduate attributes that will equip them for their chosen future career, with employability skills being developed within the curriculum wherever possible. The strategy, which informs the Hull Employability Awards scheme, acknowledges that skills can be acquired and developed from student participation in a wide range of curricular, co-curricular and extra-curricular activities.

73. The scheme aims to stretch students in the development, identification and articulation of their graduate attributes. The scheme, launched in 2014/15, and now attracting more than 500 new students each year, gives recognition to a large number of activities within both curricula and extra-curricular activities. It includes strong connections to what is delivered

within HUU and allows students to successfully reflect on experiences undertaken and articulate skills for graduate success.

74. The University has made significant investment in the Careers, Entrepreneurship and Study Abroad Service (CESA) over the last three years with responsibility for Study Abroad, the University Job Shop and Student Entrepreneurship also moving to the Careers team in 2106/17. A dedicated Employer Engagement team, which generates thousands of job and internship opportunities every year, has enabled the University to expand its opportunities for work, study and volunteering both locally and overseas. The appointment of Faculty Employability Co-ordinators has contributed to a larger number of employability events on campus and significant increases in levels of student engagement.

75. The University recognises the importance of supporting the development of entrepreneurialism in the student population and for students to acquire a full range of Graduate Attributes that allow them to become effective citizens, employees and entrepreneurs. This has been further strengthened by moving responsibility for Student Entrepreneurship into the Careers team in 2016. CESA will work with others to support curricular developments and provide tailored support to those students and graduates who have an aspiration or current interest in running their own business, promoting entrepreneurship as a clear and positive career option. This will include helping students to develop and test their ideas, find premises, consider finance and create a business plan. The team will also connect students to other entrepreneurs, businesses and networks through seminars, workshops and mentoring.

76. The University's Enterprise Centre has supported more than 160 business start-ups since opening in 2008. As an anchor centre for 'start-up' advice, it is an active contributor to Local Authority and Humber Local Enterprise Partnership enterprise strategies and programmes. A city-wide entrepreneurs group, 'For Entrepreneurs Only', is based at the Enterprise Centre, and provides the University with access to and support from 100 entrepreneurs. The University was awarded the Guardian University of the Year Award 2014 for 'Business Partnership', and shortlisted for the Times Higher Education Award for Knowledge Transfer in the same year.

77. The University recognises the employability benefits to students of undertaking a mobility opportunity overseas and seeks to increase the number of students who do this – from summer schools and short international volunteering and internships, through to a full year abroad. As part of an overall international engagement strategy, the University continues to develop study partnerships around the world. Furthermore, the University is committed to the Universities UK pledge 'Go International, Stand Out' and supports volunteering and internships in a wide range of countries, including China, India, Thailand, Ghana and Romania.

78. The University takes deliberate steps and utilises multiple opportunities through Faculties and the CESA to ensure students from all backgrounds achieve positive outcomes, especially students from disadvantaged backgrounds. In addition, the University demonstrates its commitment as an anchor institution by providing careers guidance and higher education advice to prospective HE students across the region through a dedicated Pre-Entry Adviser, a service that is regularly requested by schools in low participation neighbourhoods with the University being one of a small number of universities nationally that employs such an Adviser.

79. The University offers a lifetime commitment to students and alumni, by providing individualised employability support. CESA support is available throughout the year,

including the vacation periods, and ensures extended provision for mature, part-time and other non-traditional groups, including those studying predominantly off-campus. The University has invested in and now provides all students and graduates, including those in partner institutions in the UK and overseas, access to an online careers platform called 'My Future Career'. This gives access to all the information and resources that students and graduates need to understand the job market, to plan their career and to support a successful transition to employment and further study.

80. CESA encourages and supports all students, in particular BME and WP students, to enrol on the Hull Employability Awards scheme, to get involved in mentoring and to access internship opportunities. The majority of students involved have reported positive benefits of participating in these initiatives, including higher levels of confidence in many of the important graduate attributes which these schemes seek to develop, and evaluation has been extremely positive.

81. CESA advertises many opportunities for part-time work, both in the University and within the local labour market every year. In 2017, responsibility for the University's Job Shop moved from the Students' Union to the Careers Service. CESA now provides a 'one stop shop' for part time jobs, Internships and graduate level vacancies. Additionally, a number of other successful schemes have been developed for students from Widening Participation backgrounds, including the Student Careers Ambassador initiative developed and run by the Careers Service. This offers structured paid work experience within the Careers Service and enhances access to support and professional networks. Internship opportunities in the University have also been offered for recent graduates who have still to secure a job.

82. The University's Career Bridge Employer e-Mentoring Scheme which connects students to industry professionals has expanded dramatically over the last 4 years, from supporting 70 students in 2014 to more than 200 students in 2016 and 2017. Widening Participation students are targeted. Many of our industry professional mentors are alumni of the University and who have an interest in helping students gain fair access to the professions. In each of the last 4 years, BME and other Widening Participation students have secured internships and full time roles in those organisations that provided mentoring. Mentor and mentee feedback indicate this was less likely to happen without the scheme.

83. A focused approach to supporting unemployed students over the last few years has contributed to lower levels of unemployment and an Employment Performance Indicator of 96% in 2016 and 2017, placing Hull in the top 30 of comparable HEI's in England[7]. The University's commitment to positive graduate outcomes is enhanced via the systematic tracking of students in the summer/autumn after graduation to identify those who require further support. More than 200 students are supported each year with more than 50% of this group going on to secure an opportunity offered by the Careers Service or progressing into another role within 6 months of graduation.

84. **Conclusion**

85. This submission has set out a range of strategic initiatives covering the period of the submission with the University continuing to identify and implement ways to achieve excellence in all aspects of the student learning experience. To this end there was the review of the undergraduate curriculum undertaken as part of the Curriculum 2016+ programme, which had the objective of ensuring students are challenged in their studies

[7] HESA DLHE data

through the design and delivery of curricula that enable students to achieve their full potential.

86. The University has made, and continues to make, significant investment in its physical and digital infrastructure. This investment has been accompanied by ensuring extensive support for both staff and students is in place to enable them to make best use of the subsequent outputs.

87. The University continues to ensure it meets its widening access objectives, evidenced by the profile of its undergraduate student population. In addition, the University is proud that, given this profile, it can provide effective support for students as reflected in the University's first year continuation rates over the period of this submission.

88. Given the University recruits a higher proportion of students from less privileged backgrounds than the sector average, the grade inflation profile indicates that not only does the University actively support inclusivity, but that student outcomes, are also above what one would expected from an institution with such a profile.

89. Student employability rates further demonstrate that the University meets its strategic objective of enabling students to become effective citizens, employees and entrepreneurs.

90. Whilst many of these initiatives commenced during the period of scope, the timing of their implementation means their positive impact is not yet evident in the public-domain TEF data. However, the University's internal data gathered from a range of sources does provide evidence of impact that indicates how the University's strategic commitment to excellence in all aspects of the student experience is having a positive impact upon students within all three areas of the TEF's main criteria.

91. The University therefore believes that its strategic approach to delivering teaching excellence and student outcomes are consistent with all of the descriptors for a silver award, and the majority of the descriptors for a gold award. Specifically, that:

- Outstanding physical and digital resources are actively and consistently used by students to enhance their learning:

- Outstanding personalised provision secures the highest levels of engagement and active commitment to learning and study from students;

- An institutional culture that facilitates, recognises and rewards excellent teaching is embedded across the University;

- Course design and assessment practices ensure that all students are significantly challenged to achieve their full potential, and acquire skills that are highly valued by employers;

- The University achieves outstanding outcomes for its students from all backgrounds, in particular with regards to highly skilled employment and further study.