



TEACHING EXCELLENCE FRAMEWORK SUBMISSION CANTERBURY CHRIST CHURCH UNIVERSITY

1. Mission and Context

1.1. Canterbury Christ Church University is deeply committed to widening participation, encouraging those with the academic potential into higher education and ensuring that all students are supported to be successful, increase their social mobility, find highly-skilled work and contribute to society through intelligent citizenship. Inspired by its Church of England foundation, the University's mission is to pursue excellence in higher education, transforming individuals through a curriculum that is relevant and responsive.

1.2. The University has a successful track record of achieving long-term employability outcomes for its graduates, despite the challenges associated with its peripheral physical location and the demographics of the student body. Analysis of University employability data highlights the strong ties of students to their local area, with around three quarters of students finding work in a similar locality to where they came from when they enrolled. The local and regional labour market can be particularly challenging, with the geographical hinterland of the University including some of the most socially and economically deprived areas of South East England. The districts of Swale and Thanet in East Kent, for example, are highlighted in the 2015 Index of Multiple Deprivation as having nationally significant concentrations of socio-economic deprivation.

1.3. The geography of East Kent has implications for employment opportunities, as it is surrounded by sea on three sides. This results in a limited catchment area for employment, thus constraining the local labour market. London is over 60 miles away for East Kent students and there are significant financial and social cost and time implications for commuting or relocating. East Kent, and Kent and Medway as a whole, have lower proportions of graduate level jobs in their economy than the South East region. The local labour market is also characterised by a very high proportion of small and medium-sized enterprises, with only a few large employers based in East Kent.

1.4. The commitment to widening participation is supported by extensive outreach work, raising aspirations for higher education, especially in areas with a low participation rate, and easing the transition into higher education, maximising retention rates. The University is a founder member of the Kent and Medway Progression Federation (KMPF) and works in partnership with two neighbouring universities, Kent County Council, Medway Council and 40 schools to raise the attainment and aspirations of young people. The partnership has successfully measured the progress of more than 16,000 students and graduates over the last ten years through its Higher Education Access Tracker (HEAT), a system now being used by one in five universities across the UK and recommended for wider use across the sector by HEFCE and the Office for Fair Access.

1.5. The University has a strong track record of innovation and agility, responding to regional and national market demands. With its history firmly rooted in teacher education, the University has expanded successfully into health, arts, humanities, and sciences, offering teaching and research in a wide range of disciplines that equip graduates with the knowledge and skills for

future careers and further study. The most recent development is in engineering and technology, strongly supported by the South East Local Economic Partnership and by businesses.

1.6. The University's academic endeavour is organised into four faculties: Arts and Humanities, Education, Health and Wellbeing, and Social and Applied Sciences. It operates across a distributed campus network offering an academic emphasis relevant to sub-regional needs. In addition to the main campus in Canterbury, the Broadstairs Campus delivers business, enterprise, and creative and cultural subjects in what was previously a coastal higher education 'cold spot', and the Medway Campus, part of the Universities at Medway development, delivers programmes in health, care and education in an area of relative deprivation.

1.7. The University's total student population comprises 16,054 students, with 11,386 (71%) in full-time study and 4,668 (29%) in part-time study. 13,117 (82%) students are studying at undergraduate level and 2,937 (18%) at postgraduate level, with 2,439 (15%) on taught and 498 (3%) on research postgraduate programmes (HESA data, 2015/16).

1.8. Over 50% of both undergraduate and postgraduate University students are from the Kent and Medway area, with nearly a quarter of the student body coming from East Kent.

1.9. 68% of undergraduate students are female, 63% are 21 and over, and 21% are from black and minority ethnic (BME) groups. The University has a substantial entry from the participation of local areas (POLAR 3) quintile groups 1-2. This comprised 36% of all students and 37% of undergraduate students in 2015/16.

1.10. Strong access performance is further evidenced for BME and disabled students by comparison with the University's intake compared to the background population for Kent and Medway (where the majority of our students live): 20% of all University students are from BME backgrounds, compared to a background rate of 6.9%; 12.6% of the University's intake has a declared disability against a background rate (for 16 to 64-year-olds) of 6.6%.

1.11. The University is a significant provider of part-time degree programmes, with over 2,755 (21%) undergraduate students studying part-time in 2015/16. The TEF metrics demonstrate that the University's part-time provision is of outstanding quality.

2. Student Outcomes and Learning Gain

2.1. The University achieves consistently high-quality outcomes for its students from all backgrounds (as shown in the split metrics). In addition to the TEF metrics:

- a high percentage of graduates are in highly-skilled graduate employment or further study three-and-a-half years after graduation, at a rate above the national average
- the University improves social mobility for its graduates, with a high percentage improving their social-economic banding six months after graduation
- students from low-tariff backgrounds show the same rates of progress in learning gain as students from high-tariff backgrounds
- students from disadvantaged backgrounds, ethnic minority backgrounds and those with disabilities, also show strong learning gain
- disadvantaged students achieve good degrees at the same rate as other students
- almost 20% of the intake are part-time students and the University consistently achieves outstanding outcomes for this group in core and split metrics.

Long-term Employment and Further Study

2.2. The University is providing excellent long-term employment outcomes for its students and this is an outstanding achievement.

- 98% of University graduates are in employment three-and-a-half years after graduating, compared with a national average of 94.5% (*Longitudinal Destinations of Leavers from Higher Education Survey*, August 2015).
- 84.2% of students in employment are working in graduate level jobs three-and-a-half years after graduating, compared with a national average of 80.5% (*Longitudinal Destinations of Leavers from Higher Education Survey*, August 2015).
- 93.3% of graduates who studied full-time are in employment or further study six months after graduating, which is in line with benchmark expectations and the national average (*Destinations of Leavers from Higher Education Survey*, August 2016).
- 99.1% of graduates who studied part-time are in employment or further study six months after graduating, which is above benchmark expectations and the national average (*Destinations of Leavers from Higher Education Survey*, August 2016).
- 82.3% of all graduates who entered from Social-economic Categorisation (SeC) groups 4-8 had moved up to groups 1-3, six months after graduating.

2.3. The outstanding outcomes for the progression of part-time students into highly-skilled employment or further study is evidence of the successful role that the University plays in providing graduates with sought-after skills relevant to employment in the region.

2.4. The University is actively engaged in improving graduate employability for its full-time students. It has made significant progress in some subjects over the past two years, which is a result of strategic institutional investments, as well as responses at subject level.

- The increasing use of simulation within academic programmes provides students with realistic experiences and environments, which mirror present and possible future workplaces, increasing their work readiness and employment potential.
- A dedicated Career Development service supports employability throughout the student lifecycle, providing bespoke employability sessions, employer events, workshops, careers advice and a daily drop-in service.
- A Unitemps (employment agency) franchise, launched in February 2015, offers career development opportunities to students and expands institutional capacity for supporting students and alumni into work. In its 18 months of operation, 4,200 students have registered and 1,142 have been placed in employment, working 131,980 hours. Unitemps is on track to exceed this performance for 2016/17 and is expected to make an important contribution to improving the graduate-level employment rate.
- Student engagement in volunteering, and involvement in clubs, sport, societies and entrepreneurial activities, has increased. During 2015/16, there has been a 35% increase in the number of students volunteering, a 28% increase in the number of active volunteers, and an 18% increase in the number of partner organisations. This followed concerted efforts by the University and the Students' Union, with the Students' Union University Partnership, collaborating to improve student outcomes, particularly those that are employability-related. These are formally recognised on the Higher Education Achievement Report (HEAR) and, where a reflective learning account is undertaken, the Christ Church Extra Award may be achieved.
- The University is embedding employability skills within the curriculum and has asserted the principle of 'an integrated approach to graduate employability' in the new *Learning and Teaching Strategy 2015-2020*, with a requirement from 2017 for undergraduate programmes to include a compulsory employability element to the value of at least 20 credits.

2.5. Given the nature of the University's student population and the position of the University in the regional economy, the data suggests that students are taking non-graduate-level jobs on graduation, and progressing into graduate-level occupations over the next three years, as

they build on the skills gained at the University to build social and economic capital. This has enabled a below-average short-term, six-month graduate employment rate to be transformed into an above-average long-term highly-skilled employment rate after three-and-a-half years.

2.6. The University is actively engaged in improving opportunities for its graduates to undertake further study, focusing particularly on providing opportunities and incentives to do so at the institution. This includes:

- initiatives that allow 'tasters' of postgraduate education
- an expansion of postgraduate taught provision
- increased Masters by Research opportunities, enabling more flexible learning at level 7
- a 20% fee discount for undergraduate alumni undertaking Masters programmes
- a University-wide paid internship programme that offers undergraduate students the opportunity to experience work on research projects as a taster for future postgraduate research study.

Learning Gain and Equality of Outcomes

2.7. Positive outcomes are achieved by the University's students from all backgrounds, in particular, those from disadvantaged backgrounds or those who are typically considered to be at greater risk of not achieving positive outcomes.

2.8. The University uses four key measures of learning gain to demonstrate impact:

- social mobility measured through the DLHE Survey
- increase in average module scores between Level 4 and the final level of study
- improvement in Personal Development between Level 4 and the final year of study
- results of the UK Engagement Survey top-level areas of Critical Thinking, Interacting with Staff, and Reflecting and Connecting.

2.9. 82.3% of graduates who entered from SeC groups 4-8 had moved up to groups 1-3 six months after graduation, despite the lower than average graduate employability rate across the total population.

2.10. Both full-time and part-time students show improvements in the average module mark over their course of study. This result is repeated across all split metrics, including age, disability, ethnicity, nationality and disadvantaged background, demonstrating that these gains are present for all groups. Students who are not from these groups show equally good learning gain as do students from different tariff bands. The University has comprehensive evidence of its impact on stretch and learning gain across all student groups.

2.11. The average score for Personal Development (NSS Q19-21) for Level 4 students, measured internally, is 77% and the average for final-year students (NSS) is 83% (6 percentage point improvement).

2.12. For the UK Engagement Survey (UKES), the score for Critical Thinking is five percentage points above the sector average, the Interacting with Staff score is six percentage points above the sector average, and, for Reflecting and Connecting, the score is seven percentage points above the sector average. These are strong indicators of a student population that has developed into independent learners.

2.13. Full-time students from low SeC groups and those disclosed as disabled achieve comparable 'good degree' classifications to other students, as evidenced by the TEF metrics.

2.14. Both full-time and part-time first degree students have overall non-continuation rates that are excellent and outstanding, respectively. These results apply across all split metrics.

2.15. The University is taking action to reduce further its non-continuation rates, especially where performance is below benchmark as is the case for full-time 'other undergraduate'

students on such programmes (-2.6%BM). Employment status can be a key influencing factor for some such programmes. Two thirds of this group of 633 students are studying education, health and care employment-based programmes. Analysis of the reasons for non-continuation suggests that change of personal circumstances, especially change in employment status, is a significant factor.

2.16. By tracking the progression of some of the most disadvantaged students from school into and through higher education, using the HEAT system, the University can evidence notable success in enabling access and supporting these students to reach their potential.

- 81% of these students declare themselves to be first-generation higher education students, compared to 72% for the equivalent national HEAT cohort, and 57% were from POLAR 1-3 postcodes, compared to 47% of the national HEAT cohort.
- For this cohort, 63% achieved a good degree, compared to a national average for all students (including those from advantaged backgrounds) of 66%. In addition, 81% achieved a first degree, compared to the national equivalent of 82%.

3. Teaching Quality

3.1. The University is committed to the provision of high-quality learning and teaching, which is underpinned by research and professional expertise, and which is delivered in partnership with students to provide strong individual support and flexible learning through the whole student lifecycle.

3.2. A number of mechanisms enable this vision to be delivered.

- The University's *Strategic Framework 2015-2020*, which sets the mission to pursue excellence in higher education: transforming individuals, creating knowledge, enriching communities and building a sustainable future.
- An academic portfolio, shaped and managed at senior level, to ensure that programmes align with the strategic goals of the University and deliver the ambitions of the *Learning and Teaching Strategy 2015-2020 (LTS)*.
- The *LTS* which, drawing on sector-wide best practice, provides the strategic framework for the delivery of an outstanding education and excellent student experience, and which was developed through a cycle of engagement with staff and students, and provides a focal point for discussions regarding priorities, student outcomes, staff development and commitment to resources.
- A dedicated department for Learning and Teaching Enhancement (LTE), provides significant leadership in academic staff development, the promotion and enhancement of high-quality approaches to pedagogy, and effective programme design and delivery.
- The valuing of teaching and a commitment to innovation in learning and teaching is owned across the University and is underpinned by a high-quality Postgraduate Certificate in Academic Practice, commended by the Higher Education Academy.
- A reflective process for the approval, monitoring and review of academic programmes ensures that the design and delivery of programmes embeds best practice and enables students to develop as independent learners, engage with teaching underpinned by research, and reach their full potential.
- An integrated approach to graduate employability, with employers and professional bodies contributing to curriculum development whenever appropriate, and programmes that embed graduate attributes and produce graduates who are highly-valued by employers.
- Challenging assessment strategies that stretch students, drive learning and teaching, and support the inclusion and success of diverse student groups.

- Embedded arrangements, which enable full use to be made of external examiners in the enhancement of academic provision and the setting of challenging assessment opportunities. This is facilitated by comprehensive arrangements for induction and support of external examiners to ensure that their expertise is utilised fully.
- A student engagement strategy positions students as partners in learning, supported by a dedicated community of students and staff members working in partnership to enhance learning and teaching practice.

Leadership of Learning and Teaching

3.3. The University has invested significantly in creating an infrastructure to support the delivery of outstanding learning and teaching. Executive responsibility within the Senior Management Team (SMT) resides with the Pro Vice-Chancellor (Education and Student Experience), whose Directorate includes the Director of Learning and Teaching, the Director of Student Experience, the Director of Library and Learning Resources, and a new post of Director of Graduate Employment and Career Development. This allows for these four key areas of activity to be managed holistically, for priorities to be set collectively, and for resources to follow as required.

3.4. University-wide strategic leadership for learning and teaching is the responsibility of the Director of Learning and Teaching, who heads the University's department for Learning and Teaching Enhancement (LTE). LTE is the key driver of an institutional culture that values, facilitates, recognises and rewards excellent teaching. It leads on the University's commitment to educate the whole person, through developing excellence in learning and teaching, delivering bespoke and scheduled staff development, and playing a key role in driving pedagogical innovation and enhancing assessment literacy. It has undertaken a wide range of student engagement projects and supports the growing use of learning technology.

3.5. Faculty Directors of Learning and Teaching (FDLTs) provide strategic leadership for learning and teaching in each Faculty. These are full-time, senior academic staff roles. Faculty Learning and Teaching Committees provide a forum for innovation and development. Senior members of LTE staff and the FDLTs undertook a four-day Higher Education Academy leadership course to reposition the leadership of learning and teaching at the University to ensure that there was collective leadership and strategic direction.

Commitment to Teaching Excellence and the Higher Education Academy

3.6. The University is 20th in the country, 22 percentage points above the sector average, for the percentage of teaching qualified staff (HEFCE 2014/15 Staff Record) in addition to their other academic and professional qualifications. It is fully committed to the objectives of the Higher Education Academy (HEA), and its Vice-Chancellor is currently Chair of the Board of the HEA. Fellowship of the HEA is seen as a means of both ensuring that academic staff are able to deliver high-quality and innovative learning and teaching, and that such activity is appropriately rewarded.

3.7. The University was one of the first universities to gain accreditator status from the HEA when it was introduced in 2013. Re-accreditation in 2016 has given the University full verifier status. As of 1 November 2016, 348 members of staff were Fellows of the HEA. This comprises two Principal Fellows, 57 Senior Fellows, 240 Fellows, and 49 Associate Fellows.

3.8. HEA accreditation is delivered either through the Postgraduate Certificate in Academic Practice (PGCAP) or through a portfolio route. All new members of academic staff are required to complete the PGCAP. They are allocated to a mentor for the PGCAP and also a mentor within their School.

3.9. The University Certificate in Academic Practice (UCAP), which articulates with the PGCAP, provides sessional and part-time staff with an opportunity to enhance their learning and teaching as well as acquire Associate Fellowship of the HEA. The UCAP has been undertaken successfully by professional services staff who support learning, strengthening initiatives that embed support and employability in the curriculum.

3.10. In its letter confirming re-accreditation, the HEA commended the PGCAP and UCAP, stating that they “are highly supportive, have values at the heart of them and should motivate your colleagues to engage”.

3.11. The University’s promotion structure provides explicit recognition of the value of excellence in learning and teaching. Fellowship of the HEA is required for promotion from Lecturer to Senior Lecturer. There are two routes for promotion beyond Senior Lecturer. HEA Fellowship is mandatory for those applying for a Readership, while promotion to Principal Lecturer (Learning and Teaching) requires a Senior Fellowship.

Community of Practice in Learning and Teaching

3.12. A number of arrangements underpin the development of a community of academic practice and excellence, grounded in partnership with students.

- The University’s *Partners in Learning* work brings together students and staff to work in partnership on a diverse range of learning and teaching enhancement projects, both faculty-based and cross-institutional, to enhance practice and bring about positive change to the student experience. Students co-design and co-deliver a multitude of unique projects, each focusing on a different aspect of the student experience. This has built upon the University’s Student Ambassadors for Learning and Teaching scheme, which was commended by the HEA in the Staff-Student Partnership awards 2013 for the diversity of student projects and the authenticity of the partnerships developed.
- An annual Learning and Teaching Conference provides a showcase for staff and students to present interactive workshops around innovation, with priority given to those delivered in partnership with students.
- The PGCAP requires the use of action-research methodology that contributes to the ethos of partners in learning, with many of the studies forming the basis of contributions to the University’s annual Learning and Teaching Conference.
- A University Awards Scheme for Excellence and Innovation in Learning and Teaching, comprising individual awards for Innovation, Early Career, Professional Services/Technician and Team.
- A University-wide system of *Peer Observation and Review* of learning and teaching, which is a requirement within the PGCAP, UCAP and portfolio application for HEA fellowship, enables academic staff to engage formally and informally in dialogue about all aspects of the scholarship and practice of learning and teaching. Students are encouraged to be part of the process with the support of the Partners in Learning team.

3.13. The impact is demonstrated by a number of outcomes.

- The University Awards Scheme has provided a platform for sector-wide engagement, including presentation at national and international conferences on pedagogy. As a direct result of the University Awards Scheme, five members of academic staff have been successful in winning National Teaching Fellowships, most recently in 2014 and 2015.
- A student-led presentation at the Annual Learning and Teaching Conference resulted in publication in the *Student Engagement in Higher Education Journal*.
- Through engagement with the University Awards Scheme, a member of staff developed an innovative mediating tool to support academic and personal development, encouraging students to take increased responsibility for their learning. The research

outcomes were used as the basis of a recent successful HEFCE Catalyst Project grant of £50,000 for “Innovative, Experimental Teaching”.

- The 2016 *Times Higher Education* Award for Most Innovative Teacher of the Year made to Dr Sara Wolfson, Senior Lecturer in Early Modern History, for learning and teaching that “brings alive the past for students using workshops rather than traditional lectures on her courses in order to keep undergraduates engaged”. The judges were impressed by Dr Wolfson’s thoughtful approach to teaching, which “has had an impact beyond the course and discipline, and fed into graduate attributes and an employability module”.

Programme Design and Delivery

3.14. The University maintains arrangements for programme design and delivery that provide scope for high levels of stretch to ensure all students are significantly challenged and acquire knowledge, skills and understanding that are highly-valued by employers.

3.15. Systematic planning processes ensure that all programmes align with the ambition of the University’s *Strategic Framework 2015-2020* and *LTS*, to provide programmes that present a challenging and transformative curriculum, which includes knowledge and understanding, informed by research.

- The University’s Academic Board provides effective strategic management for all aspects of academic development, and learning and teaching.
- The Academic Strategy Committee (ASC) of Academic Board has oversight of the University’s academic portfolio, and must give its explicit approval before any programme can be added, suspended, withdrawn or closed. The ASC comprises the Pro Vice-Chancellor (Education and Student Experience), as Chair, the Deputy Vice-Chancellor, the four Faculty Deans and the Director of Planning and Academic Administration, all of whom are in the University’s Senior Management Team, and the Director of Curriculum. ASC meets at least every six weeks, and often monthly, and the commitment of senior staff time is a recognition of the critical role it plays in shaping the University’s portfolio.
- Each Faculty has a Planning Executive, chaired by the Dean, and including Heads of School and the Faculty Director of Learning and Teaching. The Planning Executive oversees the detailed development of programmes and ensures that there is appropriate research-based and professional-based staff resource. Each Faculty Planning Executive reports regularly to the ASC on the operation of the Faculty programme portfolio.
- The Annual Programme Monitoring (APM) process evaluates the performance of each programme against metrics, such as non-continuation, progression and achievement rates, both for the whole cohort and for groups within it, including those from BME and POLAR groups. This information feeds back into ASC and Faculty decision-making processes.

3.16. Programme design, development, standards and assessment are effective in stretching students to develop independence, knowledge, understanding and skills that reflect their full potential.

- The ambition that programmes must stretch students to develop independence, knowledge, understanding and skills that reflect their full potential is explicit in the *LTS*, which asserts, in particular, that “curricula should encourage asking deep questions, accepting uncertainty and challenging accepted thinking through excellent learning, teaching and assessment strategies”.
- Programme design and development is underpinned by a Curriculum Design for Transformation tool, which is used to help programmes validate, review and prepare for re-approval. The tool integrates underpinning themes, such as employability, internationalisation and sustainability, to ensure that programme design delivers the

requirements of the *LTS* and that learning, teaching and assessment strategies develop and stretch students to their full potential.

- Programme approval, undertaken by a multidisciplinary panel, including a student and a representative of LTE, ensures that approved programmes fully embed the requirements of the *LTS*.
- The University has a consistent approach to the allocation of contact time to ensure that students receive high levels of engagement, with variation agreed at programme approval, following discussion with external assessors.
- Programme design enables all students to have the experience of undertaking research, specific to their subject area, and undergraduate students normally submit a final-year dissertation, underpinned by engagement with research methods.

3.17. Programme design and approval ensures that programmes produce graduates who are highly-valued by employers.

- All programmes deliver a set of graduate attributes, which are designed to ensure that the University's graduates are highly-valued by employers. These were developed during 2015/16 through a process of engagement and consultation with employers, students and alumni, with over 100 employers participating.
- Simulation as a principal pedagogy across the University provides students with realistic experiences, which mirror their possible future workplaces (See 4.9 below).
- Faculties and Schools are supported by advisory bodies, drawn from local employers, such as the Business Advisory Board and the Strategic Local Workforce Development Forum. Visiting professionals, employers, sessional staff and representatives of partner organisations augment the student experience through access to cutting-edge employment practice.
- Programmes, whenever appropriate, are designed, delivered and co-validated in order to meet the requirements of Professional, Statutory and Regulatory Bodies, including the Solicitors Regulation Authority, the Bar Council, the British Council, the British Psychological Society, the College of Policing, the Chartered Management Institute, the Nursing and Midwifery Council (NMC), the Health and Care Professions Council, and the National College for Teaching and Leadership.
- The University's 2015/16 self-assessment report to the NMC was in the highest group (top 13%) for those Higher Education Institutions offering NMC-registered programmes.
- Excellence in learning and teaching was recognised in November 2016 when the Council of Deans in Health published the *Innovation in Teaching and Learning, Case Study Analysis*. This comprised 104 case studies of innovative, sustainable and evidence-based activity, ten of which were provided by the University.
- All teacher-related programmes are evaluated by Ofsted. In the most recent reports, the University's post-compulsory education provision was rated Outstanding. Its primary and secondary provision was rated as Good "with central training that is of consistently high quality and very strongly aligned with trainees' placements, assignments and directed activities" (Ofsted 2014).
- The University has been a key partner of Teach First since its inception and, for several years, provided all of the university-based support to the organisation. With the rapid growth of the programme, the University is now jointly responsible for the London area and solely responsible for the South East and East of England areas. The latest Ofsted reports show that outstanding management and leadership has led to Outstanding and Good outcomes in these areas.
- The University's most recent Ofsted report (May 2014) celebrated the following attributes of centre-based (i.e. University-based) education training:

- high-quality, centre-based training, which blends subject knowledge and theory, models excellent teaching practice, and is strongly aligned with school-based learning and teaching (page 6)
- an active and innovative approach to training, underpinned by research which helps to ensure high-quality, up-to-date provision (page 6)
- Central training is of a very high quality. It is comprehensive, well-structured and links with school-based training effectively. The coherence of the whole training experience is very strong (page 15).

Assessment and Feedback

3.18. The University uses assessment and feedback effectively in supporting student development, progression and attainment.

- The use of the Curriculum Design for Transformation tool ensures that active learning strategies, the judicious use of technology, and formative and summative assessment is aligned constructively to the delivery of learning outcomes to support learning and provide scope for high levels of stretch that ensures all students are significantly challenged.
- The TEF split metrics for both full-time and part-time students demonstrate that there are consistently good outcomes for all groups.
- Generic marking criteria for each programme level ensure that assessment provides appropriate stretch.
- The University has successfully utilised the evidenced-based Transforming the Experience of Students Through Assessment (TESTA) audit methodology to improve the effectiveness of assessment and the overall student learning experience. TESTA has been delivered over three years to a range of programmes. Most recently, strategic management information was used to target programmes that had previously scored below their subject average in the NSS categories of Feedback and Assessment.
- The University has significantly developed its capacity for Electronic Management of Assessment (EMA). Between 2012/13 and 2015/16, there was a 44 percentage point increase in the use of electronic feedback. An institution-wide requirement for paperless submission, where appropriate to the assessment task, was introduced in 2016/17.

3.19. The 2016 UKES results demonstrate that the University's students are in the top quartile for Course Challenge, Critical Thinking, Interacting with Staff, and Reflecting and Connecting. In addition to the results in 2.12 above, the University is four percentage points above average for the Overall Engagement Score and two percentage points above average for Course Challenge, which measures how students are challenged to do their best work and to take responsibility for their learning.

4. Learning Environment

4.1. The University's comprehensive business planning cycle, aligned with programme-level needs, underpins a strategic approach to resource allocation, ensuring that investment is targeted at providing a learning environment that maximises the student experience, supported by high-quality physical and digital resources. This is delivered in a number of ways:

- expert academic and professional service staff, who are appropriately qualified and undertake continual professional development
- a strategic approach to managing estate and facilities, enabling the University to respond to the needs of students, staff, the local community and to local and regional economies
- access to modern, flexible library resources

- high-quality digital resources that support student learning and enable the development of independent study and research skills, including significant investment in simulation activities to allow students to develop employability and specialist skills
- high-quality placement provision for both non-professional and professional programmes, notably in health and education
- desirable, energy-efficient campuses, showcasing sustainable building design, which are inspiring places to study.

Staff Resources

4.2. The University has appropriately qualified and experienced academic and professional service staff whom it values, recognising the benefits that a valued academic community brings to students.

- The University is an Investors in People employer and has been accredited four times since 2001, which demonstrates the University's continued commitment to being an excellent employer.
- The *People Strategy 2015-2020*, sets out the strategic framework through which the University determines that staff are appropriately qualified for their roles, effective in leading others, and value the University as a place at which to work.
- The University has ring-fenced 2% of its operating cost base for staff development activities for the last eight years.
- The *Leadership and Management Framework* develops the capacity and capability of University leaders to lead and manage their teams and programmes effectively, encapsulating the behaviours expected of our managers and leaders at all levels. It is underpinned by an extensive programme of leadership development, supported by external bodies including the Leadership Foundation for Higher Education (LFHE). This has included:
 - the *Culture, Leadership and Management Programme*, as a direct response to the Staff Survey in 2014/15
 - impact leadership development, including peer coaching and action-learning sets
 - the Leadership Foundation Course as an on-going commitment
 - 360° appraisal for all senior leaders, with subsequent reappraisal
 - support for women leaders to participate in the LFHE Aurora Programme.

4.3. The University ensures that programme delivery is supported by appropriate teaching resources.

- University planning and validation processes ensure that staffing is appropriate and programmes are only signed off by Academic Board when this is confirmed.
- Recruitment and appointment procedures ensure that appropriately-qualified staff are appointed to academic and professional service roles.
- Arrangements for induction, mentoring, support and continual professional development, often involving external engagement, ensure that staff are effective in their roles and that knowledge is current and reflects national best practice.

4.4. There is appropriate support and development for Programme Directors, including an induction day, regular forums and action-learning sets.

4.5. The University applied to become an Athena SWAN Charter member and submitted an application for an Institutional Bronze Award in November 2016. The University is already working on an implementation strategy for the associated actions, which will continue whatever the outcome of the application.

4.6. Regular, externally-commissioned staff surveys are used to evaluate the University's People Strategy, most recently:

- the Staff Survey (2015), with a response rate in excess of the national average, which found that 85% of staff agreed that the University was a good place to work, and 83% felt proud to work for it
- the Sessional Staff Survey (2016), which found that 92% agreed that “I am treated with respect at work” and 87% agreed that “I feel that the University acts fairly as an equal opportunities employer”.

Physical and Digital Resources

4.7. The University provides high-quality physical resources, which are used effectively to aid students’ learning and the development of independent study skills.

- The development of the physical estate is underpinned by the principles of the *LTS*. The University’s ten-year capital investment plan supports the overall Estates and IT strategies, which include further improvements to student facilities, IT systems and infrastructure. The investment plan is set in the context of the *Strategic Framework* to enhance and improve the quality of facilities for students. The supported schemes are carefully considered to maximise the community impact and support environmental sustainability initiatives. In the three-year period leading to 2015/16, capital investment totalled £32.82m.
- An industry-engaged, partnership-based Kent and Medway Engineering, Design, Growth and Enterprise Hub is in development as part of the Estate Master Plan. This will be co-located with computing, science, sports science, arts and creative subjects, and health and wellbeing provision, on a new five-acre campus extension. An application for a new University Training School in Canterbury will, if successful, support progression to Level 4 in all these subjects.
- The £30m Augustine House Library and Learning Resource Centre, opened in 2009, provides a wide range of flexible spaces and learning zones, mixing physical resources with research and learning spaces to support a variety of study needs. As a direct response to students’ feedback, Augustine House now opens 24 hours a day during much of the academic year. The success of Augustine House in supporting students’ learning was recognised in 2013 when the University was awarded the prestigious Society of College, National and University Libraries (SCONUL) Library Design Award.
- Students at the Medway Campus have full access to the Universities at Medway Drill Hall Library and there is a purpose-built library at the Broadstairs Campus.
- All students have full access to electronic resources irrespective of where they study.
- Flexible study environments within Augustine House are supported by the iBorrow service, a ground-breaking open student notebook laptop service, pioneered by the University, in association with JISC, which students confirm has increased the portability, ease of access and availability of IT. iBorrow was evaluated by an external consultant, who reported that “in terms of ‘value added’, iBorrow can justifiably claim to offer proof of concept of both the model of mobile technology, with its associated tracking system, that they have developed, and the feasibility of investigating student ‘learning footprints’ in new ways”. This concept has subsequently been adopted by many other UK universities.
- A state-of-the-art sports centre provides excellent facilities to support learning and teaching in sports science and physical education.
- Placement activity is supported by the successful development and implementation of a £250,000 system for placement management, and by dedicated academic staff whose sole role is engagement with placement partnerships.
- Procedures for programme approval and review guarantee that work-based learning settings provide a high-quality experience for students, underpinned by agreements with

employers and partner organisations, and support from supervisors and mentors. This ensures that our work-based learning provision is flexible, responsive and individualised.

- The University has ensured that all of the campus computing facilities include assistive technologies to support learners with additional needs.

4.8. The University has a relatively long history in the use of technology to enhance learning, spurred, in part, by the necessity to connect students on placement with learning and teaching. It uses learning and teaching technologies to provide a high-quality Technology Enhanced Learning (TEL) experience for students, using a learning platform which includes Turnitin, the Blackboard suite, Kaltura and PebblePad. In the three-year period leading to 2015/16, capital investment in digital resources totalled £8.64m.

4.9. Simulation is supported by excellent facilities, which mirror present and possible future workplaces.

- Extensive simulation facilities across programmes in the Faculty of Health and Wellbeing, including an operating theatre, simulated ward facilities, specialised mannequins, diagnostic digital radiography rooms and community facilities. Some 91.7% of employed first degree leavers from the Faculty were in graduate-level jobs six months after graduation in the DLHE Survey (2014/15).
- SportsLab, a state-of-the-art facility in Human and Life Sciences, which provides work experience, work shadowing, simulations, access to research and development, and practical experience for students on a number of programmes. The proportion of employed leavers in graduate-level jobs on the BSc Sports and Exercise Science programme has increased by 20 percentage points over the last three years and is now five percentage points above the sector average.
- A 'research-involved teaching' model in Biosciences, based on a multi-faceted approach, including specific pedagogies in the first year, provides opportunities for every student to participate in research, link with local science laboratories, and engage in competitions and conferences. The BSc Biosciences graduate-level employment rate is five percentage points above the sector average.
- An immersive simulation system HYDRA in the School of Law, Criminal Justice and Computing enables the monitoring of real-time leadership and decision-making in critical incidents. For the last two years, 100% of employed graduates on the BSc Policing programme have been employed in graduate-level jobs.
- A Multimedia Journalism programme uses workplace task simulations for 60% of its assessment tasks, one of which is a real-time news desk. Graduate-level employment for the programme is 16 percentage points above the sector average.
- Close links with industry, coupled with the use of realistic scenarios, is also central to the BSc Forensic Computing programme, where employment in graduate-level jobs is 23 percentage points above the sector average.

Supporting Student Success

4.10. A number of embedded ways of working and more recent innovations support widening access, participation and success for all students.

- The University offers a range of bespoke support to work with students throughout their journey on developing academic study and employability skills. Recognising the needs of the University's diverse student body, a range of services is also available, including for disadvantaged groups and those with disabilities and mental health issues. The active use of Learning Support Plans allows students with particular needs to have necessary adjustments to their programme of study and/or assessment to enable all to have an equal opportunity to succeed.

- A one-stop, integrated approach to student services, represented by the i-zone and student information team, provides a gateway to more specialist support across a broad range of services. Physical helpdesks at each of the campuses are supported by a web-based information service. A customer relationship management system allows for detailed logging and tracking of contact and response across all of the services. In 2015/16, the i-zone received 101,022 requests for help or information, of which 84% were resolved at first contact.
- The University's Personal Academic Tutor policy requires every student to have an identified member of academic staff who will work proactively to enable them to achieve their full potential. They support and monitor the student's experience, thus facilitating progression to further levels of study and subsequent employability.
- Student engagement begins at the earliest possible stage. A pre-arrival portal is one of several mechanisms used to provide applicants with information to support their preparation for University study.
- All schools have an identified academic champion for peer mentoring and both pastoral and academic peer mentoring is provided to students through the student lifecycle, from pre-arrival onwards.
- Enhanced support is offered to all students undertaking reassessment. In 2015/16, all students who were required to undertake reassessment were contacted by students trained for the role to advise them of the availability of workshops and drop-in sessions, and providing continuity of engagement through the summer period. This led to direct engagement with 57% of the students requiring reassessment.
- The Academic Journey project, which is in its first year of implementation, is a major intervention. Based on pedagogical research, evaluation of student data, and surveys of staff and students, it has repositioned a number of key academic processes to support and enhance student retention, progression and achievement, in particular:
 - the repositioning of assessment and reassessment within the academic year to ensure that it is delivered as close to the point of delivery as possible, maximising its formative function
 - a new academic year structure with semesters, with dedicated weeks for personal academic tutoring, approved for introduction in 2017/18.

Student Representation, Engagement and Partnership

4.11. Commitment to student engagement is a central component of the University's learning environment and underpins the quality and enhancement of its academic provision.

- A long-standing collaboration with the Students' Union is articulated through the *Student and University Partnership Agreement*.
- The Student Representation, Engagement and Partnership policy, co-written with the Students' Union, ensures the student voice is valued and integrated in all areas of the University's work at University, Faculty, School and Programme levels.
- Students are active members of the key governance committees and are involved in the development of strategic change, both at the formulation stage and through extensive consultation as proposals are developed.
- The student voice is heard routinely at programme level through Student-Staff Liaison Meetings and through module evaluation and focus groups. In addition, students participate alongside the programme director during Annual Programme Monitoring (APM). It is during APM that explicit attention is paid to student feedback from a range of sources, including the NSS.

- Students are active partners in programme design, validation and annual monitoring, sitting as full members of validation, periodic programme review and annual programme monitoring panels.

4.12. The Students' Union supports student representation and engagement. They manage the recruitment of student representatives through electronic voting. They also provide induction, training and support to enable student representatives to gain skills relevant to these roles while also enhancing their employability. This expert student contribution to the work of the University is highly-valued.

4.13. The student body is actively engaged in recognising and rewarding excellent teaching and support. The Students' Union gives *Golden Apple Awards* to academic and professional service staff who exhibit exceptional teaching or standards of support.

4.14. The University and the Students' Union recognise that the broader learning environment is important to student engagement and success. A joint campaign, *Expect Respect*, is upholding an inclusive environment which is free from harassment of any kind. Building on strategic partnerships with the Students' Union and external stakeholders, initiatives have been put in place to support student wellbeing and personal safety and to promote good relationships in the community, including the introduction of street marshals, student community champions, city centre safety pop-ups, a SafeZone app and alcohol-free activities.

4.15. The Students' Union has been an active partner in the preparation of the TEF submission. It has also provided a separate statement, which is provided in section 5, below.

5. Submission for Canterbury Christ Church University Students' Union

Christ Church Students' Union has a clear belief – higher education should be free and accessible to all. We have been a partner with the University to help ensure the quality of delivery of vocational and higher education at Canterbury Christ Church University for over 50 years, and it is this experience that informs another belief – the TEF will be an ineffective way of accurately capturing teaching quality.

We believe that these metrics cannot adequately capture the full benefits of a good education or demonstrate teaching excellence. To us, TEF appears simply to be a government tool that further impedes the autonomy and the academic freedom of established and successful universities, further drives the marketisation of the higher education sector and reduces choice for potential students with questionable prospects of delivering on the stated aims of the policy.

Furthermore, linking the TEF outcome to the ability of institutions to raise tuition fees is deeply concerning for a representative body at an institution with a foundation in widening participation. We think this will exclude even more applicants from disadvantaged backgrounds from accessing higher education, further entrenching inequality between providers by creating a two tier HE sector and running counter to the government's ambition to boost widening participation and social mobility. 'Better information to applicants' is of little use when the choice is unaffordable.

Despite the clear and stated objection to the policy and the requirement, Christ Church Students' Union is a strong supporter of the University's response to this agenda, as the Union believes that this University puts students at the heart of the system.

The partnership between Canterbury Christ Church University and Christ Church Students' Union has enabled a number of developments that have both enhanced learning opportunities and student experiences in recent years. The shared work of broadening and deepening our Academic Representation system to amplify learner voice and help ensure the quality of teaching delivery is the best example of this partnership approach, but it is not the only one.

The collaborative work of the University and Students' Union is our joint *Expect Respect* project, a response to the national agenda to tackle 'lad culture' and violence against women

Name of Provider: Canterbury Christ Church University
UKPRN: 10001143

on educational campuses. This process focuses on awareness, training and commitment to positive action from staff and students to effect cultural change to further enhance the inclusive, tolerant and respectful staff and student community at Canterbury Christ Church University.