



Senate

Paper Title	Deep dive on student experience and 'B' Conditions
Outcome requested	
Points for Senate members to note and further information	This paper provides an overview of the University's recent performance in the National Student Survey (NSS) and action underway in response. It also provides an analysis of the published Condition B3 (Student Outcomes) data and models the potential impact of changes to the B3 thresholds.
Questions for Senate to consider	
Regulatory/statutory reference points	Office for Students Conditions of Registration
Strategy and risk	Relates to the Education and Student Experience aspects of Strategy 2030, and associated risks
Reporting/ consideration route for the paper	SET Audit and Risk Committee Senate
Authors	Robert Cashman, Executive Officer (Education)
Sponsor	Professor Stephanie Marshall, Vice-Principal (Education)

Deep dive on student experience and 'B' Conditions

1. Introduction

The Office for Students (OfS) Regulatory framework for higher education in England sets out a series of conditions of registration which have to be met by all registered providers in order to be included on the OfS Register. The conditions of registration cover a number of areas, and are grouped into categories. The 'B' Conditions relate to the regulation of quality and standards. There are six 'B' Conditions for registered providers, and a further two which apply to providers applying to join the OfS register. Within recent years, there have been a series of consultations on the approach to regulating quality and standards, with the current Conditions coming into effect within the last year.

The 'B' Conditions cover the following areas:

- B1: High quality academic experience
- B2: Resources, support, and student engagement
- B3: Successful student outcomes
- B4: Valid and effective assessments, and credibility of awards
- B5: Standards
- B6: Participation in the Teaching Excellence Framework (TEF)

The University has recently undertaken a benchmarking exercise with respect to the new 'B' Conditions, and this will inform work to enhance policy and practice across the institution. This paper provides an update on the University's work to improve the student experience (as measured by the National Student Survey) as well as on compliance with Condition B3.

The University's KPI1 – improving student satisfaction – draws on the National Student Survey (NSS). The NSS is relevant to the 'B' Conditions as it provides student feedback on a number of the areas within their scope. It is also used to produce student experience indicators for the Teaching Excellence Framework, which the University is required to participate in by virtue of Condition B6. The paper sets out recent trends in NSS performance, as well as details of work underway in response to this.

Condition B3 makes use of numerical indicators to measure the proportions of students who achieve positive outcomes. The Condition covers all students at all levels, and the data are split by a range of student characteristics as well as by broad subject area. For each student outcome (continuation, completion and progression), a series of minimum thresholds have been set by the OfS, which apply to different levels and modes of study. This paper provides an overview of Condition B3, considers the University's performance in the current B3 data (which was published in autumn 2022), and models the impact of potential increases in the minimum threshold values. At the current time, the University has data for approximately 650 indicators and split indicators. All but nine of the relevant thresholds are met. Modelling shows that small increases in the thresholds (by 1% or 2.5%) would in both cases result in only a small increase in the number of split indicators for Queen Mary which would fall below revised minimum thresholds.



















2. Student Experience

The University's recent performance in the National Student Survey is summarised below:

- 2019 – 80.5% (rank 102)
- 2020 – 80.4% (rank 99)
- 2021 – 75.4% (rank 54)
- 2022 – 73% (rank 84)

The table below shows the level of overall satisfaction as reported in the 2022 by School/Institute.

Table 1: Overall satisfaction by School/Institute in the NSS (2018 – 2022)¹

	2018	2019	2020	2021	2022	
HSS						
Business Management	64	74	73	66	71	
Economics and Finance	81	87	81	69	71	
English & Drama	82	84	80	80	72	
Geography	81	89	74	78	61	
History	95	92	92	80	82	
Languages, Linguistics & Film	91	79	84	76	65	
Law	90	86	79	74	77	
Politics & International Relations	81	81	77	70	61	
S&E						
Biological and Behavioural Sciences	78	75	83	73	75	
Electronic Engineering and Computer Science	77	76	78	69	76	
Engineering and Materials Science	73	71	62	67	70	
Mathematics	82	75	82	76	73	
Physical and Chemical Sciences	88	82	86	81	80	
FMD						
Blizard	70	78	76	77	74	
Dentistry	74	86	77	72	71	
Institute of Health Sciences Education	96	91	93	92	79	
William Harvey	56	88	88	92	96	
Wolfson Institute of Population Health	33	83	77	86	56	

There were improvements in the 2022 survey in Electronic Engineering and Computer Science (+7), Business and Management (+5), William Harvey (+4), Law (+3), Engineering and Materials Science (+3), Economics and Finance (+2), History (+2) and Biological and Behavioural Sciences (+2). Conversely, there were decreases in overall satisfaction in Geography (-17), the Institute of Health Sciences Education (-13), Languages, Linguistics and Film (-11), Politics and International Relations (-9) and English and Drama (-8).

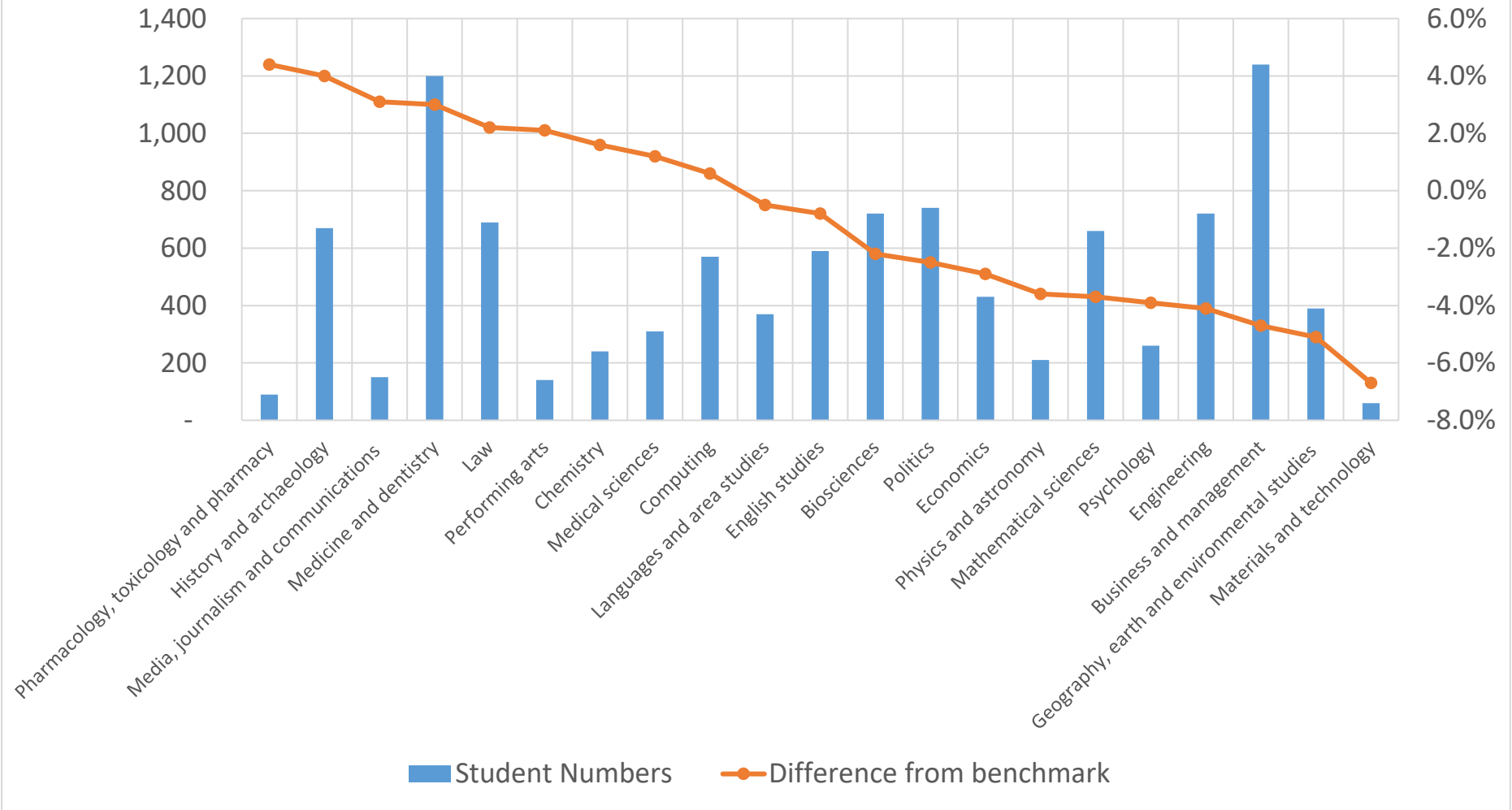
The 2023 National Student Survey is currently underway, with a series of changes made to the core questionnaire for this year's survey. One change has been the removal of the 'overall satisfaction' question.

The TEF uses data from five question categories in the NSS as 'student experience indicators' relating to: teaching; assessment and feedback; academic support; learning resources; and student voice. These data are benchmarked, taking account of both the characteristics of the student cohorts (comparing results for Queen Mary students to students matched for age, ethnicity and socioeconomic status across the sector) as well as differences in satisfaction by subject at a sector level. The most recent TEF data cover the 2019 – 2022 NSS, inclusive.

¹ This data is taken from the internal analysis of results, and is not published externally.

Performance at a subject level varies across the University: some subjects are above their respective benchmarks across multiple question categories, some are broadly in line with relevant benchmarks (defined by the OfS as being within plus or minus 2.5 percentage points of the benchmark), and others are below their respective benchmarks. The chart below shows, as an example, the performance of different subjects relative to benchmark for student satisfaction with NSS questions relating to teaching.

Difference from benchmark - TEF Student Experience Indicator: Teaching



The chart shows, for the teaching category, the range in the University's performance at a subject level against the TEF benchmark. The range is from 4.4 percentage points above benchmark to -6.7 percentage points below benchmark. The bars show the size of the student population in each subject area, as counted for the TEF. The data used are from the 2019, 2020, 2021 and 2022 NSS.

Performance in the NSS – and in the other education KPIs – is routinely monitored at a School/Institute level through planning, quality and risk management processes. In addition, all Schools/Institutes completed an action plan relating to their 2022 NSS results which have been reviewed centrally. These action plans have been shared with the central NSS Taskforce, and will be used to inform future work to improve student satisfaction.

Analysis of the NSS action plans shows that a total of 237 actions have been identified across all Schools and Institutes. As these actions have been agreed at a School/Institute level, this total may include some similar actions proposed by multiple areas of the University. These actions have been mapped against the NSS question categories, with 46 targeting assessment and feedback – the category with the lowest reported satisfaction in recent years, and which is furthest from the University's TEF benchmark. The majority of the actions are targeted for completion by the end of the 2022/23 academic year. Schools/Institutes have also been required to give an indication of when the proposed action will begin to have an impact on their NSS results. Around a third are expected to begin to impact the 2023 NSS, with 45% expected to result in improvements in 2024 and the remainder in the following years.

In addition, the University has now determined a series of targets for the NSS over the years from 2023 to 2026. These targets have been set with the objective of each School/Institute and each subject (as defined for TEF) having all five of the TEF student experience indicators at least within benchmark, and, in many cases, materially above benchmark. These targets have been shared, via the Faculty Vice-Principals, with Heads of School and Institute Directors. In conjunction with the NSS action plans, these targets are intended to focus efforts on enhancing the student experience. Each of the potential target values for NSS 2024, 2025 and 2026 have been proposed taking account of:

- i. The NSS scores for that aspect in the relevant School / Institute in both the 2021 and 2022 survey;
- ii. The average NSS scores for that aspect in NSS 2022 across (a) London universities, (b) Russell Group universities, and (c) the sector;
- iii. The indicator values for that aspect in the relevant School / Institute in TEF 2023 (i.e. average NSS scores across NSS 2019, 2020, 2021 and 2022);
- iv. The TEF 2023 benchmark value in the relevant School / Institute;
- v. The difference between that TEF 2023 benchmark in the relevant School / Institute and (a) the corresponding TEF 2023 indicator value, and (b) the corresponding NSS 2022 score;
- vi. The size of the denominator (i.e. the number of NSS responses) for the relevant School / Institute in TEF 2023;
- vii. The contribution for that aspect in the relevant School / Institute to the benchmark value for Queen Mary in TEF 2023.

To support with the next phase of work associated with responding to recent NSS results, a series of workshops have been scheduled for the coming months. These workshops will bring together Heads of School, Institute Directors, Directors of Education, Faculty education teams, and relevant professional services staff with a focus on identifying University-wide actions to improve the student experience. These half-day workshops will each focus on one of the five student experience measures used in the TEF, i.e. assessment and feedback, academic support and the student voice, teaching, and learning resources.

3. Condition B3: Student outcomes

The new Condition B3 took effect on 3 October 2022, further to a consultation on the approach which was conducted in early 2022. The Condition places a requirement on providers to deliver positive outcomes for all students on its higher education courses. In practice, compliance with this condition is measured through a series of numerical thresholds for all providers, which relate to student continuation, completion, and progression:

- Continuation – whether the student is continuing to study for a higher education qualification at the same institution as at the relevant census date, or has gained a qualification from the institution at any point prior to the census date. The student does not necessarily have to have progressed to the next year of study. (Students transferring to another institution will be treated as neutral, i.e. removed from both the numerator and denominator in calculating continuation rates.)
- Completion – whether the student has gained a qualification from the same institution that they were originally registered with, or who is still studying at the same institution on the census date. A cohort tracking approach is used.
- Progression – whether a student has progressed to managerial or professional employment, further study, or to other positive graduate outcomes as measured by the Graduate Outcomes Survey.

The thresholds are set by level and mode of study, and are split by subject group and student characteristics. Unlike TEF benchmark values for each student experience and student outcome indicator, the minimum thresholds for student outcomes as defined in Condition B3 do not differ by subject or by student demographic group. Institutions' absolute performance against the indicators and split indicators are each measured against the applicable threshold. The particular context in which a provider is operating within is not taken into account in the setting of the thresholds, as these are uniform across the sector. However, context is a factor in any formal assessment of a provider's compliance with the condition.

There are a large number of indicators, based on the combination of student outcome, mode of study, and level of study, as set out in Table 2.

Table 2: Combination of B3 indicators by population, outcome, mode, and level

Population	Taught or registered	Taught	Partnership
Student Outcome	One of:		
	Continuation	Completion	Progression
Mode of study	One of:		
	Full-time	Part-time	Apprenticeship
Level of study	One of:		
	Other undergraduate		
	Other postgraduate		
	First degree		
	PGCE		
	Undergraduate with postgraduate components		
	Postgraduate taught masters'		
	Postgraduate research		
	Undergraduate apprenticeship		
Postgraduate apprenticeship			

In addition, there are also a large number of possible split indicators:

- Time series
- Subject
- Course type
- Partnership arrangements
- Student characteristics:
 - Age on entry
 - Domicile
 - Disability
 - Eligibility for free school meals
 - Ethnicity
 - Associations between characteristics of students (ABCS) quintile²
 - Sex
 - IMD quintile
 - Geography of employment quintile

² An OfS measure which brings looks at outcomes for groups of students with different sets of characteristics. Further details are available here: <https://www.officeforstudents.org.uk/data-and-analysis/associations-between-characteristics-of-students/about-the-abcs-data/>.

How the OfS will assess compliance

The OfS' approach to assessing compliance with Condition B3 is as follows:

1. Each year, a number of institutions will be identified where they are at risk of non-compliance with the condition. There are a number of factors which will inform prioritisation:
 - a. Particular outcomes, modes and levels of study the OfS is looking to prioritise
 - b. Particular groups (subjects or student characteristics) the OfS wishes to prioritise
 - c. The number of cases that will be considered in a given year
2. From this, institutions with performance below the relevant threshold relating to any of the prioritised categories will be identified. Some will be selected for assessment, taking account of the following factors:
 - a. The number of students below the threshold
 - b. The distance from the threshold
 - c. The statistical certainty
 - d. The number of other indicators or split indicators, beyond those in the prioritised categories, which are below the relevant threshold
 - e. Any other regulatory intelligence held by the OfS
3. If selected, the OfS will determine whether the prioritised indicators will be assessed or a wider selection of indicators below the relevant threshold. An assessment will then include the following stages:
 - a. Review by the OfS of existing information, such as assessment of indicators against the relevant benchmarks
 - b. Engagement with the institution, to gain information on the wider context and any relevant factors
 - c. Provisional decision on whether the institution is compliant with Condition B3.
 - d. A final decision on compliance. If found to not be compliant, the OfS will consider enforcement action.

In the 2022 assessment cycle, the OfS will be considering the three measures (continuation, completion, and progression) amongst full-time first degree and postgraduate taught masters' students in the following subject areas:

- Business and management
- Computing
- Law
- Psychology
- Sociology, anthropology and social policy
- Sport and exercise sciences (*not applicable to Queen Mary*)
- History and archaeology

The guidance indicates that the OfS expects to assess up to 20 institutions. They will decide which institutions will be assessed by considering: the number of students affected by performance below the numerical threshold in the prioritised category; the distance from the relevant threshold; the statistical certainty; the number of other indicators/split indicators below the threshold; and any other regulatory intelligence. A decision on how many providers will be assessed in the 2023 assessment cycle will be taken in spring 2023.

Analysis of Queen Mary performance

Queen Mary has data for approximately 650 indicators and split indicators. All of the institutional level indicators are above the relevant thresholds. These are shown in Table 3. Nine split indicators are below the applicable threshold. These are set out in more detail in Appendix 1. The only split indicator which is below more than one threshold is full-time first-degree students who were 31 years or older on entry. As the B3 indicators are lagging, the time periods covered by each measure will differ.

Table 3: Queen Mary provider-level performance in the B3 indicators (population: taught or registered students)³

	Mode	Level	Denominator	Indicator (%)	Threshold (%)
Continuation	Apprenticeship	All UG	110	96.2	70
		All PG	40	90	80
	Full-time	First degree	16,270	93.2	80
		UG with PG components	2,180	97.2	85
		Other PG	380	92.5	80
		PG taught Masters	13,570	95.2	80
		PG research	1,600	96.7	90
	Part-time	Other PG	1,380	91.5	65
		PG taught Masters	1,440	79.2	65
		PG research	120	85.2	70
Completion	Full-time	First degree	13,300	92.8	75
		UG with PG components	2,130	95.9	85
		Other PG	440	94.5	80
		PG taught Masters	9,410	96.7	80
		PG research	1,390	93.8	75
	Part-time	Other PG	1,010	89	60
		PG taught Masters	840	84.3	65
		PG research	110	80.4	60
	Progression	Full-time	First degree	4,110	74
UG with PG components			790	92.7	75
PG taught Masters			1,140	82.3	70
PG research			290	96.1	85
Part-time		Other PG	390	98.2	85
		PG taught Masters	240	92.5	85

The B3 indicators combine four years of data (three in the case of progression, as the Graduate Outcomes Survey has only run for three years so far). This means that at the institutional level, the indicators cover very large student populations (e.g., there are 16,130 students in the population for the full time, first-degree continuation indicator). Conversely, the split indicators range in size. Amongst the split indicators for continuation, the populations can be as low as 30 but are greater than 10,000 for many of these split indicators. Of the nine split indicators (across the three measures) below threshold, seven have a population of 50 or less.

³ N.B. In some cases the data for a particular indicator is suppressed due to small population sizes. Where this applies, the relevant population is excluded from the table.

Table 4: Summary of split indicators below the relevant threshold

Indicator	Split indicator type	Level of study	Mode of study	Split indicator	Indicator value	Threshold	Denominator
Continuation	Subject: Engineering, technology and computing	Postgraduate taught masters	Full-time	Materials and technology	77.8%	80%	40
Continuation	Age on entry	First degree	Full-time	31 years and over	74.4%	80%	80
Continuation	Age on entry	Other postgraduate ⁴	Full-time	31 years and over	69.0%	80%	30
Continuation	Domicile	Other postgraduate	Full-time	UK	78.7%	80%	50
Completion	Subject: Engineering, technology and computing	Undergraduate with postgraduate components	Full-time	Computing ⁵	76.1%	85%	40
Completion	Age on entry	First degree	Full-time	31 years and over	74.5%	75%	100
Progression	Subject: Natural and mathematical sciences	Undergraduate with postgraduate components	Full-time	Physics and astronomy ⁶	63.8%	75%	40
Progression	Subject: Humanities and languages	Postgraduate taught masters	Full-time	History and archaeology	68.0%	70%	40
Progression	Subject: Law and social sciences	Postgraduate taught masters	Full-time	Politics	63.1%	70%	40

⁴ The OfS guidance states that this category includes: graduate or postgraduate diplomas, certificates or degrees at Levels 5 and 6 where a Level 5 or 6 qualification is a pre-requisite for course entry; postgraduate certificates and diplomas; diplomas in teaching in the lifelong learning sector at Level 7; post-registration health and social care qualifications at Level 7; and taught qualifications at Level 7 leading towards obtaining eligibility to register to practice with a health or social care or veterinary statutory regulatory body

⁵ The split indicator for first-degree student completion in computing is above the threshold. The population is also larger (820).

⁶ The split indicator for first-degree student progression in physics and astronomy is above the threshold. The population is also larger (110)

Of the nine split indicators where Queen Mary is below the relevant threshold, one of these falls within the scope of the areas selected for assessment in 2022/23 (History PGT – progression). The History PGT progression split indicator has a denominator of 40 students, and the indicator value is 68% against a threshold of 70%. However, the OfS guidance also states that they expect to undertake assessments of compliance where there is strong statistical evidence (which is around 90% or higher). The History PGT progression indicator shows that 61.4% of the statistical uncertainty distribution is below the numerical threshold. The continuation and completion indicators for History PGT are 97.2% and 96.8% respectively (the threshold for both is 80%).

The completion indicator for students studying computing programmes which are at undergraduate level with postgraduate components is below the threshold, but the other computing split indicators (including first degree and postgraduate taught masters) meet or exceed the relevant thresholds.

Activity underway to address B3 split indicators below threshold

The progression split indicator for postgraduate taught master's students studying Politics is 63.1% against a threshold of 70%, and the population is 40. The School has a programme of employability activities for PGT students. This includes workshops, events, networking opportunities, access to initiatives delivered by the central Careers and Enterprise team, such as the micro-internship programme, and support with career planning and applications. In addition, the School has recently launched The Politics, Policy & Practice Lab, which aims to connect students with those working in policy and politics in London.

The progression split indicator for postgraduate taught master's students studying History is 68% against a threshold of 70%, and the population is 40. Alongside the wider careers provision which is available to all students, the School of History introduced a new MA programme in 2021/22, which includes a compulsory internship placement. This is intended to support student employability outcomes moving forwards. Owing to the fact that students complete the Graduate Outcomes Survey 15 months after graduation, this development is not reflected in the current data and is therefore expected to result in a higher rate of progression in future years' data.

In response to the three split indicators below threshold relating to entrants aged 31 or older at entry, the Queen Mary Academy is currently in the process of appointing 11 student research interns. As part of the research projects being explored, the mature student experience will be examined via focus groups and interviews where participants can be sourced to provide a greater insight into the experiences that these students have, enabling targeted support to be put in place. Table 5 shows continuation split by the three age on entry groupings used by the OfS. This shows that entrants aged 31 years and older on entry make up 0.5% of all first degree students and 5% of all 'other postgraduate' students. Within the postgraduate taught masters and postgraduate research populations, where they make up a larger proportion, the continuation rates for entrants aged 31 years and older on entry exceed the thresholds.

Table 5: Full-time continuation by student age on entry – Queen Mary performance against B3 thresholds

Split indicator type	Level of study	Split indicator	Indicator value (%)	Denominator	Threshold
Age on entry	First degree	Under 21 years	93.8%	14,780	80%
		21 to 30 years	87.7%	1,280	80%
		31 years and over	74.4%	80	80%
Age on entry	Undergraduate with postgraduate components	Under 21 years	97.6%	1,720	85%
		21 to 30 years	96.0%	450	85%
Age on entry	Other postgraduate	Under 25 years	94.1%	220	80%
		25 to 30 years	95.2%	120	80%
		31 years and over	69.0%	30	80%
Age on entry	Postgraduate taught masters	Under 25 years	95.4%	9,490	80%
		25 to 30 years	95.9%	3,110	80%
		31 years and over	90.4%	970	80%
Age on entry	Postgraduate research	Under 25 years	96.2%	580	90%
		25 to 30 years	97.6%	680	90%
		31 years and over	95.5%	340	90%

Scenario modelling: potential changes to the B3 thresholds

The current B3 thresholds were introduced in October 2022. There is a possibility that over time these thresholds could be increased, particularly if average rates of good outcomes increase across the sector given the objective of the B3 Condition. The scenarios below show what the impact would be if the thresholds were increased. There are some limitations to this approach which are set out below:

- While the thresholds have been increased, no changes have been made to the indicator values.
- The published B3 data and the assessment of providers includes a measure of statistical certainty. It is not however possible to demonstrate what changes there may be in that measure with increasing minimum threshold values.
- In the scenarios below, increases have been applied to all thresholds. However, in some cases the current thresholds are already very high (e.g. 90%) and, as such, less likely to be revised up by the OfS.
- As set out elsewhere, the student populations (denominators) range considerably in size, and so performance in these split indicators is likely to be more volatile year-on-year.

Table 6a: Scenario 1 - all thresholds increased by 1%

Indicator	Total indicators	Number below existing threshold	Additional number below indicative threshold
Continuation	167 indicators and split indicators	4 split indicators	1 split indicator: <ul style="list-style-type: none"> FT PG Taught Masters – Physics and Astronomy
Completion	171 indicators and split indicators	2 split indicators	2 split indicators: <ul style="list-style-type: none"> FT UG with PG components – Mathematical sciences FT UG with PG components – 31 years and older on entry
Progression	129 indicators and split indicators	3 split indicators	1 split indicator: <ul style="list-style-type: none"> FT PG Taught Masters – Other ethnicity

Table 6b: Scenario 2 - all thresholds increased by 2.5%

Indicator	Total indicators	Number below existing threshold	Additional number below indicative threshold
Continuation	167 indicators and split indicators	4 split indicators	2 split indicators: <ul style="list-style-type: none"> FT PG Taught Masters – Physics and Astronomy FT PG Research – Mixed ethnicity
Completion	171 indicators and split indicators	2 split indicators	2 split indicators: <ul style="list-style-type: none"> FT UG with PG components – Mathematical sciences FT UG with PG components – 31 years and older on entry
Progression	129 indicators and split indicators	3 split indicators	2 split indicators: <ul style="list-style-type: none"> FT PG Taught Masters – Other ethnicity FT PG Taught Masters – Geography of employment⁷ quintile 1

Scenarios 1 and 2 show that relatively small increases across all of the thresholds would result in 13 (2.8%) or 15 (3.2%) split indicators being below threshold, compared with the current nine (1.9%). The additional split indicators which would be below the threshold all relate to full-time student cohorts.

⁷ Geography of employment quintiles measure proportions of graduates in highly skilled jobs by geographic area.

Table 6c: Scenario 3 - all thresholds increased by 5%

Indicator	Total indicators	Number below existing threshold	Additional number below indicative threshold
Continuation	167 indicators and split indicators	4 split indicators	11 split indicators: <ul style="list-style-type: none"> • 7 for FT PG Research students • 3 for FT PG Taught Masters students • 1 for PT PG Research students
Completion	171 indicators and split indicators	2 split indicators	5 split indicators: <ul style="list-style-type: none"> • FT UG with PG components – Materials and technology • FT UG with PG components – Mathematical sciences • FT UG with PG components – 31 years and older on entry • FT Other postgraduate – 31 years and older on entry • FT UG with PG components – ABCS⁸ quintile 1
Progression	129 indicators and split indicators	3 split indicators	8 split indicators: <ul style="list-style-type: none"> • FT First degree – Psychology • FT PG research – students with a reported disability • FT PG Taught Masters – Other ethnicity • FT PG Taught Masters – Geography of employment quintile 1 • PT PG Taught Masters – Under 25 on entry • PT PG Taught Masters – Asian ethnicity • PT PG Taught Masters – Female • PT PG Taught Masters – IMD⁹ quintile 1 or 2

⁸ ABCS: Associations between characteristics of students. An OfS measure which brings looks at outcomes for groups of students with different sets of characteristics.

⁹ IMD: Index of Multiple Deprivation

Table 6d: Scenario 4 - all thresholds increased by 10%

Indicator	Total indicators	Number below existing threshold	Additional number below indicative threshold
Continuation	167 indicators and split indicators	4 split indicators	57 split indicators: <ul style="list-style-type: none"> • 50 for full-time student cohorts • 6 for part-time student cohorts • 1 for apprenticeship cohorts
Completion	171 indicators and split indicators	2 split indicators	25 split indicators: <ul style="list-style-type: none"> • 23 for full-time student cohorts • 2 for part-time student cohorts
Progression	129 indicators and split indicators	3 split indicators	36 split indicators: <ul style="list-style-type: none"> • 21 for full-time student cohorts • 15 for part-time student cohorts

Scenario 3 shows that an increase of 5% across all thresholds would bring a further 24 indicators below threshold, bringing the total to 33. Amongst the continuation split indicators, these would all relate to postgraduate provision where the existing thresholds are already higher. An increase of 5% to the threshold for full-time postgraduate research students would result in a new threshold of 95%, and based on the current data seven split indicators would not meet this. However, the remaining 21 split indicators and the provider level indicator would meet a threshold of 95%. An increase in the full-time continuation thresholds of 10%, as in scenario 4, would result in an additional 51 split indicators being below threshold. These would relate to all levels of study: 28 for postgraduate research students (where the threshold would be 100%), 5 for undergraduate programmes with postgraduate components (where the threshold would be 95%), and 18 at other levels (where the threshold would be 90%).

In scenario 3, there would be a relatively small increase in the number of completion and progression indicators would be below the modelled thresholds. Scenario 4 would result in a larger number of the completion and progression split indicators being below the modelled thresholds.

How is the University preparing for the possibility of an increase in the B3 thresholds?

The University has a two-fold approach to prepare for the possibility of an increase in the B3 thresholds. First, there has been a considerable amount of work to understand our own data – both in terms of the student outcome measures to which the B3 thresholds relate and a wider set of supporting indicators – in order to identify possible challenges and put actions in place. Second, there is a wider focus on continual enhancement of education and the student experience, drawing on the aims of the 2030 Strategy and the Education Enabling Plan. Much of this work is led, or supported, by the Queen Mary Academy.

The University has, for a number of years, produced its own internal measures relating to student outcomes. These are available via a series of dashboards, and are used as part of planning, risk management and quality assurance processes at all levels of the University. The University’s own KPIs on eligibility to progress and graduate outcomes relate to two of the three B3 indicators. These data are available earlier in the academic cycle than the published OfS measures, and can therefore allow for identification of areas which require attention. In addition, a broader set of internal measures can support early interventions. For example, the Learner Engagement Analytics data can allow

Schools/Institutes to identify where students may be at risk of disengagement and to put actions in place. The University has, in line with its mission, a focus on supporting all students to succeed and the use of internal data and measures allows for identification of areas where interventions may be needed. The integration of this approach across the University is intended to focus efforts on improving student outcomes, which in turn will support ongoing compliance with Condition B3.

There is a strategic approach to improving student outcomes which is supported by investment in resources and infrastructure. The Queen Mary Academy is leading a range of initiatives focussed on curriculum enhancement and the development of those who teach. This includes work to enhance academic support through the Advisor system, the development of more inclusive curricula and assessment approaches, and promoting innovative and engaging pedagogy. This work is supporting our strategic ambition to 'deliver an outstanding, inclusive, world-class education and student experience, co-created with our diverse student body, enhanced by our world-leading research and latest technological developments'. In turn, it supports preparation for the possibility of increases in the B3 thresholds by bringing about an educational environment in which students are supported to succeed.

Similarly, investment within the Careers and Enterprise service has resulted in a new structure for the delivery of employability support. Increases in staffing, deployment of new technology, and new initiatives have been introduced. Given that graduates complete the Graduate Outcomes Survey (GOS) 15 months after graduation, there is a significant time lag between the introduction of changes and impact in the GOS results. However, the use of other, internal, data such as the annual Careers Registration Survey enables the effectiveness of interventions to be monitored and for targeted actions to be taken.