

Teaching and Excellence Framework Student Submission 2023



Table of Content:

- Section 1 – Approach to Evidence-Gathering
 - Data Used
 - Optional Courses Included
 - Support from the University
 - Maintenance of Independence of the Student Submission

- Section 2 – Student Experience
 - Teaching on My Course
 - Assessments and Feedback
 - Academic Support
 - Learning Resources
 - Student Voice

- Section 3 – Student Outcomes
- Conclusion

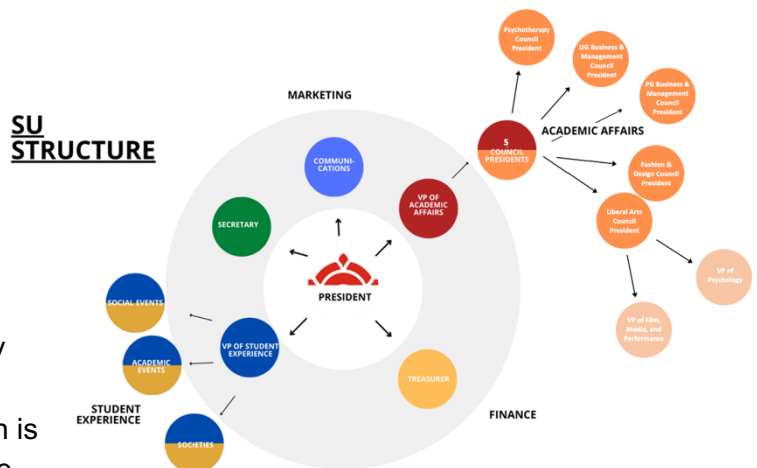
Section 1 – Approach to Evidence-Gathering

The current report is written by the Student Union President, Stine Kaus, with support from a group of four volunteering Student Union executive members, Clio Sepe (secretary), Erietta Katsou (Marketing Officer), Reem Al Saud (Undergraduate Business & Management Council President), and Lola Duncan (Film, Media, & Performance Council President).

To ensure the report includes the perspectives of the whole student population as much as possible, we requested comments from the executive members (see below the structure) regarding the content of this report:

Data used for the Current Report:

All data provided for the student submission is considered to represent a multicultural and international student body. Regent's University London ("Regent's") consist of more than 130 nationalities and the current student population is 71% non-UK students, which demonstrates the International nature of our student body.



The SU Executive Committee decided to use the below documents as a way to collect the most truthful information for the last four years, including autumn 2022:

1. Weekly Executive Meeting Minutes 2021/22
During the weekly Executive Meetings the Student Union executives, including the five Council Presidents (representing all programmes of studies) share feedback related to the student experience and general academic affairs.
2. Student Reps feedback reports - Course Panels Autumn 2022
We requested access to the current undergraduate and postgraduate student representatives (77 in total) feedback forms, reflecting students' views from all subjects and levels. These reports were presented by the student reps to the Directors of Content to be discussed in the course panels. The forms consisted of written answers, so evidence drawn from this source is analysed from qualitative data.
3. Annual Presidential Reports 2018-2022
Reports containing the work done by the SU Presidents from 2018 to 2022 describing top insights of the collaboration and projects within the Student Union and university overall.
 - 2018/19, Tatiana Doronina
 - 2019/20, Tatiana Doronina
 - 2020/21, Pascal Senn
 - 2021/22, Stine Kaus
4. Student Union Executive Team focus group
This focus group was organised to encourage students to reflect on their student experience and student outcomes from 2018 to 2022, consisting of 13 undergraduates and 2 postgraduates from all programmes and all levels, including five council presidents representing their programmes of study. The executive team consists mostly of level 5 and 6 students, and therefore they have an understanding of improvements and changes within the last four years.
5. National Student Survey (NSS)
The NSS results assessed in this report was retrieved from the Office of Students TEF data dashboard that is available on their website <https://www.officeforstudents.org.uk/data-and-analysis/tef-data-dashboard/data-dashboard/>

Optional courses included:

The feedback collected and assessed for this report includes study abroad students, which refers to the council meetings and student reps' feedback. This is aligned with optional courses included in the university's TEF submission.

Support from the University:

Meetings were scheduled with the Director of Student Experience, Samantha Grady, and Student Engagement Manager, Cecilia Chavez throughout the process as follows:

- Introduction to Regent's TEF contact
- Access to any required data, clarity of TEF indicators, defining student coverage and educational gains
- Support in any additional questions: Monthly meetings from Oct to Jan to ensure any required support were provided

Both parties agreed on sharing drafts in December 2022 before final submission.

Maintenance of independence of the student submission

I, The Student Union President, Stine Kaus, confirm that the university did not unduly influence the content of the submission

- Decision of writing the current student submission was made by the Student Union President in consultation with the Student Union Executive Team
- Content is chosen purely by students

Section 2 – Student Experience

The student experience at Regent's is outstanding. The students receive a unique personal approach from the university from day one. The feeling of being seen and valued as a student is predominant. Among other things, the small classes, one-on-one interactions with lecturers and personal tutors, the incredible support system, and the exclusive feedback system is paramount for the student experience. This is supported by our data and the NSS Overall Satisfaction rate of 82.5% (2022) which is 6.9% above benchmark.

Teaching on My Course

The overall opinion among students is the value of the small and intense learning environment. The small classes create a safe space for students to learn, where approachable lecturers can distribute their time equally between the students. The competent lecturers deliver well-structured and -prepared lessons with interesting up-to-date topics using excellent teaching methods. In general the students feel that Regent's offers:

1. Inspiring and passionate lecturers
2. Approachable lecturers
3. Up-to-date content
4. Excellent learning environment

Evidence

1. Student Union Executive Team focus group confirmed that academics are:

- Good at explaining things in a language that students understand and giving space for questions if needed
- Presenting interesting up-to-date material that is intellectually stimulating, particularly for students to consider global affairs on a reflective level and apply theory to the real world
- Challenging students to achieve their best

2. Student representatives reported excellent teaching on their courses. Reps overall reported that there is a feeling that lecturers want them to do well for their potential and a great deal is expected, but a great deal is rewarded. Furthermore, lecturers encourage and help students to produce the most authentic and interesting assignments, which proves the university's focus on delivering a personal approach to the students. Lecturers clearly care about their students and their work (the above statements are general quotes from the reps' feedback forms).

Student representatives also provided the following comments in different areas:

- Lecturers are:
 - Passionate, experienced, and competent (reported by 10 programmes of study)¹

- Well prepared: Each lesson builds up on lesson before and students see how different classes are connected (reported by 9 programmes of study)²
- Helpful, understanding, and approachable (reported by 15 programmes of study)³
- Content is up to date:
 - Interesting and engaging topics that are up to date and reflects the world as it is today (reported by 19 programmes of study)⁴
- Management of courses:
 - Well-structured classes (reported by 16 programmes of study)⁵
 - Excellent teaching methods (reported by 12 programmes of study)⁶
- Sizes of classes:
 - Open and safe space for discussions (reported by 10 programmes of study)⁷
 - Small classes create a beneficial learning environment (reported by 10 programmes of study)⁸

Assessments and Feedback

As a result of the small classes and fewer students per lecturer, Regent's lecturers offer exceptional opportunities for students to improve their assessment work based on feedback. This comes in several forms, such as formative assessments for guidance prior to deadline, transparency of assessment briefs and marking criteria, and constructive feedback on assignments. In general, the students appreciate that:

1. Feedback and guidance on assessments are available throughout the semester
2. There are clear assessment briefs and guidelines

Evidence:

1. Student Union Executive Team focus group highlighted:

- Assessment briefs and marking criteria have been clear and structured
- Clear assessment feedback
- Time for clarification of feedback on assessments if needed
- Lecturers are proactive in asking whether if students have questions

2. Weekly Executive Minutes 2021/22. Students are aware of rules of when they can expect their assignments back, and if this is not met, the issue is raised on council meetings and addressed with course leaders to solve.

3. Student representatives reported lecturer's approach to assessments and feedback is excellent. This includes the feedback system of formative assessments and the useful feedback on assignments (reported by 11 programmes of study)⁹

Academic Support

Regent's academic support is above and beyond. As mentioned in the above 'teaching on my course' section, students appreciate how approachable the lecturers are. Furthermore, there are excellent support systems in place which students abundantly benefit from, including:

1. Lecturers are approachable
2. Lecturers are always helpful and provide guidance

3. Excellent support systems

Evidence:

1. Student Union Executive Team focus group confirmed:

- Lecturers are available when needed
- Lecturers are available for advice and guidance
- Staff (other than lecturers) are available when needed (Academic skills team, Support and Welfare team, personal tutors, IT support team, the Hub, Careers team)

2. Student representatives find lecturers and tutors approachable, helpful, and understanding. The small classes create an equal relationship between lecturers and students, which makes students feel comfortable asking for advice. Lecturers are easy to communicate with and makes themselves available after classes and approachable via email (reported by 15 programmes of study)¹⁰. Furthermore, the support systems that are in place are very helpful when students need them (reported by 5 programmes of study)¹¹.

3. NSS Results. All the above statements are in line with the four past years (2018-2022) NSS results where the overall indicator for Academic Support was 77.8%.

I would like to highlight that disabled students' (140 respondents) response to the NSS Academic Support Indicator (2018-2022) was 79%, with 86.6% of ratings materially above benchmark, which proves the excellent support Regent's has available for students.

Learning Resources

The learning resources at Regent's are excellent. The transition to online learning during COVID-19 was handled professional and smoothly. Additionally, the university delivers events and guest speakers to broaden students' perspective and make them reflect on a higher level. Students consider that there are:

1. Great learning resources overall
2. Excellent additional events

Evidence:

1. Student representatives find particularly the following Learning Resources excellent:

- Online learning platform BlackBoard (reported by 4 programmes of study)¹²
- Library (reported by 2 programmes of study)¹³
- Course-specific resources, such as guest speakers and field trips (reported by 4 programmes of study)¹⁴

2. Weekly Executive Minutes 2021/22

- The Fashion & Design Council President worked on requesting access to course specific resources for assignment work and access was promptly given.
- Based on feedback from the student population, the VP of Academic Affairs (autumn 2021) requested 24/7 library access, which was satisfactorily met.

3. Annual reports

- **2020/21** During COVID-19 there were a great focus on the online learning experience, delivering better resources for students to study online and to enhance communication to the wider student body, as well as easier access to resources in the library.

4. Student Union Executive Team focus group

The SU executive team reported overwhelmingly positive feedback on Walpole/Distinguished speakers events (events with world known companies and high-status speakers) hosted by the university. These events are exceptionally valuable as they expand on students' academic skills, by inviting them to reflect on how to apply theory into the practical world and navigate when entering the job market in a rapidly changing world.

Student Voice

Overall, students are very satisfied with the rich opportunities available for providing feedback available at Regent's. Students not only recognise how the university collects feedback, but they also feel that the university value and act upon their feedback. They consider that:

1. There are various of opportunities to provide feedback
2. The university value feedback
3. There is an excellent and fast response to the feedback provided by students

Evidence:

1. Student representatives reported that the university's approach to collecting and acting upon student feedback is excellent! In the qualitative forms, 77% of the student reps (59 out of 77) reported positive observations of the university's feedback loop, and particularly 37% of them directly mentioned that they feel the feedback is valued. This included awareness of plenty of opportunities given to raise their voice and that they were happy to see the amendments being made from feedback.

2. Annual Presidential Report

The Annual Presidential reports confirms how the student voice is important for the university and feedback is acted upon. All four years' annual presidential reports (2018/19/20/21/22) have acknowledged the effectiveness and appreciation of Student Voice Meetings/Course Panels which is a space for students to raise their voice. Additionally, we identify the below:

- **2018/19** report presents how the university acted on improvements on greater timetabling flexibility to extend the ability for students to secure their first choice for electives.
- **2019/20** report presents how the VP of Academic Affairs presented an item related to student feedback, which was effectively acted upon in collaboration with course leaders.
- **2021/22** Strong collaboration between Council Presidents and the university's Course Leaders, as well as collaboration between lecturers and the SU to enhance the student experience by making the academic events more aligned with the students' interests.

3. Student Union Executive Team focus group. Main findings were:

- Constant feedback systems (e.g., module evaluations, proactive lecturers, student reps)
- A feeling of the university persistently wants to improve
- A feeling of being listened to and having a safe space to share feedback

4. Weekly Executive Minutes 2020/21. Council Presidents confirmed that in general there is an effective fast response to the feedback provided by students. They reported back that students' issues were raised and were promptly effectively addressed in collaboration with Course Leaders.

Section 3 – Student Outcomes

The students feel that Regent's learning outcomes are much more than the gains of completing an academic degree. The university provides above-and-beyond elements for students to succeed, not only whilst studying but also after graduating. Regent's contemporary approach to embracing the world's development is seen in the appreciation/work/efforts of teaching students how to interact in an international environment, which is crucial when developing tomorrow's global leaders. The students recognise that the three student outcome indicators (continuation, completion, and progression) all come together in the following university's exceptional strengths:

1. **The feeling of belonging** to the community contributes to the students' perspective on the world and themselves. Studying in the most incredible cosmopolitan community encourage students to be open and learn from each other's differences, which for example is the focal point in the obligatory module "Global Perspectives" that all level 4 students take. The feeling of belonging continues when students graduate, as they become a part of an exceptional global network that will be forever beneficial for their future careers.
2. **The guidance and support** at Regent's is above and beyond, not only whilst studying but also after graduating:
 1. Students have personal tutors throughout their time at Regent's, who regularly have tutor meetings to make sure the student gets the support and guidance needed.
 2. The university has an Academic Skills Team, who offers 1:1 sessions to students and regularly launch great presentations and workshops on how to improve.
 3. Furthermore, the great emphasis on mental health (Support and Welfare team) always goes above and beyond to support the students throughout their studies.
 4. Students and alumni have limitless careers advice with the Careers Team.
3. **Broadening students' perspectives** on the world and on how to apply theory into practice in their courses and what they gain through the Walpole/Distinguished Speakers events. The magnificent connections that the university have to various companies and high-status speakers inspire students to strive, which creates an environment of unique opportunities for students to reflect and grow.

Evidence:

1. **Student Union Executive Team focus group** highlighted the following attributes/benefits:
 - Global Perspective is an obligatory course for all level 4 students, which is an excellent approach to make students aware of the global world and the cosmopolitan environment they are a part of. Mutual respect (across courses and cultures) for each other are created here which is fundamental to learn when navigating in an international environment.
 - Guest speakers helps students to broaden their perspective and to apply their theory into practice, which is crucial when entering the job market
 - The positive impact in Leadership beyond the classroom:
 - A Leadership Development Programme was created for the Student Union Executives including: 1) Right information, 2) Development of leadership skills, and 3) 1:1 coaching session. The Leadership Development Programme is beneficial for the SU members' growth and their reflections on how they create an inclusive space and how they interact and engage with their peers to get insight of the student voice.

- As a part of the training for student representatives, a reflective process encouraged them to consider leadership as a part of their skills to positively impact their peers and empower change.
- The existence of an excellent alumni network
- Careers support: events (practical advice regarding applications and CVs and inspiration for career opportunities), unlimited one-on-one careers support, exceptional mentor programme
- Consistent support and focus on mental health
- Excellent network opportunities among the student body and with lecturers
- Small classes create space for personalised guidance from lecturers

2. Annual Reports

- The focus on mental health has increased in the world following the great challenges, however, at Regent's it has been fully integrated for several years:
 - **2018/19** Mental awareness programme 'The Theory of Knowledge' launched in collaboration with Student Services and the School of Psychotherapy.
 - **2019/20** Support of the 'Grow Together' mental health conference event and Well-being Week. Implementation of 'The Wall of Kindness' to enchain mindfulness.
 - **2020/21** Despite the challenges of COVID-19, the university supported students to cope with pandemic-related difficulties, particularly with a focus on mental health and academic support.
 - **2021/22** The UNITY Campaign consisted of a focused on promoting unity and well-being in a world of crisis, which involved active well-being content, outdoor well-being activities, successful fundraising work to support "UK for UNHCR" in collaboration with the university.
- Improving the feeling of belonging is also a continuous focus for the university. In addition to the close connections with lecturers, the Student Union has contributed to create stronger connections between students, which will help their future careers by finding potential business partners, get an understanding of the importance of relationships, and create a strong connection to the university so they will feel a part of the 'Regent's Family' even after graduation:
 - **2018/19** The SU President participated in the development of the university's Student Mental Health strategy by closely cooperating with the university, as well as launching academic and social events to foster mental health among students.
 - **2019/20** Implementation of the 'Becoming Regent's' events in collaboration with different departments, mainly Student Services.
 - **2020/21** Creation of a virtual community during COVID-19, such as online Freshers Week, active societies, and online sport sessions.
 - **2021/22** As a part of the back-on-campus work the SU focused on creating opportunities for students to learn, have fun, and connect with each other to enhance the feeling of belonging after the period of online learning.

2020/21 Additionally, during COVID-19 there was a great focus on the online learning experience, delivering better resources for students to study online, both in terms of mental health and academic support, as well as assuring a prompt and safe return to on-campus learning.

3. Weekly Executive Minutes 2020/21

Students were excited about topics in personal development, the expansion of networks, and broadening their perspective on great companies and the world. Therefore, the university offered:

- Unique network opportunities among the student community (students and alumni)
- Development of skills:
 - Alternative teaching approaches (group work and alternative assessment work) strengthen the students' teamwork-, communication-, and presentation skills.
 - Great focus on critical thinking and analytic reasoning in lecturers
 - Constant support for leadership development
- Walpole/Distinguished speakers events with worldwide acknowledged companies, which gives students inside knowledge of how the “Walpole community develop powerful network, strengthen individual brands, and bolster the British luxury eco-system”
- Unlimited careers support – also after graduation

4. NSS Results. Considering Regent's focus on creating tomorrow's global leaders, the progression of graduates is vital. The NSS results (140 respondents, response rate 46%) indicates great progression with an overall progression indicator value of 75%, with 95.9% materially above benchmark. This may be due to above and beyond support and space to grow that students receive whilst studying and after graduating.

5. Student representatives (based on sessions with their peers and then written up in qualitative reports) confirms that the university deliver:

- Valuable skills sessions (reported by 2 programmes of study)¹⁵
- Guest speakers that bring industry experience to allow students to understand how apply theory into the practical world (reported by 2 programmes of study)¹⁶
- Valuable critical thinking practice (reported by 2 programmes of study)¹⁷
- Self-improvement and personal growth (reported by 1 programme of study)¹⁸

Conclusion:

After assessing the gathered data on Regent's students' opinions, clearly, the students see the university's student experience and student outcomes as outstanding by delivering:

- A unique personal approach and exceptional feedback systems, which makes the students feel seen, heard, and understood
- Caring lecturers and up-to-date content that inspire and challenge students to reach their potential
- Small classes, which creates a beneficial learning environment and unique relations with the lecturers
- An international environment that gives the students favourable circumstances to connect with peers from all over the world, which opens irreplaceable opportunities for the students' future above and beyond
- Preeminent student support, not only whilst studying but also after graduating, which is essential for students' continuation, completion, and progression

These outstanding factors all play a role in the university's student outcomes. Regent's contemporary approach in embracing the fast-changing world is paramount when developing tomorrow's global leaders.

Programmes that represent statements from reps feedback forms:

1. **Reported by 10 programmes of study:** BA Fashion Design level 3 and 4, BA (Hons) Interior Design level 4, BSc Business, Technology, and Entrepreneurship level 4, Certificate in Psychotherapy and Counselling, MA Experience (UX) Design, MA International Relations, MA Luxury Brand Management, MA Management, MA Psychotherapy & Counselling
2. **Reported by 9 programmes of study:** BSc (Hons) Psychology level 6, BA (Hons) Acting for Stage & Screen level 4, BA Fashion Marketing level 5, BA Global Management/Business Finance & Entrepreneurship level 6, MA Content Creation, MA Management, MA Psychotherapy & Counselling, MSc Digital Marketing & Analytics, MSc Marketing Psychology
3. **Reported by 15 programmes of study:** (BA (Hons) Film & Screen level 4, BA Global Management/Business Finance & Entrepreneurship level 6, BA Fashion Marketing level 4, BA Fashion Design level 4 and 5, BA (Hons) International Business level 4, BA (Hons) Interior Design level 4, BSc (Hons) Psychology level 5, MA Experience (UX) Design, MA International Fashion Marketing, MA International Relations, MA Management, MA Psychotherapy & Counselling, MSc Digital Marketing & Analytics, PG Certificate in Existential Psychotherapy
4. **Reported by 19 programmes of study:** BA (Hons) Film & Screen level 4, BA (Hons) Liberal Arts/Studies level 4 and 5, BA Fashion Design level 4, BA Fashion Marketing level 6, BA Global Management/Business Finance & Entrepreneurship level 3, BSc (Hons) Psychology level 4, 5 and 6, BSc Business, Technology, and Entrepreneurship level 4, Certificate in Psychotherapy and Counselling, MA Content Creation, MA Content Creation, MA International Fashion Marketing, MA International Relations, MA Luxury Brand Management, MA Psychotherapy & Counselling, MSc Data Science in Business, MSc Marketing Psychology
5. **Reported by 16 programmes of study:** BA (Hons) Interior Design level 4 and 5, BA (Hons) International Business level 6, BA Fashion Design level 3 and 4, BA Fashion Marketing level 5, BA Global Management/Business Finance & Entrepreneurship level 6, BSc (Hons) Psychology level 4, BSc Business, Technology, and Entrepreneurship level 4, Certificate in Psychotherapy and Counselling, MA Experience (UX) Design, MA International Relations, MA Luxury Brand Management, MA Management, MA Psychotherapy & Counselling, MSc Marketing Psychology
6. **Reported by 12 programmes of study:** BA (Hons) Interior Design level 3, BA (Hons) Liberal Arts/Studies level 4 and 5, BSc (Hons) Psychology level 4 and 5, Certificate in Psychotherapy and Counselling, MA Content Creation, MA International Fashion Marketing, MA Luxury Brand Management, MA Psychotherapy & Counselling, MSc Data Science in Business, MSc Psychology
7. **Reported by 10 programmes of study:** BSc (Hons) Psychology level 5 and 6, BA (Hons) Interior Design level 3, BA (Hons) Film & Screen, BSc Business, Technology, and Entrepreneurship level 5, MA Experience (UX) Design, MA International Relations, MSc Marketing Psychology, MSc Psychology
8. **Reported by 10 programmes of study:** BSc (Hons) Psychology level 4, 5 and 6, BA (Hons) Interior Design level 3, BA (Hons) Film & Screen, Certificate in Psychotherapy and Counselling, MA International Relations, MSc Data Science in Business, MSc Marketing Psychology, MSc Psychology
9. **Reported by 11 programmes of study:** MA Content Creation, MSc Digital Marketing & Analytics, MSc Psychology, BA (Hons) Interior Design, BA Global Management/Business, Finance & Entrepreneurship level 3 and 6, BSc Business, Technology, and Entrepreneurship level 4, BA Fashion Design, Certificate in Psychotherapy & Counselling, MA Experience (UX) Design
10. **Reported by 15 programmes of study:** (BA (Hons) Film & Screen level 4, BA Global Management/Business Finance & Entrepreneurship level 6, BA Fashion Marketing level 4, BA Fashion Design level 4 and 5, BA (Hons) International Business level 4, BA (Hons) Interior Design level 4, BSc (Hons) Psychology level 5, MA Experience (UX) Design, MA International Fashion Marketing, MA International Relations, MA Management, MA Psychotherapy & Counselling, MSc Digital Marketing & Analytics, PG Certificate in Existential Psychotherapy
11. **Reported by 5 programmes of study:** BA Fashion design, BSc Business, Technology and Entrepreneurship, MA Luxury Brand Management, MA Psychotherapy & Counselling
12. **Reported by 4 programmes of study:** MSc Finance & Investment, MSc Psychology, MA International Relations, BA Global Management/ Business, Finance & Entrepreneurship level 4
13. **Reported by 2 programmes of study:** MA Luxury Brand Management, MSc Digital Marketing & Analytics
14. **Reported by 4 programmes of study** MA International Fashion & Marketing, MA Luxury Brand Management, Liberal Arts (Art History), Acting for Stage & Screen level 5
15. **Reported by 2 programmes of study:** Certificate in Psychotherapy & Counselling, MA Psychotherapy & Counselling
16. **Reported by 2 programmes of study:** MA International Fashion Marketing, MA Luxury Brand Management
17. **Reported by 2 programmes of study:** BSc (Hons) Psychology, MA Psychotherapy & Counselling
18. **Reported by 1 programme of study:** MSc Data Science in Business)