Annual academic and skills report to Council 2022-23

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1 Purpose and introduction

Purpose of report

This report brings together material on Senate's oversight of academic quality and standards, the integrity of academic qualifications, and the management of specific academic risks, for example on academic partnerships. It supports the assurance process for Council, providing evidence of the robustness and effectiveness of the University's academic governance processes and procedures.

This report presents a view of the current regulatory landscape; key themes and highlights from the University's academic provision; of student demographics and achievement data; and our students' experience for the previous academic year (2022-23).

Governing bodies are expected to consider the academic risks facing an institution, and the top academic risks currently facing the University are presented as part of this report along with proposed risk mitigation measures.

This report also presents an Action Plan showing the key focuses for the University in developing its academic provision over the next academic year, which has been developed with reference to the Corporate Plan and the strategies for Education and for Research and Innovation. The Action Plan is developed with due consideration for the need to mitigate the academic risks identified.

2 Report on assurance of quality and standards

Regulatory overview

The Office for Students (OfS) is the Regulator for Higher Education in England, and the University is required to comply with its regulations and conditions of registration. In addition, the OfS currently have oversight of the External Quality Assurance (EQA) of Apprenticeship End Point Assessments.

As part of our apprenticeship provision, the University is required to meet the requirements of the Office for Standards in Education, Children's Services and Skills (Ofsted), who are responsible for the inspection of all apprenticeship provision in England, and the Education and Skills Funding Agency (ESFA), who, through the Apprenticeship Levy, manage the funding of apprenticeship students.

The University also works with a range of Professional, Statutory and Regulatory Bodies (PSRBs) to accredit our taught courses, who may have institution- or course-level recommendations to be considered prior to any accreditation being agreed.

The Office for Students (OfS)

Since 2018, the Office for Students has been the regulator for Higher Education in England, with the University a registered provider on the OfS Register. As part of the University's registration, it agrees to comply with the OfS's standard ongoing conditions of Registration.

During 2022-23, the OfS's revised ongoing conditions of registration (Conditions B1-B5) came into force. Whilst the University is assured that it continues to meet the revised conditions, over the course of 2023-24 work will be undertaken to review the University's compliance with our ongoing conditions of registration and put into place a schedule of monitoring, responsibilities and internal reporting. As part of their monitoring of higher education institutions, the OfS use summary indicators as part of a risk-based approach. These indicators include data on progression, continuation, outcomes and experience. The University meets the threshold standards for these indicators in the majority of cases. The University's performance against the summary indicators was presented to Senate during the year.

Following the Quality Assurance Agency (QAA) ending their role as the Designated Quality Body for Higher Education in England (DQB), the OfS began to undertake the quality and standards assessment activities attributed to the DQB, including Standards Assessments and external quality assurance of End Point Assessments (EPAs).

During 2022-23 the OfS consulted on a number of regulatory changes, including a consultation on a proposed a new approach to the regulation of harassment and sexual misconduct affecting students in registered higher education providers, which the University submitted a detailed response to following discussion by a cross-University group. Over the coming academic year the OfS is expected to consult on its role in regulating freedom of speech for Higher Education providers following Royal Assent of the Higher Education (Freedom of Speech) Act 2023.

Ofsted and ESFA

The University's apprenticeship provision is monitored (in full or in part) by the Office for Standards in Education, Children's Services and Skills (Ofsted), the Education and Skills Funding Agency (ESFA) and the OfS (external quality assurance of End Point Assessments).

Ofsted is responsible for the inspection of standards for all apprenticeship provision in England. These inspections are undertaken according to the guidance set out in the Education Inspection Framework and the Further Education and Skills Inspection Handbook.

The University received an initial visit from Ofsted in October 2022, which is detailed later in this report. Preparations for a full inspection which is most likely to happen in 2024 (but could happen at any time) are well underway.

The Education and Skills Funding Agency (ESFA) is accountable for funding for the education and training sector, and monitors and administers payments that the University receives for apprentice students through the UK Government's Apprenticeship Levy. The University is required to adhere to ESFA rules and regulations for the management of apprentices, and monitors and adapts to changes in these rules. Cranfield was subject to an ESFA audit in September 2023. At the time of writing, we are awaiting confirmation of the audit outcome.

Professional, Statutory and Regulatory Bodies (PSRBs)

80 (73%) of the University's 110 postgraduate taught courses are accredited by one or more PSRB.

A number of successful accreditation visits took place during 2022-23 which included the Institution of Engineering and Technology (IET), Institution of Mechanical Engineers (IMechE), Royal Aeronautical Society (RAeS) and The Chartered Institute for IT (BCS), accrediting or re-accrediting 13 courses.

The next significant cross school visit will be held in 2024-25 involving seven professional engineering institutions and 44 courses across the School of Aerospace, Transport and Manufacturing and the School of Water, Energy and Environment. Courses will seek accreditation from one or more of the following institutions:

- Energy Institute (EI).
- Institute of Chemical Engineers (IChemE).
- Institution of Engineering and Technology (IET).
- Institute of Materials, Minerals and Mining (IOM3).
- Institution of Mechanical Engineers (IMechE).
- Royal Aeronautical Society (RAeS).
- The Welding Institute (TWI).

Accreditation of taught courses by Professional, Statutory and Regulatory Bodies forms one of the sub-KPIs of the University's Education Strategy, and the University is committed to such accreditation, which provides external scrutiny of our courses and enhances courses' reputations and desirability to applicants.

2.2

Report on assurance of quality and standards

Senate

Senate met five times during the academic year. Focused discussions included Cranfield Students' Association initiatives and alignment with the University, insights in to OfS student outcome data, Ofsted updates, research culture in line with the research strategy and significant sector concerns such as ChatGPT. Senate received and approved the annual statement on research integrity and the report from the Research Ethics Committee. The past year, Senate has also approved updates to the Student Protection Plan and commissioned a Senate Effectiveness Review.

Education Committee

Education Committee is the Senate sub-committee that oversees the quality and standards of Cranfield's taught degrees. It has three sub-committees, the Student Experience Committee, the Undergraduate Standing Group and the Education Technology Standing Group. Education Committee currently has four working groups on EvaSys (a student feedback system), degree classification and credit frameworks, assessment and feedback, and on the oversight of recognised teachers.

Key issues arising in 2022-23 are summarised below.

1. Director of Education/Education Lead changes

Mr Tim Brewer, Director of Education in the School of Water, Energy and Environment, retired from Cranfield in 2022 after four years on Education Committee. His successor is Dr Gillian Drew. Professor Melvyn Peters, Director of Education in the School of Management will step down from this role in September 2023 after nearly 10 years on Education Committee. His successor will be Professor Catarina Figueira. Education Committee endorsed the co-option of Dr Ruth Massie, Education Lead at MK:U, in January 2023.

2. Education strategy

Education Committee is overseeing the delivery of the Education Strategy through monthly updates from the Schools and from the professional services. Sessions run by different departments of the Education Services and Student Experience professional service units to discuss their own plans for Education Strategy delivery have been particularly valuable. Pro-Vice-Chancellor – Education has requested that each School and MK:U provides a document setting out their local education strategy – either as a standalone document or incorporated into a wider School strategy to facilitate wider discussion. The enhanced of portfolio management at university level and the modernization of our degrees has been an active topic of discussion at the University Executive this year with further scrutiny planned.

3. Degree classification and credit frameworks

Education Committee established a working group to make recommendations to Senate on whether to move from unclassified to classified postgraduate taught degrees and to consider whether Cranfield should align with sector norms on credit tariffs. Senate has provided in principle support on the recommendation to introduce classified degrees and on credit framework reform. The working group has reviewed the nature and scale of changes that would be associated with classification and credit reform and has recommended an implementation timetable to the University Executive. to approve. Due to the magnitude of the change envisaged, implementation will extend over the 2023-24 and 2024-25 academic years with implementation planned for September 2025 (with some enabling changes being implemented before then).

4. Assessment and Feedback working group

Education Committee has approved the updated leadership team and themes of the Assessment and Feedback working group. The transformation of assessment at Cranfield is a major thread of the Education Strategy and will focus on the themes of assessment design, quality feedback, and academic integrity. The reconstituted group meets twice yearly supported by quarterly leadership meetings. The group is especially interested in "bottom-up" approaches to engagement and co-creation as part of the Education Strategy aspirations to create a culture of educational excellence.

5. Annual Reflective Review – 2021-22 academic year

At Cranfield, the Annual Reflective Review (ARR) is a cornerstone of the monitoring and evaluation of our courses. It provides the focal point for continuous improvement of courses through the work of Course Directors and the Directors of Education, who take a School-level view. At University level the ARRs are considered by Education Committee and headlines are communicated to Senate and University Executive and fed back to course teams and directors of service units. In September 2023 Education Committee considered ARR summaries from the four schools and MK:U for the last complete academic year 2021-22. This was the academic year in which the University progressively emerged from the Covid crisis. Notable highlights from the exercise included the wealth of evidence of our collective commitment to the creation of a culture of educational excellence and distinctiveness of provision through enhancing guest speakers, external webinar series, company networking events, alumni interactions, the development of internships, group design projects, and new international partnerships. It was interesting to note the way that courses were re-evaluating the covid-induced "digital leap" and identifying those innovations which should become embedded in the long term. There was particular praise for the enhancement of services providing educational technology and learning design support. Areas for concern being raised in ARRs included the challenges arising from a covid-induced increase in academic misconduct cases, staffing pressures, and concerns around low student numbers on some courses.

6. Generative Artificial Intelligence (AI)

The release and unprecedented uptake of ChatGPT in late 2022 and early 2023 created significant public interest and curiosity amongst staff and students regarding how universities would respond to the perceived threats to academic integrity and maintenance of standards. Education Committee has encouraged a measured response, resisting early pressure for a rapid regulatory response. Sector developments have been monitored carefully (for example the Russell Group have produced helpful principles on the use of generative AI tools in education), discussion amongst academics promoted through informal and formal mechanisms, and close liaison with Research Committee has been invaluable. An Education and Research generative AI coordination group has been established to further advance cross-committee liaison. Guidance for staff and students has been published which seeks to strike a balance between understanding the risks of the overuse and misuse of generative AI and the recognition that we need to embrace and adapt to the artificial intelligence revolution. It is anticipated that ongoing dialogue, guidance and training will be needed for staff and students and that AI will become a key theme in education going forwards.

Research Committee

On behalf of Senate, Research Committee's aims are to oversee research strategy, governance, policy and associated performance monitoring. It has six working groups on Research Academic Processes and Support (RAPS), Public Engagement, HR Excellence in Research, CRIS Working Group, TALENT Board, Excellence in Scholarship Board.

Key issues arising in 2022 – 2023 are summarised below:

1. Research and Innovation Strategy

The Committee has launched a number of initiatives to support the delivery of the Research and Innovation Strategy 2022–2027.

This includes:

*   Launch and embedding of a new University Early Career Researchers (ECR) Network led by a Committee of ECRs.
*   Review and development of the Doctoral Core Development Programme.
*   Development of a new University research seminar, conference and award programme to be launched 2023-2024.
*   Launch of the new Senior Appointments Board Criteria with a Research and Education pathway that recognises the progression of colleagues who undertake high-quality, self-directed research and utilise this research expertise to inform their educational practice, including taught degrees, research degrees, executive education and apprenticeships. Those progressing on the Research and Education pathway will have a clear and coherent research vision, underpinned by a credible research plan that is conducive to producing high-quality research outputs, contributing to research income generation and impactful research, that generates societal, economic, or environmental benefits. As their careers progress, evidence of thought leadership; contribution to a positive research culture; and their influence on Cranfield's reputation would be expected to grow significantly.
*   Following a review and closing of the Grand Challenges (2019-2023), we have agreed a new model to create two to three new Interdisciplinary Research Powerhouse Institutes (IRPI) over the life of the Corporate Plan. These virtual Institutes will connect expertise from the University to explore fundamental research questions across disciplines and sectors. They will be established in areas where we have, or aspire to have, world leading research excellence. A biennial competition will be launched this year to which academic teams will be able to submit an Expression of Interest.
*   The innovation portfolio is now overseen by a new Innovation Committee which reports directly to University Executive.

The Committee has also asked the Schools to produce their own Research Strategies which will be considered at the Committee's November 2023 meeting to underpin the University Research and Innovation (R&I) strategy and associated KPIs by facilitating clear plans to drive forward research excellence, support and develop research talent and leadership, identifying areas for strategic growth (including alignment to external research funding opportunities) and infrastructure development.

2. Knowledge Exchange Framework (KEF)

The Committee has overseen the submission of KEF narrative return this year, with KEF 2 results placing Cranfield University in the top 20% - one of the highest performing providers - in the STEM cluster for 'IP and Commercialisation' and 'Working with Business'. The KEF continues to develop and the new Knowledge Exchange team within the Research and Innovation Office (RIO) will be leading work responding to these developments and maximise our future KEF performance and associated funding.

3. Research policy

The Committee reviewed and made recommendations for update to Senate for a range of research policies, including: Public Engagement Policy, UKRI International Fees Policy – approved for publication, Research Ethics Policy, Authorship of Research Outputs –Research Integrity, Overseas Research Organisations Due Diligence Policy, Open Access for Publications and Associated Research Data, Management of Research Data.

4. Excellence in Scholarship

The Excellence in Scholarship (EiS) Review was launched in 2022 as a key activity to support the aims of the first pillar of the new Research and Innovation Strategy, Scholarship with Purpose. It includes an annual assessment of outputs, impact and environmental indicators from the preceding calendar year. A critical part of the review is feeding back scores and reviewer comments to individuals to enable a formative approach that supports staff to enhance the quality of future outputs and the impact of their research. Reviews of outputs and impacts selected by staff are now undertaken annually. In addition, a programme of training and development has been delivered along with piloting a new software 'Grow Impact' to support collection of evidence of research impact.

5. Secure Research Collaboration

There are increased challenges associated with undertaking research collaboration internationally. The Committee are overseeing the implementation of new procedures to support academic colleagues in ensuring their international collaborations comply with relevant policies and legislative frameworks.

Apprenticeship Steering Committee

The Apprenticeships Steering Committee (ASC) is the focal point for the management of apprenticeships. The aim of the committee is to embed apprenticeships within the organisation structure, systems and processes of the University in order to deliver high quality training provision. ASC has one sub-committee, the Apprenticeship Quality Group (AQG), which focuses on the quality of apprenticeship provision.

Key issues arising in 2022-23 are summarised below.

1. Terms of reference review

The ASC terms of reference were reviewed and updated as part of the University Executive's review of its committee structure. Significant changes were made to the terms of reference of AQG, its membership and its subgroup structure to take on board learning arising from the Ofsted visit in late 2022.

2. Ofsted new provider monitoring visit

Ofsted (The Office for Standards in Education, Children's Services and Skills) became responsible for regulating the quality of apprenticeship provision at Levels 6 and 7 (undergraduate and postgraduate) on 1 April 2021. Ofsted conducted a New Provider Initial Monitoring Visit on 26 and 27 October 2022 to establish the progress being made in our apprenticeship provision at levels 6 and 7 under the three themes of Leadership and Management, Quality of Training, and Safeguarding. Whereas the inspectors focussed on provision aligned to the Senior Leader apprenticeship standard, they also took the opportunity to view training sessions being delivered by MK:U on those dates, in addition to investigating apprenticeship provision generally across the University. Ofsted's report was published on 9 December 2022. The inspectors judged that Cranfield is making significant progress against the first two themes and reasonable progress in the third. Feedback was elicited from colleagues, apprentices and employers involved in the monitoring visit and this information was reviewed by the 48-hour planning group, the AQG and the ASC. A paper was presented to University Executive in January 2023 (and reviewed in June 2023) on (i) how to prepare for a full inspection which we may expect before the end of 2024 and (ii) how our apprenticeships provision and strategy needs to develop.

3. Self-Assessment Report and Quality Improvement Plan

Ofsted expects training providers to review their training provision regularly and commit to continuous improvement. The reflective review is captured in a Self-Assessment Report (SAR) and priorities for action in the Quality Improvement Plan (QIP). AQG and ASC reviewed these documents in the light of the Ofsted visit experience and new versions were approved and published in July 2023.

4. End Point Assessment Organisation (EPAO)

End Point Assessment (EPA) is the mechanism which tests whether an apprentice is capable of doing the job their training is designed to prepare them for. Bodies established and registered as End Point Assessment Organisations (EPAOs) for degree apprenticeships are subject to External Quality Assurance (EQA) by the Office for Students. An EPAO working group advises AQG on quality issues surrounding EPAOs. In the past 12 months the working group has produced a new EPAO handbook, overseen preparations for EQA, and advised on the requirements for a new EPAO administrative function within Cranfield University.

5. Apprenticeship Management System (Maytas) and associated information systems

The establishment and growth of Cranfield's apprenticeships provision has necessitated the creation of new systems and processes to manage apprentice onboarding, employer relationships, reporting to the funder, apprentice progress monitoring, and apprentice portfolio development amongst others. An ecosystem of bespoke and proprietary systems has emerged with varying degrees of manual vs automated operation and integration with existing finance and student record systems. An integrated and streamlined apprenticeship management system (AMS) is needed to drive efficiency, provide assurance that we are compliant with the expectations of our funders and regulators, and provide the quality of service to employers and apprentices that they expect and we aspire to. The first phase of the Maytas AMS (back-office integrations to improve levy funding returns (known as individualised learner records - ILRs) launched in 2022 and provided a stable platform for future development. Since then, the project team has been working on an interface, Maytas Hub, that will eventually be used by a range of users including apprenticeship tutors, apprentices and employers. Maytas Hub was launched in March 2023 and work is ongoing to develop the full functionality of this system with employer access being the current priority. Beyond Maytas, we have identified two priority information system projects (i) an improved system for recording and reporting of apprenticeship curriculum delivery staff qualifications, accreditations and training, and (ii) an improved system for management monitoring of apprentices' progression.

3 Report on student experience and outcomes

Experience

Student experience surveys

The Postgraduate Research Experience Survey (PRES) and Postgraduate Taught Experience Survey (PTES) are UK higher education sector-wide surveys designed to gain insight from postgraduate students about their experience. Organised annually by AdvanceHE, the surveys provides robust, benchmarked data from a large number of higher education providers across the UK, against which individual institutions can assess their own performance and drive enhancement of the student experience. Cranfield runs and responds to the research and taught surveys in a co-ordinated way, recognising the common factors affecting the student experience across the whole student body, whilst acknowledging the specific needs of different groups of learners.

PRES

Figure 1. PRES rankings

PRES category	2021	2022	2023	Change (2022 to 2023)
Community	-	-	3.74	n/a
Motivation	4.17	4.22	4.29	+ 0.07
Opportunities	3.89	4.00	4.04	+ 0.04
Professional development	3.96	4.15	4.20	+ 0.05
Progress and assessment	4.22	4.28	4.30	+ 0.02
Research culture	3.33	3.58	3.66	+ 0.08
Research skills	4.32	4.40	4.46	+ 0.06
Resources	4.10	4.31	4.38	+ 0.07
Responsibilities	4.08	4.16	4.24	+ 0.08
Supervision	4.35	4.47	4.46	- 0.01
Support	3.91	4.05	4.09	+ 0.04
Overall experience	**3.94**	**4.02**	**4.11**	**+ 0.09**

Almost all categories saw an improvement when compared to both 2021 and 2022. Overall Experience saw the greatest improvement with supervision and research skills being the most highly-rated categories, as was the case in 2022. Whilst research culture remains the only area scoring below 4, there has been a year-on-year increase, from 49% in 2021, 57% in 2022 to 62% in 2023, representing those that agree/strongly agree with the research culture statements in the survey. This overall improvement in the research culture score from 2022 to 2023 is in line with the Research and Innovation Strategy sub- KPI, {4.1} to achieve 75% by 2027 by increasing the score by 5% each year.

Overall, the results from the national survey are positive, demonstrating increasing levels of satisfaction. Several priority actions have arisen from the survey results, including to agree and implement a new 'Research Student Charter' to create a positive and constructive bilateral agreement between the student and supervisor that will support effective supervisory relationship building at the early stage of a PhD, clarify mutual expectations, empower the student to manage their PhD journey. Other actions include: a review and development of PhD student supervisor training and monitoring; review and development of the Doctoral Researchers Core Development Programme and improved consistency across Doctoral Networks; Expanded entrepreneurship training; and development provision for our postgraduate research community. These actions will be taken forward by the Research and Innovation Office, with some included in the 2023-24 Action Plan (5.2 of this report).

PTES

Figure 2. PTES rankings

PTES category	2021	2022	2023	Change (2022 to 2023)
Assessment and feedback	3.81	3.85	3.87	+ 0.02
Community			3.89	n/a
Dissertation or major project	4.24	4.20	4.23	+ 0.03
Engagement	4.04	4.18	4.21	+ 0.03
Experience of course	4.02	4.14	4.11	- 0.03
Organisation and management	3.82	3.92	3.92	+ 0.00
Resources and services	3.98	4.39	4.50	+ 0.11
Skills development	4.14	4.26	4.28	+ 0.02
Support	3.98	4.16	4.21	+ 0.05
Teaching and learning	4.10	4.19	4.19	+ 0.00

Overall, six out of nine categories improved, two did not change and one returned a lower score compared to 2022. Seven out of nine categories scored as well as or better than the Russell Group average in 2023. Cranfield's averages are lower than the national averages in four out of nine categories. This is a significant change as in 2022 Cranfield was as good as or better than the national average in seven of nine categories. The AdvanceHE data confirms significant increases in the national averages for 2023 compared to 2022 in several categories. We will analyse the national data and picture emerging from AdvanceHE's PTES annual report due to be published in November 2023 to gain a better understanding of the causes of the significant improvement in national scores relative to Cranfield. As a specialist postgraduate provider, Cranfield's expectation is to be at the forefront of the postgraduate taught experience and these findings are of significant concern.

The survey data showed that not only was the response rate from part-time students significantly lower than that for full-timers, but that also part-time students are significantly less satisfied than full-time students with course organisation and management, the dissertation/final project, and with the sense of community. These findings accord with feedback from Student Voice initiatives with part-time students, and provides direction for action to address these concerns. Initiatives to better understand and address the causes of this low satisfaction are built into the Education (and Research) strategy. This will require consideration of the different segments of part-time learners including apprentices.

The area of highest satisfaction was resources and services with 91% of respondents rating this good or very good. which covers library, IT, subject-specific facilities and wider support services.

The lowest rated section was assessment and feedback with 72% of respondents rating their experience as good or very good. This section has a slowly improving trend and is significantly improved from its 2015 low point. It remains a priority and has high engagement from a revitalised and expanded Assessment and Feedback working group.

Student support

Student wellbeing and learning support

Student mental health, our duty of care and protecting students from sexual harassment and harm, continues to be dominant themes across the higher education sector. At Cranfield the Student Wellbeing and Disability Support (SWaDS) service is a central point of contact where Advisors offer information and support on a wide range of academic, welfare and personal issues, and referral to University counselling services. The service centrally co-ordinates reasonable adjustments to support students with disabilities, physical and mobility impairments, specific learning differences and mental and physical health conditions. The service supports students and apprentices across Cranfield and MK:U.

Student Wellbeing and Disability Support service engagement

An upward trend in engagement with the service continues. In line with the sector the number of students presenting with mental health concerns and those considered at risk remains far higher than a few years ago . Reported incidents of harassment (all forms) and bullying has also seen a sharp increase in the past two years.

Figure 3. Student engagement with SWaDS

Presenting issue	Number of students by academic year					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Bullying/harassment	<5	5	7	16	37	36
Mental health *	46	63	95	155	296	288
Student of concern/ suicidal ideation/ safeguarding concern	10	27	33	39	89	76
Engagement with services	416	493	859	933	1340	1147

*Shows students presenting to SWaDS with a mental health concern. This is separate to students who share/disclose a mental health condition, which is reflected in Figure 7.

While below the 11% national average for postgraduate students who report a disability (2020-21), after a static two years at 5.9%, we have seen an increase this year with 7.19% of students reporting a disability. Learning difficulties remain the primary category of disability, however we are seeing a slight increase from 0.8% (2021-22) – 1.19% (2022-23) in students reporting a mental health condition. This may be in part driven by greater awareness of mental health conditions and symptoms leading to earlier diagnosis, and changing attitudes towards disclosing mental health conditions, but also reflects the increasing prevalence of mental health conditions in the wider adult population.

Counselling service engagement

The University offers short-term (up to six sessions) 1-2-1 counselling services, in line with the sector standard, with a provision for additional sessions where there is a serious concern.

This year, a number of changes were introduced;

- Additional monitoring to capture demand during year, preference for male/female, phone/online/in-person, and additional sessions. This will inform a full review of counselling services and support, including use of the 24/7 Togetherall online resource.
- Referral to counselling services is managed by the SWaDS team where all sources of internal and external support are highlighted to the student. Previously, students could self-refer for counselling with potentially no contact with University support teams – thereby missing other sources of support available to them. Of note, 34% of student requesting a referral this year did not go on to take up counselling support, the majority continued with the support from the SWaDS team, indicating that they received the support they needed through the Advisers. The importance placed by students on in-person counselling may be a factor and will be investigated further.
- Counselling continues to be delivered through three externally contracted counsellors, noting in May-June 2023 there was a gap in provision after one counsellor left and an alternative contractor had to be sourced.

Figure 4. Student engagement with counselling services

Student use of counselling services	Number of students	Number of sessions
2017-18	134	697
2018-19	127	792
2019-20	132	911
2020-21	161	904
2021-22	153	826
2022-23	121	467

Service development in line with sector focus and trends

Report and Support: in July 2023 we launched the 'Report and Support' online tool which enables students, staff and visitors to make the University aware of any inappropriate behaviours, such as bullying, harassment and discrimination they may experience or witness. It complements support and monitoring already in place and the various ways in which a concern can be raised. Incidents can be reported anonymously or by providing contact details to receive support from a trained advisor (SWaDS team if a student reports) at the University. As well as the reporting element, there are a series of support articles and advice on topics such as bullying and harassment, sexual misconduct, assault and hate crime.

Impact on study: as a direct result of student feedback, new content was published on our intranet called 'Impact on study' to help staff and students understand how certain conditions may affect their studies and how to get a diagnosis.

Police partnership: we have worked closely with the local Bedford Education and Diversion community policing teams and the national 'Safer Streets' campaign, with stands held at Registration 2023 and in March 2023 as part of 'Mental Health awareness week' (alongside the Samaritans). These events have provided information on the range of services available, free personal alarms and anti-spiking drinks covers, and guidance on how students can keep themselves safe when out and about and online. Improving the visibility of police has also helped international students' perception of the role of police in the UK.

Training: Key staff have received additional Safeguarding Level 3 training. In response to students presenting issues and sector focus, SWaDS staff have received additional training in:

- Domestic abuse awareness.
- Bystander awareness.
- Vulnerability and GDPR training.
- Sexual misconduct risk assessments.
- Public sexual harassment.

Complaints, appeals and academic misconduct

The University has in place formal processes which govern the management of student complaints, academic appeals and allegations of academic misconduct. These processes are set out in Senate Handbooks, which are regularly reviewed to take account of casework experience and external regulatory changes.

Details of the student complaints, academic appeals and academic misconduct cases investigated during the year are set out below. The below data covers the four Cranfield Schools only, during the last academic year MK:U did not receive or investigate any formal student casework cases.

During 2022-23 the University received 48 formal complaints from students (40 postgraduate taught, 8 postgraduate research), which was significantly higher than the 27 received during 2021-22 and the 36 received during 2020-21 (which saw a large number of covid-related complaints). These complaints were spread reasonably evenly across the Schools. Whereas no common cause could be identified for the increase, there was an increase in the number of complaints regarding poor communication and supervision issues which have been followed up on locally. The rise in complaints may be an indication that students are becoming more aware of the complaints process, and of their rights and expectations as consumers.

Of the 48 formal complaints received, 20 were upheld or partially upheld, with nine cases still pending an outcome, which represents an increase from less than 25% to over 50% of submitted complaints being upheld or partially upheld. The number of complaints received was reasonably consistent across the four Schools, in line with School population size, with less than 1% of students making a complaint in each School.

43 academic appeals were considered at Stage 2 during 2022-23, up from 34 in the previous year. The majority of the considered appeals were made by taught students (40), with three research students appealing the outcome of their award.

Of these appeals, 22 were upheld (all taught students), with the outcome of six still pending. 19 of the upheld appeals were from SATM, which also saw significantly more students submitting appeals than the other Schools (26 of the 43 considered appeals, with nine from SOM, three from SWEE and five from CDS). 13 of these appeals were from two group cases concerning the same issue. Overall, the number of students making an academic appeal was also less than 1% of the total student population.

Complaints about Higher Education Institutions in England are reviewed by an independent body, the Office of the Independent Adjudicator (OIA). During 2022-23 the OIA considered less than five complaints made against the University (down from seven in 2021-22), where the students were dissatisfied with the University's investigation or response to their complaint. All of the complaints which were resolved by the OIA in 2022-23 were found to be not justified. This provides external reassurance that the University's complaints and appeals investigatory processes are robust and that investigations take place in accordance with our published policies and procedures.

In last year's report the large increase in the number of academic misconduct cases against students was highlighted, with a rise in 2021-22 to 310 cases from 90 the previous year. This year there was a significant drop to 177 cases, of which 104 were upheld against the student in question. The large increase last year was attributed to new methods of assessment trialled due to the Covid pandemic, with a number of students found to be plagiarising or colluding during online and time-limited assessments. In response, Education Committee undertook a review of academic misconduct cases and processes, which resulted in an action plan with actions aimed to improve processes, provide clearer definitions for students and improve the decision-making process for academic misconduct cases.

In response to the increasing amount of student casework cases a new Assistant Registrar (Student Casework) has been appointed in Education Services, along with an increase in the number of Complaints Investigators.

Outcomes and demographics

Student demographic data

The below charts present demographic data on students registered with the University during 2022-23, and covers postgraduate and undergraduate provision. Further data without commentary is provided in the appendix to this report.

Figure 5. Overall student demographic data

Population	Research		Taught		
School/Gender	FT	PT	FT	PT	PT - Apprentice
SATM					
Female	71	20	330	57	29
Male	347	93	1503	289	69
Other	<5		<5		
Prefer not to say	<5		<5	<5	<5
SOM					
Female	30	28	572	86	346
Male	30	60	849	195	519
Prefer not to say			<5		
SWEE					
Female	117	<10	207	28	5
Male	136	15	327	62	5
Other	<5		<5		
CDS					
Female	23	19	101	123	32
Male	41	63	112	764	31
Other			<5		
Prefer not to say				<5	
MK:U					
Female					66
Male					118
Prefer not to say					<5

Despite an increase in the number of students enrolled at MK:U (up to 186 compared to 80 last year), there was an overall drop in student numbers of 374 students. SWEE and SATMs overall student numbers were comparable to the previous academic year. SOM had 295 fewer apprentices during 2023-24 compared with the previous year, and 142 fewer other part-time students. This was slightly offset by a rise of 280 full-time taught students. CDS saw a drop in full-time (34) and part-time non-apprentice students (266), but a slight rise in the number of apprentices. Overall, the University's proportion of apprenticeship students reduced from 20% to 18%, with apprentices making up 34% of SOM's taught student total, compared to 43% the previous year. This demonstrates a wider recruitment of students and a reduction of the University's dependency on Apprenticeship Levy funding, and the risks associated with any changes in Government policy regarding apprenticeship funding.

Figure 6. Student nationality aggregated by continent

Student nationality aggregated by continent	SATM	SOM	SWEE	CDS	MK:U
United Kingdom	553	1097	210	1089	170
Europe (non-UK)	656	172	128	74	13
Africa	186	115	212	32	<5
Asia	1321	1282	331	68	<5
North America	56	28	17	28	
Oceania	25	7	<5	23	
South America	18	17	16	<5	<5
Unknown	<5				

The student population continues to be made up of a significant number of Asian students, with 1,779 students from India and 659 from China. 53% of African students were Nigerian (290 students), with India, China, France (309 students) and Nigeria being the largest represented nationalities of overseas students. overall the student population was made up of 132 different nationalities.

Figures 7-10 set out data on some of the protected characteristics of the student population as defined by the Equality Act 2010. Some of this data is presented for the first time, due to it being a new requirement for the University to collect this data from students and report it to HESA. Consideration of this data allows the University to ensure that it has due regard to the demographics of the student population and that appropriate support is in place for these students.

The University's proportion of students disclosing a disability (Figure 7) is consistent with previous years and is lower than the sector average for postgraduate students across the sector. There continues to be an increase in students declaring mental health conditions, which is one driver for the forthcoming review of the University's exceptional circumstances policy, to ensure it is fit for purpose to provide support for those with mental health conditions.

The data in Figure 8 represents significant increases compared with the previous year of students declaring their religious belief as Buddhist (56% increase), Hindu (54% increase) and other religion (101% increase), coupled with a 56% decrease in the number of students who had not declared their religious belief or non-belief (the University has only been required to collect this data on entry from students for the last few years). This information is important to ensure that the University has the right facilities and support in place for students of all faiths. An example of how the University has adapted based on the change to the demographic is where the CSA has responded by holding more Bollywood themed nights, funded equipment for religious celebrations and supported increased visibility and awareness of key religious and cultural dates and celebrations. They have done so whilst also ensuring all other nationalities and faiths are supported throughout the year.

The data in Figures 9 and 10 provide details of student declared sexuality and gender identity, which is data the University has only recently been required to collect and report on to HESA. An LGBTQ+ student society was formed this year which has been successful. The CSA has funded this group and provided a safe setting for them to operate.

Figure 7. Student disability status

Disability	SATM	SOM	SWEE	CDS	MK:U	% of all students
A long standing condition (eg cancer, diabetes)	19	21	7	17	5	0.87%
Blind or a serious visual difficulty	<5	<5	<5	<5		0.10%
Communication difficulty (eg Asperger's, autism)	<5	<5	<5	6	5	0.23%
Deaf or a serious hearing difficulty	6	5		<5		0.18%
Learning difficulty (eg dyslexia, dyspraxia, AD(H)D)	53	88	30	94	11	3.50%
Mental health condition (eg depression, anxiety)	23	21	15	30	6	1.19%
Multiple disabilities	9	5	5	10		0.36%
Physical or mobility difficulty	<5	8	<5	5		0.24%
Other disability not listed above	14	17	<5	9	<5	0.55%

Figure 8. Student religious belief or non-belief

Religion	SATM	SOM	SWEE	CDS	MK:U
Buddhist	40	36	11	7	<5
Christian	658	630	309	501	47
Hindu	549	707	131	36	5
Jewish	6	9	<5	5	<5
Muslim	368	131	131	40	10
Sikh	20	23	<5	5	<5
Other religion	43	58	31	27	<5
No religion	943	970	227	514	105
Unknown	192	154	67	180	13

Figure 9. Student declared sexuality

Sexual orientation	SATM	SOM	SWEE	CDS	MK:U
Bisexual	58	52	29	41	8
Gay man	12	19	6	11	<5
Gay woman/lesbian	7	11	8	<5	<5
Heterosexual	2230	2095	674	795	155
Other	73	52	35	16	<5
Unknown/information refused	439	489	163	450	17

Figure 10. Student gender identity

Student gender identity	SATM	SOM	SWEE	CDS	MK:U
Same as assigned at birth	2531	2348	798	930	182
different from as assigned at birth	8	<5	5	5	
Unknown/information not available	280	368	112	380	<5

Figure 11 shows an increase from 1,067 registered postgraduate research students last year The increase was split across the Schools, with a rise of 43 PhD students from the previous academic year, 24 of which were in SATM. There was a small drop in MSc by Research and MPhil numbers, with the number of DBA students consistent with the previous year.

Figure 11. Intended postgraduate research students' awards

Intended research student awards	PhD	MPhil	MSc by Research	DBA
SATM				
Full-time	411	<5	9	
Part-time	101	<5	11	
SOM				
Full-time	59		<5	
Part-time	37			51
SWEE				
Full-time	234	<5	17	
Part-time	22		<5	
CDS				
Full-time	61		<5	
Part-time	71		11	

The data in Figure 12 shows an overall reduction from 1,439 apprentice students in 2022-23 vs. 2021-22, with the biggest reductions in SOM and SATM. These reductions were offset slightly by increases in apprentice students in SWEE, CDS and an additional 106 students (186, up from 80 in 2021-22) enrolled with MK:U. As new students enrol and existing students continue their studies at MK:U (with the first students expected to complete their apprenticeships in 2025) the number of MK:U students will continue to grow.

Figure 12. Apprenticeship students by course

Apprenticeship students by course	Female	Male	Prefer not to say
SATM			
Aviation Safety Management MSc	11	12	
Digital and Technology Solutions MSc	<5	8	
Manufacturing Technology and Management MSc	<5	9	
Operations Excellence MSc	<5	<5	
Through-life System Sustainment MSc	<5	21	<5
Engineering Competence PgDip	7	18	
SOM			
Master of Business Administration	36	94	
Business and Strategic Leadership MSc	39	71	
Executive Logistics and Supply Chain Management MSc	5	6	
Management and Leadership MSc	66	51	
Marketing and Leadership MSc	5	<5	
Retail and Digital Banking MSc	33	52	
Sustainability MSc	47	35	
Business Administration PgDip	50	128	
Executive Logistics and Supply Chain Management PgDip	<5	15	
Management and Leadership PgDip	44	53	
Marketing and Leadership PgDip	17	10	
SWEE			
Applied Bioinformatics MSc	5	5	
CDS			
Explosives Ordnance Engineering MSc		<5	
Systems Engineering MSc	8	10	
Systems Thinking Practice PgDip	24	19	
MK:U			
Business and Management BSc	27	24	
Data Scientist BSc	9	32	<5
Digital and Technology Solutions BSc	30	62	<5

Student achievement data

The below charts present achievement data of non-apprentice postgraduate students whose awards were completed and confirmed during the 2022-23 academic year. The University does not classify taught awards, however achievement below is presented as students achieving a final overall mark of High Pass (≥70%), Pass (50%-69%) or Fail (<50%). Further data without commentary is provided in the appendix to this report.

There were no students studying for an undergraduate award who completed their awards during 2022-23, however the first progression board for MK:U students was held in June 2023, with all students progressing successfully to Level 5 of their studies.

Figure 13. Taught achievement by School

Achievement rates (percentages)	High Pass	Pass	Fail
SATM	48.7%	50.5%	0.8%
SOM	31.8%	68.2%	0.0%
SWEE	57.9%	40.6%	1.4%
CDS	35.2%	64.0%	0.9%
Grand total	42.2%	57.2%	0.6%

Figure 14. Taught student achievement by mode of study

Achievement rates (percentages)	High Pass	Pass	Fail
Full-time	43.3%	56.1%	0.6%
SATM	47.8%	51.5%	0.8%
SOM	31.9%	68.1%	0.0%
SWEE	57.0%	41.4%	1.6%
CDS	44.4%	54.8%	0.8%
Part-time	38.0%	61.4%	0.6%
SATM	57.1%	41.9%	1.0%
SOM	31.3%	68.7%	0.0%
SWEE	66.7%	33.3%	0.0%
CDS	29.9%	69.2%	0.9%

The achievement data for taught students during 22-23 showed that, although the number of students failing their award remained very low, there was a significant drop in the percentage of students who achieved a High Pass vs. a Pass compared to the previous year (49% High Pass in 2021-22). The largest drop in High Passes was in SOM, with 48% of full-time and 50% of part-time students receiving a High Pass in 2021-22. In SWEE, however, there was a significant increase in the number of students receiving High Passes for full-time (57% up from 47%) and part-time (67% up from 44%). The reason for the fall in high pass attainment at university level from the previous year is not known and will be investigated by Education Committee. A review of marking practices across the University is planned as part of the work of Education Committee's Classification and Credit Framework Working Group, with a focus on ensuring that marking and recognition of achievement is consistent across all Schools. This work will also review the demographic data on achievement and identify areas of concern and action needed.

Figure 15 shows that students who have declared a disability perform as well as those who have not, which shows that effective measures are in place to support students with a disability to achieve similar outcomes to students who have not disclosed a disability.

Figure 15. Taught Student achievement by disability status

Disability (percentages)	High Pass	Pass	Fail
Students with a disclosed disability	41.1%	58.2%	0.7%
Students without a disclosed disability	42.3%	57.1	0.6%

Figure 16. Research student outcomes

Outcome	Number of students
Successful completion (within four years)	35
Successful completion (more than four years)	96
Completed (results not yet available)	118
Withdrawn	27
Fail	5

Figure 17. Apprentice achievement by School

Apprenticeship achievement	High Pass	Pass	Fail
SATM	16	10	
SOM	111	167	<5
SWEE	<5		
CDS		<5	

Apprentices complete their academic award and an End Point Assessment (which may or may not be linked to the academic award) as part of their apprenticeship. In 2022-23 41% of apprentices received a High Pass for their academic award, compared with 65% of apprentices in the previous academic year, which was comparable with the figures for all taught students. As shown in Figure 18, all students successfully completed their End Point Assessments, with a far higher proportion of apprentices scoring a distinction in their final End Point Assessment than achieving a high pass across their academic award.

Figure 18. Apprentice End Point Assessment outcomes

Grade	Apprentices
Distinction	234
Merit	70
Pass	45

4 Academic risks

The key academic risks facing the University over the coming academic year are presented below.

No.	Risk descriptor	Consequence	Mitigation	Monitoring	Owner
1	**Apprenticeship provision does not meet regulators' (Ofsted, OfS, ESFA) expectations.**	Potential threat to training and EPAO status, reputational damage and funding clawback.	Continued corporate focus on quality and compliance.	Oversight by ASC and AQG	PVC-E
2	**Lack of clarity around corporate risk assessment, approval and monitoring processes and stretched people resources impact on academic partnerships.**	Reputational damage (e.g. associated with security, fraud, wrong partnership, lack of strategic fit, absence of value-add etc) undermines confidence in academic governance, delivery and positive academic outcomes.	Follow up to internal audit report recommendations including review of Senate Handbooks.	University Executive and Senate	University Executive and Senate
3	**Lack of PGT portfolio innovation and modernisation.**	An old-fashioned and indistinct PGT portfolio becomes increasingly uncompetitive with consequences for reputation and recruitment.	Continued corporate focus on PGT programme reforms.	University Executive	University Executive
4	**Not balancing the risks and opportunities arising from the Artificial Intelligence (AI) revolution.**	Danger of an overly restrictive academic regulatory response versus reputational risks on integrity and perceived integrity of our awards.	Develop academic practice and regulation that is in line with emerging sector best practice.	Senate	PVC-E and PVC R&I
5	**Non-compliance with research security legislation.**	Risk of breach of national security legislation and consequent penalties and reputational damage.	Development of enhanced due-diligence for international research partnerships and internal 'secure collaboration' process for collaborative research aligned to research integrity practices.	University Executive and Senate	PVC R&I
6	**Lack of compliance with sponsor terms and conditions for higher risk and major awards, including, increasingly demanding terms and conditions from industrial sponsors.**	Risk of financial penalties arising from non-compliance and reputational damage.	Development of new post-award professional project management service to be charged to projects.	University Executive	PVC R&I
7	**Major student incident (including student suicide) / student mental health and wellbeing**	Threat to life, health and wellbeing. Impacts on staff wellbeing. Consequences for reputation.	Continuous improvement of our student support services, safeguarding and wellbeing policies, and staff training. Vigilance and responsiveness regarding students of concern.	University Executive	University Executive

5 Actions plans

5.1

2022-23 Action Plan update

Action No.	Theme	Action	Progress
1	Education Strategy - Expertise theme	**Phase 1 of Academic Charter. Charter drafted, consulted upon and approved by University Executive.**	**Complete** - Executive approved approach to development of the Charter.
2	Education Strategy - Expertise theme	**Discussion paper on academic training oversight (including recognised teachers) considered by Senate's committees and University Executive and next steps agreed.**	**Complete** - Phased approach agreed. Interim qualifications, accreditations and training record and report solution under development. Longer term learning management system (LMS) project in IT pipeline.
3	Education Strategy - Expertise theme	**Specify workstreams for "Transform Assessment" project and delivery plan through reformed Assessment and Feedback Working group.**	**Complete** - working group reset, priorities re-defined and group operational.
4	Education Strategy - Experience theme	**Levelling up plan - every student gets the best of what the whole of Cranfield has to offer.**	**Complete** - first phase delivery of a digitally-badged co-curricular offer.
5	Education Strategy - Experience theme	**New student engagement plan consulted upon and agreed.**	**Complete** - design phase of the new student engagement framework.
6	Education Strategy - Enhancement theme	**Senate approval of degree classification and credit framework proposals.**	**Complete** - Senate endorsement of classification and credit reform principles.
7	Education Strategy - Enhancement theme	**Executive approval for a portfolio review process.**	**Complete** - Executive approval for a regular University-level review process.
8	Education Strategy - Enhancement theme	**Action plan established in response to Ofsted initial monitoring visit.**	**Complete** - Executive approval for action plan.
9	Education Strategy - Environment theme	**Establish Educational Technology Steering Group as critical vehicle for driving digital education innovation and capability.**	**Complete** - new standing group launched and operational.
10	Education Strategy - Environment theme	**Re-establish Beacon project and in parallel agree large lecture room requirement.**	**On hold** - due to expenditure control.
11	Research and Innovation Strategy – Pillars 1 and 2	**Develop and implement an Academic and a Research Student Charter, to support individual researchers and research students in the development and delivery of high-quality research and research career development.**	**In progress** – working group established and Research Student Charter in draft form. Academic charter working group established and discussion ongoing.
12	Research and Innovation Strategy – Pillars 2 and 3	**Strategic review and revision of research student personal development and supervisor training, to enhance research student experience, provide support and personal development and ensure research integrity.**	**Complete** – Review completed including data assessment and focus groups. Implementation projects now in progress.
13	Research and Innovation Strategy – Delivery	**Effectiveness review – Research Policy, postgraduate research admissions, pre-award research management, to provide compliant and efficient professional practices to underpin R&I strategy delivery.**	**Complete** – Implementation projects now in progress.
14	International Strategy - Quality enhancement for transnational education (TNE) provision	**A clean audit of international partnership governance and risk management, as evidenced by a successful internal audit of arrangements, satisfactory Senate Reviews of strategic overseas partnerships, and through participation in external audits of transnational education provision.**	**Complete** - The internal audit identified a number of actions in relation to the non-academic aspects of partnership management (corporate, financial, business risk management, and clarity of responsibility) which will be monitored through Internal Audit's follow-up processes; the report found high levels of assurance in the academic governance aspects of partnership provision.
15	International Strategy - Diversified mix of student population	**Demonstrable progress in the development of new cohorts beyond our dominant student recruitment markets, to re-balance the student nationality mix without compromising net fee revenue.**	**Complete** - Student Recruitment and Admissions saw potential in Taiwan and invested in it seeing growth in 2022/23. We also see potential in Indonesia, Malaysia, Thailand, Japan, and South Korea and have stepped up activity there. We are developing a stronger presence in Pakistan, Bangladesh, Sri Lanka, and Nepal by working with agents, partners and direct students.
16	International Strategy - Strategic academic partnerships	**A 5% increase in our annual partnership revenue from a core set of well-maintained strategic academic partnerships.**	**Ongoing** - Considerable activity with PVC-Schools identifying potential partners and escalation protocols from existing transactional or 'point-to-point' research relationships. Partnership criteria agreed at Executive. New pipeline of partners identified.

2023-24 Action Plan

This plan sets out headline activities commencing in 2022-23 to support the academic aims of the University.

Action	Theme	Action	Purpose	To be taken forward by	Timeline
1	Education Strategy - Expertise theme	Phase 2 of Academic Charter - consultation and implementation plan completed.	Set expectations around Senate's quality, standards and student experience priorities.	PVC-E, PVC-R&I, Director of People and Culture	July 2024
2	Education Strategy - Experience theme	Phase 2 of "Cranfield Enhance" (co-curricular offer) designed and implemented.	Enhance Cranfield's distinctive educational offer.	PVC-E	July 2024
3	Education Strategy - Experience theme	Phase 2 of Student Engagement Framework - implementation planned and initiated.	Enhance a sense of student belonging and agency.	PVC-E and Director of Student Experience	July 2024
4	Education Strategy - Enhancement theme	Senate and Executive approval of classification, credit and assessment rules implementation plan.	Align with sector norms, reward academic excellence, enhance clarity of our academic offer.	PVC-E	January 2024
5	Education Strategy - Enhancement theme	First round of taught course portfolio review complete and actions identified.	Simplify the taught portfolio and drive innovation in new product development.	PVC-E, COO, Director of Finance	April 2024
6	Education Strategy - Enhancement theme	Ofsted full inspection visit "48 hour plan" operational.	Mitigate compliance risk and enhance the apprentice training experience.	PVC-E/Apprenticeships Steering Committee	April 2024
7	Education Strategy - Enhancement theme	Review of Academic Partnership Senate Handbook in light of Internal Audit report.	Clarify respective roles and responsibilities of University Executive and Senate; and provide assurance around academic due diligence and ongoing academic oversight.	PVC-E/PVC R&I/Academic Registrar	July 2024
8	Education Strategy - Enhancement theme	Phase 2 of Generative AI response - Handbooks, guidance, training and communities of practice.	Assure academic standards in the light of rapid advances in artifical intelligence. Ensure appropriate balance of regulation and encouragement of educational innovation.	PVC-E/PVC R&I	July 2024
9	Education Strategy - Environment theme	Re-establish Beacon project and in parallel agree large lecture room requirement.	Enhance student learning and social space.	Capital Planning Committee	April 2024
10	Research and Innovation Strategy	Complete the Space Utilisation Laboratory review to improve efficacy and access to facilities/ equipment.	Improve efficacy and access to facilities/equipment.	PVC R&I	July 2024
11	Research and Innovation Strategy	Develop an additional new model for PhDs.	Enhance industry relationships/engagement via access to expertise/training.	PVC R&I	July 2024
12	Research and Innovation Strategy	Improve research project management, authorisation, QC approvals and due diligence.	Increase success rates of research proposals and improve delivery by reducing risks through providing better support and monitoring.	PVC R&I	July 2024
13	Research and Innovation Strategy	Review and implement a new Research England QR funding allocation model.	Better link research performance to core research funding from Research England and support more University-led strategic research initiatives.	PVC R&I	July 2024

Appendix

Further data on student demographics and student achievement is presented below for information.

Student demographics

Age on entry

Age on entry	18 - 24	25 - 29	30 - 34	35 - 39	40 - 44	45 - 49	50 - 54	55 - 59	60 - 64	65 and over
SATM										
Full-time	1434	527	179	74	23	12	8	<5	<5	
Part-time	34	104	68	81	61	54	37	17	<5	<5
Part-time - Apprentice	27	23	15	12	12	5	5			
SOM										
Full-time	864	405	118	55	28	<5	<5	<5	<5	
Part-time	6	38	84	83	85	43	15	12		<5
Part-time - Apprentice	27	124	163	212	154	123	47	15		
SWEE										
Full-time	325	238	101	64	34	16	<5	8	<5	<5
Part-time	7	34	15	24	14	7	6	<5	<5	<5
Part-time - Apprentice	<5	<5	<5	<5			<5			
CDS										
Full-time	135	54	36	27	12	5	5	<5		<5
Part-time	46	189	298	199	119	60	44	13	5	
Part-time - Apprentice	5	13	8	13	13	7	<5	<5	<5	
MK:U										
Part-time - Apprentice	114	17	21	11	5	12	<5	<5		

Student ethnicity

Ethnicity	SATM	SOM	SWEE	CDS	MK:U
Arab	7	<5	<5		
Asian or Asian British - Bangladeshi	10	6	5	<5	<5
Asian or Asian British - Chinese	375	359	53	8	<5
Asian or Asian British - Indian	779	895	211	40	9
Asian or Asian British - Other Background	138	98	44	38	<5
Asian or Asian British - Pakistani	37	33	17	16	<5
Black or Black British - African	126	150	183	36	<5
Black or Black British - Caribbean	5	12	7	<5	
Black or Black British - Other Background	9	11	14	<5	<5
Gypsy or Traveller			<5		
Mixed - White and Asian	32	13	8	16	<5
Mixed - White and Black African	23	<5	12	<5	
Mixed - White and Black Caribbean	10	8	<5	<5	<5
Other mixed background	47	22	18	11	<5
White - British	399	827	149	973	135
White - Irish	20	26	<5	9	<5
White - Other background	646	201	142	121	13
Other ethnic background	124	37	33	16	
Not Known	14	<5	<5	5	<5
Information refused	18	11	8	12	

Apprentice age on entry

Apprentice age on entry (percentages)	18 - 24	25 - 29	30 - 34	35 - 39	40 - 44	45 - 49	50 - 54	55 - 59	60 - 64
SATM	27.3%	23.2%	15.2%	12.1%	12.1%	5.1%	5.1%		
SOM	3.1%	14.3%	18.8%	24.5%	17.8%	14.2%	5.4%	1.7%	
SWEE	30.0%	30.0%	10.0%	20.0%			10.0%		
CDS	7.9%	20.6%	12.7%	20.6%	20.6%	11.1%	3.2%	1.6%	1.6%
MK:U	61.3%	9.1%	11.3%	5.9%	2.7%	6.5%	2.2%	1.1%	
Grand total	14.4%	14.7%	17.0%	20.4%	15.0%	12.0%	4.8%	1.5%	0.1%

Student achievement

Taught student achievement by School

Achievement rates	High Pass	Pass	Fail
SATM	501	519	8
SOM	263	564	
SWEE	161	113	<5
CDS	122	222	<5

Taught student achievement by gender

Gender (percentages)	High Pass	Pass	Fail
Female	38.9%	60.5%	0.6%
SATM	44.2%	54.6%	1.2%
SOM	32.0%	68.0%	
SWEE	54.4%	44.7%	0.9%
CDS	33.3%	65.4%	1.2%
Male	43.4%	56.0%	0.6%
SATM	49.6%	49.7%	0.7%
SOM	31.7%	68.3%	
SWEE	60.4%	37.8%	1.8%
CDS	35.5%	63.8%	0.8%
Other	100.0%		
CDS	100.0%		
Prefer not to say	50.0%	50.0%	
SATM	50.0%	50.0%	

Taught student achievement by age on entry

Age on entry (percentages)	High Pass	Pass	Fail
18 - 24	40.4%	59.0%	0.5%
25 - 29	48.5%	51.1%	0.4%
30 - 34	42.2%	56.8%	1.0%
35 - 39	42.8%	57.2%	0.0%
40 - 44	36.6%	62.4%	1.0%
45 - 49	27.5%	70.6%	2.0%
50 - 54	37.0%	63.0%	0.0%
55 - 59	55.6%	33.3%	11.1%
65 and over	0.0%	100.0%	0.0%
Grand total	42.2%	57.2%	0.6%

Taught student achievement by ethnicity

Ethnicity (percentages)	High Pass	Pass	Fail
Arab	33.3%	66.7%	0.0%
Asian or Asian British - Bangladeshi	0.0%	100.0%	0.0%
Asian or Asian British - Chinese	38.8%	61.0%	0.3%
Asian or Asian British - Indian	32.6%	66.3%	1.0%
Asian or Asian British - Other Background	43.5%	56.5%	0.0%
Asian or Asian British - Pakistani	50.0%	50.0%	0.0%
Black or Black British - African	35.0%	64.2%	0.7%
Black or Black British - Caribbean	36.4%	54.5%	9.1%
Black or Black British - Other Background	0.0%	100.0%	0.0%
Mixed - White and Asian	66.7%	33.3%	0.0%
Mixed - White and Black African	66.7%	33.3%	0.0%
Mixed - White and Black Caribbean	33.3%	66.7%	0.0%
White - British	43.2%	56.6%	0.2%
White - Irish	56.3%	43.8%	0.0%
White - Other background	61.1%	38.1%	0.8%
Other ethnic background	48.8%	51.2%	0.0%
Other mixed background	57.8%	42.2%	0.0%
Not available	52.0%	48.0%	0.0%
Grand total	42.2%	57.2%	0.6%

Taught student achievement by nationality (aggregated by continent)

Nationality aggregated by continent (percentages)	High Pass	Pass	Fail
United Kingdom	43.82%	55.84%	0.34%
Europe (non-UK)	60.32%	39.15%	0.53%
Africa	39.13%	60.15%	0.72%
Asia	35.32%	63.89%	0.79%
North America	47.27%	52.73%	
Oceania	66.67%	33.33%	
South America	70.00%	30.00%	
Unknown	66.67%	33.33%	
Totals	42.22%	57.18%	0.60%

Apprentice age on entry

Apprentice age on entry (percentages)	18 - 24	25 - 29	30 - 34	35 - 39	40 - 44	45 - 49	50 - 54	55 - 59	60 - 64
SATM	27.3%	23.2%	15.2%	12.1%	12.1%	5.1%	5.1%		
SOM	3.1%	14.3%	18.8%	24.5%	17.8%	14.2%	5.4%	1.7%	
SWEE	30.0%	30.0%	10.0%	20.0%			10.0%		
CDS	7.9%	20.6%	12.7%	20.6%	20.6%	11.1%	3.2%	1.6%	1.6%
MK:U	61.3%	9.1%	11.3%	5.9%	2.7%	6.5%	2.2%	1.1%	
Grand total	14.4%	14.7%	17.0%	20.4%	15.0%	12.0%	4.8%	1.5%	0.1%

Apprentice achievement by age on entry

Age on entry	High Pass	Pass	Fail
18 - 24	6	<5	
25 - 29	22	29	
30 - 34	30	34	
35 - 39	34	44	<5
40 - 44	19	31	
45 - 49	16	33	
50 - 54		<5	
55 - 59	<5	<5	