Name of Provider: Regent's University, London
UKPRN: 10003331

TEF Year Four provider submission

Provider Context

Regent's University, London is an independent, private, not-for-profit institution based in Regent's Park, central London. Formally constituted as a single HE college in 2006, bringing together several separate schools which previously shared the same site, Regent's was granted Taught Degree Awarding Powers in 2012 and university title in 2013. The period of 2006-2012 was marked by a strategic drive towards integration, design of structures and compliance in preparation for taught degree awarding powers. From 2013 our focus has been on enhancement, both of our wider student experience, and of our learning and teaching strategy.

The University currently has 3,772 students (headcount), of which 1,875 are undergraduate, 196 foundation and 917 taught or research postgraduate (the remainder includes students on study abroad and other courses). Our students come from 140 different countries, 21% UK, 27% EU, and 52% Overseas. We have 187 full-time or fractional permanent academics all engaged in teaching.

The University consists of two faculties, Business & Management (BaM) and Humanities, Arts & Social Sciences (HASS), and Regent's Institute of Languages and Culture (RILC). BaM offers a range of degree programmes within a strong context of internationalism and globalisation. HASS consists of Regent's School of Psychotherapy & Psychology and the School of Creative & Liberal Arts. The faculty offers programmes across a range of disciplines including social sciences, drama, film, media, fashion, design, psychology and psychotherapy. In 2015, we introduced an undergraduate programme in liberal studies, building on the American heritage of Regent's College in liberal arts. RILC offers instruction in nine languages, plus English as well as a range of cross-cultural modules.

Our Strategic Plan 2016-2021[1] sets out our Mission - 'd*eveloping tomorrow's global leaders'* – and our vision, to be widely regarded internationally and within the United Kingdom as a leading private international university, with a network of quality partners that are highly respected in their own countries. As a charity, our annual surpluses are reinvested in improving the education and experience of our students and the wider community.

Underpinning strategic priorities include

- Creating and maintaining a student body that is engaged, strongly international, highly employable and with a strong sense of belonging
- Improving the quality of learning and teaching
- Improving student retention, continuation and completion
- Underpinning the quality of our teaching through active research and scholarship
- Maintaining and improving the quality of our estate and infrastructure

The University continues to invest in **student experience,** especially in its estate and infrastructure. The core of the University's estate is in Regent's Park where most students study for the majority of their degrees. This Park site is complemented by our specialist fashion and design facilities and a professionally-equipped theatre in the Marylebone Village, ten minutes' walk away.

Key developments and investments have included

- £3m to refurbish the Marylebone buildings into industry-standard facilities for creative programmes.

[1] Extract from Regent's University London Strategic Plan 2016-2021

- Creation of the Student Hub, a 'one-stop' service facility for students to answer their administrative and support enquiries in a single location.
- Data analytics to support student academic success: working with JISC and Tribal to analyse data relating to students to allow early support and interventions.
- Creation of significantly more social learning spaces: introduction of soft furniture in under-used spaces encouraging students to stay on campus between formal learning sessions.
- MyRegents App: students have access to all their essential information through an application available on their mobile devices.
- Classroom upgrades: a rolling programme to ensure the fabric and facilities including media are leading edge. In 2016, the investment in classrooms was £400,000.
- Investment in student voice to enhance the Student Union through funding of both a full-time sabbatical officer, professional support (a student engagement manager) and fee waiver for members of the Student Council.

Teaching Quality

Regent's is a teaching-focused university. The University's **Learning, Teaching and Assessment Strategy**, designed collaboratively by staff and students in 2015, set out six priority areas:

1: a personalised student experience
2: interactive and inclusive learning
3: assessment for learning
4: focus on student skills and attributes
5: developing cultural agility, flexibility and the ability of our graduates to compete strongly in the global labour market by enabling access to electives, languages and study abroad in undergraduate programmes
6: professional development for staff

These priorities are articulated in the sections below. They contribute to enhancement of student learning, for which the University received a **commendation from the QAA** in their national report, *Higher Education Review (Alternative Providers): 2016-17.* Of 54 alternative providers reviewed, only 4 received commendations.

The impact of our strategy is already reflected in both external and internal surveys results. Regent's is a newcomer to the National Student Survey, with only two years of data. In 2018, we performed well, scoring above benchmark in six out of the nine survey sections. We have seen a 2.5% increase in overall satisfaction, raising us 56 places in the overall ranking of Universities to joint 36th. This also places us at joint 7th of London Universities. This is also against the trend within the sector which saw a 1% decrease is overall satisfaction. Additionally, our own internal module evaluation surveys show an improvement in overall satisfaction with modules scoring an average of 5 (out of a maximum 6) in 2015 to 5.3 in 2018.

TQ1 Student Engagement

Our 2018 NSS score of 82.6 for 'Teaching on my course' is above both the TEF benchmark and the OfS national benchmark, and is an improvement on our 2017 score. For the 'Staff have made the subject interesting' question, we have seen an improvement of 2.2% taking us to 84%, above the sector average. And from our module evaluations, the statement 'Tutors' success in making me interested in the subject' is now the highest average score across the University at 5.3 out of 6.

Contact time for Regent's undergraduates is high 12-18 hours of class time per week, and up to 21 hours for those studying intensive languages. Even more important in an institution that

promotes interaction between students and staff, are our small class sizes. These range from an average of 3.5 in languages to 20 for seminars in UG business and management degrees. Of the qualitative positive comments made by students in our NSS, 14% referenced 'small class sizes' or 'personal feel'. Our student:staff ratio is 13:1.

Aligned with our strategic priority of **interactive and inclusive learning**, our default classroom layout is cabaret-style table clusters, facilitating peer interaction and discouraging a teacher-led, transmission approach. Staff can request other layouts such as u-shaped, or desk-free. In addition, systematic curriculum and teaching delivery developments have been implemented to promote more facilitative, student-centred learning activities. Our highest score of 88.7% from the NSS questions in 2018 was for question 22 'I have had the right opportunities to work with other students as part of my course'.

Preparing our internationally diverse group of students to make the most of their time with us is key for Regent's. In response, our institution-wide level 4 module, **Global Perspectives**, is designed to encourage interpersonal, intercultural and cross-disciplinary learning. The module introduces a range of ideas and ways of thinking that are based around the University's values, promoting a sense of belonging in the students. Mindful of the different learning cultures and preferences students bring with them, the module increases interaction among students and staff, both socially and academically, promotes the crossing of physical and intellectual borders of degree programmes and disciplines and demonstrates to students the resources they have at their disposal. Global Perspectives was one of three specific initiatives mentioned as part of the QAA's commendation for Regent's in its Higher Education Review (Alternative Providers) Key Findings national report for 2016-17[2].

As part of our commitment to create the global leaders of tomorrow, we ensure that our students have opportunities to study abroad and learn nine key world languages provided by the **Regent's Institute of Languages and Culture**. In 2016-17, 246 of our students spent at least a term of study abroad, spread across 19 countries, as well as a further 27 who completed a work placement abroad. We also offer English language programmes from pre-intermediate to advanced levels.

TQ2 Valuing Teaching

All staff who support the learning of the students engage with initial and continuing professional development. The institutional approach to learning and teaching promotes interaction in learning, and values the contribution of a very diverse student (and staff) body. In the 2016 higher education review of Regent's, the **QAA identified as good practice**, 'the systematic and strategic approach to the professional development of student-facing staff, which enhances learning and teaching'[3]. Regent's has invested considerable energy and resource into the development of its academic staff as higher education teachers. We have three programmes professionally accredited by Advance-HE.

The **Postgraduate Certificate in Higher Education** is a work-based learning programme, designed for staff currently teaching at the University. It is compulsory for new teaching staff without an HE qualification or HEA fellowship, open to all teaching staff of the University, and free of charge to both permanent and temporary staff. The programme integrates a Regent's approach to education, promoting interaction in learning, and maximising the potential for learning within an internationally diverse student cohort. It combines a thorough exploration of the resources and skills required to teach effectively in HE, typical of initial HE teacher development programmes, with more attitudinal aspects; key ones are reflective practice and collaboration, designed to foster an approach to ongoing professional development which long outlives the time studying on the programme. With 47 graduates from the PGCHE we are now seeing the positive effects in disseminating good practice, with staff affecting curriculum change locally and influencing others.

[2] QAA, Higher Education Review (Alternative Providers): Key Findings 2016-17, p. 4.
[3] QAA, Higher Education Review (Alternative Providers) of Regent's University, London, October 2016, p.17.

Our **Regent's Effective Academic Practice** programme, accredited by the Higher Education Academy in 2014 and again in 2018, prepares teaching staff for HEA fellowship. In its first four years, the scheme delivered 39 new Fellows. The proportion of lecturers with HEA fellowship has risen in the four years of the programme from 23% to 70% (much higher than the national figure of 41.8%). We have 4 Principal Fellows and 32 Senior Fellows. Our recognition process involves a face-to-face presentation and dialogue under the strapline 'we need to talk about teaching'. This promotes the sharing of good practice and offers further development opportunities for existing fellows as panel members. Newly accredited by Advance-HE for 2018 is a shorter, blended learning programme **Teaching and Supporting Learning**, designed for hourly-paid academics, learning support staff and postgraduate teaching assistants and leading to Associate Fellowship of the HEA.

The University holds a monthly **Teaching Forum** for sharing good practice, to which staff can also bring teaching problems for peer support and advice, and there is a Teaching Exchange online portal where staff can go for all teaching and learning resources, news and support. In 2017 the first Regent's Learning and Teaching Conference, was attended by 125 staff members, sharing good practice and learning about the latest developments in enhancing teaching and learning. It has since become an annual event.

Regent's is continuing to invest in teaching enhancement. In 2017, a comprehensive review of the University's peer observation of teaching scheme was undertaken. The resulting new **Teaching Practice Development** process expands the concept of peer observation in two ways: first, it widens the scope from classroom teaching practice to include curriculum design, assessment, use of technology and – where applicable – supervising student research; and second, the pair of observer and tutor are now complemented by a third voice – an educational developer who reviews the interaction between the pair and can offer advice, next steps or possibilities for disseminating good practice. This TPD process is now compulsory for all teaching staff.

As well as recognising HE teaching experience through HEA fellowship, Regent's rewards teaching excellent in other ways. Annual **Performance and Development Review** includes a section for academic staff to record their achievements in teaching in relation to the Areas of Activity of the UKPSF. This process is linked to the determination of progress along the salary scale. Our Academic promotion criteria stipulate that innovation and excellence in teaching are required for promotion to Senior or Principal Lecturer. And our annual Staff Awards include a student-nominated teaching award.

TQ3 Rigour and Stretch

Our 2018 NSS score on question 6, 'My course has provided me with opportunities to bring information and ideas together from different topics' was 87.5%, well above the sector average of 84.5%.

With the introduction of the Learning, Teaching and Assessment Strategy (LTAS) in late 2015, the University has sought to develop a more **enhancement-led process to programme design**. Underpinning the Strategy are a number of contributory policies that provide appropriate forms of guidance to programme teams, such as the Assessment Framework and Graduate Attributes. Furthermore, changes to the validation process introduced in 2016 promote a more collaborative process of curriculum and pedagogical development. A key feature of this new process is to involve two external subject experts (often at least one based in industry or practice) in discussions about the proposed programme at an early stage and throughout the development, rather than bringing externals in only to evaluate the programme at validation. This use of specialists also helps to focus curriculum design on graduate employability.

Programme design and approval processes at Regent's ensure that the University identifies the levels of qualifications and credit awarded for programmes in line with the national framework for higher education qualifications. In addition to the QAA Quality Code, Subject Benchmark

Statements and the Framework for Higher Education Qualifications, Regent's engages with a range of Professional, Statutory and Regulatory Body (PSRBs) requirements. The purpose of this engagement is to enhance and inform the design, development, maintenance and delivery of our academic programmes. We are accredited by a range of PSRBs. These include: the Chartered Management Institute; the Energy Institute; the British Psychological Society; the United Kingdom Council for Psychotherapy and Advance-HE.

Given our international student profile, we also deliver pre-sessional and in-sessional **English** to enable our students to make the most of their study with us. In the last British Council inspection, we tripled our number of strengths recorded (in the areas of quality assurance, premises and facilities, learning resources, academic staff profile, academic management, and teaching).

Programme design also ensures that our students are being stretched in their learning, informed by our **Graduate Attributes**, fostering learning activities that support them to be independent, innovative, informed, collaborative, connected, international, ethical, reflective, and ambitious.

For the three years of available data in our supplementary metrics, Regent's metrics show an increase in First Class degrees of 7% and a corresponding decrease in Upper Second Class degrees of 8%. We do not attribute this change to grade inflation through lowering standards: indeed, our external examiners attest to the standards of our awards, and the 2016 HER judged that we meet our requirement on the setting and maintenance of academic standards and awards[4]. In fact much of the increase in First Class awards is in one single BA programme that had historically lower numbers of Firsts, and is also our largest programme in student numbers. In addressing this attainment gap, we introduced dissertation workshops for this programme, changed to awarding individual marks for group work, and promoted engagement with academic literature and critical thinking, the evidence for which was noted by external examiners on this programme. At 18% our proportion of First Class awards remains much lower than many HEIs.

TQ4 Feedback

We have a positive flag for Assessment and Feedback 3.5 above our benchmark, as well as in split metrics for first degree students (by far the majority) and younger students, and a double positive flag for EU students who make up 36% of our total. The 2018 results are an improvement on the 2017 results. On the question 'Marking and assessment is fair' we saw a 3.3% improvement from 2017 to 2018 up to 74.4% - above sector average of 73.1%. Similarly, on the question 'The criteria used in marking have been clear in advance' we have had an improvement up to 77.2%, also above sector average.

We have made concentrated efforts to improve assessment and feedback in the last three years. Following a commitment in our Learning, Teaching and Assessment Strategy, we developed our **Assessment Framework**, informed by the Expectations and Indicators of Chapter B6 of the former Quality Code (QAA), by the National Union of Students' assessment and feedback benchmarking tool, and by the HEA's Paper *'A marked Improvement. Transforming assessment in Higher Education'*. It consists of eleven principles of good assessment practice, including clarity of information, constructive alignment, equality of opportunity, authenticity, students as partners, and feedback as dialogue. This is followed by detailed guidance of assessment design, feedback and marking. We also developed a Common Assessment Scale with generic descriptors to avoid subjective marking, and programmes have been basing their specific criteria on this new scale. In 2016, we launched a staff resources and guidance area for Assessment and Feedback on our Regent's Teaching Exchange, and led development workshops on the framework for teaching staff.

[4] QAA, HER (AP), 2016, p.2.

Since 2013, all written coursework is submitted through Blackboard, allowing students to use Turnitin as a learning tool. Many markers use the Turnitin feedback tools to provide electronic feedback to students, including through audio and video files.

Our Teaching Practice Development programme now offers staff the option of having a review of their curriculum design and assessment strategies as an alternative to classroom observation, allowing peer and educational developer engagement with individual assessment designers.

Learning Environment

LE1 Learning Resources

Since 2017, the library, academic skills, learning technology and educational developer teams have been brought together into a single department, leading to a more integrated approach to the academic aspects of student experience.

The **library** services at Regent's was awarded the Customer Service Excellence Award (a trade mark of the Cabinet Office) in 2017 and recently passed the annual review. The library team also carry out their own customer satisfaction surveys and receive regular feedback from attendance at Programme committee meetings. The NSS score for the library increased by 3% from 84% to 87% and is above the national benchmark. Library staff follow up with academic staff any individual low subject specific score and work on improving the resources. Information spend per FTE at Regent's is £140 compared to a SCONUL average of £118.[5]

Academic liaison librarians and the academic skills team contribute to the induction programme for students and follow up with in-class sessions on information literacy which includes referencing and plagiarism. The number of attendees at these sessions has increased by 72% from 16/17 to 17/18. The number of sessions including one-to-ones has also increased since 2016/17 by 96%.

The library team constantly review **the collection** and respond to the needs of the users. Where appropriate and in consultation with academic staff e-books are purchased in preference to print. The number of eBooks owned by the library has increased by 23% over the last two years and the ebook rentals have doubled over the past three years. The electronic resources provision includes Bloomberg, Business Source Complete, Digital Theatre Plus, Emerald E journals, IBISworld, Mintel, Psychology and Behavioural Science Collection, PsychINFO, ScienceDirect Collection, SocINDEX as well as other subject specific electronic resources, ebooks and ejournals. Electronic resources are accessible on and off site. Our bespoke search tool, RULDiscovery recorded over seven million searches by students and staff in the academic year 2017/2018.

Our **Learning Technology and Media Services team** supports the effective use of technology for teaching and learning with continuous investment in new technologies. We support all the standard teaching and learning software including our Blackboard VLE, Turnitin, our Medial Streaming Video Server, Box of Broadcasts, Poll Everywhere, as well as a number of more experimental classroom technologies for online collaboration and systems for creation of interactive online resources. Our Learning Technology software budget increases year on year, from £259,436 in 2016-17 to £278,399 in 2018-19.

Blackboard was introduced at the University in 2010 and is fully embedded and utilised by students across all programmes, with an average of over 1,000 logins per day during term time. Since 2013 all coursework submission is via Blackboard and Turnitin, and we now get over 20,000 individual assignment submissions via Turnitin each year. One of the four options of our new Teaching Practice Development programme is for staff to have a colleague review their Blackboard design, enabling engagement between two peers and an educational developer from our team.

[5] 2016-17 reported figures.

All members of the Learning Technology team either have completed or are working towards their PGCHE qualification, to gain a deeper understanding of teaching and assessment practice. Four of our five team members have taught on our Global Perspectives module further strengthening their integration with academic teaching colleagues and students. Media Services and Learning Technology colleagues regularly attend and present at relevant conferences and attend training to stay up to date with current developments.

Our team won the Credo Digital Information Literacy Award 2015 for our **12 Apps of Christmas** course first run from Regent's in 2014 and now inspiring other institutions worldwide to run similar projects. In the first year we had over 500 join the course, over 1,000 in 2015 and for Christmas 2016 nearly 1,400 signed up. The course was designed like an advent calendar where a new app was revealed each day to participants. Participants had the opportunity to complete a '10 minute activity' that introduced them to the app with further suggestions on how to use it in a teaching and learning context.

To support staff and students and enable continuous learning beyond the classroom, we have made a significant investment in the **Lynda.com** software training package available to all staff and students since 2014. We are one of the first UK HEIs to provide this facility to all staff and students, and have produced a number of case studies of uses of the tool.

The Learning Technology team offer a range of **training sessions** for RUL staff including 'Flipping the Classroom' workshops and sessions introducing tools in Blackboard which can be used to promote student collaboration. We are currently working with the Regent's Institute for Languages and Culture team to develop resources for new distance and blended learning courses for students living abroad. The team also works closely with the Disability Support Officer to support students with disabilities using our technologies, and develop workshops to teach staff how to ensure their resources are accessible and inclusive, providing a tailored experience for specific students where necessary. Investment has also gone into enhancing accessibility for all, with this year's introduction of Blackboard Ally, accessibility checking and support software within our VLE.

VLE usage is seen as a key indicator of student engagement, and our Blackboard system consistently receives high feedback scores in our student module reviews. Feedback from the 2018 National Student Survey remains extremely positive in the area of Learning Resources with an overall average rating of 84% across this section (almost 7% above benchmark). The questions which particularly relate to Learning Technology and Media Services are; 'The IT resources and facilities provided have supported my learning well?' and 'I have been able to access course specific resources (e.g. equipment, facilities, software, collections) when I needed to?' where we received overall ratings of 80% and 85%.

The Media Services team continue to **upgrade classroom presentation systems**, and work on refurbishing and re-designing teaching and independent learning spaces for interaction between students and staff and to better cater for different learning styles and needs of students. This year multiple screens have been installed around the rooms to ensure students can view materials shared on the screen from all angles, we also introduced new software to simplify the lecture capture process, as well as the installation of fixed cameras and microphones to enable lecture recording in all our lecture rooms. We have specialist spaces for financial trading rooms, psychology labs and cubicles, fashion and interior design, film, digital media and theatre. But across the whole portfolio flexibility in learning spaces is a key priority.

LE2 Scholarship, Research and Professional Practice

Regent's curriculum is **practice and/or research-informed**, providing students with opportunities to engage in professional practice. All undergraduate programmes have a capstone module, a dissertation or a project which is heavily practice based which means students are actively involved in their own research. Of our 13 undergraduate programmes, eight have a professional placement. A recent example of student engagement in a research project funded by the Economic

and Social Research Council, entitled 'Deport Deprive Extradite' involved four of our students as part of their Campaign Production module. They were given paid employment as part of the team investigating the shifting dynamics of racism and the security state. Two core research outputs in the form of two 10-minute animated films based on the research were delivered to ESRC. The films and associated papers were launched in New York.

All staff have strong **research backgrounds and/or substantial experience** in professional practice. An example of a research-focused team is our psychology section, where eight staff members are currently engaged in 41 research projects. The work of our three Research Centres[6] and of our cluster in pedagogic research informs our curriculum.

The curriculum is delivered by staff who have recent or current experience in industry so that they can bring that practice directly into the learning. For example, on our Fashion programmes, there is a module entitled **Fashion Show Production & Event Management**. The module is led by a lecturer who has experience of fashion show production, running shows in international locations including London, Paris, Shanghai, and Beijing. He started Graduate Fashion Week and Fashion Scout. Students on the programme also work with show production companies which build the sets, external hair and make-up companies and model agencies. Audiences include press and industry. Some students also gain work experience at London Fashion Week and other international events related to shows.

Another example of our commitment to real-world learning is our participation for the last 15 years in the international **Model United Nations** conferences held in New York. Our students join 2500 university students to discuss current global issues in a real-world context. NMUN offers 23 simulated UN committees and uses procedural rules developed with UNITAR. Conference features include interactions with Secretariat members and sessions held at UN Headquarters. Students acquire in-depth knowledge and understanding of the international organisations, diplomacy, and Foreign Policy Analysis. Students also develop writing and debating skills which are most relevant not only to careers in politics and international relations, but to other disciplines too.

Our research students also contribute to research and professional practice culture. For example, the work of Dr Reem Al-Sulaiman, one of our PhD graduate, was named by the MadeAtUni campaign (UUK) as one of the UK's 100 best breakthroughs for its significant impact on women in Qatar living with cancer.

LE3 Personalised Learning

Continuation

Retention and progression are key planks of Regent's strategy. A Working Group, chaired by the Dean/PVC Student Experience has developed action plans involving targets, work on existing initiatives and new interventions, mostly in educational and pastoral support systems. Below, we detail the measures we are taking to address progression and continuation. The TEF metrics for Regent's show a negative flag for Continuation, which we will address in this section. We believe the TEF measure is not representative of the University's true performance in this area, due to the following factors:

1) **The TEF continuation measure is restricted to UK Domiciled students, and is not representative of our overall UG student population**

[6] Regent's Centre for Transnational Studies, Regent's Centre for Transnational Business and Management, Regent's Centre for Relational Studies and Psychological Wellbeing, and Regent's Centre for Entrepreneurship and Family Business.

Based on Domicile, Regent's is the most diverse institution in the UK AP sector, and joint 24th in the UK HEI sector[7]. Regent's UG 'new starter' population for TEF years 3 and 4 was 29% UK, vs. 33% Other EU and 38% non-EU Overseas, with a total of 102 unique Domiciles. To get a representative picture of Regent's overall continuation rates, the performance of our non-UK students should therefore be included.

At Regent's, we take the performance of our UK Domiciled students very seriously, but we know that their continuation rates are lower than for our Undergraduate student population as a whole. This is largely driven by the fact that a higher proportion of our UK students study integrated foundation degrees, which have higher non-continuation rates overall.

As per our TEF metrics, Regent's UK-Domiciled continuation rate is 84.8% (including external transfers), against a benchmark of 87.8%. We do not have TEF external transfer data for non-UK students, however we can calculate an 'unadjusted' one-year continuation rate using HESA data, so we can compare the continuation rates for different domiciles on a like-for-like basis:

Table 1: 'Unadjusted' continuation rate by Domicile (excluding external transfers)

Domicile	Number continuing	%
European Union	381	86.2%
Non-European Union	439	85.9%
UK	333	75.3%
Grand Total	**1153**	**82.7%**

As per Table 1, Regent's overall 'unadjusted' continuation rate – including EU and non-EU Overseas students, but excluding external transfers - is 82.7%, i.e., +7.4% higher than for UK students alone. If we include our 'known' UK external transfers, Regent's continuation rate would be 85.7%[8]. Our internal data suggests that UK and non-UK students externally transfer at equal rates; if so, Regent's overall UG continuation rate would be 89.3%[9], i.e., 4.5% higher than our UK-only TEF metric.

2) **The TEF benchmark does not factor in the proportion of Regent's students on integrated foundation courses**

We know that the biggest single factor in Regent's 1-year continuation rate is whether a student entered on an integrated foundation course. However, this factor is not included in the TEF benchmark methodology. Given the disparity in outcomes, we believe this accounts for Regent's negative performance against benchmark.

To get a representative picture of Regent's undergraduate continuation rate, Foundation vs. Level 4 data should be therefore be disaggregated:

Table 2: Total 'Unadjusted' continuation rate by Entry point and Domicile (excluding external transfers)

	Number continuing	%
Foundation Entrants	**310**	**66.4%**
European Union	97	71.9%
Non-European Union	137	75.7%
UK	76	50.3%
Level 4 Entrants	**843**	**90.8%**

[7] source: Heidi Plus, filtered by Full-Time, Undergraduate First Year students on First Degrees for TEF years 3 and 4
[8] 1153 total students who continue + 42 UK external transfers / 1395 = 85.7%
[9] 1153 total students who continue + 42 UK external transfers (38.5% of UK leavers) + 51 non-UK external transfers (estimated @ 38.5% of non-UK leavers) / 1395 = 89.3%

European Union	284	92.5%
Non-European Union	302	91.5%
UK	257	88.3%
Grand Total	**1153**	**82.7%**

As per Table 2, looking at our UK Domiciled population (who form the basis of our TEF benchmark), our Foundation entrants had an 'unadjusted' continuation rate of 50.3%. By contrast, our Level 4 entrants had an 'unadjusted' continuation rate of 88.3%. Even excluding external transfers, Regent's 'unadjusted' continuation rate for UK Level 4 entrants is already above our TEF benchmark of 87.8%.

If we include our EU and non-EU Overseas students, our 'unadjusted' continuation rate for Level 4 entrants rises to is 90.8%. Even though this figure excludes external transfers – and is therefore an absolute minimum – it is already 3% above our TEF benchmark.

Given that the majority of Regent's students come to us with non-UK qualifications, from countries with different educational systems, and who may be living and studying in the UK for the very first time, we think that our overall continuation performance is strong.

We continue to work to improve the continuation rates for our UK Domiciled students, especially those who enter on Foundation years. Our integrated foundation degree in psychology accounts for a disproportionate percentage of our UK non-continuation rate. Based on internal data we know that a large number of students choose to complete a foundation year with us and then take their learning and skills to another institution to continue their study. Some of them will re-engage elsewhere within a year but not all, and some may well move to institutions overseas and would not then be captured in the TEF data. We are now exploring the introduction of a standalone foundation which would better reflect the needs of these students.

Based on our latest 2017/8 HESA data, compared with our TEF year 3 and 4 totals, the 'unadjusted' 1-year continuation rate for our UK Domiciled students has risen from 75.3% to 77.0 (+1.7%) overall; the rate for our UK Foundation students has risen from 50.3 to 53.3 (+3.0%), and the rate for those who entered at Level 4 has risen from 88.3% to 89.5% (+1.2%). Much of the improvement in Foundation continuation is within our Business Foundation. Curriculum design changes we made at the last validation include reducing the number of modules significantly to give students a simpler and more understandable structure, and reverting to long, thin 20-credit modules allowing deeper engagement with the content and interactive teaching method.

Our approach is to ensure that there is a breadth of support available to students to support their continuation with the University and foster an inclusive and welcoming learning environment. The **Student Hub** was set up to provide a one-stop shop for addressing student queries. The Hub supports students and acts as a conduit to other services both pastoral and academic. Total enquiries dealt with by the Hub have grown from 1446 in 2016/17 to 10024 in 2017/8, with 64% of those issues addressed in face-to-face meetings, 22% online and 13% by telephone.

The **Student Support team** coordinates access to a range of resources including health, mental health, welfare, disability and dyslexia, equality and diversity, and wellbeing support to help students stay happy, healthy and get the most of their time at Regents. The Cause for Concern guidelines and workshops have raised awareness amongst staff of the support available, and led to an increase in the number of students being referred to the Student Support Team. By taking a holistic approach to supporting students, involving the student, academics and any other relevant service within the University, the team are able to identify interventions that will enable students to remain engaged with their studies and see them go on to graduate.

A **Personal Tutor scheme** was introduced in 2016 with an investment of £300,000 per year in additional staff time. The primary aim is to facilitate students' academic and social integration to

improve student success and retention. All academic staff act as personal tutors and this work is included in the formal workload allocation. Tutorial groups are based on academic programmes, and included timetabled meetings in the first year of study. A dedicated site on Blackboard provides information and resources for students and staff, and training is provided for all staff. Current further professional development involves coaching skills for personal tutors. With the scheme now in place, we are now working on enhancing its benefits for student achievement, exploring how Personal Tutors, Student Achievement Officers and the Academic Skills Team inter-relate and how issues raised by any party are communicated with academic tutors in the faculties.

The University has an experienced and dedicated **Academic Skills team** who offer support across the University in the form of workshops, drop-ins and personalised one-to-one tutorials. They assist students in a range of areas including academic writing (essays, reports and literature reviews), reflective writing, planning and organisation, paragraphing and sentence structure, critical thinking and evaluation, argumentation, presentation techniques, time-management, and reading and note-taking skills. In addition, a specialist tutor offers mathematics and statistics provision. Through practical and learner focused support, students can develop their academic confidence and the skills required to reach their full potential. If students cannot meet in person or attend workshops, they may access skills resources on the university's virtual learning environment.

Two **Student Achievement Officers** were employed at the start of 2018 whose main role is to identify students potentially at risk of non-continuing through poor attendance, poor assessment completion of assignments, low engagement with Blackboard and other personal/family factors that could negatively impact on the student's studies. The student achievement officers liaise with personal tutors and student support, where relevant, determine an appropriate action plan to help retain the student on the programme of study. Data analytics is a powerful tool to assist in the identification of 'at risk' or 'not fulling their full potential' students. Regent's is engaged in a pilot project with JISC and will evaluate the success and impact of the use of data to help improve retention during 2019.

Taken together, this range of support systems for students was identified as **good practice by the QAA**, the report concluding that 'these arrangements are both satisfactory and comprehensive, and students who met the review team described themselves as well supported throughout, and spoke enthusiastically about the institutional responsiveness to meeting and anticipating their needs. The tailored educational provision that enable students to develop their academic, professional, social and personal skills in a secure and supportive environment is good practice.[10]'

Our NSS scores suggest this range of support mechanisms is working, with positive responses to question 13, 'I have received sufficient advice and guidance in relation to my course' up 3.2% to 83%, above the sector average (78.4%)

Further building of engagement and belonging is a key priority for us. The vast majority of our students are living off campus and commuting to Regent's. We continue to develop a 'sticky campus' as part of our estates strategy, and we are developing parallel strategies to further encourage student engagement. The following interventions are being developed:

- 'Are you ready?' pre-induction website. Available from the time students accept their university offer, it will bring together information the students need to begin their programme of study including staff contacts and profiles, indicative and suggested reading, links to student services and the Students' Union, the expectations that Regent's has of our students and advice around academic work.
- Induction for new students is to be refocused on developing an experience of belonging as opposed to the provision of information and administrative aspects. The focus will be primarily around the programme together with opportunities for socialising and staff-student collaboration created through events and visits related to the students' academic programme. The aim is to develop self-awareness and promote a sense of academic community and

[10] QAA, Higher Education Review (Alternative Providers) of Regent's University, London, October 2016, p. 19.

relationship building. Sessions will be organised around student's hopes and aspirations and meetings with students across the three years and the development of the programme should be student-led facilitated by the heads of programme.

Student Outcomes and Learning Gain

SO1 Employment and Further Study
Regent's has a history of performing well on graduate level employment and starting salaries. Over the last two years' DLHE, Regent's UK and EU percentage of employed undergraduates ranked as in professional employment was 73.7%. This is above the alternative provider sector average of 70.8% (37th out of 70) and above the general HEI average of 71.9%, (72nd out of 156). For the same timeframe and grouping (of those in employment, where salary was disclosed), 38.8% earned more than £25,000. That is higher than the alternative provider sector average of 32% (18th out of 68) also higher than the HEI sector average of 28% (33rd out of 156). Further study in this grouping was at 17.8%, above the alternative provider sector average of 17%, (27th out of 69), yet lower than the HEI sector average of 23.5% (117th out of 156).[11]

Stand out courses include the BA (Hons) Global Management at 90% in employment, and the programmes in media, for which our employment outcomes are 94% in work or further study against a national average for this sector of 89%. Overall, the results above are consistent with previous graduate surveys which were conducted to the DLHE catalogue of questions and response requirements, as well the internal analyses conducted of courses not covered by DLHE.

It is true that Regent's graduates have secured employment at a slightly lower rate than the national average. However, while low in absolute value terms, this metric does not have a negative flag, and our analysis indicates that it is worth further contextualizing. The combination of highly skilled graduate level employment (on benchmark) and high starting salaries, as well as some graduates not looking within the first six months can justifiably be interpreted as our graduates being selective about their graduate roles. It can be credibly argued that Regent's graduates may wait for the right opportunity and then secure better paid and higher-level employment, or to start their own business (see below), which makes them different from those of many other institutions, and a reason why the standardised metrics are only relevant to a certain degree to measure our students' success.

Regent's has been lauded for its approach to employability over recent years in various assessment exercises, such as in our *Higher Education Review* which comments that 'Employability is central to the University's strategic vision, and extensive offerings of careers education, information, advice and guidance for students were evident to the review team.[12]' And the report from the OU Validation Partnerships concluded that 'Regent's University has a highly entrepreneurial focus, which looks to maximise the potential of its students, particularly through initiatives such as 'Hive', for students interested in entrepreneurial activity, the Student Hub and also its efforts to include placements where possible within programmes'

The recent Regent's careers services' *Matrix Re-Accreditation Report* states that 'IAG [ed. Information advice and guidance] support is exceptionally well embedded and seamlessly integrated within the business relations and advice teams. The client-centric and personalised culture of placing people at the heart of all activities is transparent. The evidence shows how passionate people are about encouraging students to meet their aspirations; encouraging them to become independent learners and entrepreneurs with critical thinking skills; and empowering them to become involved in the global community.[13]'

[11] (*HEIDI plus DLHE 2015/6 and 2016/7*, filtered by first degree leavers, EU and UK domicile, in employment)
[12] HER, October, 2016, p.25
[13] *Matrix Re-Accreditation Report*, October 2018, p.

SO2 Employability and Transferable Skills

Over the last two years' DLHE, Regent's UK and EU percentage of undergraduates in self-employed (i.e. developing a professional portfolio / creative practice or self-employed / freelance or starting up their own business) was 18.4%. This is well above the HEI average of 10.7% (21st out of 156).[14]

In response to the high number of graduates starting their own businesses – especially the fact that almost all of Regent's annual allocation of sponsorships available for tier one graduate entrepreneurship visas was used – we now have a more comprehensive offer for developing entrepreneurial skills:

In 2017, the careers and business relations team and the student union put forward a proposal to offer a 'we-work' style bookable benched workspace for alumni and student entrepreneurs. Both board and directorate supported this venture and in spring 2018, '**The Hive**' went into operation. However, not only purely as an entrepreneurial, but as a collaborative workspace, where student and alumni entrepreneurs mingle with job seekers, as well as advising staff. The aim was to break down barriers and prepare students for a modern open-plan work environment conducive to user collaboration and networking. For example, students seeking internships can now easily be introduced to businesses run by alumni as they literally work in the same location. Viewed as a 'safe space' by some entrepreneurs, The Hive offers an environment that fits our graduates' wishes to prepare for launching their own business or securing an adequate role with an employer on their own terms – very much in line with the graduate behaviours mentioned under SO1 above.

This development has been positively remarked upon by the Matrix re-accreditation conducted shortly after its launch: 'the new location for CBR [ed. Careers & Business Relations] has brought it closer to students offering a shared space encouraging better footfall and easier accessibility, including for those with disabilities. The new space, known as The Hive Enterprise Suite, is already offering a sense of belonging, improving the student experience and working well as a bridge between CBR's student facing and employer facing teams. It is also leading to better engagement and student voice, including both informal and insightful comment.' [15]

The Hive collaborative workspace is also the home of **Junior Enterprise Regent's (JER)**. JER is a student driven enterprise aiming to develop consultancy and enterprise skills, by applying them in practice with live (and ultimately paying) clients. Students are trained up in consultancy skills and offer them to a variety of clients both inside and outside of the university. JER is a member of the international JADE Junior Enterprises network, which combines 330 junior enterprise teams in 15 European countries, who manage over 4,000 projects per year and create c.€15m in overall revenue. The university recognised the usefulness of this peer learning approach and helped JER launch itself within its structures, using its resource base, but with separate student led management.

The aim is to develop JER into a revenue creating venture which carries its own cost, and functions as a student-led business. While not yet revenue creating– and therefore not yet self-funding – JER offers enterprise events for students, sits on panels deciding which student entrepreneurs receive a chance to work in The Hive and offer consultancy to those who already do – in addition to their external consultancy work. This covers a broad range of skill sets valuable specifically to Regent's undergraduate business students, which may find it difficult to join top professional services firms; but also all students who seek to develop general consultancy, as well as entre-/intrapreneurial skills. Alumni and staff act as mentors and advisors to JER, thus providing experience transfer and professional and personal enhancement.

[14] (*HEIDI plus DLHE 2015/6 and 2016/7*, filtered by first degree leavers, EU and UK domicile, in employment)
[15] *Matrix Re-Accreditation Report*, October 2018, p.7.

SO3 Positive Outcomes for All

Our split metrics in employment do not show any attainment gaps for economically disadvantaged students, disabled students or for BME students. We are addressing the negative flag for female students under employment or further study, taking measures to encourage the **employability of female students**, such as with the Hive, our entrepreneurial hub where take-up has been stronger among our female students who represent 32 of 54 users. We have been consistently putting women speakers (all alumni of earlier years) as role models in front of our graduate cohorts, to demonstrate the successes Regent's women have achieved. We have run events specifically targeting women's employment such as 'Building a network of pioneering women, a panel discussion with successful female pioneers to focus on PR, advertising and marketing, or the Hiring Breakfast event led by the Fiena Group, a company committed to inspiring a more feminine lifestyle in the city which includes Fiena Philanthropy, a division committed to assisting women, from disadvantaged backgrounds. And we keep a database of organisations that have advertised opportunities or are currently collaborating with us whose preference is for female employees.

One area where we are proud of our achievement is in the outcomes for students entering with **lower qualifications**. Our DLHE statistics show that the percentage of students working or studying is not dependent on entry level qualifications, suggesting that the University is adding real value for those lower qualification entrants.

Regent's has a **culturally flexible and mobile student and graduate body**. Our internationalism is represented in the latest DLHE by our whole graduate population which spreads across 41 different countries, with 28% attaining work in a different country than their country of origin, reflecting Regent's mobile population. There are however indications that Brexit may be affecting this mobility due to an observable drop in EU-domiciled employment mobility.

Meanwhile, Erasmus+ exchanges continue to attract students and play an influential role in courses with the option of European placements (BA International Business and BA International Event Management). This has allowed students of any financial background to utilise their language skills within European placements.

Some programmes require students to take short work placements during their studies. This has been reported to the Migration Advisory Committee (MAC) for its research into the impact of student migration on the UK economy. According to this report in the second half of 2017, 126 non-UK students undertook these compulsory registered work experience business placements, (6-10 weeks) and 24 (19%) were tier four visa students.

A total of 24 UK students also undertook work experience business placements, often outside the UK. In fact, only 51 (34%) of this mixed body of students of 150 undertook their placement in the UK, with many opting for their home countries, thus strengthening the UK higher education brand internationally. Overall, 61% of students completed their placement outside the UK and 5% both inside and outside the UK, showing international mobility during their course.

Providing comprehensive careers educational support for students entering the global labour market has become an integral part of employability and internationalisation strategies for all HEIs, but is of special importance to Regent's due to its highly internationally diverse student and graduate body. A consortium of five universities collaborated since 2015 on creating a transnational careers support service, including teaching modules for advisers, entrepreneurial summer schools, an online job board, to name just a few resources. This supports students and graduates with access to up-to-date and reliable information and assistance, and also allows career advisors to facilitate information, advice and guidance (IAG) whilst keeping in regular contact with country specific project coordinators. There are particular outputs which are beneficial for the wider careers community via the ECCE online platform (managed by Regent's), including internships, graduate jobs and country specific labour market information. This project also

addresses entrepreneurship, delivered in a collaborative, international learning and co-working environment. The set-up of a summer school focused on bringing academics, professional services, students and entrepreneurs together to provide a practical approach to learning about various conditions for starting a business within a European country. We believe this is an innovative approach to sharing knowledge and good practice whilst ensuring stakeholders have access to current, up-to-date country specific information. The ECCE networks also encourages other HEI's to becoming a part of this network, which we, as a founding member, hope to help to grow.

Student Council statement

The relationship between Regent's and its student body is characterised by trust, openness and a recognition that only through partnership with students can Regent's create a student experience of the highest quality. For this reason, there are student representatives on committees and working groups at every level and Council Presidents have fortnightly meetings with their Head of Programmes. There are also Programme Committee Meetings allowing over 150 student representatives to directly feedback to teaching teams and collaborate on solutions. These issues are collated and discussed at the highest levels. This structure allows for significant improvements to all elements of the student experience, including a restructuring of the timetabling system and investment in the creation of eating lounges around campus. It also allows students to lead on developing Regent's estate to ensure it meets their needs, as was the case when the Marylebone campus was being transformed into a creative hub.

Through membership of the Senate Portfolio Scrutiny Panel, students play a quality assurance role assessing proposals for programme changes. The SU President stated that she 'could feel the power of [her] voice' in the room. This captures the significant role students' play in shaping Regent's overall portfolio and is reflected in the 76% score Regent's received for the NSS question 'Staff value students' views and opinions about the course'. This highlights how Regent's has embedded a culture where students are encouraged to be vocal and empowered to be involved in shaping strategy. Regent's also invests in the continuous improvement of student voice structures, such as the creation of a full time sabbatical officer and fee waivers for Council Presidents. A student board is also being created to enhance the Union's governance and the Union and Student Engagement Manager are creating a proposal to enhance the student representation system.

This ethos of partnership working is reflected in the key roles students play in areas such as curriculum development. When Global Perspectives, a compulsory module for all students, was designed, Regent's utilised Lego-based workshops to allow students to shape its structure and content. Since then, students have led the process of refining it.

As part of the University's commitment to ensure positive outcomes for every student, Regent's employs a diverse range of assessment types. For example, students can design websites, launch start-ups, act as consultants, conduct research projects and develop financial portfolios using Bloomberg. Regent's has reduced modules from being exam based, apart from a handful of first year modules, recognising the impact of such practice on students' learning.

Academics also take a personal interest in the student experience and ensure they are visible and accessible. For example, senior academic figures attend induction events and ensure they know the names of their students beforehand. They also utilise their networks in industry to organise exclusive events for Regent's students. For instance, at the weekly movie night there was a screening of McQueen featuring a Q&A with the Director. High profile guest lecturers are brought in, including the Editor in Chief of Tank Magazine, and trips are taken to companies such as the Bugatti Hotel and Facebook. This allows students to gain an understanding of the demands of different industries and to grow their own networks prior to graduating.