



Leeds Trinity
University

TEF SUBMISSION 2023

Overall: Silver



FOREWORD

At Leeds Trinity University we pride ourselves in working in partnership with our students. This is clearly outlined in our narrative for the Teaching Excellence and Student Outcomes Framework (TEF) as one of our golden threads in ensuring students are part of our decision making, curriculum design and teaching approach.

We are sharing with you all our institutional submission for the 2024 Teaching Excellence Framework (TEF).

The TEF assesses and rates universities and colleges for excellence above a set of minimum requirements for quality and standards in all aspects of teaching and learning.

Universities and colleges that take part in the TEF receive an overall rating as well as two underpinning ratings – one for the student experience and one for student outcomes, and this rating lasts for 4 years.

The Silver rating achieved by Leeds Trinity University for all three ratings shows that the student experience and student outcomes are typically very high quality. Colleagues should be rightly proud of the work which underpins this achievement. Our submission and the report we received evidence how we are recognised for our key strategic focus on career-led education, to active and applied approaches to student learning and success and to the development of our staff to support this.

We also need to be mindful of areas where we can do better, where we can develop and innovate to support our students in a changing world. Besides evidencing and recognising where we are doing well, our submission and the associated report also given us clear indications of areas we need to pay attention to and the need for us to evidence the impact of our teaching, our support and associated initiatives.

Our collective focus on these areas, on student success and excellence in all that we do, will support as we move forward with our strategic plan and towards the next TEF in 2027. Achieving excellence is not the job of any one team – it requires institutional focus and collaboration around an agenda of continuous enhancement.

I look forward to working with colleagues on this agenda and to providing a transformative and excellent experience from every single one of our students.

Professor Catherine O'Connor

Pro Vice-Chancellor for Education and Experience



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PROVIDER CONTEXT

At Leeds Trinity University (LTU) we pride ourselves on offering a career-led, inclusive, individual and transformative experience that seeks to provide every student with the knowledge and skills they need to be successful and to realise their aspirations and ambitions. This focus on personalised learning and preparation for graduate careers has been further reinforced as in the University's Strategic Plan (2021-2026)¹, which sets out our ambitions, intentions and targets for the future and which was developed collaboratively under the leadership of Vice-Chancellor Professor Charles Egbu.

As a Catholic Foundation Institution, which recognises all faiths and no faith, social justice has a rich history within our tradition.

The Catholic faith sees social justice as being about the dignity of the human person and this fundamental recognition of the value of each person in our society is integral to our pursuit of a social justice approach to education.

Our approach values difference and sees it as integral to critically engaged learning.

The origins of LTU can be traced back to 1966 and the establishment of two Catholic Teacher Training Colleges. The University has grown and evolved since gaining taught degree awarding powers in 2009 and university status in 2012, and is on trajectory to apply for research degree awarding powers in 2024/25. We have been providing high quality, career-led, student-centred higher education for more than 50 years. We are distinct in the sector as all our undergraduate degrees offer a blend of employability skills; embedded, credit-bearing professional work placement; co-curricular activities and one-to-one support.

Our educational approach values mental wealth and health gain as being a fundamental part of student success. This strategic intent has manifested itself through significant investment in our mental health and wellbeing service. This supports students to take a proactive approach to their wellbeing, provides access to a range of online and in-person services and is set up so that our service can flex in response to demand. Our commitment in this area is further evidenced through our journey towards achieving Mental Health Charter accreditation².

We are an ambitious, growing university; our Campus Masterplan seeks to further develop teaching and learning space, providing clear discipline identity and connections for students across the campus. In addition, we are investing in a city centre site, which will further support our strategy for career-led education. We are expanding our academic portfolio to include new courses largely in public sector areas, including Nursing and Biomedical Science. This provision supports our social justice mission, the professions our students aspire to enter, and is being designed to respond to key public sector workforce needs in the region and builds upon our long-standing provision of teacher education.





1.1 Student Population

The University has an increasingly diverse student population reflecting its strong commitment to social mobility and our provision covers UG, PGT, PGR, apprenticeships and collaborative partners. This speaks to the values of the institution in delivering education across a range of delivery modes. The following contextual data is based on all full-time undergraduate students in 2020/21 and demonstrates the diversity of the institution. The proportion of students from an Asian, Black, Mixed or Other Ethnicity background is currently 41% (this includes collaborative partner data). An increasing proportion of students are from areas of greater socio-economic deprivation with 45% from IMD quintile 1. The diverse participation focus of the University also reflects a strong weighting towards students holding lower tariff or non-standard entry qualifications, with only 8% of students entering with A-Levels of BCC or higher or an existing HE-level qualification in 2020/21. A very large proportion of students hold BTEC entry qualifications, non-standard entry qualifications or have no entry qualifications at Level 3. The diversity of the student population is also embodied by a significant level of intersection between disadvantaged groups with 28% of entrants being in ABCS quintile 1 (continuation basis as an aggregate between 2017/18 and 2020/21). The development of collaborative partnerships since 2019/20 (see section 1.3) is contributing strongly to the diversity of the student population. As this provision continues to grow we will ensure comparable experiences and outcomes for all students through our robust quality assurance processes.

Our aim is for our graduates to positively contribute as active citizens of their regions and the wider world, to develop a deep understanding of their discipline and, informed by their educational gains, to critically reflect and build on their interpersonal skills, professional and personal effectiveness.

Social justice is a key tenet of the University's Strategic Plan (2021-2026) which states that we are 'A university where social justice means we aim to be diverse, equal, and inclusive; where every single one of us counts as a name and not a number, where learners are on a journey to create and inquire' and therefore permeates through all sub strategies including our Learning, Teaching and Academic Experience Strategy (2022-26) (LTAES)³.

1.2 Leadership and Governance

Our leadership and governance structures are dedicated to promoting social solidarity and the common good through our commitment to social justice, enhancing opportunities, collaboration, and adding value to the lives of our students, staff, and University community. We have introduced executive level leadership of this agenda through the appointment of a Pro-Vice Chancellor for Education and Experience (PVC E&E) in September 2021. The PVC is responsible for strategic leadership and oversight of policies and practices to enhance learning, teaching, assessment and curriculum design and the broader student experience, including student outcomes. This role has allowed alignment of student-facing services under one office, ensuring clear oversight of student experience. It has also supported the establishment of The Centre for Excellence in Learning and Teaching (CELT) to provide a focus for the evidence-informed development and enhancement of best practice in learning and teaching innovation to support our diverse student body. Our commitment to diversity and social mobility led to the establishment of an Office for Institutional Equity and the Director of this office works closely with the PVC on student outcomes, providing shared ownership of the Access and Participation agenda.

In the spirit of student co-creation, learning, teaching and assessment matters are deliberated at a strategic level through the Learning, Teaching and Student Experience Committee which is co-chaired by the PVC (E&E) and the President of the Students' Union. Student representatives, senior representatives from each Faculty and from relevant Professional Services form the membership. Progress and actions are reported at Academic Board for approval and strategic oversight. Our robust quality assurance processes are, therefore, tracked and then reported on to our Board of Governors who have oversight through their Academic Assurance and Student Experience Committee.

1.3 Partnership Provision

Key to our values is opening access to higher education for learners in the UK and internationally. We work with a range of partners in the UK and overseas. Our robust quality assurance mechanisms maintain oversight of student experience, student outcomes and allow us to consider parity of provision across our Horsforth campus and partnership sites. College Liaison Tutors are based at each UK site and are required to keep an overview of experience and performance metrics. We have a mechanism for checking that partner staff have the appropriate expertise and qualifications for teaching on the collaborative partnership programmes. College Liaison Tutors, along with partner staff, are involved in quarterly review meetings, chaired by Deans, which allow LTU to consider partnership data, receive updates from partnership staff and hear from students. Actions resulting from these meetings are tracked by senior staff in our Academic Partnerships Unit. Our Learning and Teaching events are open to staff from partner organisations so that they share in staff development alongside colleagues from our main campus in Horsforth and connect with our strategic approaches to learning, teaching and student outcomes.

We provide focused support for partners through core University structures, with a member of staff from our Centre for Excellence in Learning and Teaching being assigned to the Academic Partnerships Unit to ensure parity across provision, develop pedagogic practice and continuous enhancement to ensure positive student outcomes. In addition, staff from the Careers Service are assigned to work with partner organisations to support work towards graduate outcomes. Colleagues from the Academic Partnership Unit are embedded in core leadership and governance structures, including LTU's University Leadership Team; Learning, Teaching and Student Experience Committee; Academic Quality and Standards Committee and Academic Board. The current partnership cohorts have not yet reached award stage and therefore the metrics only include one year of continuation data for collaborative partnerships which is in line with the continuation benchmark for full-time, on campus, undergraduate provision.

1.4 Learning from the Pandemic

Supporting student learning, connectedness and inclusivity was a focus during AY 20/21. This was achieved by consistent digital design of the Virtual Learning Environment (VLE) and the development and implementation of our Pre-Live-Post (PLP) pedagogic model which wrapped pre and post asynchronous activities around live / in-person teaching sessions. Students were consulted and engaged at each phase and stage of these developments. We engaged Advance HE consultants to ensure independent external scrutiny of this model and to inform our VLE redesign. Part of this redesign was the inclusion of a module map, short module narrative, and clearly structured Pre-Live-Post (PLP) session activities (see section 2.3.1). These approaches have been maintained post-pandemic and we continue to extend and develop our PLP pedagogical model to address student feedback and maintain a high-quality, inclusive learning experience. Our pedagogical mode is designed to be multi-modal, engaging students in learning and teaching sessions which are connected, coherent and applied. We recognised the challenges of digital poverty and launched a scheme to support students who lacked access to IT facilities at home; this has now been enhanced as part of the University's package to assist students with the cost of living.

The impact of these innovations can be evidenced through an increase in satisfaction scores in NSS 2022 across all question categories and has been reflected in an improvement in the ranking compared to the sector. Overall Satisfaction increased by 14 percentage points (pp) to 80%; raising LTU's ranking from 119th to joint 25th (out of 130 institutions with published results). This places LTU in the upper quartile for overall satisfaction. Student Voice (6th) and Assessment and Feedback (11th) are areas of relative strength, both scores are above our TEF benchmark. The greatest improvement was in Learning Opportunities, which rose from 113th in the sector to 23rd (out of 130 institutions included in the Times Good University Guide with published results). 'Teaching on my course' increased by 5pp to 80% and 'Assessment and Feedback' increased by 9pp to 76%.

1.5 Summary

We are a career-led, values-driven provider with clear strategic intent to deliver excellence and transformative outcomes for a diverse student body undertaking a range of educational provision. As a university which embraces co-creation, our submission has been co-created with colleagues and shared with the Students' Union to ensure we draw on the breadth of expertise, demonstrate examples of excellence and identify areas for enhancement from across the institution.



STUDENT EXPERIENCE

2.1 Educational Vision

Our strategic intent is to support our students to achieve positive outcomes, become well-rounded learners and, ultimately, graduates who are sought by employers.

Our values-based educational approach, including a focus on mental health and wellbeing, our commitment as an anchor institution, and our knowledge of our diverse student body, inform our approach to career-led and applied education and how we view educational gain.

This context drives our strategy, informing the way we are seeking to measure impact and gain throughout the student life cycle. Shaping and delivering a unified, cohesive educational experience requires a cross-cutting approach and a robust university ecosystem. The strategy transforms the way we work co-creatively with students and how we connect with them to shape and deliver our learning and teaching. It also drives how we connect with the global environment and societal issues to support all our learners on a personalised, values-based, and career-led journey. It articulates our ambitions in an integrated manner to address the four pillars of the Strategic Plan: Education and Experience; People and Sustainability; Research Impact and Innovation; and Careers and Enterprise. The strategic aims and objectives focus on valuing the different perspectives our students bring to their education, empowering them to fulfil their personal and professional ambitions and adding value to the lives of all stakeholders in our educational community.

There are **three** key, transformational themes - what we see as golden threads - at the heart of the strategy designed to impact on student success, their educational gain and our institutional position as a career-led university:

1. **Co-creative practice** (see section 2.4) is a pedagogical anchor which connects our staff, students and our employer network to an institutional approach to working practices.
2. **Connected career focus** (see section 2.5) through embedded employer content and our Career Passport project.
3. **Values-based approaches** (see section 2.6) through a new Curriculum for Social Justice.



We are committed to enriching the experience of our students to access international experiences via our 'Go Global' programme, which is embedded in every degree, and offers experiences to study, work, and volunteer abroad. All UGs can study at one of 30 partner HEIs across 13 countries or complete a placement or volunteer outside of the UK. Diversifying the offer via short programmes, such as a 4-week community volunteering placement in Fiji, has increased the uptake of international mobility opportunities. In AY21/22, 46 of the total 55 students who were internationally mobile benefited from this opportunity. For those unable to travel, we also offer cross-cultural engagement in virtual classrooms as evidenced in the News Global Relay (see section 2.11.7). This rich experience is already embedded in a number of programmes, and we are building these virtual opportunities into every programme through the internationalisation strand of the Curriculum for Social Justice (see section 2.6).

Building on our previous strategy, we continue to embed research and the scholarship of learning into the curriculum, to enhance both disciplinary knowledge and pedagogy, ensuring our students benefit from research-informed teaching and staff research expertise. Research Professors and Associate Professors regularly teach across undergraduate programmes, passionately engaging students with research topics from their world-leading specialisms. External Examiners (2021/22)⁴ commented on how research is embedded in modules 'at an early-stage students are being introduced to research and reviewing literature, which can often be a weakness within some programmes as it is left until later in the course'.

2.1.1 Educational Gain

The University has a strong track record in supporting attainment outcomes for students from diverse backgrounds. As a provider with a high weighting towards students with low, non-standard or no Level 3 entry qualifications, we are immensely proud of our ranking in the Guardian University Guide metric for Value Added⁵. We have ranked in the top ten providers for each of the last five years for this metric demonstrating sustained success in supporting the distance travelled by our students from their entry qualifications to their final attainment outcome⁶.

The University's educational vision (see section 2.1) and three transformational themes (see sections 2.4, 2.5, 2.6) contribute to this track record. These are operationalised through the LTAES to inform how educational gain for our learners is characterised and evidenced. To achieve this vision and transformational attainment change for students, LTU has adopted an institutional-wide Theory of Change (ToC) approach towards ensuring robust, consistent and effective planning, risk analysis, implementation and evaluation practices. This is encouraging shared accountability, enhanced reflection, greater synergy between relevant inputs, outputs and outcomes, earlier identification of priorities and gaps, and improved mechanisms for monitoring and evaluation. All academic departments are now required to produce a ToC to demonstrate how they will achieve their educational gain KPIs, such as closing awarding gaps. They are supported by the Office for Institutional Equity which provides expert guidance and training including a recently organised guest speaker event to raise critical awareness and aid application of ToCs.

Additionally, LTU's career-led approach strengthens how we understand and measure outcomes. This starts with a process of assessing the career readiness of our students and the tracking of their journey through their studies. Data to support this has been collected since September 2022, from all students at all levels of study. This data informs the next steps in their journey, which includes opportunities to undertake placement or work-based learning at every level and provides students with a Career Passport (an online tool which allows students to create a bespoke skills profile that tracks their development against the Graduate Skills and Attributes Framework), to record their progress and the development towards evidencing LTU's defined graduate attributes⁷.

Making placement and work-based learning the heart of our programme design means our students experience excellence through the opportunity to:

- Hear directly from employers as part of their course delivery
- Apply their knowledge and skills in authentic and employer-led assessment
- Access feedback from our employer network with regard to their work readiness and ability to contribute to the workplace
- Develop their own record of evidence and development through the Careers Passport to draw on when undertaking placement or applying for graduate employment or further study

It also means the university is able to demonstrate excellence by:

- Understanding career readiness through data collection
- Understanding the application of knowledge and skills through performance on placement and through associated assessment
- Understanding from employers the contribution students make during placement and work-based learning, and use this to inform professional development needs and curriculum content
- Utilising this rich feedback to inform course development and enhancement and ensure our students are involved in co-creating changes

This structure and framework support students to develop the career pathway of their choice with personalised guidance. It also aids our understanding of our students' career-led journey and the educational gain associated with this. Significantly, the approach supports the notion and impact of 'gain' beyond the level of an individual to enhance institutional reflection and development of career-led strategic innovations in the context of a changing labour market.

2.2 Scaffolded Support

Our Learning, Teaching and Academic Experience Strategy (2022-2026) provides a scaffolded approach at the different levels of study and has clear objectives which focus our practice on experience and enhancement; data and evidence; stakeholder engagement and a whole institution approach. This builds on the foundations of our Learning, Teaching and Assessment Strategy (2017-2022)⁸. Our approach to learning, teaching and academic experience seeks to develop curiosity, tenacity and confidence in all our students and recognises the importance of student well-being. It recognises the need to address expectations and provide support appropriate to both the individual and their level of study.

Strategy implementation is designed in six-month sprints and progress is reported through the deliberative structures via the Learning, Teaching and Student Experience Committee and then to Academic Board. We have introduced a number of key initiatives to ensure that staff are updated with the latest pedagogic and professional practice skills and approaches which will help to deliver the LTAES including:

- Redevelopment of our Postgraduate Certificate in Higher Education (PGCHE) to ensure the curriculum continues to reflect developments and innovation in learning and teaching.
- Development and delivery of a new academic development seminar series, aligned with our Curriculum for Social Justice (see section 2.6).
- Increased support for our Advance HE accredited CPD Scheme.
- Further development and embedding of a theory of change evaluation model across LTU to facilitate greater evidence gathering as the basis for continued programme enhancement.
- Strong range of CPD opportunities to support staff in accessing mentoring, coaching, leadership and other development as required (see 2.11).

2.2.1 Personal Tutors

At the heart of the University strategy is the ethos that all students are a name, not a number. To ensure an individualised educational experience, students are allocated a Personal Tutor. Personal Tutors offer all students opportunities to meet three times per semester, via one group meeting and two individual meetings; these encourage discussions on progress, approaches to pre- and post-class tasks, assessment preparation and feedback, as well as signposting to additional academic support through the Learning Hub and Liaison Librarians (see 2.9). Student meetings are recorded through the JISC Data Explorer (our learner analytics system, see section 2.9.2) and form part of the engagement meetings between Level Tutors and the Student Liaison and Engagement Officers.

Personal Tutors focus on creating a positive and meaningful culture and are supported by Level Tutors who engage with the Personal Tutors in their School to ensure consistency and share best practice. Level Tutors are responsible for overseeing Personal Tutoring at each academic level to support student experience. They are an important point of contact for Personal Tutors and key student support services in the University, including the Wellbeing team and Student Engagement team. The Personal Tutoring Scheme is supported with a staff⁹ and student handbook¹⁰ which sets out guidance on the minimum number of meetings, and when to refer students to support services if required. Ongoing development for Level Tutors and Personal Tutors is focussed on meta-learning at the heart of Personal Tutoring and is designed to ensure consistency of practice.

Personal Tutoring was a strand of our student co-creation project (see section 2.4). Student Research Associates (SRAs) made recommendations to enhance the scheme based on feedback they gathered from staff and students. This advocated greater independence in tutorials through a more dialogic approach incorporating example questions to scaffold discussions, especially those at Foundation Level and Level 4. The staff and student handbooks were revised, and both now provide information on scaffolding learning and relational pedagogy which aligns to our LTAES, with example questions that tutors, and tutees might ask to ensure effective engagement, dependent on the phase and stage of learning. One SRA stated,

‘After remodelling the PT scheme, it allows for a better personal tutor- tutee relationship to be built and provides a more structured mentoring scheme’.

Evaluation of the Personal Tutor scheme will be undertaken at the end of AY2022/23.

2.3 Inclusive Pedagogy

We take a holistic, strategic approach towards transforming teaching, learning, assessment, and our student experience, underpinned by social justice. Our evidence informed LTAES and Curriculum for Social Justice (a new initiative in 2022/23, see section 2.6) seek to dismantle traditional 'banking concepts models' of education through embedding inclusivity, co-creation, and active participation in all aspects of the student experience, pedagogy, and practice. Integral to our social justice mission is to create meaningful staff and student partnership opportunities which meet the needs of our diverse student population and provide various ways in which learning, teaching, assessment, and the student experience can be negotiated and co-created. LTU is actively embedding co-creation opportunities and our approach to co-creative practice, relational and inclusive pedagogy is designed to scaffold student learning, to encourage active engagement and present stretch and challenge in meaningful, authentic contexts. For example:

The School of Law introduced a mooting component to the course to enable the students to encounter live presentation opportunities and stretch them to overcome initial nerves. The impact from this saw an increased pass rate at first attempt from 66% to 80% and overall pass rate of 95%.

To enhance provision and ensure innovation is celebrated, we share examples of positive impact through our Learning and Teaching Days; Learning, Teaching and Development Group (see section 2.11.1), CELT's co-created academic development sessions; and by presenting at LTU's Annual Learning and Teaching Conference.



2.3.1 Inclusive Assessment

Over the past four years we have taken an evidence-informed approach to develop consistent and effective practices in assessment and feedback to support student learning, including assessment unpacking sessions, co-created, and negotiated assessments and additional guidance for staff. We are above our TEF benchmark for Assessment and Feedback, evidencing this as a clear area of excellence, particularly following the most recent NSS result (+6.3%) for full-time study. External Examiner reports endorse excellent assessment practice, which highlight the variety of assessments offered across a range of programmes as beneficial to learners in catering to different needs and preferences, while also reflecting the modern and diverse nature of professional contexts. External Examiner Overview Reports from 2017/18 - 2021/22¹² highlight good practice in the diversity, innovation and versatility of assessments, particularly in their relevance to employability and professional environments, and alignment to learning outcomes¹³ (2017/18) as well as the quality and thoroughness of assessment feedback¹⁴ (2018/19).

External Examiners consistently commend LTU for assessment good practice including the range and innovative approach to assessment tasks¹⁵ (2019/20). 'Personalisation of assessment'¹⁶ (2020/21); and creative assessment where the use of blogs and brochures was identified as a positive feature (BA (Hons) Working with Children) and the excellent combination of case studies and presentations were warmly received by Criminology students¹⁷ (2021/22). Examiners also praised the appropriateness, currency, and effectiveness of assessments at collaborative partners, highlighting good practice 'where students were the focal point, embarking on and completing interesting and worthwhile assessments.' The practice of uploading an 'unpacking the assessment document for each module on the VLE, clearly showing students what was expected of them and what they needed to do to succeed, was well-received as was communication with students on how a programme fits together with programme maps on Moodle' (see section 1.4, evidence 16).

The strength of this practice means that no student characteristic group are materially below the benchmark for assessment and feedback.

External examiners praised the way feedback is given to students by a variety of means, such as English Language and Linguistics staff 'providing feedback through voice comments, annotated marking, and immediate verbal feedback on presentations, and staff in Criminology and Sociology offering to meet students to discuss where they can improve' (evidence 15).

LTU has evidence-based processes in place for negotiated / alternative assessment, benchmarked against Quality Assurance Agency (QAA) guidance¹⁸. Disabled students are given the option of having a Student Inclusion Plan which includes recommendations for reasonable adjustments. External Examiners confirm that, to ensure appropriate means of measuring students' learning outcomes, standards set for the modules/awards are consistent with the Framework for Higher Education Qualifications (FHEQ); and students are provided with the opportunity to achieve standards beyond the threshold level that are comparable with those achieved in similar programmes or subjects at other UK higher education institutions¹⁹. Core to this design is student co-creation over what and how learning is assessed. This approach is emerging as our co-creative approaches are implemented, as demonstrated by student module feedback:

"I like that there are options to choose which assessment type to complete. This approach doesn't disadvantage anyone if the set assessment type is a weaker skill of theirs, but also allows people to challenge themselves and step out of their comfort zone if they would like to."

Building on our strengths in assessment and feedback, LTU are undertaking the following actions to further enhance our assessment and feedback practices as reflected in the LTAES:

- Ensuring assessment aligns with LTU's move towards a Curriculum for Social Justice (see section 2.6).
- Diversifying assessment practices to incorporate more choice and cultural representation.
- Negotiating assessment, peer-assessment, and self-assessment.
- Facilitating more synoptic assessment and reducing the tendency of modular learning to fracture the learning experience.





2.4 Co-creative practice

Partnership with learners is fundamental to our values and we are committed to co-creating the educational experience with our students since evidence highlights how co-creation of teaching approaches, course design, and curricula is an inclusive and empowering route to engagement and success. Further, co-creation can facilitate learner-centredness, learner engagement, learning community and new knowledge. This commitment is demonstrated through LTU's Strategic Plan and as a key theme in the LTAES which outlines a series of objectives to harness and employ the student voice through co-creation in educational policies, processes, curriculum design, academic practices and governance to enhance the student experience and educational gains.

All academic programmes require student input in their design and ongoing development and evaluation. The LTAES states that:

Student co-creation will be at the heart of all our development, delivery and reflection, shifting the emphasis of provision for students to provision with students, and cementing our 'name, not a number' ethos throughout our work.

LTU have invested £70k in student-staff co-production over the past two years, illustrating the strong strategic commitment to enacting our strategic objectives. This funding led to a cross institutional student co-creation project being implemented in 2021/22 and 16 seed-funded projects in 2022-23, all providing developmental opportunities for students to work as paid research associates. This work has enhanced our understanding of staff-student co-creation processes and has provided greater insight into student perspectives focused on learning, teaching and student experience issues.

Immediate and long-term impacts have been demonstrated which include the student research associates' improved capabilities of giving positive and constructive feedback on LTU's academic policies and practices. This has been evidenced in the outputs, for example a short student-facing film on engaging

with academic feedback, an enhanced student-facing version of the personal tutoring handbook, and review of programme and module handbooks. The project led to two papers jointly presented by staff and student researchers at the Advance HE Teaching and Learning Conference 2022 at Northumbria University in Newcastle²⁰. Another paper was presented at the International Perspectives in Education conference at KU Leuven in Belgium, and a book chapter, jointly written by staff and student researchers, is pending publication²¹. One of the key impacts of co-creation is its increasing presence in the curriculum across academic disciplines. The academic programme teams have included and evidenced co-created tasks in academic practices through the 2021 Periodic Reviews²², and academic ecosystems designed and discussed by the academic programme leaders in formal meetings. For instance, in the School of Sport and Wellbeing, students praised their Programme team for the engagement with students and the student voice in the design of programmes.

To ensure a holistic approach to co-creation we engage our employers and professional bodies in curriculum design, which has strengthened the currency and professional integrity of awards (see section 2.5.1). These evidenced-informed, strategic approaches demonstrate the value LTU places on the relationship with students as co-creators in learning and teaching. Whilst the quantitative impact is too early to report, we are currently evaluating the process to measure impact. This cross-institutional student co-creation project is formally monitored at the LTSE committee where its impact is reported on and is being used to shape future strategy and operations.

2.4.1 Student voice

This is a particular strength, evidenced by our metrics, which demonstrates excellence and results in us being above our TEF benchmark overall.

Across LTU, we have many initiatives for embedding and expanding how we engage student voice in our practice, reflecting our ethos where students are a 'name not a number'.

For example, to secure higher rates of completion on module evaluation questionnaires we ran a series of student voice workshops in 2021/22 to understand how to improve student feedback on their learning experience. LTU has transitioned (in 2022/23) from using module evaluation questionnaires (MEQs) as a means of gathering student feedback about academic provision, to using module evaluation dialogues (MEDs)²³. The move to MEDs represents a move away from evaluating "student satisfaction" to a more holistic, dialogic approach that evaluates the broader student learning experience, including the quality of learning that students feel they have experienced in their modules.

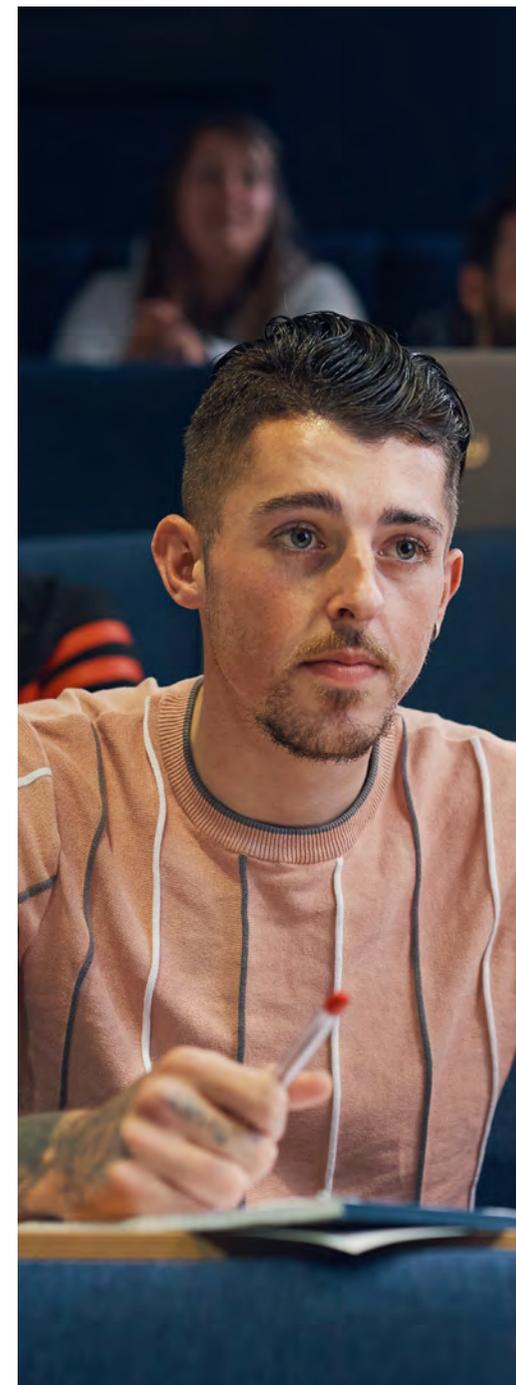
At LTU there are several levels of closing the feedback loop following dialogue or feedback opportunities from students. At an institutional level, feedback is publicly displayed, for example floor stickers and displays on multimedia screens have been used to communicate different examples of 'You said, we did.' At School level, student representatives are invited to leadership meetings to offer feedback from their peers and actions are taken and fed back to the reps. Many Schools offer 'Yearbook' events which give an opportunity to showcase their successes and commitments. At the module level, tutors include module changes as a result of feedback in module handbooks. Key enhancement themes are reported by module tutors, collated, and summarised by Heads of School and then summarised by Deputy Deans for discussion at the Learning, Teaching and Student Experience committee, where enhancement requests or actions are addressed.

2.4.2 Student Experience Survey

Our Student Experience Survey²⁴ (SES) provides insight into the student learning experience of all undergraduates for whom we are responsible. The survey was revised and co-designed in 2022/23 with members of the Student Voice Subcommittee to ensure collaboration and a range of perspectives. The extended dimensions of the revised questionnaire are expected to provide greater insight and a more reliable understanding of the student academic journey.

The revised survey not only measures students' satisfaction with their university experience, but also captures reflections on the importance of their engagement in their academic studies. The questions have been designed around five areas: Teaching and learning; assessment and feedback; academic support and learning resources; engagement and effort; and mental health and wellbeing, learning community, student voice and freedom of expression. The survey is administered to all students to gather feedback in each semester; the survey results and actions are overseen by the Student Voice Subcommittee and reported on to the Learning, Teaching and Student Experience Committee. The survey is regularly reviewed to ensure it reflects the student learning experience. An example of student voice affecting module change can be seen in Teacher Education: Students requested additional support for placement preparation. This resulted in additional practical activities, as well as a change to the timing of tutorials. The impact was demonstrable in students and school mentors' reports of increased confidence and preparation in the early stages of placements, as well as increased completion of placement modules.

Students are informed of changes to provision based on their feedback through a range of communication strategies such as: Student representation at half-termly Programme Study Board meetings, weekly newsletters, You Said It, We Did It sessions, co-created professional development sessions and through the Students' Union communication strategy around SES outcomes.





2.4.3 Feedback events

Feedback events, run in the University's atrium, provide an additional, informal opportunity to engage with students and learn about their academic experience. We ask students questions that relate to semester-based topics such as their induction experience, preparing for assignments or how they use assessment feedback. Results are shared with staff at the Academic Leadership Group and Programme Leader Forum where issues can be actioned and where we can make changes to practices and processes based on student insights. Feedback is shared with students through the Student Communications newsletter. We also give details of the actions we are taking to address student feedback.

An example of learning from student experiences is asking students what strategies they found useful in preparing for assessments. Our practice of unpacking assessment briefs in specific sessions during the semester was confirmed as effective practice; we also learned that students find it helpful to discuss assessments with their peers.

By feeding this back to colleagues we ensure this practice is designed into assessment preparation sessions. All student voice related practice feeds into the deliberative structure, through the Student Voice Subcommittee, which includes student representation from faculties, and which reports into the Learning, Teaching and Student Experience Committee and subsequently to Academic Board.

2.5 Connected Career Focus

As the second key theme in the LTAES, we are further developing career-led and connected approaches, creating programmes with employers to ensure curricula remain current and relevant and to consistently embed applied learning, enterprise, and entrepreneurship. The Graduate Outcomes and Enterprise Directorate was restructured in 2021 to deliver and assure a consistent high-quality provision of student opportunities and service to enable each student to achieve positive graduate employment outcomes. This agenda is supported by academic staff who have industry expertise and significant professional practice portfolios which enable them to bring industry to life. Our commitment to this expertise is shown through the introduction of a professional practice promotion route to Professorship (see section 2.11.3).

2.5.1 Embedding Employability

We place strategic focus on embedding quality assured employability and careers-related content in academic programmes, building on the strong foundation of credit-bearing, work-based, and placement learning. This is reflected in every UG degree programme. Recent major initiatives include the launch of the LTU Career Passport, the roll out of a Graduate Attributes and Skills Framework, gathering of Career Readiness data and a full-service identity re-brand. Alongside these, significant investment has been made in staffing, expanding our Career Education, Information, Advice and Guidance provision (CEIAG) and increasing opportunities for staff to pursue CEIAG qualifications. New roles include qualified Careers Consultants and a Data and Systems Manager; and we have also embedded CEIAG in a range of new posts to ensure we are taking a data informed, and student-led approach to delivery. We take an evidence-based approach and draw on sector best-practice, including the Advance HE Employability framework²⁵.

LTU was one of the first universities to develop compulsory professional work placements within every degree course, which sees the institution engage with a network of more than 2,000 organisations annually to promote placements.

As a member of ASET (the Work-Based Placement Learning Organisation) we ensure that we engage all host organisations with our due diligence process, from the level of the role to the activities the student will partake in. Our dedicated Placement and Employability Officers work with organisations to ensure due diligence is carried out pre, during and post placement. Our career-led approach is further enhanced through embedded work integrated learning opportunities and assessments from industry brokered projects to live multidisciplinary briefs.

This unique model, that builds year-on-year and enables our students to develop a wide range of skills and attributes through a structured model that centres around student choice, agency and ownership. This is demonstrated in Sports Therapy, in response to students' needs for practical experiences and the Society of Sport Therapists' (PSRB) requirement for practical skills hours, L5 students have been engaging in applied work with an external group. Students have been working with Richmond International Academic & Soccer Academy (RIASA), a professional group of young student footballers, providing sports therapy and sports science support.

This has impacted positively on the student experience where students are applying theoretical content to practical settings and to support the discipline and graduate skills required to work in the associated professions.

The support network to deliver this embedded provision includes a Professional Placements Team, dedicated subject-specific Placements and Employability Officers and Placement Co-Ordinators and a range of timetabled lectures supplemented with one-to-one support throughout the year. This approach supports students to succeed in and progress beyond their studies and, with our diverse student population, the development of social, cultural and identity capitals is of particular significance. We continually review and enhance our approaches to ensure undergraduate placement opportunities engage students in graduate-level activity and prepare them to work towards their potential to achieve their graduate career ambitions.

Employers are engaged in ongoing input through our Employer Advisory Boards (EABs) to maintain a curriculum that remains fit for purpose, considering post-pandemic changes in sector needs. The EABs foster a collaborative relationship between LTU and leading industry partners, sharing knowledge about the skills required for graduates in their sectors and providing strategic advice and direction on the design of LTU's courses and activities. From January 2023, learning from these will be shared across all subject areas, in discipline related EABs to ensure that degree programmes and activities are informed, relevant and aligned to industry requirements. These will continue to support LTU's strategic intent to be career-led, transformative and have impact through connection and engagement in the community.



2.5.2 Data Informed Approach

Our data informed approach helps target resources to enable all students to succeed and achieve their career potential. A key part of our strategy has been to utilise the range of data that we have available to us to a greater extent and gather data where we have knowledge gaps. In September 2022 we gathered Career Readiness Data at the point of registration for the first time. This data seeks to understand the extent of our students' career 'readiness' and engagement with employability enhancement activities. Captured annually across every level, the results will enable us to track student progress, prioritise and target support interventions. Capturing this data from every student, in every year, during their university programme ensures that we have an insight into the careers and employability needs of all students, not just those motivated to engage. This data also allows real time monitoring to identify immediate needs rather than post-graduation when it can be harder to reach and support students.

We are taking steps to map this data to other institutional data sets to target marketing and specific interventions for at risk groups, and those least likely to enter graduate level employment and further study with personalised career mentoring and support. The insights from this data will help shape our offer and enable targeted intervention and enhance our future strategy.

2.5.3 Graduate Attributes and Skills Framework Implementation

In Spring 2022 we launched a university-wide consultation to establish the LTU Graduate Attributes and Skills Framework. This was led by a desire to better demonstrate to students the skills and attributes that will enable success in their chosen occupations, whilst also providing benefit to their community, society, the workforce and economy. This framework is included in every module handbook so students can see the how every aspect of their learning connects to this framework. Our new Career Passport tool has been vital in launching our framework and showcasing to students how their curriculum embeds the skills and attributes and how co-curricular activities further support their development. The system has many features: it allows us to track student engagement with the wider Careers Service, provides guided learning pathways contextualised to their LTU experience and it details a student's Career Readiness stage. One of the most powerful tools for supporting students' progression is the skills questionnaire which is mapped to the Graduate Attributes and Skills Framework and allows students to build a picture of their strengths and development areas, with each student receiving a unique personalised report and radar diagram of their competence in each skill or attribute. They can access their Career Passport 24/7, download it, and discuss progress with their Personal Tutor and Careers Service staff. Work is also underway to develop a mechanism for sharing with third parties so employers can review students' achievements and developments.

We collect feedback from employers and students on placement experiences which help us to make enhancements to our practice. Employer feedback on student performance in 21/22²⁶ showed that:

- 93% of employers felt that students met or exceeded expectation on performance at interview
- 85% for prior knowledge of organisation and sector
- 90% for achieving the employers' placement objectives
- 91% for overall performance on placement
- 94% of companies would recommend our students to other employers
- 87% of placement providers would recruit students if a suitable vacancy became available.
- Students were also asked if the placement had shaped their future career planning.
- 68% of students surveyed said their placement helped them to determine what career path they might want to take
- 70% of students surveyed said they now feel more confident about commencing their career after graduating.



2.6 Values-based Approaches to Social Justice

The third overarching theme in our LTAES links to a values-based approach to social justice which establishes the requirement for all programmes to embed non-deficit, anti-discriminatory, approaches to student progress and success. This ensures that our academic provision and overall student academic experience connects all our learners to the societal and global issues, supporting them to develop professional and work-based networks and helping them to understand their role and impact as active citizens.

Our Curriculum for Social Justice²⁷ (CfSJ) is a framework and programme of learning enhancements currently in its development and implementation phase. The CfSJ will be embedded across all disciplines and programmes as part of the curriculum design framework once the framework has been co-designed and approved in autumn 2023.

The CfSJ represents an enhancement programme for the short, medium, and long-term of the university, for the student learning experience, and for positive student outcomes. The CfSJ has three overarching aims which are:

1. To allow all our students, regardless of background, to achieve to the very best of their ability and to exceed their expectations about what they can accomplish academically and in their future careers.
2. To eradicate gaps across all student characteristics, whether these be awarding gaps, employability gaps, or any other unfair gap in student achievement.
3. To provide a transformational education to our students and develop graduates who are capable of positively contributing to society in a way that creates a fairer and more equitable world.

The activities and workstreams incorporated into the CfSJ are focussed upon designing (and re-designing) curricula across the University according to five pedagogical principles: Relational pedagogy, the co-creation of curricula; the development of autonomous learners; assessment for social justice; and creating content grounded in social justice principles. As well as the five pedagogical principles that underpin the CfSJ, the framework incorporates six social justice themes including: Race equity; health and wellbeing; digital pedagogy; sustainability; employability and enterprise; and internationalisation.

The CfSJ is particularly designed to further improve the retention, continuation, and progression rates of students.

Our metrics confirm that we are in line with the continuation benchmark for full-time UG provision (including one year of partnership provision) and 8% above benchmark for our part time provision. No student characteristics are considered materially below benchmark and our foundation year continuation data demonstrates we are above benchmark (2%). However, our split metrics demonstrate that there is a continuation gap with our Black students. Through the CfSJ, we aim to improve continuation rates and create a more equitable educational experience. Our CfSJ will provide the foundation for improving the quality of our students' experiences, degree outcomes, employability prospects, their abilities to operate as responsible global citizens, and their effectiveness as agents for positive change.

2.7 Equitable Education

A distinctive offer at LTU is our commitment to equitable education and anti-racist practice. Leeds Trinity University was the first in Yorkshire to receive the Race Equality Charter (REC) Bronze award in November 2020 and has set out a clear commitment to eradicate racism and racial discrimination.

The REC assessment process involves continuous review and action by gathering feedback from our university community. Building belonging and community for all members of our university align with our strategic priorities including: the Race Equality Charter (REC) action plan, confronting racial inequalities, exploring the differential outcomes gap, Equality Diversity and Inclusion (EDI) action plan, our first-year compulsory race equality curriculum, recognised as the winner of the Whatuni 2021 award²⁸.

The Office for Institutional Equity (OIE) was established in January 2022; the directorate ensures accountability of institutional action in relation to both staff and student equity. Through its Social Justice, Equity & Belonging Strategy (2022-2025), the OIE works to embed social justice practices across the institution in ways which are research and evidence informed, monitored, and evaluated to understand impact. The Office is responsible for the Staff Equity Networks, the Equity Charter marks and supports the cross institutional work of the Access and Participation Plan and associated evaluation framework. The Office, in conjunction with CELT, will provide an expert resource to support staff to implement the CfSJ (see section 2.6). The rights to freedom of expression and non-discrimination underpin equitable education. We welcome freedom of speech and expression, within the law, and recognise and endorse that freedom of speech and expression has fundamental importance for learning and the pursuit of truth²⁹.

2.8 Curriculum Structure

Curriculum design is underpinned by our three strategic themes (see sections 2.4, 2.5, 2.6) and our values-based approaches to social justice (see section 2.6). Our commitment to scaffolded student learning and continuous enhancement led us to a 30-credit module redesign in 2020. This supports a more integrated curriculum and assessment design and provides greater emphasis on the interconnectedness between modules. Learning outcomes at the level of the programme allow students to develop a strong understanding of the programme journey and develop deeper interconnected discipline knowledge. Assessment occurs at the end of semesters and moves towards assessment design, which is spread across the year, and utilises project-work, problem-based learning, and event-based assessment. There is mandatory inclusion of early Semester 1 assessment for Level 4 students as a way of building their confidence around the transition to HE. Evidence of this is highlighted in the university's periodic review process in academic year 2020/21, where students from programmes under review were included in the panel. Students from Sport, Health and Physical Education commended the variety of assessments throughout the programmes and stated how these supported them to apply their learning in different ways. Students also commended the use of early and formative assessment opportunities which were seen as crucial in their student learning and development.

External examiners commented on the appropriateness of programme structures in fostering progression and the gradual building of theories and concepts that have contemporary use. The reports highlighted how programme structures effectively staggered assessments, allowing modules to flow intuitively, enabling students to apply previous learning in a "scaffolded" context. Assessment design at Level 4 allows students to be introduced to diverse assessments at a relatively early stage and understand how assessments fit together to build across the levels to

provide coherent preparation for academic development and graduate employment. External examiners noted that programmes were designed to cover necessary skills and flexible enough to offer choice for students to specialise in areas of interest, further reflecting our commitment to co-creating learning with students (evidence 16). Innovative curriculum design provides students with the opportunity to engage with employers and partners within their subject areas. For example, in Journalism, modules include project-based learning for all students, with enhancement, enrichment and networking opportunities. This approach unifies a wide range of activities, designed to further develop employability skills, leadership, confidence, and a broad understanding of the nature of careers in the creative industries. Our Journalism course is ranked 5th in the UK for student satisfaction and 100% are in graduate employment with 15 months of graduating.





2.9 Student Support and Learning Resources

2.9.1 Induction

At LTU we aim to make the journey from initial interest, through open days and applicant days, to acceptance of offer and joining the university as seamless and as connected as possible. We view the process through the lens of our prospective students to ensure they can begin to develop their sense of community with the University, its staff and their peers and understand and engage with what University life is all about.

Our transition processes are framed around a ‘whole university’ approach, this sets out key parameters for academic teams and is then connected with provision across professional services.

These parameters ensure that students are introduced to key systems; teams provide a set of core information; personal tutors are introduced; and personal tutor meetings are scheduled.

A short pulse survey completed by students at Level 4 and 5 in 2022/23 demonstrated that 83% felt ready to begin learning. We are continuing to enhance induction based on student feedback. We ensure that the Learning Hub, our academic skills support and engagement team within Student Support & Engagement (SSE), have sessions embedded in all programmes. The team also have time scheduled between with Programme Leaders, Level Tutors and Student Liaison and Engagement Officers (SLEOs, see section 2.9.2), ensuring a regular route for conversation about students who may require support to engage with the course. This can help identify issues of concern linked with academic skills, social integration or relating to wellbeing and ensure appropriate support is offered at the appropriate time. Student facing sessions are provided on a broad range of topics including: The Learning Hub and Peer Support Champions, Wellbeing, Accommodation, Disability, Digital Learning, The Chaplaincy, Care Experienced and Estranged Students³⁰. Our ‘Get Going’ guide provides a wealth of information for new students³. Trained, paid, Peer Support Champions (students who work in SSE) also support with transition as follows:

- Meeting students at introduction events and Welcome Week
- Providing weekly drop-in and online support for fellow students to ask questions about university life and provide academic skills support
- Providing study related assistance to students with disabilities (such as note-taking, reading, practical support).
- Working closely with SSE to signpost students to other services.

2.9.2 Student Engagement

Student Liaison and Engagement Officers (SLEOs) were introduced in 2018/19 to support our strategic aims of improving continuation rates and levels of student satisfaction. SLEOs work within the Student Support and Engagement service. To identify where interventions may be required, a series of outcomes and a schedule of engagement meetings were piloted in AY 2018/19. These actions were positively received and have resulted in a more systematic approach to supporting disengaged students. The Level 4-5 progression rate increased by +3.0% to 80.7% in 2018/19 and again in 2019/20 to 82.5%. During, and post pandemic, where progression rates were affected, we implemented improvements and changes to our processes including introducing weekly at-risk meetings and data reporting to enable quicker actions and interventions.

In 2018 we began our procurement of learner analytics and used our existing engagement process (one “at-risk” register per school for all engagement information) to pilot the new system. Learner analytics (JISC Data Explorer) was launched in September 2021. We have worked closely with JISC, contributing to co-design, to user groups, and to networking events for the whole sector. We have co-created resources and supported newer members of the JISC Data Explorer community, sharing our approach to learner analytics, which is showcased in a JISC case study³². According to JISC we are one of the ‘few institutions in the sector who can truly say it is business as usual’³³. Insights from learner analytics form the focal point of Student Checkpoint meetings at key points in each semester between Programme Leaders, Level Tutors and SLEOS. At these meetings, students at risk are assigned an outcome so interventions can be actioned. We carefully define ‘risk’ in relation to our students based on attendance, VLE engagement, assessment submission and additional challenges we may be aware of (including financial and wellbeing challenges). In addition to Checkpoint meetings, we have introduced weekly at-risk meetings with SLEO team leaders, Programme Leaders, the Student Support Manager and colleagues from Student Mental Health and Well-being to discuss students at most risk. Whilst it is too early in the cycle for evaluation, this “multi-agency” approach ensures that pastoral needs inform our actions to improve an individual’s academic engagement. At these meetings, students at risk are assigned an outcome so interventions can be actioned.

This data generated through learner analytics is integral to more effective engagement and retention tracking and the identification of patterns and trends. For example, it helped us to identify an increase in mental health challenges and then provide greater student wellbeing support.



2.9.3 The Learning Hub

Academic support is a focus of our overarching LTAES strategy, with ongoing improvements including enhanced personal tutoring practices, the use of Student Liaison and Engagement Officers and complementary skills support through our Learning Hub. Since 2018, Hub staff have delivered almost 7,000 individual tutorials and almost 500 in-class workshops. We have worked with academic teams to ensure a consistent set of embedded workshops are timetabled as core sessions at each level of every programme to support the curriculum and academic skills development. Our data demonstrates that every year, those who engage with the Learning Hub have a higher proportion of first class and upper second-class honours degrees than those who do not engage.

2.9.4 Library Support

LTU Library supports learning and teaching in a variety of ways, underpinned by the LTAES and the Digital and Information Strategy. A team of Liaison Librarians deliver information skills training, working in partnership with the Learning Hub as part of a programme of embedded academic skills workshops for students at all levels. They also provide 1-2-1 support to individual students. A wide range of online help is also provided via the Library website in areas such as referencing and effective literature searching. Considerable enhancements to the way students access information resources have been implemented in the past few years. These include the rollout of online reading lists linked to module pages on the VLE, the implementation of the Primo discovery layer which provides a single point of access to the majority of the Library's digital content, the adoption of the LibKey app allowing quick access to online journal articles, and the introduction of a new Library website, designed with significant input from students.

Investment in digital and printed library resources has continued to grow in recent years, with provision in new areas such as Law and Computer Science. eBook provision was expanded as part of the Library's contribution to supporting students during the pandemic. Requirements for forthcoming academic years are agreed with the faculties at annual planning meetings, based on usage of existing resources and changes to learning and teaching provision. Feedback from students, through the module evaluation process, helps us to focus on key resources to support student learning. Usage of Library resources has increased significantly, for example of electronic journals by 39% in academic year 21/22 compared with 20/21, of eBooks by 15% and of hard copy books by 190%. This increase is largely due to the increased provision of resources, the recent roll out of online reading lists and introduction of a new Library Search, which makes accessing content easier. The impact on students of this is reflected in the fact that the learning resources score increased by 19pp to 81% in NSS 2022.

The Library has supported the University's social justice and equity agenda in recent years, for example by carrying out diversity audits on reading lists, providing curated digital collections of resources on diversity themes, and developing a diversity reading list for use on the planned new Nursing provision. Activities to enhance our learning resources include:

- Development of a new campus in Leeds city centre, designed around collaborative and co-creative learning principles and learning spaces.
- Diversifying, decolonising, and expanding of our library resources and learning materials through our Curriculum for Social Justice.
- Continuous enhancement of the digital learning environments and multi-modal learning.



2.10 Continuous Enhancement

We engage in continuous enhancement through Programme Annual Review (PAR), a process which is benchmarked against UUK's framework for programme review. This process supports how we improve the quality of the learner experience and of taught programmes through critical commentary on the previous academic year. The PAR cycle has been developed to enable a pro-active approach to annual monitoring, based on the principles of continuous reflection and aligned to the release of performance data across the academic year. This is critical to the ongoing enhancement of programmes, learning opportunities and awards made by the University that underpin the student experience. Programme Enhancement Grids (PEG) form part of PAR and require Programme Leaders to identify SMART actions under the themes of Teaching and Learning, Assessment, and Student Experience. For example, Graduate Outcomes Survey data is released to teams as soon as available and they update PEGs, in consultation with the Careers Service directorate, to ensure actions are immediately impactful.

Students actively participate in PARs, as a part of student representatives' participation in Programme Studies Boards and Faculty Boards. Student Programme Representatives (SPR) are trained by the Students' Union twice a year. Currently, there are 58 SPRs, who are awarded accreditation towards recognition of their role on their HEAR transcript on completion of training.



2.10.1 Programme Enhancement Reviews

Implemented in 2022/23, these reviews are undertaken to assess how well teams are performing against institutional Key Performance Indicators (KPIs), ensuring positive student outcomes and to identify areas for enhancement. The review focuses on the measures the academic team have identified through Programme Enhancement Grids to address programme performance, coupled with institutional support to help drive performance above baselines and benchmarks. Integrated support is provided by the Academic Quality Office, CELT and Graduate Outcomes and Enterprise team. The outcome of these reviews will inform curriculum modifications for 2023-24 and is reported through to the Academic Quality and Standards Committee. These active and ongoing dialogues offer opportunities for constructive challenge, to learn about good practice and are focused on holistic approaches to programme enhancement and a positive student experience in the cycle of continuous improvement. Curriculum modifications are scrutinised through Programme Study Boards, confirmed by Faculty Boards and reported to Academic Quality and Standards Committee. There is student representation on each of those Boards/Committees, who feedback to the wider student body.



2.11 Academic Development

We offer a breadth of excellent opportunities to update, upskill and innovate practice through different departments including Organisational Development, Research and Knowledge Exchange, Office for Institutional Equity and The Centre for Excellence in Learning and Teaching. We invite guest speakers to share sector perspectives and offer opportunities for colleagues to share practice, and students to share their experiences.

Our academic development programme is aligned to LTU's strategic educational priorities and offers opportunity for bespoke and collaborative in-school and centrally delivered sessions. The pedagogical underpinnings are informed by inclusive, critical and relational pedagogy.

We offer all colleagues regular, flexible ways of engaging in academic development including on-campus workshops, online workshops and dialogues, guest speaker events and an annual learning and teaching conference. We are continually developing co-created resources, based on student feedback on their learning experience, to support academic practice including guides, videos, podcasts and case studies. Our academic development programme will be evaluated on an annual basis as the approach becomes embedded.

We clearly demonstrate excellence in terms of staff qualifications. All new academics are expected to complete a PG Certificate in Higher Education (PGCHE) within two years of appointment, if they do not already hold an accredited qualification related to teaching in Higher Education. Since AY18-19, 54 newly appointed colleagues have been successfully awarded the PGCHE, with a further 37 colleagues currently registered on the programme; combined this represents approximately 40% of the academic workforce. Colleagues are both supported in their development, and recognised for

their expertise in, high-quality teaching and learning assessments through the PGCHE and Advance HE Fellowship schemes. Relevant feedback from participants has identified strengths related to the level of challenge and the inclusive nature of the programme, as one comment illustrates, 'I have learnt new concepts and built on some which I had a basic knowledge of... being given the opportunity to discuss openly and honestly was good, sharing ideas with others.' External examiner feedback has highlighted strengths in the relevance of the provision and the opportunity for critical reflection to enable participants to make strategic improvements to their pedagogical practice. Promotion rounds include recognition of colleagues with PGCHE and Advance HE Fellowship.

Current data (Advance HE Accredited CPD Scheme Annual Report)³⁴ demonstrates that 83% of colleagues currently hold a fellowship award. This is an increase from 65% in 2017/18 and almost double the sector average of 46%. Year-on-year we have been above all benchmarks on this, demonstrating the commitment to enhancing teaching and learning practice. New colleagues appointed to LTU are required to achieve a Fellowship status commensurate to their role within two years of appointment where required. There are currently two Principal Fellows, with several senior members of staff on trajectory for completion in autumn 2023. LTU operates a selection and mentoring process for the National Teaching Fellowship Scheme, with an external National Teaching Fellow on the selection panel. We are pleased to have three members of staff recognised as NTFs at LTU, with several in the pipeline for future submissions.

2.11.1 Learning and Teaching Development Group

The LTDG is an active, engaged group of learning, teaching, assessment and digital practice advocates (Learning and Teaching Champions) who represent their Faculty and School and Professional Services departments, in shaping the activity and future direction of pedagogic practice, to promote excellence and ultimately, student success. Chaired by the Dean of CELT,

colleagues work together to help co-create an academic culture of inquiry, innovation, and application of learning in which integrity, mutual respect and excellence are the key driving forces.

The group has provided opportunity for knowledge exchange, to pilot ideas and create communities of practice. Through collaboration and co-creative practice, the group identify current and emerging pedagogic issues, challenges and opportunities to inform learning enhancement activity including digital skills development to support the University's teaching model and enhancement of digital skills across the learning community and curriculum.

2.11.2 Peer Review of Teaching and Learning

Peer Review of Learning and Teaching (PRLT) is an embedded scheme in LTU's quality processes, providing colleagues with the opportunity to explore pedagogic practice, reflect on and disseminate effective approaches to improve and enhance the student academic experience. The process is intended to be formative, supportive and collegial and is designed for the improvement and dissemination of a wide range of pedagogic approaches. Outcomes of PRTL are reported at the LTSE committee and enhancement themes/ requests are built into faculty action plans and CELT's academic development programme for the following year.

2.11.3 Reward and Recognition of High-Quality Teaching and Learning Practice

The value LTU places on excellence in learning and teaching expertise is recognised with a specific promotion route to Associate Professor and full Professorship. These distinctions are awarded through a rigorous appointment process to colleagues who have made a significant contribution to the advancement of learning and teaching in their field through pedagogic research/practice and/or innovation in the application of their work. The award recognises an individual's distinctive contribution to learning, teaching and related activities and the further development of that work in the future. Promotion exercises are held annually, and evidence of high-quality practice is required. Successful Associate Professors (APs) in Learning and Teaching undertake specific roles within CELT. APs are allocated time to progress pedagogic related research, practice and innovation to support colleagues across disciplines along with external activity. There are seven APs who support the CELT on different pedagogic developments including digital practice, student wellbeing and race equity in the curriculum; they are also an integral part of the LTDG and offer institutional oversight of policy and practice development. Their outputs are used university-wide to enhance practice and they are leading strands of the CfsJ. There are also two Professors with expertise in learning and teaching.

Since 2018, the Students' Union have been running annual, student-led awards. They can nominate staff and students who make significant contributions to the student experience and include 'Inspirational Teaching', 'Best Personal Tutor', 'Best Student Experience' awards to reward and acknowledge colleagues for their commitment to student learning.



2.11.5 Digital Pedagogy and Virtual Learning Environment

The PLP model (see section 1.4) offers a contemporary and scaffolded approach to the traditional flipped learning model; it supports the development of “higher order” knowledge and skills; adds value beyond the “banking model of education” and contributes to a transformative educational experience by encouraging students to move through thresholds from novice to expert. Importantly, we recognise how digital pedagogical practices have the potential to improve access to, and ability to participate in, higher education. We continue to advance our approach to PLP as a pedagogical model and have included digital pedagogy as a theme in the CfSJ to ensure our approach to digital learning is underpinned by our commitment to social justice and supports students from minoritized groups, given our student demographics (see section 1.1).

Digital learning environments and multi-modal learning are used extensively, both on-campus and virtually, to increase interaction between students, and between students and tutors. To support and encourage such interactive and multimodal classroom pedagogy a range of interactive, media-rich and accessible software and content have been introduced, which have all shown high levels of engagement and positive feedback from both staff and students and help to support synchronous and asynchronous learning and teaching activity.

Evaluation of our Active Digital Design (ADD) and digital pedagogical approach is informing relevant enhancements. To give an illustration, student feedback, as part of the institutional student co-creation project, was initially gathered in November 2021 on ADD within the VLE. This feedback was used to develop ADD moving forward³⁶. In AY22/23, a student-led audit of 299 module pages was undertaken. This identified consistent implementation of ADD and effective student-end user experience. Students additionally highlighted best practice and this will be rolled out through our academic development programme. External Examiners praised the enhancements made to the VLE, stating that ‘it is well structured and easy to navigate, using engaging content with explicit directions to inform students on the expectations for each assessment’ (evidence 16). Enhancements continue to be made to the VLE based on student feedback and the introduction of new technologies.

An in-depth Pre-Live-Post (PLP) evaluation³⁷ was undertaken in May 2022 and a content analysis of module evaluation questionnaire open comments related to pre/post activities demonstrated that students were positive about the PLP structure of activities. Students reported that the pre and post tasks extended their learning within and beyond the classroom which demonstrates the impact of our digital pedagogical approach.

2.11.6 Enhancing digital pedagogy

The University launched a progressive digital skills development programme, DigiLearn³⁸ in 2022 to academic staff to support and embed digital skills development within the curriculum to enhance student learning. All academic staff are required to complete the first level (Practitioner) of DigiLearn. Staff completions of the award are tracked, and regular updates are provided to the Learning & Teaching Development Group and Heads of Department. Currently 99 academics, approximately 42% of the academic workforce are enrolled on the DigiLearn programme, 64% of academic colleagues have completed the JISC discovery tool, a key element of DigiLearn; 18 academics have successfully achieved Practitioner status, and 6 academics have also achieved Advocate and Champion status. Evaluation of the first phase of DigiLearn will be undertaken at the end of 2023.





2.11.7 Specialist Learning Spaces

Specialist spaces have been created across the campus to support applied, authentic learning experiences for students. For example, we have invested in a photographic studio, a mock custody suite and prison cell and a media studio. We have an industry-standard TV studio where students expand their subject knowledge in a real-world learning environment. Our Journalism team hosted the Global News Relay³⁹ in April 2022, with eight universities from six countries working across 13 time zones. Student feedback demonstrates the positive impact of applied learning designed into the curriculum:

The programme takes a more positive look at life post-COVID and finds good news stories in communities in the US, Canada, Brazil, Taiwan, Hong Kong, the Netherlands and the UK. “Co-presenting the Global News Relay was an amazing opportunity. It allowed me to connect with and interview other student journalists from across the globe and focus on such an important and relevant topic.”

All spaces are designed with teaching and learning as the fundamental driver which contributes to delivering our pedagogical model of connecting pre, live and post learning activities. These spaces are informed by our approach to relational pedagogy which encourages and promotes positive staff-student interactions leading to benefits such as increased knowledge of academic opportunities, greater learner autonomy, improved student engagement and motivation and increased personal and intellectual development.

2.12 Student experience summary

Our approach to student experience is holistic; it is framed around a career-led, values driven educational approach which is designed to make a difference to each and every one of our students. Our academic provision is supported by wraparound services to enhance academic skills, employability and wellbeing. Continuous enhancement is driven through our annual review cycle and our staff are supported to develop, to drive improvement and to deliver an outstanding educational experience. Out of the 21 subject areas (CAH level 3) we currently offer at LTU, in NSS 2022, seven (33%) were rated with overall satisfaction of 90% and above, with 43% of subjects ranked in the Top 10 of their subject areas. Business Studies with 100% overall satisfaction, ranked first out of 99 institutions. Our LTAES strategy has been designed to support positive outcomes for students and ensure all subject areas are continually improving, sharing best practice across LTU and meeting the needs of students.

STUDENT OUTCOMES

3. Student Outcomes

As outlined in our educational vision, our strategic intent is to support all our students to achieve positive outcomes. We take a holistic approach to this, through our three key themes (see section 2.1). As a consequence of the scaffolded, academic support we provide for our students (see sections 2.2, 2.21), our metrics confirm that the university performs strongly in line with the continuation benchmark for full-time UG provision (including the first year of reporting of partnership provision). Continuation across our subject groups at LTU is, overall, strongly in line with the benchmark.

At LTU, we have relatively small numbers of part-time students, our data show that we are 8% above the continuation benchmark for this provision. Foundation Year continuation data demonstrates we are above benchmark (2%). No student characteristics are considered materially below benchmark. This demonstrates the impact of the whole university approach (see section 2.9.1) where all academic colleagues work on a common set of principles to inculcate students into university life, supported by the Student Support and Engagement Directorate.

Our overall continuation data for our apprenticeship provision, reflecting our earliest cohorts, show that we are below the continuation benchmark for this provision. We are expecting improved performance for more recent periods. These cohorts were largely apprentices who worked for NHS Trusts, city and county councils and were engaged in the early emergency responses to the pandemic and organisation of mass vaccination. Managing study and extra working hours was unsustainable for many of these students. We are aware of the challenges these students face post-pandemic and have extended support provision through weekly webinars, one-to-one support sessions, video recordings and FAQs so that students are able to access studies on a more flexible basis. Through quarterly tripartite reviews between the student, employer and university, all work and study commitments are discussed, and personalised learning plans are created to support students. Handbooks and resources support the learning journey to ensure students remain on programme⁴⁰ and there is high engagement with the Learning Hub to further support study⁴¹.

Across our provision we are strongly in line with continuation benchmarks across student characteristics and above our benchmark for Asian students, those least likely to access higher education (ABCS quintile 1) and those eligible for Free School Meals. However, we are aware that we have a continuation gap with our Black students and have identified this an area for strategic development through a whole institutional focus on equitable education (see sections 2.3, 2.6, 2.8).

This includes:

- A series of institutional wide workshops with all colleagues on race equity.
- Developing and implementing the Curriculum for Social Justice (CfSJ) focussing on co-creation of curricula with students and inclusive assessment practices that allow students to express their knowledge in multiple ways, from their own points of view (thus reducing attrition through lack of assessment success).
- Focusing on developing inclusive and decolonial pedagogic approaches that support student success, but which are particularly beneficial for minoritized groups of students.
- Re-invigorating our personal tutoring system, with personal tutorials orientated towards supporting students, at each phase and stage of their educational journeys.
- Refreshing our Graduate Attributes and Skills Framework with Ethics, Diversity and Sustainability as a core thread, and Social Justice and Responsibility, Inclusivity and Cultural Awareness. These are embedded throughout the curriculum.



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Continuation remains a key focus post-pandemic; in 2021/22 the Student Liaison and Engagement officers supported 2,532 students and a further 2,611 in 2022/23. We continue to enhance our approaches in the effective

use of learner analytics for early identification of at-risk students through integrated professional services and academic department checkpoint meetings (see 2.9.2).

We recognise that a positive educational experience, where students succeed in and progress beyond their studies is underpinned by a strong emphasis on student transition from pre-entry, stage by stage of study, and beyond graduation. Our scaffolded approach is embedded into institutional practices. This starts with a positive induction experience (see section 2.9.1) to provide students with a confident start to their studies, and through personal tutoring (see section 2.2.1). Providing constructive feedback to students on how to improve their academic work is an integral part of our practice. Evidence from external examiners endorses our approach. For example:

‘The feedback I have seen, which demonstrates high levels of engagement with students’ progress, is exemplary and is indicative of an excellent learning and teaching environment’

(see section 2.3, evidence 16). Our data shows that, for full-time, undergraduate students, we are in line with the benchmark for completion. Foundation degree students and mature students are materially above the benchmark. Across student characteristics, all groups are in line with or above the benchmark for completion. Our data for Black students show that this group are above the benchmark for completion. The majority of subject groups are strongly in line with the benchmark for completion. Our subject split metrics demonstrate that in the subject area of sociology, social policy and anthropology, we are significantly above benchmark for completion. The high-quality feedback dialogues, as noted by external examiners (see section 2.3.1) demonstrate this approach is effective in supporting completion rates.

Through Programme Leader Development Days and Forums, we are encouraging consistency of practice across programmes. The data for our latest year show that completion is slightly below the benchmark, although not materially so. We have already put measures in place to ensure students are well supported in their learning, this includes the enhanced process with SLEOs, Programme Leaders and Level Tutors (see section 2.9.2). The scaffolded, phased and staged approach to Personal Tutoring, introduced in 2022/23, based on student co-creation project feedback, is also designed to support students in their different phases of learning, to ensure personalised dialogue, relevant to the level and phase of study (see section 2.2.1).

To improve completion rates, we have put in a range of measures and initiatives including:

- Using Student Engagement and Liaison Officers (SLEOs) to support engagement and to focus academic and pastoral support where it is most needed.
- Adopting a new method of gathering feedback about module content delivery from students to facilitate swift action to address any issues and support student engagement.
- Focusing, through our Curriculum for Social Justice, on employability and enterprise, outlining potential future benefits to students and the value of completing studies.

Our employability statistics demonstrate that our career-led approach continues to be successful with 97% of our 2019/20 UG graduates in employment or further study 15 months after graduating (3.6% higher than 18/19). We remain focused on providing opportunities and improving our curricula for students to gain the knowledge, skills and attributes to attain graduate level positions or move into further study after graduating.

63.7% of our full-time undergraduates progressed to graduate employment or further study between 2017/18 and 2019/20, slightly below our benchmark by 1%.

Further study is also a strong aspect of our career led approach, with each undergraduate student provided with independent information and advice around postgraduate study options. Through tailored delivery from the University Careers service, students from all backgrounds are empowered to consider further study and research careers. Our core employability lecture series⁴² provides all final year students with information on different further study qualifications including MA/ MSc, PGCE and PG Dip/PG Cert. With students having access to a dedicated careers advisor to support with further study applications, LTU is achieving success in UG graduates progressing to further study at PGT level. From the Graduate Outcomes survey between 2017/18 and 2019/20, 26% of our UG graduates have studied at PGT level, either as interim study ahead of the GO survey or at the point of the GO survey (this includes further study on either a full-time or part-time basis and alongside work activity for graduates with more than one activity recorded).

Teacher Education, Sociology and English Studies perform above benchmark demonstrating the impact of specific graduate roles, highly relevant placement activity and acquisition and application of transferable skills. Our career connected focus is designed to ensure all students gain these highly relevant, meaningful work-related opportunities and we engage in a range of broader work to support the graduate outcomes agenda.



In May 2022, Yorkshire Universities (YU) published a graduate employment report⁴³ which acknowledged the significant concentration of highly paid graduate jobs in London and the Southeast and differences in opportunities between and within regions which are further impacted by other factors (household income and ethnicity). It highlighted the need to improve “graduate utilisation” so more students and graduates can achieve employment and career success in the region. LTU is currently involved in a programme of work with YU, from 2022-25, to support the graduate employment and employability agenda. YU’s report highlighted that graduates who stay in their region are more likely to be from lower socio-economic backgrounds and more likely to be the first generation in their family to attend university. Based on our student demographics we are addressing how we support students in their progression through the way that we structure their educational journey, but we are acutely aware that this agenda goes beyond the boundaries of the institution, and we are working pro-actively with wider stakeholders, industry and business organisations to create and connect to opportunities.

LTU engaged an external organisation, with a track record in graduate employability to provide enhanced support for a small group of 2021 graduates. This project highlighted the challenges of work for graduates who have specific career goals in competitive fields or those who lack career direction. It also highlighted the competing work commitments of our students, who need to work long hours to afford to study and therefore are often left with little time to engage in additional opportunities and the application process for graduate jobs. It also revealed high numbers of students with low confidence and engagement. To address this, strategic work on the connected career focus, embedding employability skills and work-related learning across all levels of study has already been implemented as well as significant investment in the Careers Service Directorate to enhance positive outcomes for students (see section 2.5) to ensure we achieve the benchmark



for progression for full-time students. We are also engaged in ‘The Graduate Skills Project’⁴⁴ which aims to upskill West Yorkshire graduates and support them into graduate-level employment across the region. It will connect graduates to employment opportunities, supporting both employer demand and the needs of graduates, including those who are under-employed or underutilised and is open to graduates from West Yorkshire universities. It particularly focuses on ensuring greater access to opportunities for student characteristics including gender, BAME background and disabled students.

We have extended our career-led approach from credit bearing placement opportunities at Level 4 and Level 5, to include embedded work-integrated learning opportunities across all levels of study, which include industry brokered projects and live multidisciplinary briefs. This unique model builds year-on-year and enables our students to develop a wide range of skills and attributes through a structured model that centres around student choice, agency and ownership. We maintain a detailed tracking system to monitor and support our student progression, combining characteristics data (such as ethnicity and POLAR) and students’ self-declared career readiness to allow the Careers Service to deliver targeted interventions to students in the most need of support. This personalised approach means that no student characteristic group are considered to be materially below the progression benchmark and our data for foundation degrees show that these courses are significantly above the benchmark.

We are maintaining a focus on progression for students from ethnic minority backgrounds (particularly Black students) and disabled students through our strategic values-based approach, and implementation of inclusive assessment, rather than alternative assessments across all modules (see section 2.3, 2.3.1). Our data informed approach (see section 2.5.2) means we will target provision to ensure all students achieve positive outcomes on graduation. Progression to good graduate outcomes is a particular focus of our Curriculum for Social Justice and involves developing curricula across LTU to promote employability and enterprise (and ultimately good graduate outcomes) through:

- Focussing on developing creative and innovative thinking.
- Developing the skills necessary to recognise and evaluate opportunities.
- Creating resilience and the ability to gather insights and make decisions in conditions of uncertainty.
- Fostering reflective capacities for moving from the creation of ideas to actions.
- Embedding employability skills into programmes in a structured and embedded way.

All final year students are invited to a progression interview⁴⁵ with personal tutors. These are designed to provide students with an opportunity to discuss their transition to graduate and beyond and provides a space to talk about career progression and wellbeing. The data gathered during these interviews identifies interventions and tracks graduate outcomes. The Careers Service support students up to three years after graduation. This includes one-to-one appointments on CVs, cover letters and interview preparation, advice on how to build their professional profile and help when searching for jobs. All graduates of LTU have access to all relevant on-campus events.

3.1 Final Summary

The vision, ambition, structures, practice and processes outlined in this submission evidence the way we are bringing to life our strategic intent with a clear focus on excellence, insight from student voice and to provide every LTU learner with a career-led, inclusive and transformative experience.

We have a varied academic portfolio and a diverse student body but the institution, its staff and its stakeholders are united by a commitment to the golden threads of co-creative practice, a connected career focus and a values-based approach. These golden threads inform our shared drive for continuous enhancement and excellence in delivery and outcomes.



EVIDENCE

- ¹ Leeds Trinity University's Strategic Plan (2021-2026) Available at: <https://bit.ly/3XGkoaB>
- ² University Mental Health Charter. Held in CELT shared drive
- ³ Learning, Teaching and Academic Experience Strategy (2022-2026). Held in CELT intranet site
- ⁴ External Examiner Overview Report 2021/22. Page 11 Held on Quality Office (QO) shared drive
- ⁵ Guardian University Guide for Value Added, 2023. Available at: <https://bit.ly/3ZPtFiH>
- ⁶ Internal data analysis. Held in Planning and Information shared drive
- ⁷ Leeds Trinity University Graduate attributes. Held in Careers Service shared drive
- ⁸ Learning, Teaching and Assessment Strategy (2017-22). Held in CELT Intranet Pages
- ⁹ Leeds Trinity University Personal Tutoring Staff handbook. Held in CELT Intranet Pages
- ¹⁰ Leeds Trinity University Personal Tutoring Student handbook. Held in LTU Student App
- ¹¹ McArthur, J. (2015) Assessment for Social Justice. Available from <https://bit.ly/3ZOrLig>
- ¹² External Examiner Overview Reports 2017/18-2021/22. Held in Quality Office (QO) shared drive
- ¹³ External Examiner Overview Report 2017/18. Page 8.
- ¹⁴ External Examiner Overview Report 2018/19. Page 9.
- ¹⁵ External Examiner Overview Report 2019/20. Page 9.
- ¹⁶ External Examiner Overview Report 2020/21. Page 11.
- ¹⁷ External Examiner Overview Report 2021/22. Page 8, 10, 16 and 23
- ¹⁸ QAA Assessment Design Attributes. Available from: <https://bit.ly/3iNgD4n>
- ¹⁹ External Examiner Report & Response Form. Sections 1.1/7.1. Held in QO shared drive
- ²⁰ Advance HE Conference. July 2022. D2.3.14b. Available from: <https://bit.ly/3IVM5lx>
- ²¹ Voices from the Classroom, IPIE 2022. Available from: <https://bit.ly/3J1v8MK>
- ²² Periodic Review 2021/22. Page XXX. Held in QO shared drive
- ²³ Module Evaluation Dialogue Process and Guidance. Held in CELT shared drive
- ²⁴ Student Experience Survey. Held in Student Voice Subcommittee shared drive
- ²⁵ Advance HE Employability framework. Available from: <https://bit.ly/3Hfnih5>
- ²⁶ Employer Feedback Form. Held in the CELT shared drive
- ²⁷ Curriculum for Social Justice Strategic Paper. Held in CELT shared drive
- ²⁸ WhatUni Award 2021. Available at: <https://bit.ly/3Xl2XXf>
- ²⁹ LTU Freedom of Speech Code of Practice <https://bit.ly/3J6vMsi>
- ³⁰ Leeds Trinity University, Welcome Week and Induction. Held in CELT shared drive
- ³¹ Student Get Going Guide <https://bit.ly/3GTtBWf>
- ³² JISC Case Study <https://bit.ly/3XtxlzE>
- ³³ JISC Endorsement. Held in the CELT shared drive
- ³⁴ Advance HE Accredited Scheme Annual Report 2021-22. Held in CELT shared drive
- ³⁵ Promotion routes. Held in LTU Intranet
- ³⁶ Student Led Review of Moodle Pages. Held in CELT shared drive
- ³⁷ PLP evaluation. Held in CELT shared drive
- ³⁸ DigiLearn. Held in CELT shared drive
- ³⁹ Global News Relay Pt1 <https://youtu.be/F1CzsUsEMCM>
Pt2 <https://youtu.be/K8oNrrUGA7I>
- ⁴⁰ Apprenticeships Handbooks. Held in CELT shared drive
- ⁴¹ Quarterly report. Held in Learning Hub shared drive
- ⁴² Employability Lecture Series. Held in CELT shared drive
- ⁴³ Supporting Graduate Employment May 2022. Available from: <https://bit.ly/3Wp7iNQ>
- ⁴⁴ The Graduate Skills Project. Held in CELT shared drive
- ⁴⁵ Progression Interview. Held in the Careers Service shared drive

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