

# Academic Board meeting

## LONDON SOUTH BANK UNIVERSITY

|                               |   |
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| <b>Schedule</b>               | Wednesday 19 October 2022, 2:00 PM — 5:00 PM BST  |
| <b>Venue</b>                  | MS teams  |
| <b>Notes for Participants</b> | This meeting will last 3 hours and will include a break in the middle. On the day of this meeting, join by opening the Convene App or visiting the web-based version of Convene ( <a href="https://wbc-lsbugroup.azeusconvene.com/#/">https://wbc-lsbugroup.azeusconvene.com/#/</a> ) and choosing "Join Meeting". This will enable use of the live features of Convene during the meeting. |
| <b>Organiser</b>              | Governance Team   |

### Agenda

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|         |  |           |    |
|---------|--|-----------|----|
| 2:00 PM | 1. Welcome and apologies<br>For Information - Presented by Tara Dean                                       | (5 mins)  | 1  |
| 2:05 PM | 2. Declaration of interests<br>For Information - Presented by Tara Dean                                    |           | 2  |
| 2:05 PM | 3. Minutes of the previous meeting<br>For Approval - Presented by Tara Dean                                | (5 mins)  | 3  |
| 2:10 PM | 4. Matters arising<br>For Discussion - Presented by Tara Dean  | (5 mins)  | 12 |
| 2:15 PM | 5. Provost's report (Verbal report)<br>For Information - Presented by Tara Dean                            | (10 mins) | 15 |
| 2:25 PM | 6. South Bank Students Union update<br>For Information - Presented by Devonte James and Mirella El-Jebaili | (15 mins) | 16 |
|         | Items for approval   |           | 22 |

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| 2:40 PM | 7. Academic Board terms of reference (for approval) and annual work plan (for information)<br>For Approval - Presented by Dominique Phipp and Tara Dean | (5 mins)  | 23 |
| 2:45 PM | 8. Terms of reference of reporting committees<br>For Approval - Presented by Dominique Phipp and Tara Dean  | (5 mins)  | 30 |
|         | • Quality and Standards Committee   |           | 31 |
|         | • Student Experience Committee  |           | 36 |
|         | • University Research Committee   |           | 41 |
| 2:50 PM | 9. Awarding criteria for Honorary Awards<br>Presented by Dominique Phipp  | (5 mins)  | 46 |
| 2:55 PM | 10. PGT Curriculum Framework<br>For Approval - Presented by Karen Musk and Tara Dean  | (15 mins) | 53 |
| 3:10 PM | 11. Course approval process<br>For Approval - Presented by Marc Griffith  | (5 mins)  | 63 |
| 3:15 PM | 12. Proposed update to External Examining Requirements<br>For Approval - Presented by Marc Griffith   | (5 mins)  | 68 |
| 3:20 PM | 13. Approval of new awards - MOst and BOst<br>For Approval - Presented by Marc Griffith   | (5 mins)  | 75 |
|         | Items for discussion  |           | 77 |
| 3:25 PM | 14. Education priorities for academic year (Verbal report)<br>For Discussion - Presented by Deborah Johnston  | (10 mins) | 78 |
| 3:35 PM | BREAK   | (5 mins)  | 79 |

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| 3:40 PM | 15. Recruitment and admissions update, including benchmarking and data analysis<br>For Discussion - Presented by Mehmet Tarhan | (15 mins) | 80  |
| 3:55 PM | 16. TEF strategy and action plan<br>For Discussion - Presented by Deborah Johnston and Tony Moss                               | (15 mins) | 84  |
| 4:10 PM | 17. <a href="#">OfS B3 conditions of registration update</a><br>For Discussion - Presented by Andrew McLaughlin                | (15 mins) | 87  |
| 4:25 PM | 18. League Tables benchmarking<br>For Discussion - Presented by Andrew McLaughlin  | (15 mins) | 110 |
| 4:40 PM | 19. NSS 2021/22 performance<br>For Discussion - Presented by Tara Dean   | (10 mins) | 121 |
|         | Items for noting   |           | 172 |
| 4:50 PM | 20. PGR provision review progress update (Verbal report)<br>For Information - Presented by Patrick Callaghan                   | (5 mins)  | 173 |
| 4:55 PM | 21. Decolonising the Curriculum and Racial Awarding Gap progress update<br>For Information - Presented by Tony Moss            | (5 mins)  | 174 |
|         | Supplementary items - for information  |           | 177 |
| 5:00 PM | 22. Annual Research Ethics report<br>For Information - Presented by Patrick Callaghan  |           | 178 |
| 5:00 PM | 23. 12-month review of Lecture Capture policy<br>For Information - Presented by Deborah Johnston, Tony Moss and John Cole      |           | 182 |
| 5:00 PM | 24. Annual Emeritus Professor update<br>For Information - Presented by Tara Dean   |           | 189 |

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|---------|---|-----|
| 5:00 PM | 25. Update on online enrollment processes<br>For Information - Presented by Tara Dean | 192 |
| 5:00 PM | 26. Board effectiveness self-survey<br>For Information - Presented by Dominique Phipp | 195 |
| 5:00 PM | 27. Reports from sub-committees<br>For Information - Presented by Dominique Phipp     | 198 |
|         | Next meeting date:<br>2:00pm on Wednesday, 22nd February 2023                         | 204 |



# 1. Welcome and apologies

For Information

Presented by Tara Dean



## 2. Declaration of interests

For Information

Presented by Tara Dean



### 3. Minutes of the previous meeting

For Approval

Presented by Tara Dean

**Minutes of the meeting of the Academic Board  
held on Monday 20 June 2022, 2:00 PM — 5:00 PM BST  
MS teams**

**Present**

Tara Dean (Chair)  
Alessio Corso  
Carrie Rutherford  
Craig Barker (joined from 2:30pm)  
David McGovern  
Deborah Johnston  
Geoff Cox  
Helen Young  
Marc Griffith  
Megan Watkins  
Nadia Gaoua  
Patrick Callaghan  
Ricardo Domizio  
Rosie Holden  
Steve Hunter  
Tim Fransen  
Tony Moss  
Warren Turner

**Apologies**

Anthony McGrath  
Gary Francis  
Gilberto Buzzi  
Ian Albery  
Kate Ellis  
Marcantonio Spada  
Max Smith  
Md Fazle Rabbi  
Paul Ivey  
Sam Mujunga

**In attendance**

Dominique Phipp (Secretary)  
John Cole (independent governor observer)  
Sally Skillet-Moore

**1. Welcome and apologies**

The Chair welcomed the members to the meeting.

The Board noted the above apologies.



2. **Declaration of interests**

No member declared an interest in any item on the agenda.

3. **Minutes of the previous meeting**

The minutes of the previous meeting were approved as an accurate record.

4. **Matters arising**

The Board noted the matters arising from the last meeting. All were either completed or in progress.

5. **Provost's report**

The Board noted that this would be the final meeting attended by the Student Union Officers and the Deans of the Schools of LSS, BEA, and ACI. The Chair thanked them for their service to the University and the Board.

The Board noted that the Dean of the School of BEA would remain with LSBU as the Sustainability Lead for the LSBU Group, and the interim Dean for the School of ACI would also remain as Associate Dean (Education and Student Experience) for the school.

The Board noted a verbal update from the Chair on recent reforms for HE, as follows:

- From 2023/24 all students enrolled for Higher Technical Qualifications would be able to access student finance tuition fee loans and maintenance loans, even if studying part-time.
- Student tuition fees would remain at £9,250 until at least 2024/25.
- Loan repayment terms for students would be changing to include a threshold increase to £25k and repayment time of 40 years (an increase of 10 years from current loan terms).
- A consultation on a reintroduction of student number controls for courses has been initiated. Some universities are fiercely lobbying against their reintroduction.
- The consultation on minimum university entry requirements continues.
- The outcome of the B3 conditions of registration consultation should be published between July-October 2022.
- The TEF submission window has not yet been confirmed but may have been extended to early 2023. The Chair strongly encouraged colleagues to volunteer to become panel members and assessors for independent TEF panels to review universities' submissions and decide on assessment outcomes (Assessors, deadline 24 June 2022. Panel members, deadline mid-July).
- REF 2022 results have been released and LSBU's overall performance has improved since REF 2014. It would be confirmed in August how the results would translate into funding for universities, including the QR block grant awarded from 2022/23 onwards.

- The UK's eligibility for Horizon Europe funding continues to be uncertain. There remains much ambiguity around its replacement, the European Regional Development Fund. This means that UK government targets for R&D investment may not be met as planned by 2027.

The Board noted a verbal update from the Chair on recent internal changes:

- Associate Deans' appointments have been announced. The new roles would replace Directors for Student Experience and Education on the Board's sub-committees.
- LSBU's apprenticeship programme has undergone an ESFA audit and received a 'good' outcome. An Ofsted apprenticeship investigation is expected soon.
- The South Bank awards shortlist has been announced. The Chair congratulated everyone shortlisted.
- LSBU's NSS 2021/22 had the highest response rate to date at 81.4%. The results would be released on 6 July 2022.

#### **6. Academic regulations 2022/23 and Assessment and Examinations Procedure 2022/23**

The Director for TQE summarised the changes to the Academic Regulations and the Assessment and Examinations procedure for 2022/23.

It was recommended that clause 4.48 is kept under review as it could have a significant impact on students' degree outcomes, particularly for students with extenuating circumstances. The Board noted that assessments could still be resubmitted despite the clause if a retrospective extenuating circumstances claim is submitted successfully after the first sit.

The Board approved the changes to the Academic Regulations and the Assessment and Examinations procedure.

#### **7. Full year calendar consultation update (for information) and 2023/24 academic calendar (for approval)**

The University DESE summarised the changes to the proposed academic calendar for 2023/24.

The Board noted that the most significant change from 2022/23 would be delaying the start date of the academic term by a few weeks to align with the end of Clearing. This change would reduce the challenges for late joiners but would have an impact on exam timetables, so LSBU would need to reduce its reliance on exam assessments.

Other changes highlighted included:

- Use of week 12 in S1 and S2 for online revision, and week 14 of S1 for induction events for January-starting students.
- Creation of a five-week gap for colleagues between the end of S2 and the start of exam board/resits. This change should also benefit

students who would be able to enter the job market earlier than in previous years.

The Board noted that module descriptors would need to be changed to include module leaders' contact hours and to ensure that revalidation processes are not triggered out of kilter with the revised calendar.

The Board discussed the challenge for staff in balancing alignment of holiday leave, students' examination resits, and turnaround of assignment marking.

The Board discussed the movement of Week 12 in the academic calendar. It noted that Week 12 of S1 has historically been used as an assessment preparation week before the Christmas holidays and, with it being moved to January, students may not start their assessment preparation until later. Additionally, it could be difficult to stagger assessment dates across a shorter period. The University DESE explained that course delivery would need to change to ensure that students are prepared for their assessments during the first 11 weeks of their course. The Board noted that extensive review of practices across the sector was undertaken to develop the revised calendar.

The Dean for the School of BEA encouraged colleagues to consider how the proposals would help LSBU to meet the thresholds set by the new OfS B3 metrics and recommended that communication of the new calendar emphasises how it would support colleagues' research time.

The Board noted that LSBU has confirmation from the government that the academic calendar changes would not impact students' financial support.

The Board approved the changes to the academic calendar for 2023/24.

#### 8. **LSBU TEF Strategy update (CONFIDENTIAL)**

The DVC (Academic Framework) noted that there are still some areas of uncertainty around TEF, including the new timescales, process, LSBU's internal data (e.g., NSS 2022 results which would be published in July), and the minimum benchmarks for B3 metrics which would be published by the OfS in September.

The Board noted that internally it is predicted that LSBU would achieve a 'bronze' ranking following the new TEF quality of teaching assessment. It noted that the TEF submission would be vitally important to support LSBU's storytelling about its performance and as input into development of the TEF metrics.

The Board also noted the importance of the optional Students' Union submission. The Chair noted that LSBU colleagues are working collaboratively with the SBSU on its submission.

The Board discussed how and when it would receive reports about the TEF. The DVC (Academic Framework) recommended annual reporting on B3 and

institutional benchmarks. It noted that the Board of Governors would also be paying close attention to LSBU's performance in the TEF and against the OfS' new B3 indicators.

**9. REF results 2022**

The APVC (Research) summarised the REF results 2021, which were published 12 May 2022. The Board noted that colleagues are developing a draft roadmap for future research, which has been discussed by the UMB, and modelling the QR allocation expected from these results.

The APVC (Research) noted that he is cautiously optimistic that LSBU should see an increase to its QR allocation. If LSBU's London Weighting is removed, however, its QR allocation would decrease by c.£180k.

The Provost suggested that an objective of the next REF should be to improve areas that allow LSBU to compete nationally for Doctoral Training Partnerships and similar.

The Board noted that, whilst significant improvement has been achieved from the REF 2014, none of LSBU's Units of Assessment reached an overall Grade Point Average score of 3 or more.

The Board discussed the REF results. It commended colleagues' proactive approach of already looking ahead to the next REF and learning lessons from the 2022 results.

The DVC (Academic Framework) noted that LSBU has gone down 8 places (116 in rankings) in the Complete University Guide HE provider rankings. This was in part due to a decline in LSBU's research intensity comparative to other HEIs.

**10. Access & Participation Plan: 2020/21 progress against targets**

The Board noted the report. It requested that further narrative is included in future reports, particularly around the opportunities by which LSBU could improve upon the data presented.

The Director for Student Services asked the Board to consider how Course Development Plans could be useful tools for colleagues to strengthen LSBU's understanding of the experiences and outcomes of a particular cohort of students and to design support to put in place that could influence the APP data.

The University DESE noted that the regulatory environment for HE means work such as the APP cannot continue to be a mere add-on to most HEI's strategies. The Board noted that plans are in development to improve colleagues' literacy of the APP data to ensure that it becomes a central part of LSBU's activities.

The Board noted that the Student Services team is reviewing socio-economic support offered to students. This review is likely to be of particular importance given the looming cost of living crisis.

The Board noted the importance of giving course directors access to the Course Development Plans and APP data in a timely manner and including them in strategic discussions of the data.

The Board agreed that significant and sustained improvement to student outcomes across all cohorts would require more central funding for Student Support Services as the team is underfunded comparative to the sector and schools' budgets are already overstretched. The Board recognised that the external funding system designed to enable students to retrospectively claim for fees is broken. The Director for Student Services suggested that an upfront bursary from LSBU could resolve the issue.

*Jenny Owen, Dean for the School of ACI, left the meeting.*

#### 11. **Graduate Outcomes 2019/20 - LSBU's performance**

The Board noted that the OfS has produced a new metric for calculating graduate outcomes and this has been applied to LSBU's data.

The DVC (Academic Framework) summarised that:

- students' graduate outcomes have been declining over the last few years. The decline could be due to socio-economic factors and bias in the labour market.
- graduate outcome data shows that some subjects perform exceptionally well, whilst other subjects face serious challenges for compliance with OfS expectations and thresholds.
- WonkHE data released on 17 June 2022 showed that most institutions' graduate outcomes data is incrementally improving year-on-year, but LSBU's is not.

The Board discussed the principal factors influencing the data within LSBU's control. It noted the significance in influencing student outcomes of:

- recruiting students with the appropriate mindset and post-university ambitions;
- an effective onboarding process and appropriate support available during their studies;
- fostering a sense of belonging for graduates;
- sustained investment in student support tools and staff excellence, in particular employability support tools.

#### 12. **Review of PGR provision update**

The APVC (Research) noted that all quantitative data has been collected, and qualitative data is in the process of being collected. Data collection is behind schedule due to challenges diarising time with colleagues to collect data, but **a report would be brought to the October meeting.**

*John Cole, Independent Governor, left the meeting.*

**13. Review of PGT provision update**

The Chair explained that the project is progressing well. That Board noted that it has expanded beyond its original specification to include a review of the curriculum framework for PGT and all the courses have now been reviewed. **A report would be brought to the October meeting.**

The Board noted that LSBU is not running the PTES in 2021/22 but would be running a pilot survey for PGT developed by the OfS which is likely to replace PTES.

**14. Future shape of support and Technical Support Services proposal**

The Chair explained that the TSS Review has been completed and a draft report was produced in May for feedback from colleagues. The final report has been issued and would be discussed by the Group Executive at its next meeting on June 28th.

**The final report of the future shape of support and TSS would be shared with the Board via email and discussed at the next meeting.**

**15. Academic degree algorithm review update**

The Director for TQE introduced the report. He noted that the new academic algorithm still needs to be tested. Its implementation would be discussed at the next QSC meeting.

**16. Academic promotion equality impact assessment (EIA)**

The Chair introduced the report, highlighting that the EIA results show that women and staff aged over 45 were not as successful as other colleagues at obtaining academic promotions. The Board noted plans to create a mixed focus group of women to consider the EIA data, the future of academic promotions, and how to align the recommendations of the EIA with LSBU's People strategy.

The Board asked whether similar data has been collected for staff on research contracts. It was recommended that communication of the results, if they exist, would be encouraging for staff on research contracts. The Board discussed research promotions processes.

*Tim Fransen, nominated member of Technical Staff, left the meeting.*

**17. Lecture Capture review update**

The DVC (Academic Framework) noted that a light touch review of the first

year of implementation for the Lecture Capture policy would be conducted in the autumn. The review would include:

- clarifying any areas of the policy that are unclear to colleagues;
- review of why it has been challenging for some colleagues to implement;
- work with IT colleagues to review their roll-out of lecture capture equipment in classrooms;
- discussion with the SBSU of students' experience of lecture capture;
- review of sector evidence of the impact of lecture capture.

The Board noted that the SBSU has recently approved a mandate for continued improvement in lecture capture. This indicates that there is a real concern that there would not be an improvement in the quality of material available via lecture capture amongst students.

The DVC (Academic Framework) emphasised the importance of lecture capture and how easy it is to use lecture capture equipment in classrooms.

**18. Decolonising and racial awarding gap progress update**

The University DESE noted that he is collaborating with colleagues to develop CPD. He would also continue working to ensure that progress is being taken forward and assurance is given to the Board and its sub-committees.

Another update report would be brought to the next meeting.

**19. Newly appointed Emeritus Professors**

The Board noted that Prof. Craig Barker and Dr Philip Hammond are newly appointed Emeritus Professors.

**20. Reports from sub-committees**

The Board noted the sub-committee reports.

**Date of next meeting**

2:00pm on Wednesday, 19th October 2022

**Confirmed as a true record**

..... (Chair)



## 4. Matters arising

For Discussion

Presented by Tara Dean



### ACADEMIC BOARD - WEDNESDAY, 3 SEPTEMBER 2020 ACTION SHEET

| Agenda No | Agenda/Decision Item              | Action                        | Date Due | Officer               | Action Status |
|-----------|-----------------------------------|-------------------------------|----------|-----------------------|---------------|
| 6.        | Revised Degree Outcomes Statement | Review the academic algorithm | tbc      | Task and Finish Group | Completed     |

### ACADEMIC BOARD - WEDNESDAY, 28 OCTOBER 2020 ACTION SHEET

| Agenda No | Agenda/Decision Item  | Action                                | Date Due | Officer   | Action Status |
|-----------|---|---------------------------------------|----------|---|---------------|
| 10.       | Calendar consultation – update on planning for January starting courses | Begin full year calendar consultation | tbc      | Tara Dean, Marc Griffith, and the Task & Finish Group | Completed     |

### ACADEMIC BOARD – WEDNESDAY, 16 FEBRUARY 2022 ACTION SHEET

| Agenda No | Agenda/Decision Item  | Action  | Date Due     | Officer           | Action Status                              |
|-----------|---|---|--------------|-------------------|--|
| 10        | Reducing the racial awarding gap: Access and Participation Plan progress update | Consider how to decolonise research alongside the APP action plan for decolonising education                      | October 2022 | Patrick Callaghan | In progress. Update during matters arising |
| 11        | Review of PGR provision   | Provide a report on progress of the PGR review, to be completed in June 2022                                      | June 2022    | Patrick Callaghan | Completed                                  |
| 15        | Review of Technical Support Services  | Provide a report on progress of the PGT review, to be completed in June 2022                                      | June 2022    | Tara Dean         | Completed                                  |
| 21        | AOB   | Request an update on automation of student enrolment for a future meeting from the Director of Student Operations | October 2022 | Tara Dean         | On agenda                                  |

## ACADEMIC BOARD – WEDNESDAY, 20 JUNE 2022

### ACTION SHEET

| Agenda No | Agenda/Decision Item  | Action   | Date Due      | Officer           | Action Status   |
|-----------|---|--|---------------|-------------------|---|
| 12        | Review of PGR provision update                                  | Provide completion report at a future meeting  | February 2023 | Patrick Callaghan | On agenda for February 2023.  |
| 13        | Review of PGT provision update                                  | Provide completion report at a future meeting  | February 2023 | Tara Dean         | To be circulated via email in December and discussed at February meeting.   |
| 14        | Future shape of support and Technical Support Services proposal | Share final report of the future shape of support and TSS with the Board via email and discuss at the next meeting | Oct 2022      | Tara Dean         | Completed. A progress update on implementation will be brought in Feb 2023. |
| 18        | Decolonising and racial awarding gap progress update            | Provide an update on progress at the next meeting  | Oct 2022      | Tony Moss         | On agenda   |



## 5. Provost's report (Verbal report)

For Information

Presented by Tara Dean



## 6. South Bank Students Union update

For Information

Presented by Devonte James and Mirella El-Jebaili

|                  |  |
|------------------|--|
|                  | INTERNAL   |
| Paper title:     | SU Update  |
| Board/Committee: | Academic Board   |
| Date of meeting: | 19 October 2022  |
| Author(s):       | Matt Myles-Brown, Deputy CEO, Students' Union  |
| Sponsor(s):      | Mirella El-Jebaili, Students' Union Vice President Education<br>Fatema Rabbi, Students' Union Vice President Welfare |
| Purpose:         | For Information  |
| Recommendation:  | Student Experience Committee is recommended to note this report  |

### Executive summary

This paper seeks to provide a very brief summary of the Union's plans to engage students for the coming academic year, as well as a brief outline of the progress so far. The engagement plans cover:

- Student Voice
- Advice
- Community activity
- Partnership activity
- Welcome Programme
- Communication
- Democracy

# Academic Board

Meeting of 19 October 2022

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## South Bank SU Update

**Author:** Matt Myles-Brown, SU Deputy CEO

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### 1 Summary

- 1.1. The Students' Union has delivered its first year of in person activity after the pandemic under a new leadership team. Following a successful Welcome Programme, this paper outlines the Union's plans for the coming academic year.

### 2 Background

- 2.1. In 2021, the Union set out a new direction for the SU last year which focussed on:
- Positioning the Union as a **key delivery partner of the University**, working together to achieve shared goals.
  - Collaboratively developing **student voice as a lever for positive change**, to drive improvements for all student outcomes - student satisfaction, retention, attainment and employability.
  - Creating a communities of **course-based support** - making a useful contribution to student retention and satisfaction by building social capital through developing networks; encouraging peer-to-peer support and embedding a sense of belonging and pride.
- 2.2. Last academic year the Students' Union worked through a period of significant upheaval following a sustained period of underperformance and subsequent turnaround, which proceeded the pandemic.
- 2.3. Following a year of reduced activity caused by turnaround and the COVID pandemic, the Union engaged over 30% of students in Union-led activity and achieved a 3% increase in NSS Q26: *The students' union (association or guild) effectively represents students' academic interests* from 53% in 2021 to 56% in 2022, above sector average. The Union also elected an entirely new sabbatical officer team.
- 2.4. However, it is fair to say that these achievements do not reflect the ambition and potential impact that the students' union intends to contribute by the end of its 2025 Strategy. It is still clear that there is a gap between where we are now and what students should expect their students' union to be delivering.
- 2.5. A key focus over the previous academic year has been to review and redesign elements of the SU offer which are not tailored to our student population; undoing outdated delivery modes.
- 2.6. For example, we are transitioning away from the 'society' model of elected volunteer committees and paid student group memberships. This model dates back as far as 1875, where it was adopted in a private, male-only medical school in Liverpool and later adopted as the standard model across the sector. This model has relied on intensive volunteering, which is not appropriate for our student population.

- 2.7. This coming academic year, the SU will be delivering a new 'community' model instead; low-commitment, high-support, free-to-join activity designed exclusively to help students make friends. We believe that a strong social and support network will help students stay in study at LSBU, and a strong sense of community will lead to better student satisfaction.
- 2.8. The SU will also be focussing on academic communities, ensuring we are supporting as many divisions across the University as possible with a co-curricular, learning community offer, including apprentices and students studying at Croydon and Havering.
- 2.9. The current financial climate has meant that, like LSBU, the Union has had to review its planned activity for the year and make the difficult decision to scale back some of its work, pending a review of its funding post enrolment.
- 2.10. We are hopeful that a number of planned initiatives developed in collaboration with LSBU colleagues over the previous academic year, may still be able to go ahead if the Union is able to secure funding in the coming months or into 23/24. These include:
  - . PDP completion support
  - . enhanced community and peer support programmes for International students and faith & culture groups;
  - . collaborative academic community/co-curricular events,
  - . peer-to-peer outreach programme.
  - . enhanced teaching and learning awards;
  - . re-establishing the international student buddy scheme,
  - . course-rep conference

### 3 Plans for the Union in 2022-2023

- 3.1. The Union has developed engagement plans based on the current funding landscape, which are set out below.

Where additional resource or opportunities become available, there may be additional activities included in these plans.

| Activity                | Description  |
|-------------------------|--|
| Student Voice Programme | Support the university's recruitment of course reps<br><br>Lead the training and ongoing support of course reps<br><br>Develop and administration the student voice tracker system, including reporting to ADG and UMB.<br><br>Contribution to academic committees (Academic Board, STEX and QSC).<br><br>TEF student submission and support for Student Futures Manifesto where possible. |
| Welcome programme       | Collaborative international welcome programme.<br><br>Welcome social programme.<br><br>Deliver welcome talks.  |
| Student Communities     | Deliver peer support networks  |

|                |   |
|----------------|---|
|                | <p>Support academic student societies/communities to deliver course-based extra-curricular activity</p> <p>Support non-academic student societies/communities to deliver social activity and activity to develop skills, with a focus on faith and culture communities</p> <p>Co-deliver support for student sports teams with LSBU Active</p> <p>Deliver activity in Croydon &amp; Havering</p> <p>Transition to new community model</p> |
| Advice Service | <p>Support students through our academic advice service</p> <p>Proactively contact students through phone banking</p>   |
| Communication  | <p>Increasing our social media and digital engagement</p> <p>Deliver front of house service</p> <p>Support NSS completion through delivering NSS talks</p>  |
| Democracy      | <p>Deliver Union Council and Forums</p> <p>Deliver Annual Student Members Meeting</p> <p>Deliver fair and compliant elections</p>   |

3.2. Sabbatical Officer priorities for this academic year include:

- 3.2.1. Supporting the course rep scheme
- 3.2.2. Advocating for students on the cost of living crisis
- 3.2.3. Working to improve the NSS score for the SU and the university
- 3.2.4. Supporting work to decolonise the curriculum
- 3.2.5. Supporting mental health and wellbeing initiatives
- 3.2.6. Supporting students to make friends and connections, with a focus on faith and culture
- 3.2.7. Supporting the development of inclusive and diverse student communities

**4 Progress in 2022**

- 4.1. At the time of writing (4 October 2022) the Union has signed up 900 students to the new community model.
- 4.2. We have delivered a collaborative international welcome programme, including the global lounge which brought together colleagues from a number of different teams to support international students with the admin burden that was flagged in the last STEX meeting, as well as helping students sign up to communities and make friends.
- 4.3. We have also delivered an inclusive social programme and a successful Freshers Fair which took place across the SLC, Kell St and LSBU Hub and engaged an estimated 3,000 students.
- 4.4. We have delivered welcome talks, letting students know what opportunities the SU offers around representation, advice and communities..
- 4.5. We have seen unprecedented demand for our advice service in September. This has put extreme pressure on our service which has resulted in LSBU colleagues supporting students



who should be supported by an independent SU advice service to remain in line with LSBU's appeals procedure.

## **5 Recommendations**

5.1. The Student Experience Committee is invited to **NOTE** the information in this paper.

**Matt Myles-Brown**

**Deputy CEO**

**October 2022**



Items for approval



## 7. Academic Board terms of reference (for approval) and annual work plan (for information)

For Approval

Presented by Dominique Phipp and Tara Dean

|  |   |
|--|---|
|  | INTERNAL  |
| Paper title:                           | Updates to Academic Board Terms of Reference  |
| Board/Committee:                       | Academic Board  |
| Date of meeting:                       | 19 October 2022   |
| Author(s):                             | Dominique Phipp, Governance Assistant and Secretary   |
| Sponsor(s):                            | Tara Dean, Provost and Chair of the Academic Board  |
| Purpose:<br>(Please tick one box only) | <input checked="" type="checkbox"/> For approval <input type="checkbox"/> For discussion <input type="checkbox"/> For information <input type="checkbox"/> For review |
| Recommendation:                        | It is recommended that the Board reviews the Terms of Reference in its entirety and approves the changes proposed.  |

### Executive summary

The changes proposed to the Academic Board's Terms of Reference are:

- updates to members job titles.
- mention of nominated and elected Academic Board members' eligibility to be appointed as a Staff Governor, and clarification of Staff Governors' term on the Board of Governors. This change has come about following review of the Staff Governor nominations process in 2021/22.
- addition of explicit mention of the Board and Committee's role in ensuring compliance with Research England's terms and conditions of grant and noting that other relevant regulatory provisions are followed (not just the OfS Conditions of Registration)

It is recommended that the Board reviews the Terms of Reference in its entirety and alerts the Secretary to any further changes it would like made to the document.

It should then approve the changes proposed to the Terms of Reference and any further changes discussed and agreed by the Board during its meeting.

## **Academic Board Terms of Reference**

The Academic Board is the University's supreme academic deliberative and decision-making body. It is responsible for strategic oversight of all academic provision, including the University's academic standards, direction, and regulation.

### **1. Remit**

The Academic Board should ensure that its activity contributes to continuous improvement against the strategic goals of LSBU's Group Corporate Strategy, and compliance with the OfS's ongoing conditions of registration, [Research England's terms and conditions of grant, and other relevant regulatory provisions](#).

1.1 The remit of the Academic Board is to:

- 1.1.1 support development of and approve University-level strategies relating to teaching and learning, quality enhancement, research, and student experience across all stages of the student journey. Ensure that they are consonant with the Group Corporate Strategy and monitor progress against academic key performance indicators;
- 1.1.2 approve the awards which the University may validate and confer, and monitor development of the University's academic portfolio;
- 1.1.3 maintain and enhance academic standards, assure the quality of academic provision and of students' learning opportunities, and ensure awards hold their value over time;
- 1.1.4 ensure that the University's academic provision anticipates and meets the diverse needs of its students;
- 1.1.5 seek to maintain the quality and standards of teaching and, where possible, enhance through best practice;
- 1.1.6 have oversight of academic ethics;
- 1.1.7 approve the University's academic and student regulations, and ensure that the regulations are appropriate, comprehensive, fair and compliant with external expectations and legal requirements, and oversee their enactment, including for:
  - admission of students;
  - granting and annulling of degrees, qualifications and titles;
  - exclusion of students for academic reasons;
  - appointment and termination of internal and external examiners;

- assessment and examination of academic performance of students;
- character of curricula;
- quality of courses including validation and accreditation by external bodies; and
- granting distinctions including honorary degrees and academic titles.

1.1.8 provide scrutiny of the academic quality and suitability of the University's educational collaborations and partnerships;

1.1.9 provide advice on such other matters as the Board of Governors or the Executive may refer to Academic Board;

1.1.10 ensure that action in response to identified academic concerns is taken at the relevant level (institution, school, course), taking proper account of the views of students, members of staff, external examiners, and external quality bodies;

1.1.11 support promotion of the University's reputation, including its research, teaching, and academic offer.

## 2. Committees

2.1. The Academic Board may carry out its remit through sub-committees, including the Quality and Standards, Student Experience, and University Research committees and working groups.

2.2. The Academic Board should monitor the activity of its sub-committees. The minutes (or a report) of its sub-committees shall be reported to the Academic Board.

2.3. The Academic Board shall approve the terms of reference of its sub-committees.

## 3. Membership

3.1 Membership consists of the following:

|                                     |  |
|-------------------------------------|--|
| <b> Holders of Senior Posts (4)</b> | Provost (Chair)<br>DVC (Academic Framework)<br>PVC (Institute of Health and Social Care) |
|-------------------------------------|--|

|   |  |
|---|--|
| <p><b>Senior Academic Staff and Professors (24)</b></p> | <p>Deans (x1 per School)<br/>Two elected senior academic staff members from each school (x14)<br/>Chair of the 'Professoriate'<br/>Associate PVC (Education and Student Experience)</p>          |
| <p><b>Non-teaching staff (5)</b></p>                    | <p>Director of Teaching Quality and Enhancement<br/>Director of Student Services<br/>Nominated member of research staff<br/>Nominated member of technical staff<br/>Associate PVC (Research)</p> |
| <p><b>Students (2)</b></p>                              | <p>Students' Union, President<br/>Students' Union, Vice President (Education)</p>  |

3.2 A quorum consists of 7 members.

3.3 The term of office of nominated members is three years.

3.4 The Academic Board meets at least three times per year. Additional meetings may be called by the Chair as deemed necessary to execute the business of the Board.

3.5 Board governors may attend any meeting of Academic Board or sub-committees to observe their proceedings.

3.6 Nominated and elected Academic Board members are eligible to join the Board of Governors as Staff Governors. Academic Board members appointed as a Staff Governor will serve for a term of three years from the date of their appointment as Staff Governor and will remain on the Academic Board for as long. Staff Governors can serve up to two terms.

#### 4. Reporting Procedures

4.1 The minutes (or a report) of Board meetings will be circulated to all members of the Board of Governors.

*Approved by the Board of Governors on 21 November 2019*

*Changes to 3. approved by the Board of Governors on 25 March 2021*

*Changes to 3. And 1.1.10 approved by the Board of Governors on 25 November 2021*

*Changes to 1. and 3. approved by the Board of Governors on 24 November 2022.*

## Academic Board – Annual Work Plan 2022-23

|  | Why does the Board receive this?   | Lead                   | 19 <sup>th</sup> Oct | 22 <sup>nd</sup> Feb | 7 <sup>th</sup> June |
|--|--|------------------------|----------------------|----------------------|----------------------|
| <b>Standing Items:</b>                   |  |                        |                      |                      |                      |
| Provost's Report (Verbal Report)         | To note and comment on any emerging issues   | Tara Dean              | ✓                    | ✓                    | ✓                    |
| Academic portfolio and environment       | To monitor and oversee development of LSBU's academic offer for students   | Deborah Johnston       | ✓                    | ✓                    | ✓                    |
| Students' Union update                   | To monitor significant emerging issues that concern students   | LSBSU                  | ✓                    | ✓                    | ✓                    |
| Reports from sub-committees              | To ensure sub-committees fulfil their responsibilities and use their delegated authority appropriately   | Dominique Phipp        | ✓                    | ✓                    | ✓                    |
| <b>Regular Items:</b>                    |  |                        |                      |                      |                      |
| Annual work plan                         | To note and comment on to ensure the Board is as effective as it can be  | Tara Dean              | ✓                    |                      |                      |
| Terms of Reference and membership review | To ensure it and the sub-committees are as effective as they can be  | Tara Dean              | ✓                    |                      |                      |
| National Student Survey                  | To monitor its progress against the Corporate Strategy, prior performance, and sector averages   | Ahmad Alhusan          | ✓                    |                      |                      |
| League Tables benchmarking               | To monitor its progress against the Corporate Strategy and analyse reasons for change in rank  | Ahmad Alhusan          | ✓                    |                      |                      |
| Emeritus Professor update                | To note the names of those awarded Emeritus Professorships   | Tara Dean              | ✓                    |                      |                      |
| Annual Research Ethics Report            | To have oversight of academic ethics   | Rita De Oliveira       | ✓                    |                      |                      |
| Annual Education Report                  | To provide assurance to Board of Governors of academic quality and standards ( <i>Chief Examiners report, summary of courses approved in year, degree outcomes statement, performance against academic KPIs, student experience as measured by NSS, etc.</i> ) | Deborah Johnston       |                      | ✓                    |                      |
| Institutional Examiner Report            | To receive feedback from external party on issues of risk, quality assurance and enhancement, and act accordingly  | Institutional Examiner |                      | ✓                    |                      |



|  |   |                              |   |   |   |
|--|---|------------------------------|---|---|---|
| HESA Continuation Performance Indicators data for prior year       | To monitor and discuss data   | Ahmad Alhusan                |   |   | ✓ |
| Academic regulations & associated policies                         | To approve any changes and oversee enactment  | Marc Griffiths               |   |   | ✓ |
| Graduate Outcomes – prior year performance                         | To monitor grade inflation, attainment gap, and completion rates for UG students and PGT completion rates   | Ahmad Alhusan                |   |   | ✓ |
| Access & Participation Plan: progress against targets              | To review prior year Final Graduate Outcomes and APP projections (including OfS data)   | Ahmad Alhusan                |   |   | ✓ |
| Teaching Excellence Framework submission report                    | To approve the TEF submission 2022/23   | Tara Dean / Deborah Johnston | Out of committee approval due to TEF deadline (QSC will review it at its Nov meeting) |   |   |
| <b>Other Items:</b>  |   |                              |   |   |   |
| Education priorities for academic year                             | Periodic updates on these items enables the Board to maintain oversight of current key workstreams and to approve their direction of travel where needed. | Deborah Johnston             | ✓   |   |   |
| Recruitment and admissions update (benchmarking and data analysis) |   | Mehmet Tarhan                | ✓   |   |   |
| Decolonising the Curriculum and Racial Awarding Gap progress       |   | Tony Moss, Rachel Picton     | ✓   |   |   |
| 12-month review of lecture capture policy implementation           |   | Deborah Johnston             | ✓   |   |   |
| Apprenticeship provision & recruitment                             |   | Sammy Shumo                  |   | ✓ |   |
| Board effectiveness review feedback                                |   | Dominique Phipp              |   | ✓ |   |
| Academic Calendar  |   | Marc Griffiths               |   |   | ✓ |
| NSS taskforce progress   |   | Tara Dean / Tony Moss        |   | ✓ | ✓ |
| Progress against academic KPIs (RAG rated)                         |   | Ahmad Alhusan                | From 2023/24  |   |   |



## 8. Terms of reference of reporting committees

For Approval

Presented by Dominique Phipp and Tara Dean



- Quality and Standards Committee

|  | INTERNAL  |
|--|---|
| Paper title:                           | Updates to the Quality and Standards Committee Terms of Reference   |
| Board/Committee:                       | Academic Board  |
| Date of meeting:                       | 19 October 2022   |
| Author(s):                             | Dominique Phipp, Governance Assistant and Committee Secretary   |
| Sponsor(s):                            | Deborah Johnston, DVC (Academic Framework) and Chair of the QSC   |
| Purpose:<br>(Please tick one box only) | <input checked="" type="checkbox"/> For approval <input type="checkbox"/> For discussion <input type="checkbox"/> For information <input type="checkbox"/> For review |
| Recommendation:                        | It is recommended that the Board reviews the Terms of Reference and approves the changes proposed.  |

### Executive summary

The changes proposed to the Quality and Standard Committee's Terms of Reference are:

- updates to members job titles;
- the addition of Associate Dean for Quality and Student Experience (Institute of Health and Social Care);

It is recommended that the Board reviews the Terms of Reference in its entirety and alerts the Secretary to any further changes it would like made to the document.

It should then approve the changes proposed to the Committee's Terms of Reference and any further changes agreed by the Board during its meeting.

## **Quality and Standards Committee Terms of Reference**

The purpose of the Quality and Standards Committee is to assure the Academic Board that standards of academic delivery meet expectations, to advise on effectiveness, and to recommend enhancement activity. The committee should ensure that its activity contributes to continuous improvement against the strategic goals of LSBU's Group Corporate Strategy, and compliance with the OfS's ongoing conditions of registration.

### **1. Remit**

1.1 The remit of the committee is delegated by the Academic Board. The Quality and Standards Committee exists to:

- 1.1.1 Oversee and implement the framework for the quality and standards of academic provision (undergraduate, taught postgraduate, apprenticeships, and research postgraduate courses) and the student academic experience at the University;
- 1.1.2 Monitor, discuss any areas of concern, and ensure appropriate action is taken in response to any quality matters identified in annual reporting on course validations, course monitoring, module evaluations, School Quality Standards and Assurance Reviews, and other reporting on academic provision;
- 1.1.3 Monitor, discuss any areas of concern, and ensure appropriate action is taken in response to any quality matters identified in annual reporting on, academic misconduct, students' appeals against exam board decisions, and other reports on the student academic experience;
- 1.1.4 Oversee and monitor the quality of academic provision at transnational institutions the University collaborates with, and ensure appropriate action is taken in response to any quality matters identified;
- 1.1.5 Be responsible for the maintenance of academic regulations, policies and codes of practice. Consider changes to these documents and make recommendations to the Academic Board as necessary;
- 1.1.6 Oversee and respond to the requirements of external quality assurance bodies, such as the Office for Students, Ofsted, the Quality Assurance Agency, and Professional, Statutory and Regulatory Bodies;

- 1.1.7 Provide academic scrutiny of proposals for new, and the re-validation of existing, academic awards and educational collaborative partnerships. Make recommendations to the Academic Board;
- 1.1.8 Review academic audit reports, evaluate the robustness of responses and action plans, and monitor evidence of their implementation;
- 1.1.9 Monitor data on student progression, completion, graduate employment, grade inflation, attainment, and awarding. Ensure appropriate action is taken in response to identified quality matters concerning student academic outcomes;
- 1.1.10 Ensure action in response to identified quality matters is taken at the relevant level (institution, school, course), taking proper account of the views of students, members of staff, external examiners, and external quality bodies.

## 2. Membership

2.1 Membership consists of the following:

- ~~PVC-DVC~~ (Academic Framework) (Chair)
- ~~University Director~~ [Associate PVC](#) (~~of~~ Education and Student Experience)
- ~~School Directors of~~ [Associate Deans](#) (Education and Student Experience) (x1 per school)
- Vice President, Education, Students' Union (or alternate)
- Director of Teaching Quality and Enhancement
- Deputy Director of Academic Quality and Enhancement
- Deputy Director of Academic Quality and Enhancement, Technical
- Academic Dean, LSBU Global
- Head of Research
- [Research Degrees Programme Manager and London Doctoral Academy Lead](#) (added October 2021)
- [Associate Dean for Quality and Student Experience \(Institute of Health and Social Care\)](#)

2.2 A quorum consists of 5.

2.3 The committee meets at least four times per year.

## 3. Reporting Procedures

3.1 The minutes (or a report) of meetings of the Committee will be circulated to the Academic Board.

*Approved by the Academic Board on 8 July 2015*

*Updates approved by the Academic Board, 2 November 2016, 24 February 2021,*

| 5 November 2021, [and 19 October 2022](#)



- Student Experience Committee



|  |   |
|--|---|
|  | <b>INTERNAL</b>   |
| Paper title:                           | Updates to Student Experience Committee Terms of Reference  |
| Board/Committee:                       | Academic Board  |
| Date of meeting:                       | 19 October 2022   |
| Author(s):                             | Dominique Phipp, Governance Assistant and Committee Secretary   |
| Sponsor(s):                            | Deborah Johnston and Nicole Louis, Co-Chairs of Student Experience Committee  |
| Purpose:<br>(Please tick one box only) | <input checked="" type="checkbox"/> For approval <input type="checkbox"/> For discussion <input type="checkbox"/> For information <input type="checkbox"/> For review |
| Recommendation:                        | It is recommended that the Board reviews the Terms of Reference in its entirety and approves the changes proposed.  |

### Executive summary

The changes proposed to the Student Experience Committee's Terms of Reference are:

- updates to members job titles;
- the addition of Associate Dean for Quality and Student Experience (Institute of Health and Social Care);
- removal of the Deputy Director of Estates and the addition of the Group Director of Estates;
- enabling the Head of Strategy, Planning and Performance to send a representative in their place.

It is recommended that the Board reviews the Terms of Reference in its entirety and alerts the Secretary to any further changes it would like made to the document.

It should then approve the changes proposed to the STEX Committee's Terms of Reference and any further changes agreed by the Board during its meeting.

## **Student Experience Committee**

### **Terms of Reference**

#### **1. Remit**

##### 1.1 The remit of the Committee is to:

- 1.1.1 ensure that the University's academic and non-academic provision anticipates and meets the diversity of needs for all students, and specific student groups (including students with disabilities, part-time students, mature students, international students, BAME students, students with parenting/caring responsibilities, care-experienced and estranged students, students with alternative entry qualifications).
- 1.1.2 provide assurance to the University for its strategic pillar of Student Success; in partnership with students monitor the implementation and achievement of underpinning policies, processes, and actions which enhance the broad student experience across all stages of the student journey, from applicant to graduate.
- 1.1.3 provide an opportunity for students to raise issues and for the Committee to provide a response; receive Student Voice Reports from the Students' Union and seek resolution to issues raised, escalating serious or recurrent issues to the University Executive, or Academic Board as appropriate.
- 1.1.4 provide assurance to the University that the appropriate targets and measures are in place to deliver successful outcomes and experience for all students and monitor progress against stated aims.
- 1.1.5 analyse and review various reports, data sets, indicators, and surveys linked to the broad student experience to identify university-wide priorities, and, working collaboratively with schools, local priorities, making recommendations to Academic Board, and where relevant the University Executive, to deliver overall improvements in student engagement, satisfaction, and experience.
- 1.1.6 have oversight of the mechanisms for gathering and hearing student feedback and guide the appropriate framework for student feedback and engagement across the University.
- 1.1.7 review investment bids related to the student experience that sit outside of routine business operation, making recommendations to the University Executive, or relevant group, as appropriate.
- 1.1.8 agree, commission, and follow up collaborative strategy, projects, and activity to enhance the academic and non-academic student experience through working groups reporting to the Committee.
- 1.1.9 monitor university processes, including staff development, which identify and disseminate innovation and good practice in excellent, and inclusive learning

and teaching; as part of this, to approve annual nominations for Teaching Fellowship Awards.

1.1.10 have oversight of the University's outward view with regards to the student experience: lead the University's response to sector-wide consultations as appropriate; identify opportunities for collaboration across the LSBU Group; coordinate the University's response to external/sector-wide project and grant funding bids.

## 2. Membership

2.1 Membership consists of the following:

- Chief ~~Customer~~ Operating Officer (co-chair)
- ~~Pro Vice-Chancellor (Education~~ DVC (Academic Framework) (co-chair)
- Vice President Education, Students' Union
- Vice President Welfare and Equalities, Students' Union
- ~~School Director of~~ Associate Dean (Education and Student Experience) (1 per school~~x7~~)
- ~~University Director of~~ Associate PVC (Education and Student Experience)
- Director of Student Services
- Director of Student Operations
- Group Director of Library and Learning Resources
- Group~~Deputy~~ Director of Estates and ~~Academic Environment~~ Property Services
- Head of Strategy, Planning and Performance, ~~Analysis or appropriate representative~~
- Associate Dean for Quality and Student Experience (Institute of Health and Social Care)

In attendance:

- SU President, Students' Union
- Head of Membership, Student Voice Report Owner, Students' Union

2.2 In addition to the above membership, individuals from outside the Committee will be invited to attend for relevant agenda items, for example, discussions particularly related to the applicant or graduate experience.

2.3 A quorum consists of seven members including at least one representative from each of Students' Union, Student Services, and an academic school.

2.4 Members must arrange a nominee to attend in their absence.

2.5 The committee meets three times per year, with meetings scheduled to match the release of key data relating to the student experience to allow effective review and analysis. A fourth meeting at the end of each academic cycle will review effectiveness and set ongoing direction.

### **3. Reporting Procedures**

3.1 The minutes (or a report) of meetings of the Committee will be circulated to the Academic Board.

3.2 An annual report from the Committee will be submitted to the Academic Board at the end of each academic year.

*Approved by the Academic Board on 17 June 2020*

*Amendments to 2.1 approved by the Academic Board on 5 November 2021*

[\*Amendments to 2.1 approved by the Academic Board on 19 October 2022\*](#)



- University Research Committee

|  | INTERNAL  |
|--|---|
| Paper title:                           | Updates to the Research Committee Terms of Reference  |
| Board/Committee:                       | Academic Board  |
| Date of meeting:                       | 19 October 2022   |
| Author(s):                             | Dominique Phipp, Governance Assistant and Committee Secretary   |
| Sponsor(s):                            | Patrick Callaghan, APVC (Research) and Chair of the URC   |
| Purpose:<br>(Please tick one box only) | <input checked="" type="checkbox"/> For approval <input type="checkbox"/> For discussion <input type="checkbox"/> For information <input type="checkbox"/> For review |
| Recommendation:                        | It is recommended that the Board reviews the Terms of Reference in its entirety and approves the changes proposed.  |

### Executive summary

The changes proposed to the Committees' Terms of Reference are made in the context of the recent Carter review of research and enterprise governance and operations at LSBU. The changes are as follows:

- Adding explicit mention of the Committee's role in ensuring compliance with Research England's terms and conditions of grant and noting that other relevant regulatory provisions are followed (not just the OfS Conditions of Registration);
- improving clarity about the Committee's role in support PGR students;
- adding explicit mention of the Committee's role in overseeing governance and integrity of research, as well as ethics;
- adding a new closure on the Committee's intention to support workstreams promoting career development for researchers in line with the Researcher Development Concordat;
- adding a new clause on the Committee's intention to support workstreams to develop a diverse body of research-active staff (e.g. proposals from the Inclusive Researcher Group);
- noting that, whilst the URC does not have any official sub-committees, it receives regular reports on the activities of a variety of operational groups across the University and engages with others;
- updates to members job titles;
- removing the Professoriate representatives and Vice Chair position from the committee's membership as these roles have not been filled for a year and there is no longer clear reason for their inclusion;
- making the Deputy Director of Library Learning and Resources' role permanent rather than nominated, after discussing with the Group Director of LLR;
- reducing the term of office for nominated members two years, as this is more appropriate considering the nature of PGR students' and Post-Doc ECR's roles.

It is recommended that the Board reviews the Terms of Reference in its entirety and alerts the Secretary to any further changes it would like made to the document. It should then approve the changes proposed to the Committee's Terms of Reference and any further changes agreed by the Board during its meeting.

## Research Committee

### Terms of Reference

The Research Committee is responsible for overseeing all aspects of research at LSBU and ensuring that activity contributes to continuous improvement against the strategic goals of LSBU's Group Corporate Strategy, and compliance with the OfS's ongoing conditions of registration, [Research England's terms and conditions of grant, and other relevant regulatory provisions](#).

#### 1. Remit

1.1 The remit of the Committee is delegated by the Academic Board. It exists to monitor, evaluate and support the strategic development of the research environment, including:

- 1.1.1 ~~oversight of~~ research systems/data capture for research outputs
- 1.1.2 assessment methodology for quality of research and annual assessment of research, both qualitative and quantitative, evidencing trends and impact of interventions
- 1.1.3 reporting structure for research activities and performance in relevant research structures including Professoriate, Units of Assessment, Schools/Group, and Research Centres across all academic research outputs and outcomes, both scholastic and income-generating ~~insofar as they create impact~~
- 1.1.4 PGR student recruitment, progression, retention, and completions, and oversight of the [viva](#) appeals process for PhDs
- 1.1.5 PGR student ~~experience satisfaction, support structures, and post-graduate outcomes (continuation, progression, and completions)~~
- 1.1.6 research related responses to EU-[funded studies](#), ~~RC~~UKRI and OfS
- 1.1.7 [governance, integrity, and](#) ethics of research, ~~–~~
- 1.1.8 appointment of external examiners for annual Unit of Assessment review, Annual University Research Audit review, and REF preparation
- [1.1.9](#) participation and performance in major research assessment exercises, in particular the REF and its successors
- ~~1.1.9~~ [1.1.10](#) initiatives to support the career development of researchers, in line with the Researcher Development Concordat
- ~~1.1.10~~ [1.1.11](#) management of the research environment through regular review of relevant policies and procedures and funding allocation methodologies
- ~~1.1.11~~ [1.1.12](#) alignment of the research environment and research outputs with corporate strategy, including commitments to EDI and support for SDG



1.1.13 promotion of research and reputation

~~4.1.12~~ 1.1.14 workstreams to develop a more diverse group of research-active staff and foster an inclusive research environment, providing equality of opportunity to all

~~4.1.13~~ 1.1.15 promotion of the San Francisco Declaration on Research Assessment (DORA) principles and the Open Research agenda

The Committee is also responsible for informing the Academic Board's annual assurance report to the Board of Governors about the continuous improvement of the quality and standards of research at LSBU.

The Committee engages with other groups across the University, including the Research Board of Study, the University Ethics Panel, the Inclusive Researcher Group, the Researcher Development Group, the London Doctoral Academy, SBI, and more.

## 2. Membership

2.1 Membership consists of:

- Associate PVC (Research) (Chair)
- ~~Dean (Vice Chair) – position to rotate every two years~~
- ~~School Directors of~~ Associate Dean (Research and Enterprise) (x1 per school)
- Director for REI (or alternate)
- Head of the Research Office (~~or alternate~~)
- Chair of the University Ethics Panel
- ~~Nominated representative~~ Representative of Academic Related Resources
- Nominated representative of PGR students (x2) - LSBU to nominate
- ~~Nominated representative of Professoriate (x2) – Professoriate to nominate~~
- ~~Nominated~~ Elected representative of ~~Post-Doctorals~~ Early Careers Researchers (x2)

2.2 The term of office of nominated members is up to ~~three~~ two years. Members can serve up to two terms.

2.3 A quorum consists of 5 members.

2.4 The committee meets three times per year.

## 3. Reporting Procedures

3.1 The minutes (or a report) of meetings of the Committee will be circulated to the Academic Board.

*Approved by the Academic Board on 8 July 2015  
Amendments approved by Academic Board on 2 November 2016, 19 June 2019, 5 November 2021, and 19 October 2022*



## 9. Awarding criteria for Honorary Awards

Presented by Dominique Phipp

|  |  |
|--|--|
|  | INTERNAL   |
| Paper title:                           | Proposal to change the awards listed in the Criteria for Honorary Awards   |
| Board/Committee:                       | Academic Board   |
| Date of meeting:                       | 19 October 2022  |
| Author(s):                             | Dominique Phipp, Secretary to the Honorary Awards Joint Committee and the Academic Board   |
| Sponsor(s):                            | Tara Dean, Provost   |
| Purpose:<br>(Please tick one box only) | <input checked="" type="checkbox"/> For approval <input type="checkbox"/> For discussion <input type="checkbox"/> For information <input type="checkbox"/> For review  |
| Recommendation:                        | The Academic Board is asked to approve two changes to the Award Criteria for LSBU Honorary awards, and to note improvements made to the “other points to take into account” guidance at the end of the document. |

### Executive summary

Honorary awards have been conferred consistently by the University since 1992. Since 2012 the Honorary Awards Joint Committee, a sub-committee of the Board of Governors, has held delegated authority from the Board of Governors to select honorary award recipients based on procedures and criteria as approved by the Academic Board. The Committee normally meets once a year in May and awards are typically conferred at the annual graduation ceremonies in autumn.

240 honorary graduates and fellows are listed [publically on the LSBU website](#).

Three award categories are overseen by the Honorary Awards Joint Committee:

- **Honorary Fellowship:** *Awarded for an exceptional contribution to the University; or an exceptional contribution to the University’s local or regional community.*
- **Honorary Degree:** *Awarded for an outstanding contribution to scholarship in an area relevant to a particular LSBU School.*
- **Doctor of the University (DUniv):** *Awarded for an exceptional contribution in an area or field related to the interests of the University; or for attaining distinction in the arts, literature, sport or public life; or for attaining distinction professionally or in some other way in a field related to areas of study represented in the University.*

Honorary Degrees have not been awarded for many years and had for the most part been replaced by the Honorary Doctor of the University, which is perceived to be a more prestigious award.

While the quality, diversity and public profile of honorary awards has been consistently strong, nominations received from LSBU academic staff have been in decline for several years, resulting in very few nominations for academic scholarship and research.

Furthermore, procedures for the nomination, selection and conferment of honorary awards have evolved over time, without being approved or formerly noted by Academic Board.

In this context, a review of these procedures was undertaken by the outgoing Director of Alumni & Development (Olivia Rainford) resulting in suggested improvements, some of which have been approved by the Board of Governors, and others which require the approval of the Academic Board. For example, one of these improvements is to create a non-academic contribution award for alumni – the Outstanding Contribution Award. This award is not available to all nominees like other honorary awards but would be an award reserved for alumni only. The award is not an honorary award in the same sense as Fellowships and DUnivs, as it does not confer an academic award or the status of a Fellow on the successful individual.

Some changes have been proposed to the Award Criteria for honorary awards, which are subject to the approval of the Academic Board. The following changes are recommended:

1. Honorary Degree is removed from the list of possible honorary awards, leaving Honorary Fellowship and Honorary Doctor of the University (DUniv).
2. The criteria for Fellowship is simplified:  
**Original:** *Awarded for an exceptional contribution to the University; or an exceptional contribution to the University's local or regional community*  
**Proposed:** *Awarded for an exceptional contribution to the University or the communities we serve.*

The Academic Board is asked to approve these changes to the Award Criteria for LSBU honorary awards, and to note improvements made to the “other points to take into account” guidance at the end of the document.

## Award Criteria

[Approved by Academic Board, November 2016 [and revised in October 2022](#)]

### Honorary Degrees

~~LSBU may award Honorary Degrees (Honoris Causa) to recognise individuals who have made an outstanding contribution to scholarship in an area relevant to a particular LSBU School. This would usually be considered as showing international standing within their field.~~

### Honorary Fellowships

LSBU may award Honorary Fellowships to recognise individuals who have [made an exceptional contribution to the University or the communities we serve](#)

- ~~a) made an exceptional contribution to the University~~
- ~~b) made an exceptional contribution to the University's local or regional community~~

We define an exceptional contribution to the University as support which goes substantially beyond what might reasonably be expected in the context of their relationship to the University. This is likely to vary depending on the relationship of the individual to the University but should show a significant impact on the University's ability to deliver its objectives or benefits for the University's key stakeholders.

### Doctor of the University (DUniv)

LSBU may award DUniv to recognise individuals who have:

- a) made an exceptional contribution in an area or field related to the interests of the University
- b) attained distinction in the arts, literature, sport or public life
- c) attained distinction professionally or in some other way in a field related to areas of study represented in the University

### Eligibility

An honorary award will not normally be conferred on:

- a serving member of the Board of Governors
- a current employee or student of the University
- a 'serving politician' including: Members of Parliament; Front bench members of the House of Lords; Other leading active members of a political party;

Persons in similar positions in other countries.

However, honorary awards may be made to: Back-bench members of the House of Lords even if affiliated to a political party; An 'elder statesman' or person retired from high Ministerial office who is unlikely to hold a Cabinet office position again even if they remain a Member of Parliament; Serving Heads of State.

## Additional guidance

### Other points to take into account

1. There should preferably be some connection, whether academic, professional or personal, between the awardee and the University or its geographic area. This may be local residence, former membership of the University, or sympathy with the mission or stakeholders of the University. Evidence of prior engagement with the University will also be taken into account;
2. The University will consider the conferment of an honorary award to someone who already possesses such awards from other UK institutions, ~~dependent on the number of previous awards.~~ The number of honorary awards already held could be a reason to reject individuals who do not already have a sufficiently strong relationship with LSBU, but nominees should not be discounted on this basis alone.
3. In making awards, the University aims for a reasonable balance between the Schools. It also aims at a gender and ethnicity balance shortlists and nominations.
4. The University does not normally accept a re-nomination after two previous unsuccessful attempts, unless there has been a long interval since the previous nomination and there is a significant change in the case being put forward.
5. Honorary awards (~~Degrees and Fellowships~~) are not mutually exclusive, although instances where ~~both awards are~~ more than one award is made to the same individual are expected to be rare.
6. Fellowships and doctorates are of equal standing but awarded in recognition of different kinds of contribution.
7. DUniv recipients are entitled to use the letters DU LSBU (Hon.) after their name and may be referred to as Dr, but this must always be in conjunction with "(Hon.)" after the surname.
8. LSBU will normally make up to 8 honorary awards of each year. The priority in shortlisting candidates is to aim to secure high profile graduates and fellows, rather than securing an honorary graduate for every graduation ceremony.
9. All nominations for honorary awards must be treated with the strictest of confidence. There must be no contact with the nominee prior to the nomination being considered by the Honorary Awards Committee.
10. Nominations are open all year to all staff, students, alumni and the Board of Governors via the LSBU website, with the exception of any member of the Honorary Awards Joint Committee and the Director of Alumni and Development. ~~The University will solicit nominations for honorary awards from Staff, Alumni (or alumni consultative group), Students, the Board of Governors. Where a member of the Awards Committee nominates they must declare an interest and take no part in the formal determination of that candidate~~
11. The Board of Governors may revoke the award of an honorary degree if good reasons have been clearly demonstrated.

### Expectations of Awardees

The University welcomes continued engagement with its Honorary Graduates and Fellows to enrich the life of the University and experience of students. It is expected that the recipient of an award will usually:

(a) address the congregation at the Graduation Ceremony at which their award is conferred

(b) be prepared to be involved in University events or promotional activities

(c) be an ambassador for the University

~~(e)~~ (d) be invited to attend an annual dinner with other honourands, senior leaders, donors and prospects





## 10. PGT Curriculum Framework

For Approval

Presented by Karen Musk and Tara Dean

|  | INTERNAL   |
|--|--|
| Paper title:                           | LSBU Postgraduate Taught (PGT) Course Curriculum Framework   |
| Board/Committee:                       | Academic Board   |
| Date of meeting:                       | 19 October 2022  |
| Author(s):                             | Karen Musk, Consultant to Provost  |
| Sponsor(s):                            | Professor Tara Dean, Provost; Professor Deborah Johnston, Deputy Vice Chancellor (Academic Framework)  |
| Purpose:<br>(Please tick one box only) | <input checked="" type="checkbox"/> For approval <input type="checkbox"/> For discussion <input type="checkbox"/> For information <input type="checkbox"/> For review  |
| Recommendation:                        | <p>The Academic Board is requested to approve the Postgraduate Taught (PGT) Course Curriculum Framework.</p> <p>It is proposed that, once approved:</p> <p>(i) the PGT Curriculum Framework will apply to all postgraduate courses of London South Bank University;</p> <p>(ii) the PGT Curriculum Framework will be effective immediately for new courses; and</p> <p>(iii) existing courses will be expected to work towards compliance, which will be assessed at the next revalidation or Periodic Review.</p> |

### Executive summary

The LSBU Postgraduate Taught (PGT) Course Curriculum Framework sets out the expectations for the design, delivery and structure of London South Bank University's postgraduate taught courses.

Together with the Undergraduate Curriculum Framework, the PGT Curriculum Framework will support the transformation of the LSBU course portfolio such that it:

- increases access to opportunities for students from all backgrounds;
- improves student success;
- creates the capacity for increased research and enterprise activity that delivers real-world impact and enhances in productivity in the economy; and
- responds positively to Government policies focusing on the national skills agenda, student outcomes and progression to employment in all subject areas.

In particular, the PGT Curriculum Framework will support the development of flexible, evidence-based delivery modes and will facilitate opportunities for personalisation and choice, aligned with strategic growth in postgraduate study.

There is no additional expenditure, nor are there any negative equality and diversity impacts associated with adoption or implementation of the PGT Curriculum Framework. Principle Four in the Framework will enhance equality and diversity in the design and delivery of our PGT curricula.

The PGT Curriculum Framework was approved by the Quality and Standards Committee on 26<sup>th</sup> September 2022. The Academic Board is now requested to approve the Postgraduate Taught (PGT) Course Curriculum Framework.

## London South Bank University Postgraduate Taught (PGT) Course Curriculum Framework

### Introduction

A strategic ambition of London South Bank University is to grow student numbers on postgraduate taught (PGT) courses through the development of a diverse and relevant portfolio and a curriculum that enables students to achieve high quality graduate outcomes and realise their ambitions. More specifically, this means that, at Master's level, LSBU's students will:

- be working at, or informed by, the forefront of an academic or professional discipline;
- demonstrate originality in the application of knowledge and understand how the boundaries of knowledge are advanced through research;
- be able to deal with complex issues, both systematically and creatively, and will show originality in tackling and solving problems; and
- have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility, initiative and resilience in complex and unpredictable professional environments.

Growth of the PGT portfolio will be strategically targeted to address national and international skills gaps and will be developed in a way that ensures overall financial sustainability. *Moving forward, it is expected that, across a School, the PGT Course portfolio will at least break even or not negatively impact the School's contribution.* The development of new courses will be supported by a comprehensive PGT Market Assessment exercise (by end 2022) and by a new stream of course development funding that will be offered to support portfolio enhancement in strategically significant areas.

### The PGT Curriculum Framework

All PGT courses must meet the generic outcomes set out in the Descriptor of Higher Education Qualifications at Level 7 (Master's degree) ([QAA, 2018](#)). The PGT Curriculum Framework sets out the expectations for the design, delivery and structure of London South Bank University's postgraduate taught courses. Together with the Undergraduate Curriculum Framework, the PGT Curriculum Framework will **support the transformation of the LSBU course portfolio** such that it:

- increases access to opportunities for students from all backgrounds;
- improves student success;
- creates the capacity for increased research and enterprise activity that delivers real-world impact and enhances productivity in the economy; and
- responds positively to Government policies focusing on the national skills agenda, student outcomes and progression to employment in all subject areas.

The PGT Curriculum Framework comprises a set of **Principles** and a **Technical Framework**. The key Principles set out in the PGT Curriculum Framework are designed to stimulate thinking and underpin the development of the professional and technical curriculum outlined in the Corporate Strategy. The Technical Framework describes the mandatory structural elements of LSBU's PGT courses to enhance flexible, evidence-based delivery modes, including blended learning, digitally enhanced learning, and block teaching, and facilitate opportunities for personalisation and choice.

**PGT Curriculum Principles**

All PGT Courses will be validated and reviewed against the following five key Principles:

1. the curriculum is coherent, provides educational challenge appropriate to its level and delivers high-quality professional and technical education;
2. course design and delivery are informed and supported by relevant industries or professions;
3. all courses must be research-informed and include demonstrable practice-based or research-led learning and teaching;
4. the curriculum is diverse and inclusive;
5. the assessment strategy is appropriately designed and valid for the level and outcome of the course.

All PGT courses should be designed to embody these five Principles. It is recognised that not all Principles will apply equally to all courses across the institution. Nevertheless, course teams should reflect on the extent to which provision can be enhanced across the full range of the Framework.

**Mapping to the PGT Curriculum Framework** (Appendix A) enables course teams to describe and evidence how their courses meets these expectations. It is proposed that completed Mapping documents are included in documentation submitted to the School Academic Standards Committee and the Academic Planning Panel for approval of courses (new and at re-validation).

**PGT Technical Framework**

Postgraduate courses must be structured as described in Table 1, below. Some variations may be necessary, for example to satisfy PSRB requirements, and the rationale for any variation will be recorded and approved through the Quality and Standards Committee (QSC).

| <b>Table 1: PGT course Technical Framework</b>                                     |  |
|--|--|
| <b>Curriculum feature</b>  | <b>Expectation</b>   |
| Credit rating of LSBU Awards – see <a href="#">list of Awards</a> for more details | <ul style="list-style-type: none"> <li>- <i>Professional Graduate Certificate in Education (PGCE) 120 credits, with a minimum of 60 credits at Level 7</i></li> <li>- <i>Postgraduate Certificate (PGCert) 60 credits, with a maximum of 20 credits at Level 6 and a minimum of 40 credits at Level 7</i></li> <li>- <i>Postgraduate Diploma (PGDip) 120 credits, with a maximum of 40 credits at Level 6 and minimum of 80 credits at Level 7</i></li> <li>- <i>A taught Master’s award will comprise 180 credits with a maximum of 40 credits at Level 6 and a minimum of 140 credits at Level 7. Specific exceptions are permitted e.g., MArch – 240 credits</i></li> </ul> |
| Credit definition and volume   | <p>All taught modules will be credit rated.</p> <p>A single PGT taught module shall be rated at 20 credits, and modules shall be additionally available in the following multiples: 40 and 60.</p> <p>A Master’s course must include the curriculum for a Postgraduate Diploma and a Master’s project/dissertation module. The additional credits and learning outcomes between the PGDip and the Master’s</p>   |

|   |   |
|---|---|
|   | <p>course (60 credits) shall be achieved by either a Project or a Dissertation.</p> <p>PGT courses may include level 6 credits to the following maximums:</p> <ul style="list-style-type: none"> <li>• PGCert – 20 credits</li> <li>• PGDip – 40 credits</li> <li>• Masters – 40 credits</li> </ul>   |
| Structures to support mid-year entry or exit points | <p>To enable January starts and part-year placements and exchanges, the course should be comprised of ‘short, fat’ 20 credit modules, delivered within half a semester.</p> <p>Exceptions must be supported by an academic rationale.</p>   |
| Optional Modules                                    | <p>The allocation and positioning of credit between Core and Optional Modules is a matter of academic judgement, and a balance should be struck between choice and the management of the student learning experience. Nevertheless, the volume of Optional Modules should not exceed 40 credits unless an exceptional case for deviation is made and approved.</p>  |
| Dissertation/Project Module                         | <p>A Dissertation or Project Module must be 60 credits and must include a credit-bearing gateway assessment with a weighting in the range of 15%-30% before the written Dissertation/Project report (70% - 85%).</p> <p>Additionally, Course and Module documentation must be explicit regarding the minimum number of hours of dissertation supervision that a student will receive, the expectations on students to undertake study during the summer period and the support that will be available to facilitate this.</p> |
| Research Methods Module                             | <p>Where a Course has a research-based final Dissertation, the Course must include a 20 credit Research Methods Module. The assessment for this Module should be relevant to the subsequent conduct of the final Dissertation, e.g. a research proposal. The Research Methods Module must also include prevailing postgraduate research training, such as open science and ethics.</p>  |
| Exit Awards   | <p>For exit awards, Courses need to provide learning outcomes and map which Module credits ‘count’ towards the Award</p>  |
| Degree Classification                               | <p>PGT courses are classified based on the overall weighted average of all the Level 7 modules comprising the award. Masters and PGDip Awards are classified as:</p> <ul style="list-style-type: none"> <li>• Distinction: 70%+</li> <li>• Merit: 60-69%</li> <li>• Pass: 50-59%</li> </ul>   |

|  |   |
|--|---|
|  | In order to qualify for a Master's degree a student must have met the requirements to progress to the dissertation and to have passed the dissertation. |
|--|---|

### **Implementation of the PGT Curriculum Framework**

The PGT Curriculum Framework must be used when designing new PGT courses and for reviewing and revising existing courses. Approval panels (School Academic Standards Committee and the Academic Planning Panel) will consider how the course aligns with the Principles and Structure outlined in the PGT Curriculum Framework at authorisation and/or re-validation stages.

It is proposed that:

- (i) once approved, the PGT Curriculum Framework will be effective immediately for new courses and that existing courses are expected to work towards compliance, which will be assessed at the next revalidation or Periodic Review; and
- (ii) once approved, the PGT Curriculum Framework will apply to all postgraduate courses of London South Bank University. Whilst there is no requirement for Collaborative Courses to comply, course teams are encouraged to consider and adopt this Framework at their next review point.

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**APPENDIX A: Mapping to the PGT Curriculum Framework Principles**

| <b>Course Title:</b>  |   | <b>Course Code(s):</b>  |
|---|---|---|
| <b>PGT Curriculum Framework Principle</b>   | <b>What does this mean?</b>   | <b>Specific examples where this Principle is embedded in the course</b>   |
| <b>The curriculum is coherent, provides educational challenge appropriate to its level and delivers high-quality professional and technical education</b> | <p>The curriculum is based upon the primacy of the discipline/field of study. It enables the acquisition of deep knowledge of one or more disciplines/fields of study, with each articulating the knowledge and skills that its students will attain.</p> <p>Concepts, theories and ideas are related to the current context so that students gain an understanding of their applicability and use.</p> <p>Students develop critical perspectives on current thinking and practice by drawing on theories and wider research.</p>   | <p>e.g., students are exposed to a variety of assessment methods and need to demonstrate written communication through a variety of formats. Examples include a design portfolio and models, a literature review and reports.</p>   |
| <b>Course design and delivery are informed and supported by relevant industries or professions</b>  | <p>The curriculum provides opportunities for students to develop the skills, competencies, knowledge and attributes most valued by employers.</p> <p>The curriculum incorporates current practice in related professions or industries.</p> <p>The curriculum provides opportunities for students to learn from and/or within a work setting and relates this to their on-campus learning. Assessment and learning tasks are authentic.</p> <p>The course can evidence the involvement of external stakeholders in the curriculum design and in delivery.</p> <p>Students have access to employers and/or alumni in at least one module.</p> <p>Students have opportunities to develop personal and professional skills and attributes, and to learn to take responsibility for personal development in learning and teaching environments.</p> | <p>e.g., there is an 'Industry Advisory Group' for the School that has informed the Module on Y, provided a bank of real-world Master's projects, contributed to simulated and real placement opportunities and contributes to employability (via networking, interviews, etc).</p> |
| <b>All courses must be research-informed and include demonstrable practice-based</b>  | <p>The curriculum enables students to consolidate their existing knowledge and experience and progressively nurtures the</p>  | <p>e.g., students conduct a Capstone Project that is linked to Research Centre X: outputs include a presentation, podcast or policy report.</p>   |



|   |  |  |
|---|--|--|
| <p><b>or research-led learning and teaching</b></p>   | <p>development of new knowledge and experiences at the forefront of their discipline/ profession.</p> <p>The curriculum is up-to-date and dynamic, incorporating disciplinary and staff research.</p> <p>The curriculum offers opportunities for students to actively gain experience in their discipline and profession, as academic researchers, or practitioners.</p> <p>Students have opportunities to work on authentic projects that can contribute to new knowledge or contribute solutions to real problems.</p> <p>Students on the course undertake a research project, informed by real current challenges of the discipline or, in the case of practice-based courses, have a reflective portfolio of their experiences at the profession.</p> <p>The curriculum ensures that all students are aware of how their learning enables them to address the Sustainable Development Goals.</p> |  |
| <p><b>The curriculum is diverse and inclusive</b></p> | <p>The curriculum is designed to meet the needs and be representative of the world we live in, recognising the contributions made by different genders, cultures, races and the perspectives of/impact on different groups. It is representative of the discipline’s subject matter and the contributions and perspectives of different groups on that subject matter.</p> <p>The curriculum takes proactive and anticipatory account of the varied student body.</p> <p>The course shows awareness of issues related to Accessibility, Diversity of voices, and Decolonisation and Inclusivity as well as specific learning styles and requirements.</p> <p>Inclusive learning and teaching activities are designed in partnership with students and delivered to engage students.</p>  | <p>e.g. course includes consideration of sector-endorsed toolkits for embedding EDI, such as: <a href="#">EDI Curriculum Toolkit [TEEDIC Stage 3 Exeter].pdf</a></p> |

|  |  |  |
|--|--|--|
| <p><b>The assessment strategy is appropriately designed and valid for the level and outcome of the course.</b></p> | <p>The course assessment and assessment load must be appropriate to the level and be mapped to the course level learning outcomes.</p> <p>Assessments consider the competencies acquired, related to professional contexts and to local and international perspectives.</p> <p>The assessment of each module takes place during the semester in which the module is offered, and is the same, or the same range of assessments where a choice is offered, for all students taking the module (apart from any reasonable adjustments approved for individual students).</p> |  |
|--|--|--|

DRAFT



# 11. Course approval process

For Approval

Presented by Marc Griffith

|                  |   |
|------------------|---|
|                  | INTERNAL  |
| Paper title:     | Update to the Course Approval Process   |
| Board/Committee: | Academic Board  |
| Date of meeting: | 19 <sup>th</sup> October 2022   |
| Author(s):       | Marc Griffith, Director for TQE   |
| Sponsor(s):      | Deborah Johnston, DVC (Academic Framework)  |
| Purpose:         | For Approval  |
| Recommendation:  | The Board is asked discuss and approve the proposed 1 year after validation review process. |

### **Executive Summary**

The Board is asked to review and approve the following change to the course approval process to better allow the Academic Planning Panel (APP) to review the effectiveness of course proposals by reviewing the performance of the new and revalidated courses one year after the proposed date for initial delivery.

The paper outlines the rationale and provides an example of the information that would be required on a form to enable the process.

## Update to the Course Approval Process

This paper proposes a change in the course approval process to better allow the Academic Planning Panel (APP) to review the effectiveness of course proposals by reviewing the performance of the new and revalidated courses one year after the proposed date for initial delivery.

Progress will be judged against the performance measures, both academic and financial, anticipated at the time of course approval. It also provides the course team and the school with the opportunity to reflect on the accuracy of assumptions made, the effectiveness of the decisions, and to determine, when appropriate, any reasons for significant variations between the expected performance of the course and the actual outcome. The information provided in this review can form the basis of the initial course development plan for the new course.

To facilitate this review process an additional section (Section 10) is added to the New Course Proposal and Re-Validation Proposal forms. AQE will alert schools when this additional information is required by the APP. The appendix shows the proposed content for the review of course performance.

## Appendix 1: Section 10

**Part A– Reflection on Approval of the Course:** In reflecting on the first key stage of course operation since development and approval;

- What student numbers were proposed in the New Course Proposal Form (Section 7 and course costing template)
- What current student numbers have been achieved (you should factor in any continuation / completion figures that may be available)
- If these two sets of numbers differ, can any reasons be identified why the projected student numbers and the actual numbers differ?
- The course costing template and Section 6 of this Form identified as accurately as possible been expected resource needs. What is your assessment of current resource needs?
- In terms of organisational learning, are there any lessons to be learnt from the development of this course that will benefit other course teams undergoing development towards approval and validation?

**Part B – Review of course performance against agreed targets.** Provide a reflective commentary on the course performance against the following targets

| Performance Measure | Target | Actual | Commentary |
|---------------------|--------|--------|------------|
| MSR / MEQ Feedback  |        |        |            |
| % Good Honours      |        |        |            |
| Continuation        |        |        |            |
| Entry tariff points |        |        |            |
| BME attainment      |        |        |            |

\*or for PGT courses number at pass/merit/distinction

### *Areas of good practice*

Good practice is practice that a course team, School regard as making a particularly positive contribution to the student learning experience, and which is worthy of wider dissemination. This should include good practice at collaborative partners where applicable.

### *Reflection on the quality and standards of course*

In this section provide a commentary on how the University quality management procedures have been implemented making explicit reference to External Examiners' reports, PSRBs (where applicable), module evaluation questionnaires and other external agencies.

*Overall reflection on the performance of the course*

In this section provide a commentary on the overall performance of the course.  
Comment on:

- The overall learning and teaching approach, assessment strategy and student experience
- Any major developments during the year relating to the course (actions can transferred to the course development plan)
- Any enhancement activities which have been introduced
- Any challenges which have been encountered and the measures which are being proposed to address them
- An outline of areas that have not gone well and/or where the need for improvement has been identified to improve the student experience.

For courses running at partners you should comment on:

- How the oversight of the quality and standards of collaborative activity is maintained

**Date of Review:**



## 12. Proposed update to External Examining Requirements

For Approval

Presented by Marc Griffith



|                  |   |
|------------------|---|
|                  | INTERNAL  |
| Paper title:     | Proposed update to External Examining Requirements  |
| Board/Committee: | Academic Board  |
| Date of meeting: | 19 October 2022   |
| Author(s):       | Marc Griffith, Director for TQE   |
| Sponsor(s):      | Deborah Johnston, DVC (Academic Framework)  |
| Purpose:         | For Approval  |
| Recommendation:  | The Board is asked discuss and approve the proposed 1 year after validation review process. |

### Executive Summary

The Board is asked to review and approve the development of a revised approach to external examining. This proposal seeks to strengthen external examining at LSBU by refocusing the activities of the externals, providing a greater level of contact between the externals and the university, and improving the transparency \ visibility of the EE role.

The focus of the proposal is on the activities that happen following appointment and we may wish to review the external examiners appointment process to ensure that we have suitably qualified and experienced EEs in the future.

## Premise

External Examiners (EEs) are a pivotal part of our quality framework. They ensure that courses are comparable to others in the sector and that they are aligned to sector recognised standards. At LSBU, EEs provide an independent external view and utilise their expertise to make a judgement about the quality and standards of the University's courses and modules.

This proposal seeks to strengthen external examining at LSBU by refocusing the activities of the externals, providing a greater level of contact between the externals and the university, and improving the transparency \ visibility of the EE role. The focus of this proposal is on the activities that happen following appointment and we may wish to review the external examiners appointment process to ensure that we have suitably qualified and experienced EEs in the future.

## Key areas of change

### Key areas of change

1. Each course must have a named course EE
2. Focus activities performed by EEs to link more closely with maintaining standards
3. Increased reporting frequency
4. Remove requirements for attendance at exam boards

## External examining requirements

An External Examiner (EEs) must be appointed to each course of study leading to an LSBU award. EEs may be appointed as course and \ or module EEs. Where there is a strong rationale to do so, a number of EEs may be appointed to a course in order to ensure full coverage or an EE may be appointed to a group of closely related courses. Where a course has multiple EEs the course external examiner coordinates the oversight of the course with the module EEs. In all cases EEs are expected to provide subject specific commentary on academic standards, quality of assessment and feedback, and the overall performance of a course or module in relation to sector recognised standards.

**Course External Examiners** are appointed to a course or group of courses and associated modules and is responsible for overseeing and reporting on the course to the university's Quality and Standards Committee. They are entitled to review all modules that contribute to the course(s) they oversee.

**Module External Examiners** are appointed to a set of modules as part for an external examining team where workload or expertise requires this. Module external examiners are required to carry out the duties of an EE on individual modules.

**End Point Assessment External examiners** are required for all integrated apprenticeship courses to assure the quality and standards of the end point assessment process.

### EE Activities

The following sections describe the key activities that EEs will be asked to report on at key census points in the year (TBD). That is rather than a single reporting point EEs will be asked to engage with the university and course teams by reporting on each of the following activities at the most appropriate time for the delivery of the course:

- Report on the set up and appropriateness of the planned assessment process
- Report on the quality and currency of the course content
- Report on the operationalisation of the assessment process
- Report on the performance on the performance of course and modules
- Confirm the Quality and Standards of the course delivery

### Review assessment process

A key role for EEs is that they provide assurance that the assessment strategy for the course and modules is designed and implemented in a manner that is fair and equitable to all students. Raising, where appropriate, any issues or concerns relating to collaborative arrangements or Professional, Regulatory or Statutory Body (PSRB) accreditation and/or alignment to course learning

outcomes published in the course specifications. Prior to the delivery of an assessment EEs are required to review all coursework and exams (first sit and resit) to assure that:

- The types of assessment are appropriate for the course, student cohort and level of study
- That the assessments allow students to demonstrate the attainment of the course learning outcomes (CLOs) and / or module learning outcomes (MLOs).
- That any alternate assessments are equivalent and allow students to demonstrate the attainment of the CLOs and / or MLOs
- Anonymous marking is used where appropriate
- The marking schemes \ grading criteria reflect performance in line with sector recognised standards

#### [Review VLE site](#)

Part of the EEs remit is sample the content on the VLE for a range of modules making up a course. This review of course \ module content will allow EE to make more informed comments on the level and scope of the content and teaching on the course, this can be particularly focused on currency and how the course is informed by current research and scholarship, and how the course is embedding the development of graduate employability skills.

#### [Approve consistency, reliability and fairness of the marking, calibration and moderation process](#)

A critical role of an EE is ensuring that awards granted are comparable in standard to those of other higher education institutions, that national subject threshold standards are complied with, and the treatment of students is equitable and consistent.

It is proposed that following each assessment period the EEs working with course teams undertake an analysis of marks and performance between modules and between cohorts of students to identify any anomalies in the

assessment process. Any anomalies (e.g. scaling of marks) should be discussed with the Course External Examiner and reported to the appropriate Subject Area Exam Board. To perform this function it is expected that EEs:

- Will moderate an appropriate sample of assessments (split by modes, locations, performance levels etc)
- Check that the marking scheme \ grading criteria has been appropriately and consistently applied
- That anonymous marking was used where appropriate
- Use of TII where appropriate
- Will approve that internal marking was of an appropriate standard, fair and reliable
- Endorse that the assessment process has be implemented in line with the course specification, the university regulations and they are satisfied that the marked assessments are appropriate (marks not to be released without this endorsement)

#### [Review course and module performance](#)

In place of exam board attendance EEs are expected to meet with the course team(s) at the end of the academic year to review the performance of the course / modules utilising their expertise to provide an independent critical review of the operationalisation of the course. They are expected to provide their view on the continuing currency, appropriateness and coherence of the course(s) to which they are appointed, and provide feedback regarding proposed changes to curriculum content, assessment, structure or outcomes this may include

- Discussing progress since last meeting where appropriate
- Identifying areas of good practice
- Identifying areas for improvements
- Approving action plans with course team for enhancements in the following academic year

### Annual Reporting

In the annual report EEs are expected to confirm that the standard of University awards in relation to external reference point, including the Framework for Higher Education Qualifications, subject benchmarks and in relation to other UK Higher Education Institutions, and, where appropriate, the requirements of professional, statutory and regulatory bodies.



## 13. Approval of new awards - MOst and BOst

For Approval

Presented by Marc Griffith

|                  |   |
|------------------|---|
|                  | INTERNAL  |
| Paper title:     | Request for new awards Integrated Masters of Osteopathic Medicine (MOst) and Bachelors of Osteopathic Medicine (BOst) |
| Board/Committee: | Academic Board  |
| Date of meeting: | 19 October 2022   |
| Author(s):       | Sally Skillett-Moore, Deputy Director, Academic Quality and Enhancement   |
| Sponsor(s):      | Marc Griffith, Director, Teaching Quality and Enhancement   |
| Purpose:         | For Approval  |
| Recommendation:  | Academic Board is requested to approve these new awards.  |

### Executive Summary

During the 2021/22 academic year, LSBU entered into a collaborative partnership with the North East Surrey College of Technology (NESCOT). It was proposed that LSBU validate four courses for NESCOT in the first instance;

- 1) BSc Osteopathy top up degree
- 2) Bachelor of Osteopathic Medicine (BOst) full time
- 3) Bachelor of Osteopathic Medicine (BOst) part time
- 4) Integrated Masters of Osteopathic Medicine (MOst)

Academic Board are requested to approve two new awards, MOst and BOst.





Items for discussion



# 14. Education priorities for academic year (Verbal report)

For Discussion

Presented by Deborah Johnston

EST 1892 **LSBU**

**BREAK**



# 15. Recruitment and admissions update, including benchmarking and data analysis

For Discussion

Presented by Mehmet Tarhan

|  |   |
|--|---|
|  | INTERNAL  |
| Paper title:                           | High Level Overview of Recruitment – S1 22/23   |
| Board/Committee:                       | Academic Board  |
| Date of meeting:                       | 19 October 2022   |
| Author(s):                             | Mehmet Tarhan – Head of Recruitment Planning and Operations   |
| Sponsor(s):                            | Nicole Louis, CCO   |
| Purpose:<br>(Please tick one box only) | <input type="checkbox"/> For approval <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For information <input type="checkbox"/> For review |
| Recommendation:                        | The Boad is requested to discuss the information provided.  |

### Executive summary

A high level overview and findings from the latest recruitment cycle, S1 22/23 entry, as requested by the Academic Board.

# S1 22/23 Overview

- The University achieved 109% of its institutional firm accept and deposit target in S1 22/23.
  - A third of our overall numbers were generated during the Clearing period; this was in part driven by the late-Apprenticeship pipeline, which recruited over 600 (or 81%) of its cohort through July-September (which has had knock on effects to enrolment operations and student onboarding, mainly in BEA, and ENG).
  - Meanwhile the University conducted 25% of its recruitment for UGFT provision during Clearing. This is in line with previous years for LSBU, and comparable or better than several of our London Modern competitors who are more reliant on Clearing.
  - The majority of Schools have ended the year either on, above or at least 95% to target (enrolment operations are ongoing so final full enrolment figures are TBC).
- The recruitment cycle was not without challenge, with a 13% deficit in on-time Main Cycle applications to overcome.
  - Many areas contributed to a strong recovery pre-Clearing (including the Academic community, through outbound calls and offer-holder activities).
  - The University's CAS allocation grew to 1,700, and the expanding international cohort helped mitigate against weaker domestic outcomes.
    - International students now make up a quarter of the S1 new student intake at LSBU, and this is up from less than 15% the previous year.

| Pre vs Post Summer | Pre Clearing Recruitment Position |              |           | Post Clearing Recruitment Position |              |           | Summer Recruitment |                 |
|--------------------|-----------------------------------|--------------|-----------|------------------------------------|--------------|-----------|--------------------|-----------------|
|                    | Early July                        | Target       | Position  | Early October                      | Target       | Position  | (+/-) Recruitment  | (%) Recruitment |
| LSBU S1 22/23      | FAs/Deposits                      | FAs/Deposits | vs Target | FAs/Deposits                       | FAs/Deposits | vs Target | in Summer          | in Summer       |
| ACH                | 526                               | 562          | 93.6%     | 696                                | 562          | 123.8%    | 170                | 24.4%           |
| ACI                | 294                               | 389          | 75.5%     | 365                                | 389          | 93.7%     | 71                 | 19.5%           |
| APS                | 370                               | 486          | 76.1%     | 597                                | 486          | 122.8%    | 227                | 38.0%           |
| BEA                | 445                               | 1156         | 38.5%     | 1195                               | 1156         | 103.4%    | 750                | 62.8%           |
| BUS                | 1228                              | 965          | 127.3%    | 1572                               | 965          | 163.0%    | 344                | 21.9%           |
| ENG                | 479                               | 917          | 52.2%     | 873                                | 917          | 95.2%     | 394                | 45.1%           |
| LSS                | 290                               | 805          | 36.0%     | 663                                | 805          | 82.3%     | 373                | 56.3%           |
| NAM                | 816                               | 1163         | 70.2%     | 1094                               | 1163         | 94.1%     | 278                | 25.4%           |
| UGFT               | 3085                              | 4092         | 75.4%     | 4127                               | 4092         | 100.9%    | 1042               | 25.2%           |
| UGPT               | 59                                | 103          | 57.1%     | 129                                | 103          | 124.8%    | 70                 | 54.3%           |
| APPREN             | 142                               | 920          | 15.4%     | 761                                | 920          | 82.8%     | 619                | 81.3%           |
| PGFT               | 1037                              | 1126         | 92.1%     | 1293                               | 1126         | 114.8%    | 256                | 19.8%           |
| PGPT               | 125                               | 202          | 61.8%     | 375                                | 202          | 185.3%    | 250                | 66.7%           |
| LSBU Overall       | 4448                              | 6444         | 69.0%     | 7055                               | 6444         | 109.5%    | 2607               | 37.0%           |
| UK                 | 3113                              | 5451         | 57.1%     | 5351                               | 5451         | 98.2%     | 2238               | 41.8%           |
| INT                | 1335                              | 993          | 134.4%    | 1704                               | 993          | 171.5%    | 369                | 21.7%           |

## Area specific comments:

- ACI: the Clearing market for arts and creative courses remains small. It highlights the importance of the Main Cycle for this area. Adapting our pre-offer interview stage into a post-offer screening stage will result in 20-40 extra students for ACI.
- Apprentices: The Apprenticeship team must work with employers to bring the recruitment timeline forward, as it entered the Clearing period at around 15% to target for the second consecutive year, putting strain on down-stream processes at a busy time.
- LSS: the School ended S1 82% to target, mainly due to a fall in demand in its UG/PG Law provision which may have been impacted by declining league table standing in this area.
- PGPT: The surplus in this area should not be mistaken for demand in part time Degree-level provision. The courses driving the surplus are CPD style short courses, with unpredictable intakes.

## Clearing

- Overall Clearing recruitment fell -6.7% from 1260 FAs to 1175 FAs and the decrease is in part attributable to key courses closing earlier in the campaign, once targets were met.
- Operations ran smoothly for another year and the University continued to make improvement in its UGFT recruitment timelines.
  - The number recruited during Early and Main Clearing rose 15.6% and 9.6% respectively, which supports our ambition as a University to recruit well in early Clearing and less in the later parts.

School Trends - Clearing, UGFT only

| School Area     | Apps        |             |               | Change      | FAs         |               |  | Change |
|-----------------|-------------|-------------|---------------|-------------|-------------|---------------|--|--------|
|                 | 2022        | 2021        |               |             | 2022        | 2021          |  |        |
| ACI             | 128         | 194         | -34.0%        | 53          | 66          | -19.7%        |  |        |
| APS             | 465         | 469         | -0.9%         | 195         | 202         | -3.5%         |  |        |
| BEA             | 242         | 309         | -21.7%        | 103         | 141         | -27.0%        |  |        |
| BUS             | 469         | 664         | -29.4%        | 187         | 270         | -30.7%        |  |        |
| ENG             | 371         | 436         | -14.9%        | 175         | 166         | 5.4%          |  |        |
| IHSC            | 1287        | 1229        | 4.7%          | 256         | 202         | 26.7%         |  |        |
| LSS             | 412         | 472         | -12.7%        | 205         | 211         | -2.8%         |  |        |
| <b>Overall</b>  | <b>3374</b> | <b>3773</b> | <b>-10.6%</b> | <b>1174</b> | <b>1258</b> | <b>-6.7%</b>  |  |        |
| <b>exc IHSC</b> | <b>2087</b> | <b>2544</b> | <b>-18.0%</b> | <b>918</b>  | <b>1056</b> | <b>-13.1%</b> |  |        |

| FAs   | 2022 | 2021 | Change |
|-------|------|------|--------|
| Early | 185  | 160  | 15.6%  |
| Main  | 606  | 553  | 9.6%   |
| Late  | 383  | 545  | -29.7% |

## Croydon

- Recruitment for the Croydon campus measures at 260 FAs at the end of the cycle across all subjects, compared to 210 last year.
- The campus has grown in popularity and size year-on-year, but the mix and profile of students has seen positive changes year-on-year as well.
- At the end of enrolment an intake of c50 across Business courses is likely, which represents a significant growth compared on the c15 enrolled last year on to Business provision.
- This is positive because, despite IHSC being a popular offering at the campus, it is placement-based and therefore capped, while Business courses are more scalable.

## Intra-group recruitment

- Enrolments into the University from wider Group institutions currently number at 30, and are on track to match last year's total (35).
- Our largest Group feeder remains Lambeth College, contributing close to 60% of the intra-group share.



## 16. TEF strategy and action plan

For Discussion

Presented by Deborah Johnston and Tony Moss



|  |   |
|--|---|
|  | INTERNAL  |
| Paper title:                           | TEF Update  |
| Board/Committee:                       | Academic Board  |
| Date of meeting:                       | 19 October 2022   |
| Author(s):                             | Professor Tony Moss, Associate PVC Education and Student Experience   |
| Sponsor(s):                            | Professor Deborah Johnston, DVC Academic Framework  |
| Purpose:<br>(Please tick one box only) | <input type="checkbox"/> For approval <input type="checkbox"/> For discussion <input checked="" type="checkbox"/> For information <input type="checkbox"/> For review |
| Recommendation:                        | The Board is requested to note the update on progress towards the development of our TEF narrative, with an updated timeline for completion and submission.           |

### Executive summary

The TEF Steering Group remain on track to complete our TEF narrative by December 2022, to ensure we are ready to submit no later than January 2023.

Extensive engagement has taken place over the summer with academic staff and senior leaders across Schools and PSGs, to inform the approach we will take with our narrative.

Internal and External critical friends have been identified and recruited to provide scrutiny of our submission, and key committees will be provided with drafts to review at key points.

Work to agree our approach to the measurement of learning gain is on track and due to be completed in early November 2022.

### TEF Consultation

The OfS are yet to provide HEIs with their final TEF data, which is expected by the end of September 2022. The outcome of the TEF review suggests that little will change as a result of the consultation process, and so the data which we modelled internally is likely to be fairly accurate.

A slightly extended deadline of January 2023 has been agreed by the OfS for submission of TEF narratives.

Guidance for SU submissions was updated by the OfS, indicating that SU submissions should focus only on the most recent period, and do not need to reflect on the previous 4 years. This significantly reduces the burden on SUs, and also provides an opportunity for university initiatives which are more recent to be mentioned – this is beneficial to the extent that we are able to ensure that our commitment to improving student outcomes and experiences is ongoing.

### **Staff Engagement**

During July and August a series of workshops were conducted with staff from each of our major TEF subject areas, to gain insights in to the data related to these areas. All schools participated fully in this process, and have generated significant useful insights and evidence which will inform the contents of our TEF submission.

### **Learning Gain**

The major work to ensure that we are able to extract the required data from Salesforce to underpin our work on learning gain has been completed. Final review of the PDP data has been postponed until mid-October, to enable us to capture insights from students joining LSBU for the 22/23 academic year, as well as collect data from continuing students. This will provide a more robust approach to learning gain, whereby we will have both a larger overall sample, and the ability to track changes in a subset of students over time.

### **Student Union Submission**

The SU remain committed to submitting their own TEF narrative. They are represented on the TEF Steering Group, and we are openly sharing information with SU colleagues to support their work. Student engagement sessions will be held in the coming weeks, once the enrolment period ends, to ensure that student voice is firmly embedded in the narrative being produced.

### **Next Steps**

Following a workshop held with senior and executive colleagues in September, work will begin on drafting the TEF narrative submission. This will be led by the TEF Steering Group, and a revised timeline to engage with key groups and committees will be agreed.

The TEF Steering Group have agreed to have a final submission completed by mid-December, providing time in early January for a final review before submission.



## 17. OfS B3 conditions of registration update

For Discussion

Presented by Andrew McLaughlin

|  |   |
|--|---|
|  | INTERNAL  |
| Paper title:                           | Publication of B3 Thresholds and Indicator values   |
| Board/Committee:                       | Academic Board  |
| Date of meeting:                       | 19 October 2022   |
| Author(s):                             | Andrew McLaughlin, Head of Planning, Performance and Strategy   |
| Sponsor(s):                            | Deborah Johnston, DVC (Academic Framework)  |
| Purpose:<br>(Please tick one box only) | <input type="checkbox"/> For approval <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For information <input type="checkbox"/> For review |
| Recommendation:                        | The Committee is requested to discuss this paper.   |

### Executive summary

The OfS published final thresholds and values for the B3 Student Outcome indicators on 30<sup>th</sup> September 2022: this marks the start of the new B3 regulatory regime.

At institutional level LSBU is above the threshold for all modes and levels of study.

There are some small pockets of activity at subject level where we are below threshold, the most impactful is Business Management where the Progression indicator (based on graduate outcomes) is 10.6% below threshold for full time first degree students. This is significant given the number of students we have in the area.

By student characteristics, while there are some instances where we fall below threshold, these are not impactful after the number of students with the characteristic is taken into account.

Further breakdown of the data by subject and characteristics for FD and PGT students is available for the Board to view outside the meeting in the Convene Document Library ([here](#)).

## Briefing note regarding the release of B3 Outcomes data by OfS

The OfS published final numerical thresholds and values for the three B3 Outcome indicators – Continuation, Completion and Progression – on 30<sup>th</sup> September 2022.

The OfS have made the data accessible through their website via a [dashboard](#).

### The results

At Level of Study and Mode, the indicators for LSBU are above the thresholds in all cases.

OfS have reduced the thresholds for Part-time First-degree students for Continuation and Progression.

Please see the workbook *Appendix 1 B3 Outcomes (with vs modelling) for actual results and comparison to modelling*.

### Differences from Modelled Data

#### ***Downwards movement of threshold values (a positive change for LSBU)***

- Continuation: For Part-Time First degree a threshold of 55% has been used instead of the initially proposed 60%
- Progression: For Part-Time First degree a threshold of 70% has been used instead of the initially proposed 75%

#### ***Differences between Modelled and Actual Numbers***

| Indicator    | Mode      | Actual better or worse   | Summary                                      |
|--------------|-----------|--|--|
| Continuation | Full time | Better in all cases – 5% better for First Degree, the largest cohort   | Better (and Full time is the biggest cohort) |
| Continuation | Part time | Worse in all cases – 5% worse for First degree, 10% worst for PGR and Other Postgraduate                       | Worse (Part time is a smaller cohort)        |
| Completion   | Full time | <u>Not comparable</u> : we modelled the compound method, OfS later decided to use the 'cohort tracking' method |  |
| Completion   | Part time |  |  |
| Progression  | Full time | Mixed – overall the number of actual   | Worse to a small degree                      |

|             |           |   |                          |
|-------------|-----------|---|--------------------------|
|             |           | positive outcomes was 1.2% worse than modelled.   |                          |
| Progression | Part time | Better in all cases – overall the number of actual positive outcomes was 2.4% better than modelled. | Better to a small degree |

**Specific limitations of modelled performance**

Progression: When B3 performance was estimated the full dataset for the 2019/2020 Graduate Outcomes Survey was not published, missing details relating to the Standard Occupational Classification (SOC) of a subset of students. This SOC data is key in the Progression calculations as it determines whether a student is counted as in graduate-level employment and therefore positively. In order to generate B3 estimates, it was necessary to make assumptions about the expected SOC coding of the missing students, so this is likely to account for much of the difference between estimated and actual performance.

Continuation: For aspects of these calculations only partial datasets were available when modelling was undertaken, especially for calculating part-time continuation in the most recent year.

General: These indicators are extremely convoluted to calculate and entail tracking students across multiple academic years, student records and providers. As alluded to above, the OfS approach to deriving the indicators changed as we moved through the consultation period.

**Next Steps**

SPP will present this institutional analysis to UMB on 5<sup>th</sup> October, together with a high-level analysis of the actual results by subject.

SPP will undertake and circulate an analysis of the results by sector subject level (CAH2) and IMD; together with a benchmarking analysis comparing LSBU institutional results with the rest of the London Moderns. The outcome of this will be circulated on or before 7<sup>th</sup> October.

SPP will undertake and circulate an analysis of the results by course and for all the splits (subject, gender etc). The outcome of this will be circulated on or before 14<sup>th</sup> October.

Andrew McLaughlin

Head of SPP

30/09/22

LSBU Actual B3 indicators and Thresholds published by OFS on 30th September 2022 with a comparison to LSBU Modelled Indicators and Thresholds

| Indicator                                   | Mode                         | Level                                       | B3 threshold (%)                            | LSBU's performance                           |                         |  |             | Modelled performance     |                  | Difference (Actual minus estimate)                                    |                  |    |
|---|------------------------------|---|---|--|-------------------------|--|-------------|--------------------------|------------------|---|------------------|----|
|   |                              |   |   | LSBU Indicator value (%)                     | LSBU minus B3 threshold | Proportion above numerical threshold (%) & | Denominator | LSBU Indicator value (%) | B3 threshold (%) | LSBU Indicator value (%) +ve means the actual is better than modelled | B3 threshold (%) |    |
| Continuation                                | Full-time                    | First degree                                | 80  | 88.4   | 8.4                     | 100  | 13,220      | 83.3                     | 80               | 5.1   | 0                |    |
|   |                              | Undergraduate with postgraduate components  | 85  | 92.2   | 7.2                     | 97.9                                       | 90          | 86.9                     | 85               | 5.3   | 0                |    |
|   |                              | Other undergraduate                         | 75  | 75.2   | 0.2                     | 52.9                                       | 460         | 71.8                     | 75               | 3.4   | 0                |    |
|   |                              | Postgraduate taught masters                 | 80  | 89.6   | 9.6                     | 100  | 2,940       | 88.6                     | 80               | 1.0   | 0                |    |
|   |                              | Postgraduate research                       | 90  | 92.7   | 2.7                     | 88.2                                       | 170         | 92.7                     | 90               | 0.0   | 0                |    |
|   |                              | Other postgraduate                          | 80  | 91.9   | 11.9                    | 100  | 1,090       | 90.8                     | 80               | 1.1   | 0                |    |
|   |                              |   | PGCE: Postgraduate certificate in education | 85   | 96.5                    | 11.5                                       | 100         | 260                      | 93.9             | 85  | 2.6              | 0  |
|   | Part-time                    | First degree                                | 55  | 83.3   | 28.3                    | 100  | 1,030       | 87.9                     | 60               | -4.6  | -5               |    |
|   |                              | Undergraduate with postgraduate components* | 60  |  |                         |  |             | 70.3                     | 60               |   | 0                |    |
|   |                              | Other undergraduate                         | 55  | 87.4   | 32.4                    | 100  | 970         | 91.6                     | 55               | -4.2  | 0                |    |
|   |                              | Postgraduate taught masters                 | 65  | 86.9   | 21.9                    | 100  | 1,530       | 88.8                     | 65               | -1.9  | 0                |    |
|   |                              | Postgraduate research                       | 70  | 70.8   | 0.8                     | 56.8                                       | 110         | 81.2                     | 70               | -10.4   | 0                |    |
|   |                              | Other postgraduate                          | 65  | 81   | 16                      | 100  | 1,720       | 93.3                     | 65               | -12.3   | 0                |    |
|   | Apprenticeship               | All postgraduates                           | 80  | 95.2   | 15.2                    | 100  | 120         | 97.6                     | 80               | -2.4  | 0                |    |
|   |                              | All undergraduates                          | 70  | 89.4   | 19.4                    | 100  | 1,460       | 90.6                     | 70               | -1.2  | 0                |    |
|   | Completion (cohort-tracking) | Full-time                                   | First degree                                | 75   | 83.6                    | 8.6  | 100         | 12,140                   |                  |   |                  |    |
| Undergraduate with postgraduate components* |                              |   | 85  |  |                         |  |             |                          |                  |   |                  |    |
| Other undergraduate                         |                              |   | 65  | 70.8   | 5.8                     | 100  | 900         |                          |                  |   |                  |    |
| Postgraduate taught masters                 |                              |   | 80  | 87.7   | 7.7                     | 100  | 2,890       |                          |                  |   |                  |    |
| Postgraduate research                       |                              |   | 75  | 78.2   | 3.2                     | 81.6                                       | 150         |                          |                  |   |                  |    |
| Other postgraduate                          |                              |   | 80  | 88.6   | 8.6                     | 100  | 870         |                          |                  |   |                  |    |
|   |                              |   | PGCE: Postgraduate certificate in education | 85   | 93.7                    | 8.7  | 100         | 400                      |                  |   |                  |    |
| Part-time                                   |                              | First degree                                | 40  | 81.9   | 41.9                    | 100  | 1,090       |                          |                  |   |                  |    |
|   |                              | Other undergraduate                         | 55  | 71.5   | 16.5                    | 100  | 1,270       |                          |                  |   |                  |    |
|   |                              | Postgraduate taught masters                 | 65  | 81.7   | 16.7                    | 100  | 2,250       |                          |                  |   |                  |    |
|   |                              | Postgraduate research                       | 60  | 60.4   | 0.4                     | 52.8                                       | 110         |                          |                  |   |                  |    |
|   |                              | Other postgraduate                          | 60  | 62.5   | 2.5                     | 98.1                                       | 1,590       |                          |                  |   |                  |    |
|   |                              |   |   | PGCE: Postgraduate certificate in education* | 75                      |  |             |                          |                  |   |                  |    |
| Apprenticeship                              |                              | All undergraduates                          | 55  | 83   | 28                      | 100  | 100         |                          |                  |   |                  |    |
| Progression                                 |                              | Full-time                                   | First degree                                | 60   | 68.8                    | 8.8  | 100         | 3,440                    | 70.5             | 60  | -1.7             | 0  |
|   |                              |   | Undergraduate with postgraduate components* | 75   |                         |  |             |                          | 73.1             | 80  |                  | -5 |
|   | Other undergraduate          |   | 45  | 52.1   | 7.1                     | 93.7                                       | 120         | 51.0                     | 45               | 1.1   | 0                |    |
|   | Postgraduate taught masters  |   | 70  | 77.3   | 7.3                     | 100  | 600         | 76.6                     | 70               | 0.7   | 0                |    |
|   | Postgraduate research**      |   | 85  |  |                         |  |             | 95.7                     | 85               |   | 0                |    |
|   | Other postgraduate           |   | 85  | 93.7   | 8.7                     | 100  | 370         | 94.9                     | 85               | -1.2  | 0                |    |
|   |                              |   | PGCE: Postgraduate certificate in education | 85   | 94.3                    | 9.3  | 99.7        | 90                       | 96.3             | 85  | -2.0             | 0  |
|   | Part-time                    | First degree                                | 70  | 92   | 22                      | 100  | 450         | 83.1                     | 75               | 8.9   | -5               |    |
|   |                              | Undergraduate with postgraduate components* | 80  |  |                         |  |             | 98.3                     | 80               |   | 0                |    |
|   |                              | Other undergraduate                         | 65  | 91.7   | 26.7                    | 100  | 320         | 90.7                     | 65               | 1.0   | 0                |    |
|   |                              | Postgraduate taught masters                 | 85  | 91   | 6                       | 100  | 560         | 91.0                     | 85               | 0.0   | 0                |    |
|   |                              | Postgraduate research**                     | 85  |  |                         |  |             | 100.0                    | 85               |   | 0                |    |
|   |                              | Other postgraduate                          | 85  | 95.8   | 10.8                    | 100  | 620         | 95.2                     | 85               | 0.6   | 0                |    |
|   | Apprenticeship               | All undergraduates                          | 75  | 87.4   | 12.4                    | 99.9                                       | 110         | 89.0                     | 75               | -1.6  | 0                |    |

Not applicable: LSBU modelled the compound method but as we moved through the consultation the OFS decided to use the cohort tracking method.

\* Suppressed as fewer than 23 students in the denominator

\*\* Suppressed for data protection reasons

\*\*\* Proportion above numerical threshold - The higher the number of students included in the calculation of a given indicator, the less statistical uncertainty there is in the resulting value. To account for this and ensure that assessments of the difference between indicator performance and B3 thresholds are statistically fair, for each LSBU indicator value, the OFS has generated a probability distribution based upon the student sample size. The proportion of this probability distribution above the B3 threshold is shown in Table ###. This measure is a key means through which OFS will assess institutional performance.

# Academic Board Meeting

## % Below threshold Modelled vs Actual: By Subject, Mode and Level (Sorted high to low by impact)

Only subjects where the modelled or actuals indicator values are below threshold are included

Red highlighted cells in the indicator columns are cases where the actuals have LSBU below threshold. Red shaded subject are subject of concern after weighting for student numbers.

Impact is calculated only for rows with an Actual below threshold result as the average number of new entrants each year over the last four year period multiplied by the percentage below threshold.

|   |      |  | Continuation |        | Completion |        | Progression |        | Impact |
|---|------|--|--------------|--------|------------|--------|-------------|--------|--------|
| Subject (CAH2)                            | Mode | Level                                      | Modelled     | Actual | Modelled   | Actual | Modelled    | Actual |        |
| business and management                   | FT   | First degree                               |              |        |            |        | 10.4        | 10.6   | 72     |
| engineering                               | PT   | Other postgraduate                         |              | 36.3   |            | 24.6   | 29.4        |        | 14     |
| performing arts                           | FT   | First degree                               |              |        |            |        | 11.6        | 12.6   | 11     |
| nursing and midwifery                     | PT   | Other postgraduate                         |              |        |            | 7.9    |             |        | 11     |
| computing                                 | FT   | First degree                               | 6.6          |        | 7.3        | 6.8    |             |        | 8      |
| psychology                                | FT   | First degree                               |              |        |            | 1.2    | 3.5         | 5.5    | 8      |
| biosciences                               | FT   | First degree                               |              |        |            | 3.6    | 3.6         | 12.5   | 7      |
| sport and exercise sciences               | FT   | First degree                               | 5.7          |        | 15.4       | 9.2    | 5.7         | 2.7    | 6      |
| combined and general studies              | FT   | First degree                               | 22.3         | 8.9    |            | 21.4   |             |        | 4      |
| sociology, social policy and anthropology | FT   | Postgraduate taught masters                |              |        |            |        | 17.8        | 18.7   | 4      |
| business and management                   | PT   | Other postgraduate                         |              |        |            | 3.5    |             |        | 3      |
| business and management                   | PT   | Other undergraduate                        |              |        |            | 16.7   |             |        | 3      |
| general, applied and forensic sciences    | FT   | First degree                               | 1.6          |        | 2.9        |        | 0.4         | 5.1    | 2      |
| law                                       | PT   | Postgraduate taught masters                |              |        | 23.7       |        | 8.7         | 9.1    | 2      |
| engineering                               | FT   | Postgraduate taught masters                |              |        |            |        | 2.0         | 1.9    | 1      |
| architecture, building and planning       | FT   | Other undergraduate                        |              |        |            | 7.3    |             |        | 1      |
| architecture, building and planning       | FT   | First degree                               | 3.6          |        | 9.7        | 0.8    |             |        | 1      |
| business and management                   | PT   | Postgraduate taught masters                |              |        |            |        |             | 1.3    | 1      |
| medical sciences                          | FT   | Other postgraduate                         | 10.6         | 8.6    | 6.5        |        |             |        | 1      |
| law                                       | FT   | Other undergraduate                        | 27.0         | 15.4   |            |        |             |        | 1      |
| psychology                                | FT   | Postgraduate taught masters                |              |        |            |        | 7.0         | 1.6    | 1      |
| business and management                   | FT   | Other undergraduate                        |              |        |            |        | 6.3         | 2.1    | 0      |
| biosciences                               | FT   | Other undergraduate                        | 9.4          | 5.0    |            |        |             |        | 0      |
| business and management                   | FT   | Postgraduate research                      | 3.8          | 3.8    |            |        |             |        | 0      |
| media, journalism and communications      | FT   | First degree                               |              |        |            |        |             | 0.2    | 0      |
| psychology                                | FT   | Other postgraduate                         |              |        |            | 0.2    |             |        | 0      |
| sociology, social policy and anthropology | FT   | Other undergraduate                        | 8.3          |        |            | 4.1    |             |        | 0      |
| agriculture, food and related studies     | FT   | First degree                               |              |        |            |        | 30.4        |        | 0      |
| agriculture, food and related studies     | FT   | Postgraduate research                      | 27.5         |        | 9.7        |        |             |        | 0      |
| agriculture, food and related studies     | PT   | Postgraduate research                      | 20.0         |        |            |        |             |        | 0      |
| allied health                             | FT   | First degree                               |              |        | 0.8        |        |             |        | 0      |
| architecture, building and planning       | PT   | Postgraduate research                      | 20.0         |        |            |        |             |        | 0      |
| biosciences                               | PT   | First degree                               |              |        |            |        | 8.3         |        | 0      |
| biosciences                               | PT   | Other undergraduate                        |              |        |            |        | 31.7        |        | 0      |
| business and management                   | FT   | Postgraduate taught masters                |              |        |            |        | 0.7         |        | 0      |
| business and management                   | PT   | First degree                               |              |        |            |        | 12.5        |        | 0      |
| computing                                 | FT   | Postgraduate research                      |              |        | 18.2       |        |             |        | 0      |
| computing                                 | FT   | Undergraduate with postgraduate components |              |        | 13.3       |        |             |        | 0      |
| creative arts and design                  | FT   | Other undergraduate                        | 6.8          |        |            |        |             |        | 0      |
| creative arts and design                  | FT   | Postgraduate research                      |              |        |            |        | 18.3        |        | 0      |
| creative arts and design                  | PT   | First degree                               |              |        |            |        | 17.9        |        | 0      |
| economics                                 | FT   | First degree                               |              |        | 6.0        |        |             |        | 0      |
| education and teaching                    | PT   | First degree                               |              |        |            |        | 25.0        |        | 0      |
| education and teaching                    | PT   | PGCE                                       |              |        |            |        | 0.4         |        | 0      |
| education and teaching                    | PT   | Postgraduate taught masters                |              |        |            |        | 1.7         |        | 0      |
| engineering                               | FT   | First degree                               |              |        | 3.1        |        |             |        | 0      |
| engineering                               | FT   | Undergraduate with postgraduate components |              |        | 43.6       |        | 17.5        |        | 0      |
| engineering                               | PT   | Undergraduate with postgraduate            | 26.7         |        |            |        | 30.0        |        | 0      |
| health and social care                    | FT   | First degree                               |              |        | 2.8        |        |             |        | 0      |
| health and social care                    | FT   | Postgraduate research                      | 15.0         |        | 4.2        |        |             |        | 0      |
| health and social care                    | FT   | Postgraduate taught masters                |              |        | 4.0        |        |             |        | 0      |
| health and social care                    | PT   | First degree                               |              |        |            |        | 41.7        |        | 0      |
| health and social care                    | PT   | Postgraduate research                      |              |        | 4.1        |        |             |        | 0      |
| health and social care                    | PT   | Postgraduate taught masters                |              |        | 0.6        |        |             |        | 0      |
| history and archaeology                   | FT   | First degree                               | 4.1          |        |            |        |             |        | 0      |
| history and archaeology                   | FT   | Other undergraduate                        | 25.0         |        | 15.0       |        |             |        | 0      |
| law                                       | FT   | Other postgraduate                         |              |        |            |        | 12.3        |        | 0      |
| law                                       | FT   | Postgraduate taught masters                |              |        |            | 11.8   |             |        | 0      |
| law                                       | PT   | Other postgraduate                         |              |        |            |        | 3.2         |        | 0      |
| medical sciences                          | FT   | Postgraduate taught masters                |              |        | 30.0       |        |             |        | 0      |
| performing arts                           | FT   | Other undergraduate                        | 15.0         |        |            |        |             |        | 0      |
| performing arts                           | FT   | Postgraduate taught masters                |              |        |            |        | 20.0        |        | 0      |
| politics                                  | FT   | First degree                               | 4.6          |        |            |        |             |        | 0      |
| psychology                                | FT   | Other undergraduate                        | 19.4         |        |            |        |             |        | 0      |
| psychology                                | FT   | Undergraduate with postgraduate            | 16.3         |        |            |        | 5.0         |        | 0      |
| psychology                                | PT   | First degree                               | 5.0          |        |            |        | 44.2        |        | 0      |
| psychology                                | PT   | Other postgraduate                         |              |        |            |        | 22.5        |        | 0      |
| psychology                                | PT   | Postgraduate taught masters                |              |        | 5.5        |        |             |        | 0      |
| sociology, social policy and anthropology | FT   | First degree                               | 0.7          |        | 1.8        |        |             |        | 0      |
| sociology, social policy and anthropology | PT   | First degree                               | 26.7         |        |            |        |             |        | 0      |
| sociology, social policy and anthropology | PT   | Postgraduate taught masters                |              |        |            |        | 5.0         |        | 0      |
| sport and exercise sciences               | FT   | Other undergraduate                        | 27.4         |        |            |        |             |        | 0      |
| combined and general studies              | PT   | Other postgraduate                         |              |        |            | 24.2   |             |        | 0      |
| computing                                 | FT   | Other undergraduate                        |              |        |            | 13.5   |             |        | 0      |
| engineering                               | PT   | Postgraduate research                      |              |        |            | 2.3    |             |        | 0      |



# Academic Board meeting

## % Below threshold Modelled vs Actual: By Split, Mode and Level (Sorted high to low by impact)

Only subjects where the modelled or actuals indicator values are below threshold are included

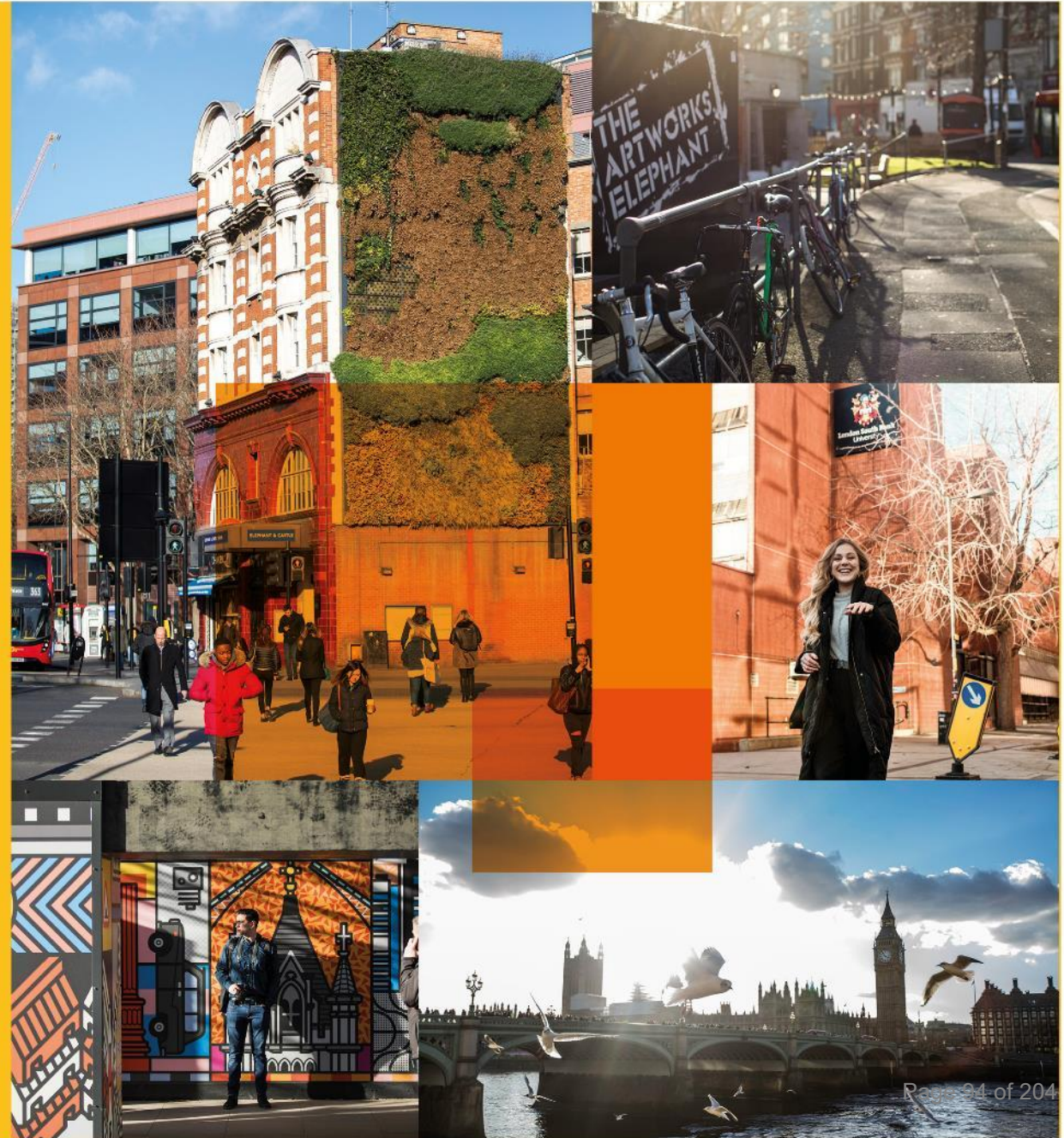
Red highlighted cells in the indicator columns are cases where the actuals have LSBU below threshold. Red shaded subject are subject of concern after weighting for student numbers.

Impact is calculated only for rows with an Actual below threshold result as the average number of new entrants each year over the last four year period multiplied by the percentage below threshold.

| Split Indicator Type | Split Indicator        | MODE | Level                               | Continuation |        | Completion |        | Progression |        | Impact |
|----------------------|------------------------|------|-------------------------------------|--------------|--------|------------|--------|-------------|--------|--------|
|                      |                        |      |                                     | Modelled     | Actual | Modelled   | Actual | Modelled    | Actual |        |
| ETHNICD              | Asian or asian british | FT   | First degree                        |              |        |            |        | 0.7         | 2.2    | 13     |
| AGE                  | u25                    | PT   | Other postgraduate                  |              |        |            | 27.0   |             |        | 9      |
| ETHNICD              | Black or black british | PT   | Other postgraduate                  |              |        |            | 7.3    |             |        | 6      |
| ETHNICD              | Asian or asian british | PT   | Other postgraduate                  |              |        |            | 7.6    |             |        | 5      |
| IMD                  | Q1 or Q2               | PT   | Other postgraduate                  |              |        |            | 2.1    |             |        | 4      |
| ETHNICD              | Black or black british | PT   | Postgraduate taught masters         |              |        |            |        | 0.2         | 8.3    | 2      |
| AGE                  | 21-30                  | FT   | Other undergraduate                 | 8.8          | 6.8    |            |        |             |        | 2      |
| ETHNICD              | Mixed                  | FT   | Other undergraduate                 | 19.8         | 19.4   |            | 7.0    | 25.0        |        | 2      |
| ETHNICD              | Black or black british | FT   | Postgraduate taught masters         |              | 0.7    | 2.1        | 0.1    |             |        | 2      |
| SEX                  | Male                   | FT   | Other undergraduate                 | 5.2          | 1.2    |            | 1.0    |             |        | 1      |
| SEX                  | Male                   | PT   | Postgraduate research               |              | 0.8    |            | 5.5    |             |        | 1      |
| DOM                  | other domicile         | PT   | Postgraduate taught masters         |              |        |            | 3.9    |             |        | 1      |
| ETHNICD              | Other                  | FT   | Other undergraduate                 | 9.5          | 7.1    |            |        | 8.6         |        | 1      |
| IMD                  | Q3, Q4 or Q5           | FT   | Postgraduate research               |              |        |            | 6.9    |             |        | 1      |
| IMD                  | Q1 or Q2               | FT   | Other undergraduate                 | 3.8          | 0.7    |            |        |             |        | 0      |
| DISABILITY           | Has a disability       | PT   | Postgraduate taught masters         |              |        |            |        |             | 0.6    | 0      |
| ETHNICD              | Other                  | PT   | Other postgraduate                  |              | 1.6    |            | 1.4    |             |        | 0      |
| IMD                  | Q1 or Q2               | PT   | Postgraduate research               |              | 2.3    | 1.1        |        |             |        | 0      |
| IMD                  | Q1 or Q2               | FT   | Postgraduate research               | 1.9          | 1.9    |            |        |             |        | 0      |
| AGE                  | 31+                    | PT   | Postgraduate research               |              |        |            | 0.7    |             |        | 0      |
| ETHNICD              | White                  | PT   | Postgraduate research               |              |        |            | 1.1    |             |        | 0      |
| ETHNICD              | Black or black british | FT   | Postgraduate research               |              | 2.0    |            |        |             |        | 0      |
| SEX                  | Male                   | FT   | Postgraduate research               |              |        |            | 0.4    |             |        | 0      |
| ETHNICD              | White                  | FT   | Other undergraduate                 | 4.0          | 0.2    |            |        |             |        | 0      |
| ETHNICD              | Mixed                  | FT   | Postgraduate taught masters         | 0.2          | 0.2    |            |        |             |        | 0      |
| DOM                  | other domicile         | PT   | Postgraduate research               |              |        |            | 19.4   |             |        | 0      |
| IMD                  | Q1 or Q2               | FT   | First degree                        |              |        | 1.4        |        |             |        |        |
| SEX                  | Male                   | FT   | First degree                        |              |        | 3.9        |        |             |        |        |
| ETHNICD              | Black or black british | FT   | First degree                        |              |        | 1.8        |        |             |        |        |
| AGE                  | 21-30                  | FT   | First degree                        |              |        | 0.1        |        |             |        |        |
| DOM                  | Uk Domicile            | FT   | Postgraduate taught masters         |              |        | 0.4        |        |             |        |        |
| IMD                  | Q1 or Q2               | FT   | Postgraduate taught masters         |              |        | 1.3        |        |             |        |        |
| AGE                  | 31+                    | FT   | Postgraduate taught masters         |              |        | 1.5        |        |             |        |        |
| ETHNICD              | Mixed                  | FT   | First degree                        | 0.0          |        | 2.7        |        |             |        |        |
| DOM                  | Uk Domicile            | FT   | Other undergraduate                 | 3.3          |        |            |        |             |        |        |
| DISABILITY           | No disability          | FT   | Other undergraduate                 | 5.1          |        |            |        |             |        |        |
| DISABILITY           | Has a disability       | FT   | Postgraduate taught masters         |              |        | 4.4        |        |             |        |        |
| AGE                  | u21                    | FT   | Other undergraduate                 | 2.2          |        |            |        | 1.1         |        |        |
| SEX                  | Female                 | FT   | Other undergraduate                 | 1.1          |        |            |        |             |        |        |
| ETHNICD              | Black or black british | FT   | Other undergraduate                 | 0.8          |        |            |        |             |        |        |
| IMD                  | Q3, Q4 or Q5           | FT   | Other undergraduate                 | 2.8          |        |            |        | 0.3         |        |        |
| DISABILITY           | No disability          | FT   | Undergraduate with postgraduate     |              |        | 14.2       |        | 7.3         |        |        |
| DOM                  | Uk Domicile            | FT   | Undergraduate with postgraduate     |              |        | 16.3       |        | 6.9         |        |        |
| ETHNICD              | Asian or asian british | PT   | First degree                        |              |        |            |        | 4.4         |        |        |
| AGE                  | u21                    | FT   | Undergraduate with postgraduate     |              |        | 35.7       |        |             |        |        |
| SEX                  | Male                   | FT   | Undergraduate with postgraduate     |              |        | 36.8       |        | 20.0        |        |        |
| ETHNICD              | Mixed                  | PT   | First degree                        |              |        |            |        | 1.2         |        |        |
| IMD                  | Q1 or Q2               | FT   | Undergraduate with postgraduate     |              |        | 17.5       |        | 13.3        |        |        |
| IMD                  | Q3, Q4 or Q5           | FT   | Undergraduate with postgraduate     |              |        | 15.5       |        | 1.4         |        |        |
| ETHNICD              | Asian or asian british | FT   | Undergraduate with postgraduate     |              |        | 13.9       |        | 30.0        |        |        |
| ETHNICD              | Other                  | PT   | Postgraduate taught masters         |              |        | 3.1        |        |             |        |        |
| ETHNICD              | White                  | FT   | Undergraduate with postgraduate     |              |        | 15.6       |        |             |        |        |
| AGE                  | 21-30                  | PT   | Undergraduate with postgraduate     |              |        | 7.6        |        |             |        |        |
| AGE                  | 21-30                  | FT   | Undergraduate with postgraduate     |              |        | 3.6        |        |             |        |        |
| AGE                  | 31+                    | FT   | Undergraduate with postgraduate     | 16.8         |        | 31.2       |        | 24.4        |        |        |
| DISABILITY           | Has a disability       | FT   | Undergraduate with postgraduate     |              |        | 22.0       |        | 5.0         |        |        |
| DISABILITY           | Has a disability       | FT   | Postgraduate research               | 5.4          |        |            |        |             |        |        |
| DOM                  | other domicile         | FT   | Undergraduate with postgraduate     | 1.7          |        | 3.1        |        |             |        |        |
| DOM                  | other domicile         | FT   | Other undergraduate                 | 1.7          |        |            |        |             |        |        |
| ETHNICD              | Asian or asian british | FT   | Postgraduate research               |              |        |            |        | 10.0        |        |        |
| ETHNICD              | Black or black british | FT   | Undergraduate with postgraduate     | 14.2         |        | 17.6       |        | 5.0         |        |        |
| ETHNICD              | Mixed                  | FT   | Undergraduate with postgraduate     |              |        | 13.9       |        | 30.0        |        |        |
| ETHNICD              | Mixed                  | PT   | Postgraduate research               | 3.3          |        |            |        |             |        |        |
| ETHNICD              | Other                  | FT   | Undergraduate with postgraduate     | 18.3         |        | 18.2       |        |             |        |        |
| ETHNICD              | Other                  | PT   | First degree                        |              |        |            |        | 16.7        |        |        |
| ETHNICD              | Other                  | PT   | Postgraduate research               | 7.5          |        |            |        |             |        |        |
| SEX                  | Male                   | PT   | Undergraduate with postgraduate     | 5.5          |        |            |        |             |        |        |
| DISABILITY           | Has a disability       | PT   | PGCE                                |              |        |            |        | 10.0        |        |        |
| DISABILITY           | Has a disability       | APPR | Total postgraduate (Apprenticeship) |              |        | 3.0        |        |             |        |        |
| DOM                  | Uk Domicile            | PT   | PGCE                                |              |        |            |        | 0.4         |        |        |
| ETHNICD              | Black or black british | PT   | PGCE                                |              |        |            |        | 13.6        |        |        |
| ETHNICD              | Other                  | FT   | Undergraduate with postgraduate     | 40.0         |        | 18.3       |        |             |        |        |
| ETHNICD              | Other                  | FT   | PGCE                                | 13.6         |        | 1.7        |        |             |        |        |
| IMD                  | Q1 or Q2               | PT   | PGCE                                |              |        |            |        | 25.0        |        |        |
| IMD                  | Q1 or Q2               | APPR | Total postgraduate (Apprenticeship) |              |        | 7.8        |        |             |        |        |
| SEX                  | Female                 | PT   | PGCE                                |              |        |            |        | 25.0        |        |        |
| SEX                  | Male                   | APPR | Total postgraduate (Apprenticeship) |              |        | 0.8        |        |             |        |        |

# OfS Data release: TEF and B3 Outcomes 30<sup>th</sup> Sep 2022

**Andrew McLaughlin: Head of  
Strategy, Planning and Performance**

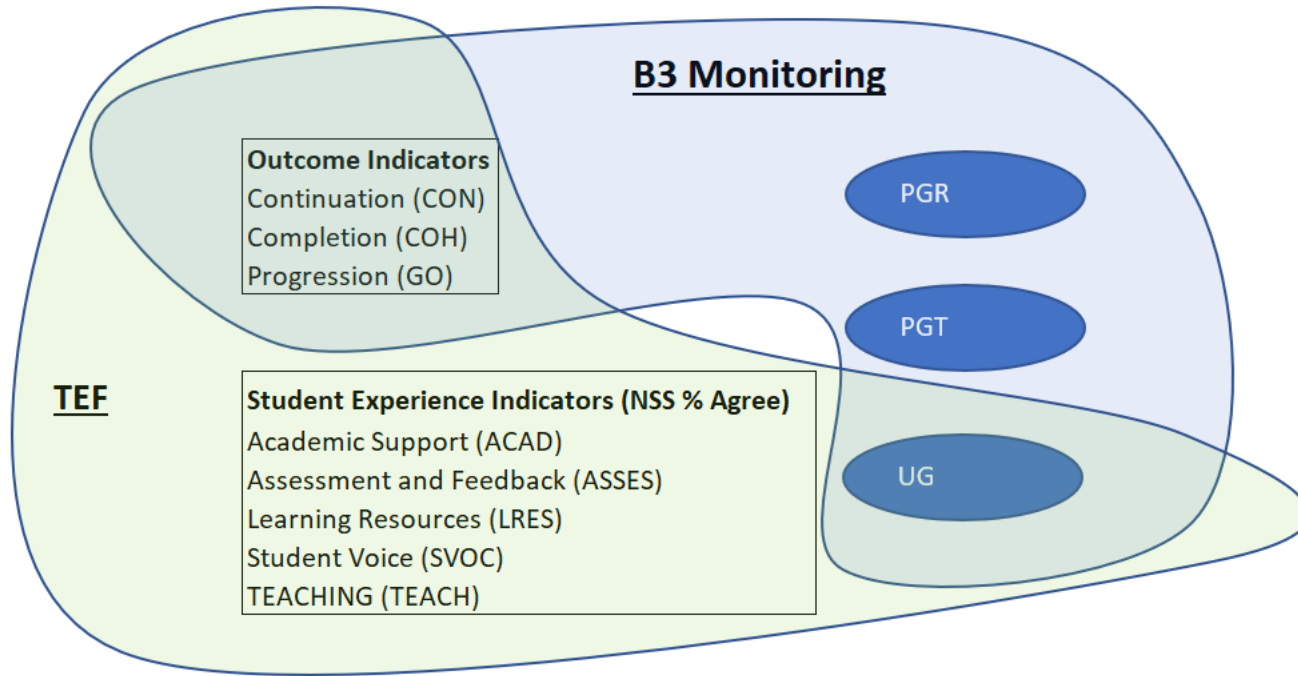


EST 1892  
**LSBU**

# What has been released?

- OfS have published dashboards and datasets - that are publicly available - containing **B3 Outcomes Indicators and minimum thresholds**, together with the **TEF Outcomes and Student Experience indicators and benchmarks**.
- (<https://www.officeforstudents.org.uk/data-and-analysis/student-outcomes-data-dashboard/data-dashboard/>)
- The publication of the B3 Outcome Indicators and Thresholds marks the end of the consultation on regulation of Outcomes and the start of a new regime of regulation.
- The publication of the TEF Outcome and Student Experience indicators and Benchmarks marks the start of the TEF 23 process and finalises the data that together with the provider submission will be scrutinized by the TEF panels in the New Year to determine TEF awards (Gold, Silver, Bronze or Requires Improvement)

# What is the overlap between B3 and TEF



B3: Indicator values are assessed against a minimum threshold that is set for each Level and Mode of Study

TEF: Indicators values are assessed against a sector benchmark: the purpose of the TEF is to incentivise performance above the minimum threshold by awarding Gold, Silver and Bronze statuses to providers.

# What, exactly, are the B3 Outcome indicators?

- **Continuation:** The percentage of students continuing in the study of a higher education qualification (or that have gained a qualification) one year and 15 days after they commenced their studies (for part time students, two years and 15 days after they commenced their studies) – the measure is regardless of whether the student transfers to continue their studies at another institution or not.
- **Completion:** The cohort-tracking measure tracks students from the date they enter a higher education provider and considers their completion outcomes at a census date. **A).** For full-time completion outcomes, and apprenticeship completion outcomes, the cohort tracking census date is four years and 15 days after their commencement date. **B).** For part-time completion outcomes, the cohort-tracking census date is six years and 15 days after their commencement date.
- **Progression:** This measure is based upon the Graduate Outcomes Survey and is defined as the proportion of higher education qualifiers who have progressed to professional or managerial employment, any type of further study, or are in other activity (travel/retired/caring for someone) 15 months after completing their course.

## B3 Outcomes: LSBU results

- **LSBU is above the minimum threshold at an institutional level for all levels and modes of study.**
- Institutionally, preparations for the new B3 conditions and TEF planning were based on modelled outcome indicators – **how good was the modelling?**
- Continuation: the modelling understated continuation for Full Time and overstated it for Part Time.
- Completion: the modelling was done on a cohort basis, but the OfS later decided to use the compound method, so the results are not strictly comparable.
- Progression: the modelling correctly estimated the indicator values to within 1 or 2 percentage points for all levels and modes except Full Time First Degree where it understated it by 8%
- **Overall, the modelling, at Mode and Level of study, served its purpose and the actual results have been better in most cases than the modelled.**
- **Why was the modelling not spot on?**
- Lack of final GOS data for 19/20 and final continuation data for 19/20 at the time.
- Change of methodology by the OfS re the Completion Outcome Indicator.
- Complication of calculating the indicator values – tracking students across multiple returns
- Reductions by the OfS in the level at which the benchmark was set – (For part time first degree both Continuation and Progression Benchmarks were reduced by 5% over the course of the consultation.)

# Modelling vs Actual at Mode and Level of Study

LSBU Actual B3 Indicators and Thresholds published by OfS on 30th September 2022 with a comparison to LSBU Modelled Indicators and Thresholds

| Indicator                    | Mode  | Level  | B3 threshold (%)  | LSBU's performance       |                         |  |             | Modelled performance  |                  | Difference (Actual minus estimate)                                    |                  |
|------------------------------|---|--|-------------------|--------------------------|-------------------------|--|-------------|---|------------------|---|------------------|
|                              |   |  |                   | LSBU Indicator value (%) | LSBU minus B3 threshold | Proportion above numerical threshold (%) & | Denominator | LSBU Indicator value (%)  | B3 threshold (%) | LSBU Indicator value (%) +ve means the actual is better than modelled | B3 threshold (%) |
| Continuation                 | Full-time                                   | First degree                                 | 80                | 88.4                     | 8.4                     | 100  | 13,220      | 83.3  | 80               | 5.1   | 0                |
|                              |   | Undergraduate with postgraduate components   | 85                | 92.2                     | 7.2                     | 97.9                                       | 90          | 86.9  | 85               | 5.3   | 0                |
|                              |   | Other undergraduate                          | 75                | 75.2                     | 0.2                     | 52.9                                       | 460         | 71.8  | 75               | 3.4   | 0                |
|                              |   | Postgraduate taught masters                  | 80                | 89.6                     | 9.6                     | 100  | 2,940       | 88.6  | 80               | 1.0   | 0                |
|                              |   | Postgraduate research                        | 90                | 92.7                     | 2.7                     | 88.2                                       | 170         | 92.7  | 90               | 0.0   | 0                |
|                              |   | Other postgraduate                           | 80                | 91.9                     | 11.9                    | 100  | 1,090       | 90.8  | 80               | 1.1   | 0                |
|                              |   | PGCE: Postgraduate certificate in education  | 85                | 96.5                     | 11.5                    | 100  | 260         | 93.9  | 85               | 2.6   | 0                |
|                              | Part-time                                   | First degree                                 | 55                | 83.3                     | 28.3                    | 100  | 1,030       | 87.9  | 60               | -4.6  | -5               |
|                              |   | Undergraduate with postgraduate components*  | 60                |                          |                         |  |             | 70.3  | 60               |   | 0                |
|                              |   | Other undergraduate                          | 55                | 87.4                     | 32.4                    | 100  | 970         | 91.6  | 55               | -4.2  | 0                |
|                              |   | Postgraduate taught masters                  | 65                | 86.9                     | 21.9                    | 100  | 1,530       | 88.8  | 65               | -1.9  | 0                |
|                              |   | Postgraduate research                        | 70                | 70.8                     | 0.8                     | 56.8                                       | 110         | 81.2  | 70               | -10.4   | 0                |
|                              |   | Other postgraduate                           | 65                | 81                       | 16                      | 100  | 1,720       | 93.3  | 65               | -12.3   | 0                |
|                              |   | Apprenticeship                               | All postgraduates | 80                       | 95.2                    | 15.2                                       | 100         | 120   | 97.6             | 80  | -2.4             |
| All undergraduates           | 70  | 89.4   | 19.4              | 100                      | 1,460                   | 90.6                                       | 70          | -1.2  | 0                |   |                  |
| Completion (cohort-tracking) | Full-time                                   | First degree                                 | 75                | 83.6                     | 8.6                     | 100  | 12,140      | Not applicable: LSBU modelled the compound method but as we moved through the consultation the OfS decided to use the cohort tracking method. |                  |   |                  |
|                              |   | Undergraduate with postgraduate components*  | 85                |                          |                         |  |             |   |                  |   |                  |
|                              |   | Other undergraduate                          | 65                | 70.8                     | 5.8                     | 100  | 900         |   |                  |   |                  |
|                              |   | Postgraduate taught masters                  | 80                | 87.7                     | 7.7                     | 100  | 2,890       |   |                  |   |                  |
|                              |   | Postgraduate research                        | 75                | 78.2                     | 3.2                     | 81.6                                       | 150         |   |                  |   |                  |
|                              |   | Other postgraduate                           | 80                | 88.6                     | 8.6                     | 100  | 870         |   |                  |   |                  |
|                              | PGCE: Postgraduate certificate in education | 85   | 93.7              | 8.7                      | 100                     | 400  |             |   |                  |   |                  |
|                              | Part-time                                   | First degree                                 | 40                | 81.9                     | 41.9                    | 100  | 1,090       |   |                  |   |                  |
|                              |   | Other undergraduate                          | 55                | 71.5                     | 16.5                    | 100  | 1,270       |   |                  |   |                  |
|                              |   | Postgraduate taught masters                  | 65                | 81.7                     | 16.7                    | 100  | 2,250       |   |                  |   |                  |
|                              |   | Postgraduate research                        | 60                | 60.4                     | 0.4                     | 52.8                                       | 110         |   |                  |   |                  |
|                              |   | Other postgraduate                           | 60                | 62.5                     | 2.5                     | 98.1                                       | 1,590       |   |                  |   |                  |
|                              |   | PGCE: Postgraduate certificate in education* | 75                |                          |                         |  |             |   |                  |   |                  |
|                              | Apprenticeship                              | All undergraduates                           | 55                | 83                       | 28                      | 100  | 100         |   |                  |   |                  |
| Progression                  | Full-time                                   | First degree                                 | 60                | 68.8                     | 8.8                     | 100  | 3,440       | 70.5  | 60               | -1.7  | 0                |
|                              |   | Undergraduate with postgraduate components*  | 75                |                          |                         |  |             | 73.1  | 80               |   | -5               |
|                              |   | Other undergraduate                          | 45                | 52.1                     | 7.1                     | 93.7                                       | 120         | 51.0  | 45               | 1.1   | 0                |
|                              |   | Postgraduate taught masters                  | 70                | 77.3                     | 7.3                     | 100  | 600         | 76.6  | 70               | 0.7   | 0                |
|                              |   | Postgraduate research**                      | 85                |                          |                         |  |             | 95.7  | 85               |   | 0                |
|                              |   | Other postgraduate                           | 85                | 93.7                     | 8.7                     | 100  | 370         | 94.9  | 85               | -1.2  | 0                |
|                              | PGCE: Postgraduate certificate in education | 85   | 94.3              | 9.3                      | 99.7                    | 90   | 96.3        | 85  | -2.0             | 0   |                  |
|                              | Part-time                                   | First degree                                 | 70                | 92                       | 22                      | 100  | 450         | 83.1  | 75               | 8.9   | -5               |
|                              |   | Undergraduate with postgraduate components*  | 80                |                          |                         |  |             | 98.3  | 80               |   | 0                |
|                              |   | Other undergraduate                          | 65                | 91.7                     | 26.7                    | 100  | 320         | 90.7  | 65               | 1.0   | 0                |
|                              |   | Postgraduate taught masters                  | 85                | 91                       | 6                       | 100  | 560         | 91.0  | 85               | 0.0   | 0                |
|                              |   | Postgraduate research**                      | 85                |                          |                         |  |             | 100.0   | 85               |   | 0                |
|                              |   | Other postgraduate                           | 85                | 95.8                     | 10.8                    | 100  | 620         | 95.2  | 85               | 0.6   | 0                |
|                              | Apprenticeship                              | All undergraduates                           | 75                | 87.4                     | 12.4                    | 99.9                                       | 110         | 89.0  | 75               | -1.6  | 0                |

\* Suppressed as fewer than 23 students in the denominator  
 \*\* Suppressed for data protection reasons

\*\*\* Proportion above numerical threshold - The higher the number of students included in the calculation of a given indicator, the less statistical uncertainty there is in the resulting value. To account for this and ensure that assessments of the difference between indicator performance and B3 thresholds are statistically fair, for each LSBU indicator value, the OfS has generated a probability distribution based upon the student sample size. The proportion of this probability distribution above the B3 threshold is shown in Table ###. This measure is a key means through which OfS will assess institutional performance.

# Benchmarking LSBU B3 Outcomes

For First Degree Full time students (our biggest cohort)

|              | LSBU (%) | LSBU Rank  | London Post-92 Average (%) | London Post-92 Rank | All Providers Average (%) | Times London Average (%) | Aspirational Group Average (%) |
|--------------|----------|------------|----------------------------|---------------------|---------------------------|--------------------------|--------------------------------|
| Continuation | 88.4     | 145 of 281 | 87.2                       | 6 of 12             | 87.7                      | 90.2                     | 93.2                           |
| Completion   | 83.6     | 165 of 262 | 84.5                       | 8 of 12             | 85.1                      | 87.9                     | 91.7                           |
| Progression  | 68.8     | 123 of 263 | 67.2                       | 6 of 12             | 66.8                      | 72.2                     | 71.5                           |

PGT Masters Full time students (our second biggest cohort)

|              | LSBU (%) | LSBU Rank  | London Post-92 Average (%) | London Post-92 Rank | All Providers Average (%) | Times London Average (%) | Aspirational Group Average (%) |
|--------------|----------|------------|----------------------------|---------------------|---------------------------|--------------------------|--------------------------------|
| Continuation | 89.6     | 103 of 157 | 84.5                       | 7 of 12             | 90.1                      | 89.0                     | 93.6                           |
| Completion   | 87.7     | 117 of 140 | 90.4                       | 9 of 12             | 91.5                      | 92.8                     | 94.8                           |
| Progression  | 77.3     | 90 of 132  | 77.0                       | 8 of 11             | 80.5                      | 81.9                     | 77.6                           |



# Universities falling below the minimum B3 Thresholds

## Full Time First Degree

| Provider                                | Indicator    | Value (%) |
|---|--------------|-----------|
| Arts University Plymouth                | Progression  | 55.1      |
| London Metropolitan University          | Completion   | 74        |
| London Metropolitan University          | Continuation | 77.7      |
| University College Birmingham           | Progression  | 46.8      |
| University College of Estate Management | Completion   | 65.8      |
| University College of Estate Management | Continuation | 79.8      |
| University for the Creative Arts        | Progression  | 58.2      |
| University of Bedfordshire              | Continuation | 70.8      |
| University of Suffolk                   | Continuation | 78.9      |
| Writtle University College              | Progression  | 53.1      |

## Full Time PGT Masters

| Provider                         | Indicator    | Value (%) |
|----------------------------------|--------------|-----------|
| Bath Spa University              | Continuation | 75.9      |
| Birkbeck College                 | Continuation | 76.1      |
| Bishop Grosseteste University    | Progression  | 59.9      |
| De Montfort University           | Continuation | 65.5      |
| Edge Hill University             | Continuation | 38        |
| London Metropolitan University   | Continuation | 64.3      |
| St Mary's University, Twickenham | Continuation | 55        |
| St Mary's University, Twickenham | Completion   | 72.7      |
| Staffordshire University         | Completion   | 78        |
| The University of West London    | Progression  | 64.8      |
| University College Birmingham    | Progression  | 64        |
| University of Suffolk            | Continuation | 58.6      |
| University of Sunderland         | Progression  | 68        |
| University of Wolverhampton      | Progression  | 63.1      |
| University of Wolverhampton      | Continuation | 78.6      |

# What about Subject level?

- The gist of the OfS policy is that indicator thresholds are set at Level and Mode of study and are **minimum standards** to be met **regardless** of the subject the student is studying, or the characteristics of the student (Gender, Ethnicity, Fee Status etc). However, OfS have published what they call 'split' indicators where separate indicator values have been calculated and published for each subject and student characteristic, but the threshold remains as that set at Mode and Level
- While LSBU is above threshold at institutional level, there are some subjects where for a given level and mode we fall below the threshold.

**% Below threshold by Subject, Mode and Level (Sorted high to low by impact)**

Only subjects where the actual indicator values are below threshold are included

Impact is calculated as the average number of new entrants each year over the last four year period multiplied by the percentage below threshold.

| Subject (CAH2)                            | Mode | Level                       | Continuation | Completion | Progression | Impact |
|---|------|-----------------------------|--------------|------------|-------------|--------|
|   |      |                             | Actual       | Actual     | Actual      |        |
| business and management                   | FT   | First degree                |              |            | 10.6        | 72     |
| engineering                               | PT   | Other postgraduate          | 36.3         | 24.6       |             | 14     |
| performing arts                           | FT   | First degree                |              |            | 12.6        | 11     |
| nursing and midwifery                     | PT   | Other postgraduate          |              | 7.9        |             | 11     |
| computing                                 | FT   | First degree                |              | 6.8        |             | 8      |
| psychology                                | FT   | First degree                |              |            | 5.5         | 8      |
| biosciences                               | FT   | First degree                |              |            | 12.5        | 7      |
| sport and exercise sciences               | FT   | First degree                |              | 9.2        | 2.7         | 6      |
| combined and general studies              | FT   | First degree                | 8.9          | 21.4       |             | 4      |
| sociology, social policy and anthropology | FT   | Postgraduate taught masters |              |            | 18.7        | 4      |
| business and management                   | PT   | Other postgraduate          |              | 3.5        |             | 3      |
| business and management                   | PT   | Other undergraduate         |              | 16.7       |             | 3      |
| general, applied and forensic sciences    | FT   | First degree                |              |            | 5.1         | 2      |
| law                                       | PT   | Postgraduate taught masters |              |            | 9.1         | 2      |
| engineering                               | FT   | Postgraduate taught masters |              |            | 1.9         | 1      |
| architecture, building and planning       | FT   | Other undergraduate         |              | 7.3        |             | 1      |
| architecture, building and planning       | FT   | First degree                |              | 0.8        |             | 1      |
| business and management                   | PT   | Postgraduate taught masters |              |            | 1.3         | 1      |
| medical sciences                          | FT   | Other postgraduate          | 8.6          |            |             | 1      |
| law                                       | FT   | Other undergraduate         | 15.4         |            |             | 1      |
| psychology                                | FT   | Postgraduate taught masters |              |            | 1.6         | 1      |
| business and management                   | FT   | Other undergraduate         |              |            | 2.1         | 0      |
| biosciences                               | FT   | Other undergraduate         | 5.0          |            |             | 0      |
| business and management                   | FT   | Postgraduate research       | 3.8          |            |             | 0      |
| media, journalism and communications      | FT   | First degree                |              |            | 0.2         | 0      |
| psychology                                | FT   | Other postgraduate          |              | 0.2        |             | 0      |
| sociology, social policy and anthropology | FT   | Other undergraduate         |              | 4.1        |             | 0      |
| combined and general studies              | PT   | Other postgraduate          |              | 24.2       |             | 0      |
| computing                                 | FT   | Other undergraduate         |              | 13.5       |             | 0      |
| engineering                               | PT   | Postgraduate research       |              | 2.3        |             | 0      |

# Describing the TEF Data

**Differences to Benchmark:** this is the main way in which ‘performance’ is described in the TEF data and is the difference between the LSBU Indicator value and the Benchmark value. The following colour coding has been used in the remaining slides to describe differences from benchmark.

|  |   |
|--|---|
|  | Indicator is at or above benchmark in the range 0 to 3.5%               |
|  | Indicator is 3.5% or more above benchmark                               |
|  | Indicator is below benchmark, but less than 3.5 percentage points below |
|  | Indicator is more the 3.5 percentage points below benchmark.            |

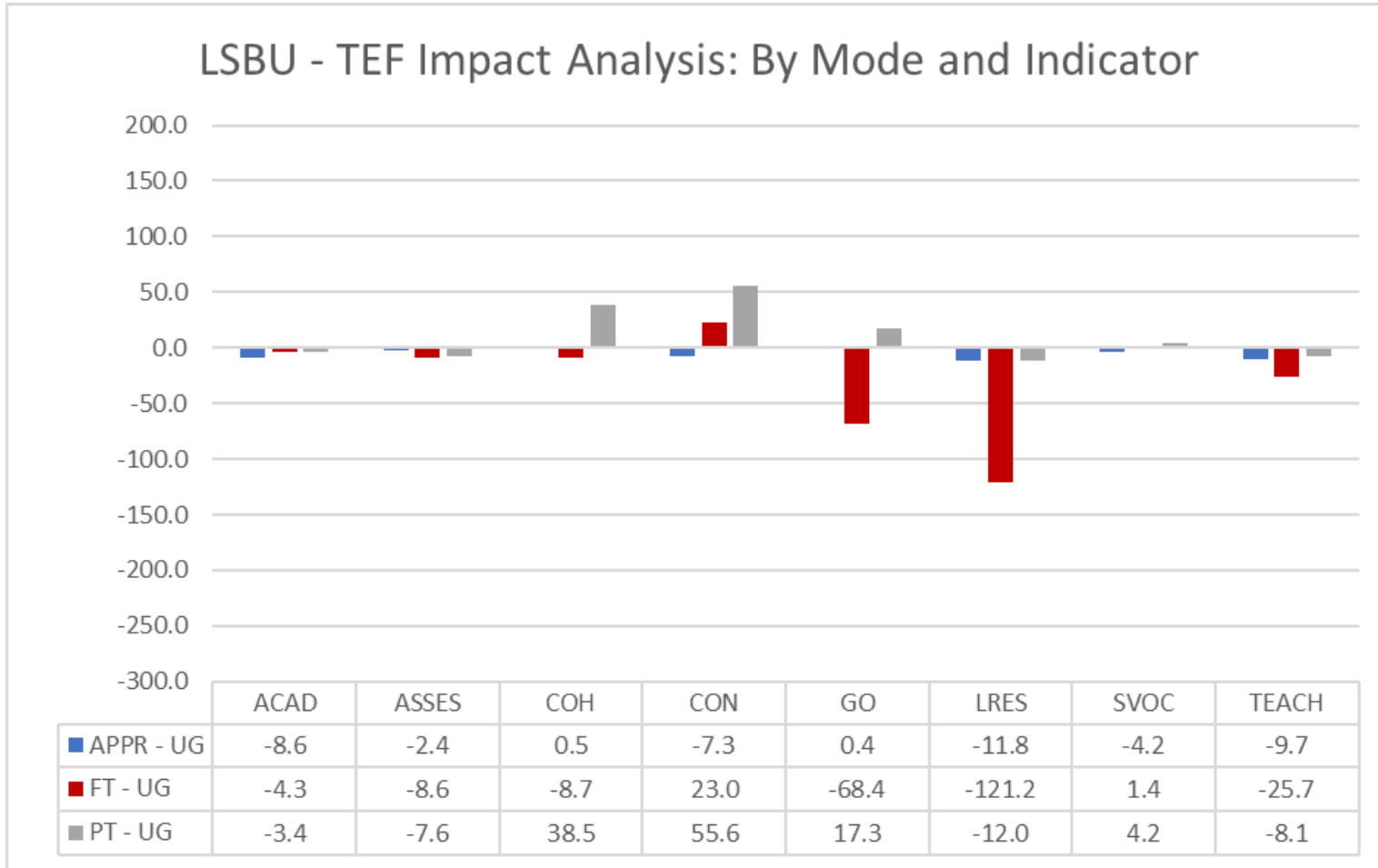
**Impact:** *The impact score referred to in this presentation is an LSBU derivation and is essentially the difference to benchmark (divided by 100) multiplied by the number of students in the population: each of the Outcome Indicator populations has been weighted by 1/3, and each of the Experience Indicator populations has been weighted by 1/5 so that totalled over all indicators, Outcome Indicators are given an equal weighting to Experience Indicators.*

# Diff. from benchmark: Changes over the 4 year TEF period

Indicator Values vs Benchmark By Mode: Differences over time

| MODE | Indicator | Year1 | Year2 | Year3 | Year4 |
|------|-----------|-------|-------|-------|-------|
| FT   | CON       | 0     | -1    | -1    | 3     |
| FT   | COH       | -2    | -1    | 1     | 1     |
| FT   | GO        | -5    | -5    | -3    |       |
| FT   | ACAD      | 0     | 0     | -1    | 0     |
| FT   | ASSES     | 1     | -2    | 0     | -1    |
| FT   | LRES      | -3    | -3    | -16   | -10   |
| FT   | SVOC      | 1     | 0     | 0     | 0     |
| FT   | TEACH     | -1    | -2    | -3    | -1    |
| PT   | CON       | 9     | 11    | 4     | 8     |
| PT   | COH       | 6     | 5     | 0     | 8     |
| PT   | GO        | 5     | 5     | 5     |       |
| PT   | ACAD      | 4     | -3    | -5    | -8    |
| PT   | ASSES     | -2    | -2    | -12   | -8    |
| PT   | LRES      | 0     | -4    | -18   | -16   |
| PT   | SVOC      | 9     | 1     | 0     | -2    |
| PT   | TEACH     | 2     | -5    | -12   | -10   |
| APPR | CON       | 0     | 2     | -3    | -1    |
| APPR | COH       |       |       |       | 1     |
| APPR | GO        |       | -9    | 6     |       |
| APPR | ACAD      |       | -9    | -8    | -6    |
| APPR | ASSES     |       | -2    | -4    | -3    |
| APPR | LRES      |       | -8    | -13   | -10   |
| APPR | SVOC      |       | -4    | -7    | -2    |
| APPR | TEACH     |       | -8    | -10   | -8    |

# TEF Impact Analysis by Mode and Indicator



# Difference from benchmark by Subject and Mode

Indicator Value vs Benchmark : Differences by Subject

| Subject                                   | Full Time |     |     |      |       |      |      |       | Part Time |     |    |      |       |      |      |       | Apprentice |     |    |      |       |      |      |       |
|---|-----------|-----|-----|------|-------|------|------|-------|-----------|-----|----|------|-------|------|------|-------|------------|-----|----|------|-------|------|------|-------|
|   | CON       | COH | GO  | ACAD | ASSES | LRES | SVOC | TEACH | CON       | COH | GO | ACAD | ASSES | LRES | SVOC | TEACH | CON        | COH | GO | ACAD | ASSES | LRES | SVOC | TEACH |
| nursing and midwifery                     | -3        | 1   | -3  | -4   | -5    | -9   | -5   | -3    | 30        | 23  | 3  |      |       |      |      |       | -7         | -7  | -5 | -5   | -1    | -7   | -4   | -3    |
| medical sciences                          | 0         | 2   | 6   | 1    | -3    | -12  | -5   | -5    |           |     |    |      |       |      |      |       |            |     |    |      |       |      |      |       |
| allied health                             | 1         | -2  | -6  | -5   | -2    | -13  | -4   | -8    | 21        | 11  | 3  | 6    | -1    | -8   | 6    | 2     |            |     |    |      |       |      |      |       |
| biosciences                               | 3         | -2  | -13 | -4   | -2    | -12  | -8   | -10   |           |     |    |      |       |      |      |       |            |     |    |      |       |      |      |       |
| sport and exercise sciences               | 2         | -5  | -7  | -3   | -5    | -12  | -3   | -6    |           |     |    |      |       |      |      |       |            |     |    |      |       |      |      |       |
| psychology                                | -2        | 1   | -6  | -6   | -4    | -20  | -6   | -8    |           |     |    |      |       |      |      |       |            |     |    |      |       |      |      |       |
| agriculture, food and related studies     | -3        | 8   | 0   | -3   | -9    | -5   | -8   | 4     |           |     |    |      |       |      |      |       |            |     |    |      |       |      |      |       |
| general, applied and forensic sciences    | 2         | 9   | -8  | 8    | 7     | -4   | 13   | 5     |           |     |    |      |       |      |      |       |            |     |    |      |       |      |      |       |
| engineering                               | 4         | 1   | -9  | 9    | 14    | 1    | 12   | 8     | 1         | -2  | 10 | -3   | -7    | -6   | 1    | -6    | -3         |     |    | -9   | 0     | -15  | 2    | -7    |
| computing                                 | -4        | -8  | -7  | -8   | -11   | -11  | -9   | -8    | 15        | 3   |    |      |       |      |      |       |            |     |    |      |       |      |      |       |
| architecture, building and planning       | -2        | -7  | -5  | -2   | -2    | -11  | -5   | -7    | 5         | -2  | 1  | -1   | 4     | -6   | 1    | -4    | 2          |     |    | -6   | -1    | -10  | -3   | -10   |
| sociology, social policy and anthropology | -1        | 3   | 6   | 2    | -2    | -14  | 4    | -3    |           |     |    |      |       |      |      |       |            |     |    |      |       |      |      |       |
| economics                                 | 2         | 4   | -3  | -1   | 5     | -15  | 5    | -2    |           |     |    |      |       |      |      |       |            |     |    |      |       |      |      |       |
| politics                                  | -8        | 0   |     | 5    | 3     | -31  | 4    | -5    |           |     |    |      |       |      |      |       |            |     |    |      |       |      |      |       |
| health and social care                    | 3         | 0   | 9   | -10  | 2     | -8   | -12  | -2    |           |     |    |      |       |      |      |       |            |     |    |      |       |      |      |       |
| law                                       | -1        | 1   | -4  | 8    | 1     | -5   | 5    | 3     |           |     |    |      |       |      |      |       |            |     |    |      |       |      |      |       |
| business and management                   | 3         | 1   | -8  | -2   | -4    | -9   | 1    | -2    | 30        | 7   | -9 |      |       |      |      | 5     |            |     | -4 | -4   | -6    | -1   | -10  |       |
| English studies                           | 3         | 2   | 10  | 8    | 8     | -3   | 7    | 5     |           |     |    |      |       |      |      |       |            |     |    |      |       |      |      |       |
| education and teaching                    | 3         | 4   | -3  | -9   | -6    | -10  | -12  | -10   |           |     |    |      |       |      |      |       |            |     |    |      |       |      |      |       |
| combined and general studies              | -5        | -13 |     |      |       |      |      |       |           |     |    |      |       |      |      |       |            |     |    |      |       |      |      |       |
| media, journalism and communications      | 2         | -6  | -5  | 8    | 4     | -7   | 6    | 1     |           |     |    |      |       |      |      |       |            |     |    |      |       |      |      |       |
| creative arts and design                  | -1        | -4  | 0   | 2    | -2    | -7   | 4    | -2    |           |     |    |      |       |      |      |       |            |     |    |      |       |      |      |       |
| performing arts                           | 1         | -1  | -18 | 5    | 7     | -1   | 5    | 4     |           |     |    |      |       |      |      |       |            |     |    |      |       |      |      |       |

# Impact (diff. from benchmark x No. Students) by Subject

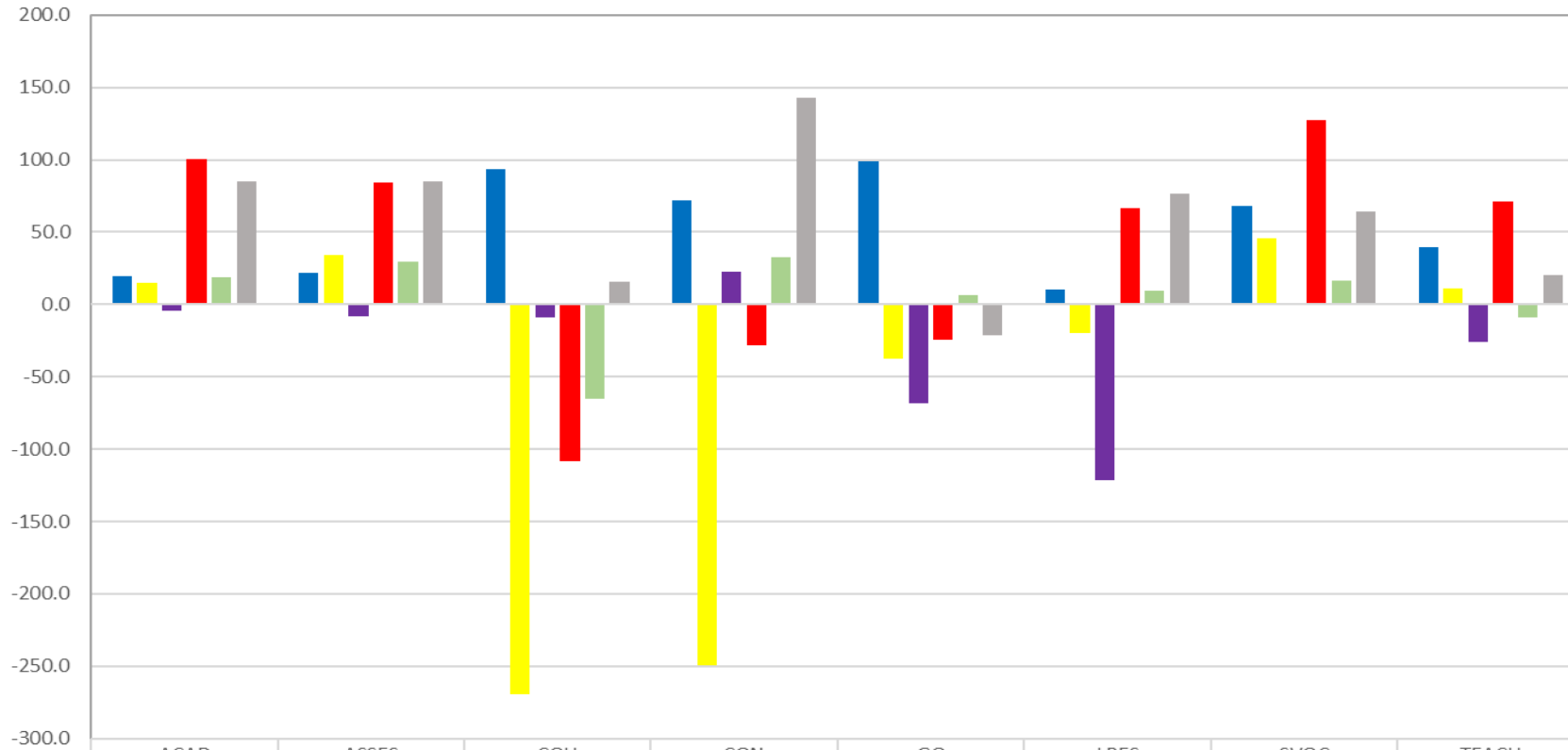
## Impact by Subject

| Subject                                   | CON | COH | GO  | ACAD | ASSES | LRFS | SVOC | TEACH | Total |
|---|-----|-----|-----|------|-------|------|------|-------|-------|
| engineering                               | 16  | 1   | -5  | 11   | 18    | -6   | 20   | 7     | 61    |
| general, applied and forensic sciences    | 1   | 4   | -2  | 2    | 1     | -1   | 3    | 1     | 9     |
| law                                       | -1  | 3   | -3  | 6    | 0     | -4   | 4    | 2     | 7     |
| English studies                           | 1   | 1   | 1   | 1    | 1     | 0    | 1    | 0     | 5     |
| agriculture, food and related studies     | -1  | 5   | 0   | 0    | -1    | 0    | -1   | 0     | 2     |
| performing arts                           | 1   | -1  | -8  | 2    | 3     | -1   | 2    | 2     | 1     |
| economics                                 | 1   | 1   | 0   | 0    | 1     | -3   | 1    | 0     | 0     |
| sociology, social policy and anthropology | -2  | 4   | 3   | 1    | -1    | -6   | 2    | -1    | -1    |
| health and social care                    | 2   | 0   | 3   | -2   | 0     | -2   | -2   | 0     | -1    |
| media, journalism and communications      | 2   | -6  | -1  | 2    | 1     | -2   | 2    | 0     | -2    |
| medical sciences                          | 0   | 2   | 3   | 0    | -1    | -5   | -2   | -2    | -5    |
| politics                                  | -3  | 0   | 0   | 0    | 0     | -3   | 0    | 0     | -5    |
| education and teaching                    | 5   | 5   | -2  | -3   | -2    | -3   | -4   | -4    | -8    |
| combined and general studies              | -1  | -8  |     |      |       |      |      |       | -8    |
| sport and exercise sciences               | 1   | -4  | -1  | -1   | -1    | -2   | -1   | -1    | -9    |
| business and management                   | 45  | 12  | -19 | -6   | -11   | -26  | 2    | -7    | -9    |
| biosciences                               | 2   | -2  | -5  | -1   | 0     | -2   | -1   | -2    | -11   |
| allied health                             | 8   | 2   | -3  | -3   | -1    | -10  | -2   | -5    | -14   |
| creative arts and design                  | -5  | -10 | 0   | 3    | -2    | -7   | 4    | -2    | -19   |
| computing                                 | -5  | -13 | -2  | -2   | -3    | -3   | -2   | -2    | -32   |
| psychology                                | -3  | 3   | -4  | -4   | -2    | -12  | -4   | -5    | -32   |
| architecture, building and planning       | 12  | -17 | -3  | -5   | 1     | -15  | -4   | -11   | -43   |
| nursing and midwifery                     | -10 | 37  | -10 | -15  | -14   | -27  | -16  | -9    | -64   |



# TEF Impact Analysis for UG FT: LSBU vs Selected Providers

TEF Impact Analysis (UG FT): LSBU vs Selected Providers



|                                | ACAD  | ASSES | COH    | CON    | GO    | LRES   | SVOC  | TEACH |
|--------------------------------|-------|-------|--------|--------|-------|--------|-------|-------|
| Aston University               | 19.2  | 22.1  | 93.4   | 71.6   | 98.7  | 10.3   | 67.7  | 39.8  |
| London Metropolitan University | 15.1  | 34.1  | -269.1 | -249.7 | -37.5 | -19.9  | 45.4  | 11.4  |
| London South Bank University   | -4.3  | -8.6  | -8.7   | 23.0   | -68.4 | -121.2 | 1.4   | -25.7 |
| The University of West London  | 100.6 | 84.1  | -108.7 | -28.1  | -24.2 | 66.2   | 127.2 | 71.3  |
| University of Greenwich        | 18.4  | 29.5  | -65.1  | 32.8   | 6.7   | 9.2    | 16.5  | -9.2  |
| University of Portsmouth       | 85.0  | 85.0  | 15.9   | 142.7  | -21.1 | 76.2   | 64.3  | 20.5  |



## 18. League Tables benchmarking

For Discussion

Presented by Andrew McLaughlin

|                  |   |
|------------------|---|
|                  | INTERNAL  |
| Paper title:     | 2022 League Table Performance   |
| Board/Committee: | Academic Board  |
| Date of meeting: | 01 October 2022   |
| Author(s):       | Andrew McLaughlin, Head of Strategy, Planning and Performance; Iain Cowden, Business Intelligence Analyst |
| Sponsor(s):      | Prof. Tara Dean, Provost  |
| Purpose:         | For Information   |
| Recommendation:  | The Committee is asked to note the paper.   |

### Executive Summary

This report summarises LSBU's performance in the main domestic and international league tables published in 2022

LSBU's strategic goal is to be in the top 50% of the domestic rankings and in the top 500 institutions internationally. The Times and Guardian rankings have increased this year as well as THE world university ranking, with the Complete University Guide being the only league table to lose rank.

#### 1. **Headlines for the 2022 published tables**

- The Complete University Guide: LSBU declined by 8 places, from 108<sup>th</sup>/130 to 116<sup>th</sup>/130
- The Guardian: LSBU has increased by 17 places, from 113<sup>th</sup>/121 to 96<sup>th</sup>/121
- The Times Good University Guide: LSBU has increased by 1 place, from 127<sup>th</sup>/132 to 126<sup>th</sup>/132

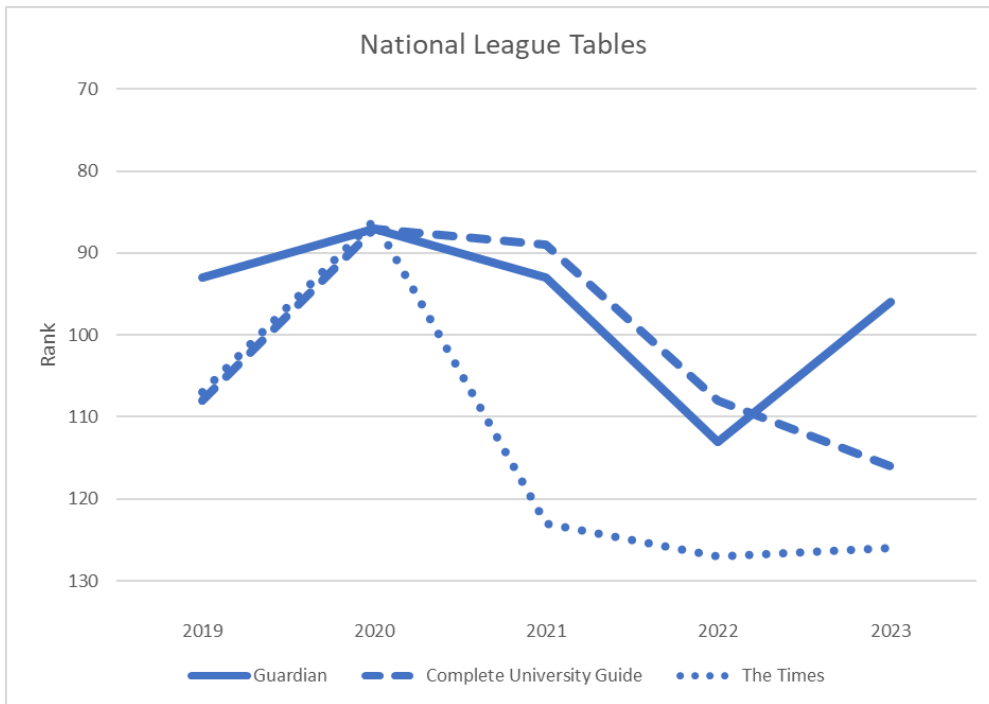
In the Guardian and Times improvements in the latest year's continuation rates and the NSS scores have helped to increase rank whilst the Complete University Guide was the only national league table to see a decrease as it used solely NSS 2021 data.

In domestic subject rankings only social work features in the top 50 percentile in two of the three league tables.

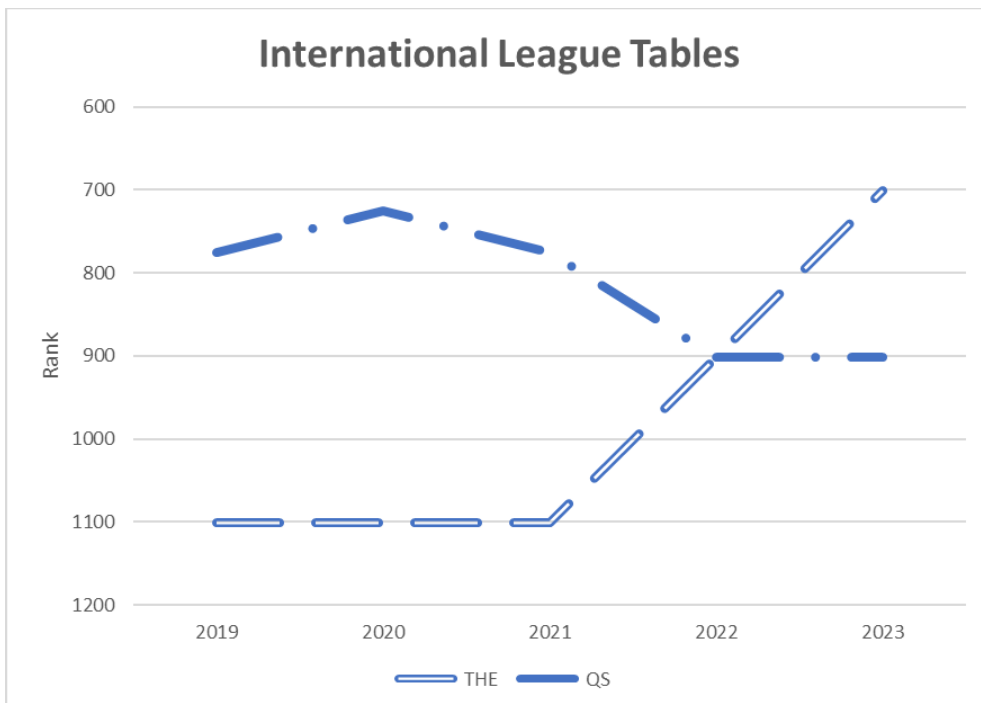
LSBU is at least in the 801 – 1000 banding for the two international tables it appears in:

- QS World University Ranking (QS WUR): LSBU has maintained rank 801-1000
- Times Higher Education World University Ranking (THE WUR) LSBU has increased by at least one ranking, this will be officially released when the results come out in October.

**Figure 1 – National League Table performance over the last 5 years**



**Figure 2 – International League Table performance over the last 5 years (The data point for each year shows the midpoint of the banding LSBU is within)**



## 2. The Complete University Guide – Published 14<sup>th</sup> June 2022

LSBU declined by 8 places, from 108<sup>th</sup> to 116<sup>th</sup> out of 130.

The measures which have shown the largest decline YoY at LSBU are research intensity (-52 places, from 57<sup>th</sup> to 109<sup>th</sup>), Academic Services Spend (-25 places, from 38<sup>th</sup> to 63<sup>rd</sup>) and Student Satisfaction (-21 places, from 87<sup>th</sup> to 108<sup>th</sup>). The data sources for these were: a change from REF2014 to the HESA 19-20 return for research intensity, with the teaching staff submitted in the REF divided by the total number of teaching staff; the NSS scores were based on the 2021 NSS and the Academic Services spend was based on the HESA 17-18,18-19 and 19-20 returns. The largest increase YoY was in Degree completion (+37 places, from 122<sup>nd</sup> to 85<sup>th</sup>).

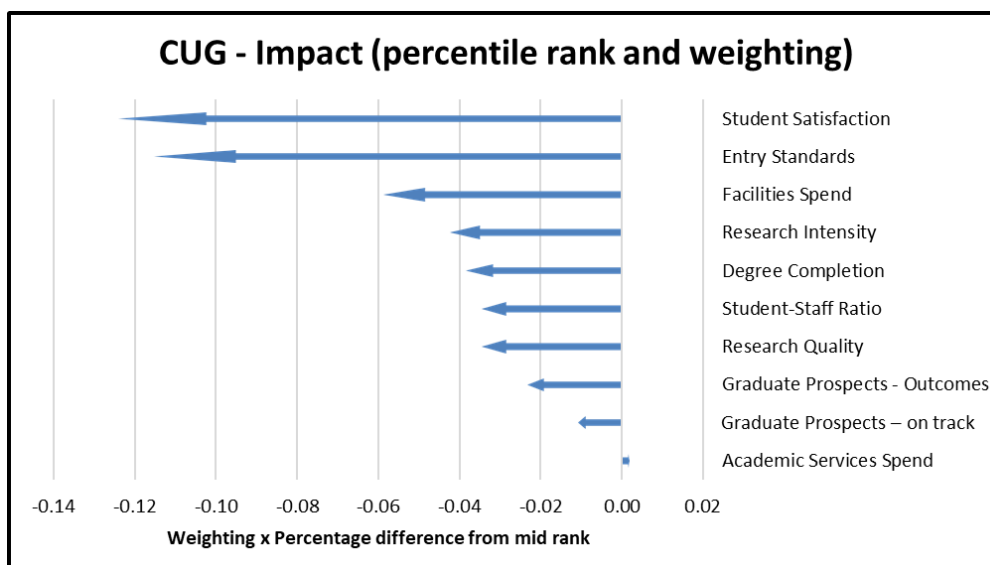
The sources for the Complete University Guide were HESA files from 17/18 up to 20/21, the NSS 2021 and the REF 2021.

### LSBU Complete University Guide – Overall Performance

| Measure                       | Weighting (%) | Score      |            | Change in score | Change in rank |
|-------------------------------|---------------|------------|------------|-----------------|----------------|
|                               |               | 2022       | 2023       |                 |                |
| <b>Overall</b>                | <b>100%</b>   | <b>481</b> | <b>443</b> | <b>-38</b>      | <b>-8</b>      |
| Entry Standards               | 13%           | 106        | 107        | 1               | -13            |
| Student Satisfaction          | 19%           | 3.99       | 3.74       | -0.25           | -21            |
| Research Quality (REF2021)    | 13%           | 2.52       | 2.78       | 0.26            | 3              |
| Research Intensity            | 6%            | 0.41       | 0.23       | -0.18           | -52            |
| Graduate Prospects – Outcome  | 8%            | 69.8       | 64.8       | -5              | -12            |
| Graduate Prospects – on track | 4%            | 76         | 71.8       | -4.2            | -5             |
| Student-Staff Ratio           | 13%           | 16.8       | 17.5       | 0.7             | -1             |
| Academic Services Spend       | 6%            | 1927       | 1696       | -231            | -25            |
| Facilities Spend              | 6%            | 263        | 282        | 19              | 3              |
| Degree Completion             | 13%           | 75.3       | 85.1       | 9.8             | 37             |

### Impact of measures on the overall rank for LSBU

The chart below shows the impact each measure had on the overall ranking. This is calculated by subtracting the LSBU position away from the mid rank in each measure to find a percentage difference from the mid rank. This percentage difference is then multiplied by the weighting for each measure to give the impact of each measure. If the score is less than 0 then it is a negative impact, if it is greater than 0 it is a positive impact.



**LSBU Complete University Guide – Subject table performance (Sorted high to low for percentile ranking in 2023)**

| CUG Subject                                       | 2022       |                   |                 | 2023       |                   |                 | Change in Rank | Change in Percentile Rank |
|---|------------|-------------------|-----------------|------------|-------------------|-----------------|----------------|---------------------------|
|   | Rank       | Number in subject | Percentile Rank | Rank       | Number in subject | Percentile Rank |                |                           |
| <b>Overall</b>                                    | <b>108</b> | <b>130</b>        | <b>83%</b>      | <b>116</b> | <b>130</b>        | <b>89%</b>      | <b>-8</b>      | <b>-6%</b>                |
| Counselling, Psychotherapy & Occupational Therapy | 24         | 47                | 51%             | 9          | 53                | 17%             | 15             | 34%                       |
| Social Work                                       | 25         | 79                | 32%             | 24         | 77                | 31%             | 1              | 0%                        |
| Building  | 17         | 37                | 46%             | 22         | 40                | 55%             | -5             | -9%                       |
| Law   | 66         | 104               | 63%             | 65         | 106               | 61%             | 1              | 2%                        |
| General Engineering                               | 22         | 31                | 71%             | 23         | 33                | 70%             | -1             | 1%                        |
| Art & Design                                      | 73         | 85                | 86%             | 61         | 87                | 70%             | 12             | 16%                       |
| Chemical Engineering                              | 34         | 34                | 100%            | 25         | 34                | 74%             | 9              | 26%                       |
| Drama, Dance & Cinematics                         | 69         | 103               | 67%             | 77         | 102               | 75%             | -8             | -8%                       |
| Nursing   | 56         | 77                | 73%             | 59         | 78                | 76%             | -3             | -3%                       |
| Architecture                                      | 36         | 58                | 62%             | 43         | 56                | 77%             | -7             | -15%                      |
| Civil Engineering                                 | 46         | 58                | 79%             | 46         | 58                | 79%             | 0              | 0%                        |
| Physiotherapy                                     | 38         | 39                | 97%             | 38         | 46                | 83%             | 0              | 15%                       |
| Forensic Science                                  | 29         | 34                | 85%             | 30         | 36                | 83%             | -1             | 2%                        |
| Communication & Media Studies                     | 70         | 97                | 72%             | 81         | 97                | 84%             | -11            | -11%                      |
| Accounting & Finance                              | 91         | 105               | 87%             | 90         | 104               | 87%             | 1              | 0%                        |
| Mechanical Engineering                            | 35         | 74                | 47%             | 66         | 75                | 88%             | -31            | -41%                      |
| Sports Science                                    | 37         | 85                | 44%             | 76         | 86                | 88%             | -39            | -45%                      |
| Marketing   | 80         | 92                | 87%             | 85         | 95                | 89%             | -5             | -3%                       |
| Business & Management Studies                     | 120        | 122               | 98%             | 112        | 124               | 90%             | 8              | 8%                        |
| Psychology  | 81         | 118               | 69%             | 106        | 117               | 91%             | -25            | -22%                      |
| Music   | 56         | 87                | 64%             | 79         | 86                | 92%             | -23            | -27%                      |
| Education   | 54         | 84                | 64%             | 83         | 90                | 92%             | -29            | -28%                      |
| Sociology   | 50         | 105               | 48%             | 97         | 105               | 92%             | -47            | -45%                      |
| Electrical & Electronic Engineering               | 51         | 71                | 72%             | 68         | 71                | 96%             | -17            | -24%                      |
| Economics   | 77         | 80                | 96%             | 79         | 81                | 98%             | -2             | -1%                       |
| Tourism, Transport, Travel & Heritage Studies     | 33         | 57                | 58%             | 59         | 60                | 98%             | -26            | -40%                      |
| Computer Science                                  | 101        | 113               | 89%             | 113        | 114               | 99%             | -12            | -10%                      |
| Food Science                                      | 27         | 43                | 63%             | 43         | 43                | 100%            | -16            | -37%                      |
| Politics  | 57         | 86                | 66%             | 84         | 84                | 100%            | -27            | -34%                      |
| Town & Country Planning and Landscape Design      | 19         | 23                | 83%             | 24         | 24                | 100%            | -5             | -17%                      |
| Biological Sciences                               | 91         | 100               | 91%             | 100        | 100               | 100%            | -9             | -9%                       |

**3. The Guardian – Published 24<sup>th</sup> September 2022**

LSBU increased by 17 places, from 113<sup>th</sup> to 96<sup>th</sup> out of 121.

The measures which have shown the largest increase YoY are Value added score (+50 places, from 98<sup>th</sup> to 48<sup>th</sup>) and Continuation (+28 places, from 111<sup>th</sup> to 83<sup>rd</sup>). The largest decrease YoY at LSBU was Career prospects (-15 places, from 74<sup>th</sup> to 89<sup>th</sup>).

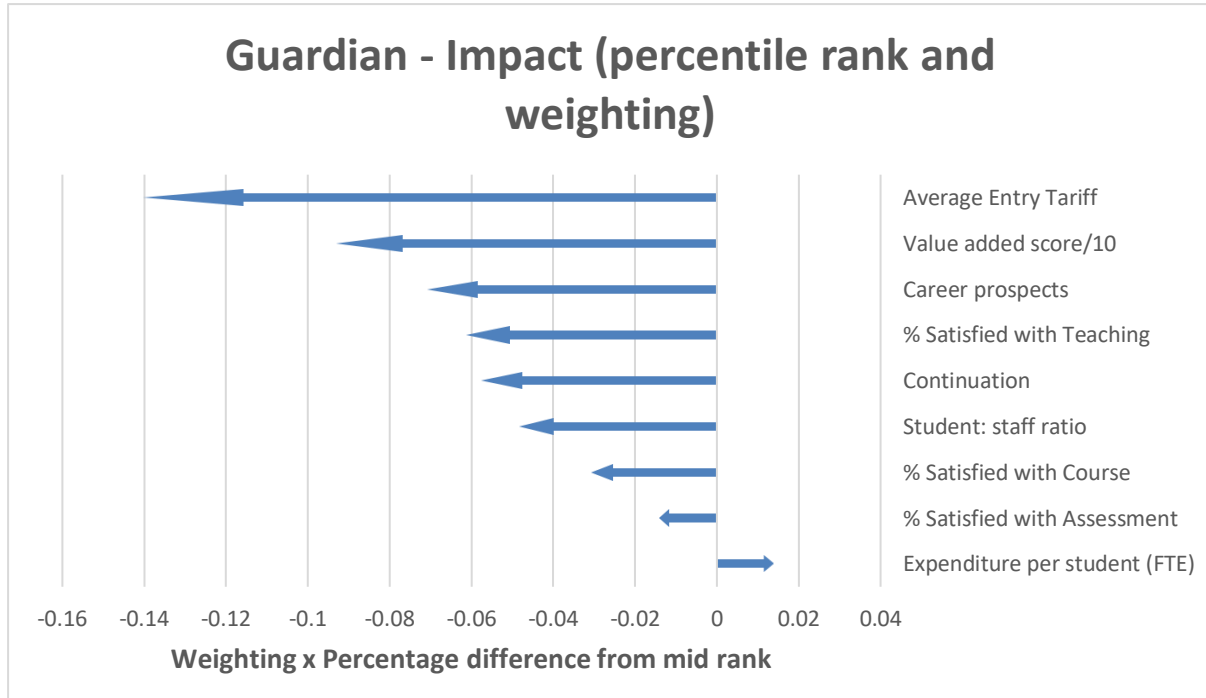
The Guardian used data from the 18/19 and 19/20 Graduate Outcomes data with this then averaged, this is a change from last year due to response levels being low. The other data sources used in the Guardian were HESA files from 19/20 and 20/21 and the NSS from 2021 and 2022, there were no changes to the weighting.

**LSBU Guardian – Overall Performance**

| Measures                      | 2022  | 2023  | Change in Score | Change in Rank |
|-------------------------------|-------|-------|-----------------|----------------|
| Rank                          | 113   | 96    | 17.0            | 17             |
| Overall Score                 | 55.9  | 62.4  | 6.5             |                |
| % Satisfied with Teaching     | 77.3  | 76.0  | -1.3            | 3              |
| % Satisfied with Course       | 73.7  | 69.7  | -4.0            | -3             |
| % Satisfied with Assessment   | 69.4  | 67.3  | -2.1            | 2              |
| Continuation                  | 87.5  | 91.5  | 4.0             | 28             |
| Expenditure per student (FTI) | 5.6   | 5.8   | 0.2             | 7              |
| Student: staff ratio          | 16.8  | 17.5  | 0.7             | -3             |
| Career prospects              | 75.0  | 72.0  | -3.0            | -15            |
| Value added score/10          | 4.4   | 5.8   | 1.4             | 50             |
| Average Entry Tariff          | 101.0 | 110.0 | 9.0             | 0              |

**Impact of measures on the overall rank for LSBU**

The chart below shows the impact each measure had on the overall ranking. This is calculated by subtracting the LSBU position away from the mid rank in each measure to find a percentage difference from the mid rank. This percentage difference is then multiplied by the weighting for each measure to give the impact of each measure. If the score is less than 0 then it is a negative impact, if it is greater than 0 it is a positive impact.



## LSBU Guardian – Subject table performance (Sorted high to low for percentile ranking in 2023)

| Subject  | 2022 |       |            | 2023 |       |            | Rank Change | Percentile Change |
|--|------|-------|------------|------|-------|------------|-------------|-------------------|
|  | Rank | Total | Percentile | Rank | Total | Percentile |             |                   |
| <b>Overall</b>                                     | 113  | 121   | 93%        | 96   | 121   | 79%        | 17          | 14%               |
| <b>Mental Health Nursing</b>                       |      |       |            | 4    | 62    | 6%         |             |                   |
| <b>Social Work</b>                                 | 15   | 81    | 19%        | 11   | 82    | 13%        | 4           | 5%                |
| <b>Mechanical Engineering</b>                      | 15   | 70    | 21%        | 16   | 66    | 24%        | -1          | -3%               |
| <b>Accounting &amp; Finance</b>                    | 42   | 98    | 43%        | 27   | 99    | 27%        | 15          | 16%               |
| <b>General Nursing</b>                             | 51   | 73    | 70%        | 22   | 77    | 29%        | 29          | 41%               |
| <b>Journalism</b>                                  | 26   | 54    | 48%        | 15   | 49    | 31%        | 11          | 18%               |
| <b>Graphic Design</b>                              | 51   | 71    | 72%        | 24   | 64    | 38%        | 27          | 34%               |
| <b>Marketing &amp; Public Relations</b>            |      |       |            | 29   | 67    | 43%        |             |                   |
| <b>Electrical &amp; Electronic Engineering</b>     | 4    | 61    | 7%         | 31   | 60    | 52%        | -27         | -45%              |
| <b>Film Production &amp; Photography</b>           | 40   | 68    | 59%        | 36   | 67    | 54%        | 4           | 5%                |
| <b>Health Professions</b>                          | 62   | 71    | 87%        | 38   | 69    | 55%        | 24          | 32%               |
| <b>Criminology</b>                                 | 49   | 75    | 65%        | 46   | 81    | 57%        | 3           | 9%                |
| <b>Drama &amp; Dance</b>                           | 58   | 83    | 70%        | 49   | 85    | 58%        | 9           | 12%               |
| <b>Economics</b>                                   | 57   | 69    | 83%        | 44   | 75    | 59%        | 13          | 24%               |
| <b>Law</b>   | 84   | 101   | 83%        | 70   | 106   | 66%        | 14          | 17%               |
| <b>Forensic Science</b>                            | 22   | 42    | 52%        | 14   | 21    | 67%        | 8           | -14%              |
| <b>Construction, Surveying &amp; Planning</b>      | 27   | 44    | 61%        | 30   | 43    | 70%        | -3          | -8%               |
| <b>Media &amp; Film Studies</b>                    | 46   | 86    | 53%        | 60   | 81    | 74%        | -14         | -21%              |
| <b>Sports science</b>                              | 29   | 81    | 36%        | 66   | 84    | 79%        | -37         | -43%              |
| <b>Architecture</b>                                | 43   | 49    | 88%        | 43   | 53    | 81%        | 0           | 7%                |
| <b>Business &amp; Management</b>                   | 112  | 121   | 93%        | 98   | 118   | 83%        | 14          | 10%               |
| <b>Chemical Engineering</b>                        | 21   | 29    | 72%        | 25   | 28    | 89%        | -4          | -17%              |
| <b>Children's Nursing</b>                          |      |       |            | 42   | 46    | 91%        |             |                   |
| <b>Nutrition &amp; Food science</b>                |      |       |            | 25   | 27    | 93%        |             |                   |
| <b>Midwifery</b>                                   |      |       |            | 50   | 53    | 94%        |             |                   |
| <b>Civil Engineering</b>                           | 51   | 52    | 98%        | 51   | 54    | 94%        | 0           | 4%                |
| <b>Music</b>                                       |      |       |            | 74   | 78    | 95%        |             |                   |
| <b>Psychology</b>                                  | 111  | 115   | 97%        | 112  | 116   | 97%        | -1          | 0%                |
| <b>Biology</b>                                     | 102  | 102   | 100%       | 86   | 89    | 97%        | 16          | 3%                |
| <b>Computer Science &amp; Information Systems</b>  | 111  | 111   | 100%       | 107  | 110   | 97%        | 4           | 3%                |
| <b>Physiotherapy</b>                               |      |       |            | 38   | 39    | 97%        |             |                   |
| <b>Hospitality, Event Management &amp; Tourism</b> | 45   | 47    | 96%        | 47   | 48    | 98%        | -2          | -2%               |
| <b>Education</b>                                   | 79   | 83    | 95%        | 87   | 88    | 99%        | -8          | -4%               |

#### 4. The Times – Published Friday 16<sup>th</sup> September 2022

LSBU increased by 1 place, from 127<sup>th</sup> to 126<sup>th</sup> out of 132.

The Times Good University Guide league table is based on the 20/21 staff and student returns, NSS 2022, REF 2021, UKRI 2022, Graduate Outcomes from 19/20 and HESA data from 18/19 and 20/21 for good honours and completion, with 18/19 given double the weighting of 20/21. The Services Facilities Spend measure has been removed from the league table.

The measures which have shown the largest increase in rank were good honours (+20 places, from 112<sup>th</sup> to 92<sup>nd</sup>), student experience (+13 places, from 121<sup>st</sup> to 108<sup>th</sup>) and completion rate (+13 places, from 123<sup>rd</sup> to 110<sup>th</sup>). The large change in the student experience score is due to the NSS data for 2022 being used and not the 2021 like in the Complete University Guide.

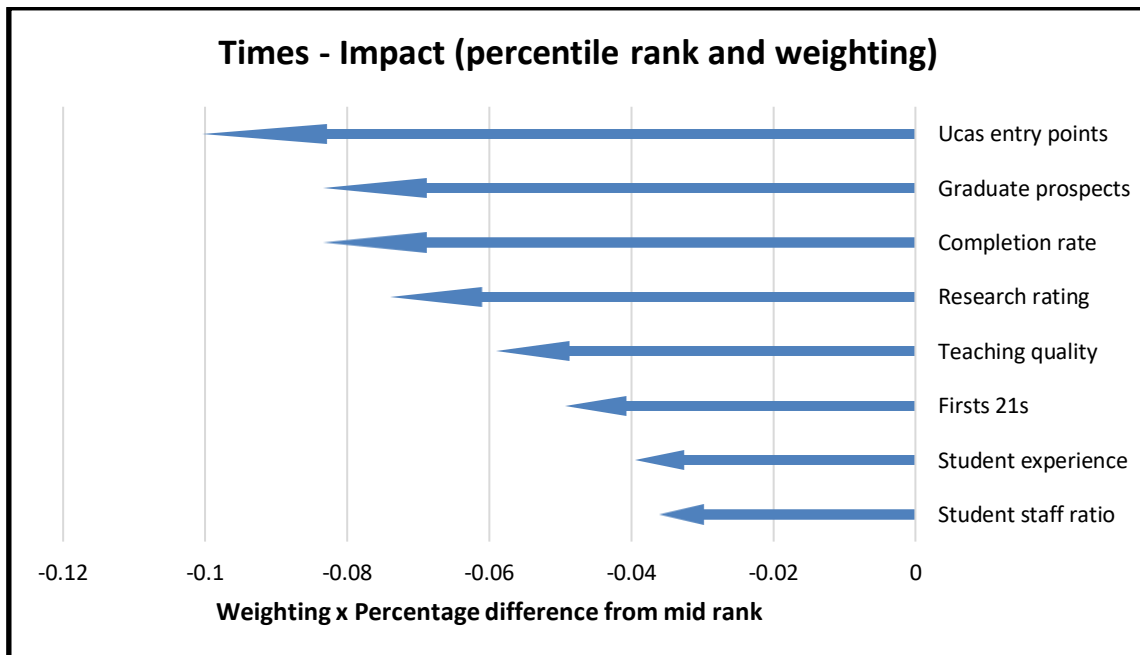


**LSBU Times Good University Guide – Overall Performance**

| Measure                          | Weighting | Score   |         | Change in score | Change in rank |
|----------------------------------|-----------|---------|---------|-----------------|----------------|
|                                  |           | 2021/22 | 2022/23 |                 |                |
| Rank                             |           | 127     | 126     |                 | 1              |
| Overall Score                    |           | 389     | 401     | 12              |                |
| Teaching quality (%)             | 1.005     | 71.8    | 72.8    | 1               | 11             |
| Student experience (%)           | 0.495     | 63.1    | 67.9    | 4.8             | 13             |
| Research rating                  | 1.5       | 9       | 28.8    | 19.8            | -28            |
| Ucas entry points                | 1         | 106     | 107     | 1               | -1             |
| Graduate prospects (%)           | 1         | 65.4    | 66.4    | 1               | -16            |
| Good Honours (Firsts / 2:1s) (%) | 1         | 71.2    | 74.1    | 2.9             | 20             |
| Completion rate (%)              | 1         | 75.2    | 78.5    | 3.3             | 13             |
| Student staff ratio              | 1         | 16.8    | 17.5    | 0.7             | -2             |
| Services facilities spend        |           | 2391    | -       |                 |                |

**Impact of measures on the overall rank for LSBU**

The chart below shows the impact each measure had on the overall ranking. This is calculated by subtracting the LSBU position away from the mid rank in each measure to find a percentage difference from the mid rank. This percentage difference is then multiplied by the weighting for each measure to give the impact of each measure. If the score is less than 0 then it is a negative impact, if it is greater than 0 it is a positive impact.



**LSBU Times Good University Guide – Subject table performance (Sorted high to low for percentile ranking in 2023)**

| Subject area                                 | 2022 |                        |            | 2023 |                        |            | YoY change |            |
|--|------|------------------------|------------|------|------------------------|------------|------------|------------|
|  | Rank | Number of Institutions | Percentile | Rank | Number of Institutions | Percentile | Rank       | Percentile |
| Overall                                      | 127  | 132                    | 96%        | 126  | 132                    | 95%        | 1          | 1%         |
| Nursing                                      | 49   | 72                     | 68%        | 45   | 75                     | 60%        | 4          | 8%         |
| Mechanical Engineering                       | 39   | 68                     | 57%        | 45   | 69                     | 65%        | -6         | -8%        |
| Subjects allied to medicine                  | 50   | 82                     | 61%        | 59   | 88                     | 67%        | -9         | -6%        |
| Social Work                                  | 19   | 73                     | 26%        | 55   | 76                     | 72%        | -36        | -46%       |
| Radiography                                  | 19   | 25                     | 76%        | 20   | 26                     | 77%        | -1         | -1%        |
| Building                                     | 16   | 32                     | 50%        | 25   | 30                     | 83%        | -9         | -33%       |
| Criminology                                  | 53   | 87                     | 61%        | 74   | 88                     | 84%        | -21        | -23%       |
| Art and Design                               | 59   | 82                     | 72%        | 69   | 82                     | 84%        | -10        | -12%       |
| Chemical Engineering                         | 25   | 31                     | 81%        | 29   | 34                     | 85%        | -4         | -5%        |
| Sociology                                    | 61   | 96                     | 64%        | 81   | 92                     | 88%        | -20        | -25%       |
| Architecture                                 | 45   | 50                     | 90%        | 45   | 51                     | 88%        | 0          | 2%         |
| Sports science                               | 71   | 82                     | 87%        | 73   | 82                     | 89%        | -2         | -2%        |
| Civil Engineering                            | 47   | 52                     | 90%        | 52   | 58                     | 90%        | -5         | 1%         |
| Hospitality, Leisure, Recreation and Tourism | 48   | 56                     | 86%        | 45   | 50                     | 90%        | 3          | -4%        |
| Accounting and Finance                       | 95   | 98                     | 97%        | 90   | 99                     | 91%        | 5          | 6%         |
| Business, management and marketing           | 119  | 119                    | 100%       | 111  | 119                    | 93%        | 8          | 7%         |
| Communication and Media Studies              | 70   | 89                     | 79%        | 85   | 90                     | 94%        | -15        | -16%       |
| Town and country planning and landscape      |      |                        |            | 18   | 19                     | 95%        |            |            |
| Psychology                                   | 111  | 116                    | 96%        | 113  | 117                    | 97%        | -2         | -1%        |
| General Engineering                          |      |                        |            | 29   | 30                     | 97%        |            |            |
| Biological Sciences                          | 97   | 97                     | 100%       | 99   | 102                    | 97%        | -2         | 3%         |
| Physiotherapy                                | 35   | 35                     | 100%       | 36   | 37                     | 97%        | -1         | 3%         |
| Archaeology and Forensic Science             |      |                        |            | 46   | 47                     | 98%        |            |            |
| Electrical and Electronic Engineering        | 58   | 60                     | 97%        | 60   | 61                     | 98%        | -2         | -2%        |
| Drama, Dance and Cinematics                  | 81   | 97                     | 84%        | 96   | 97                     | 99%        | -15        | -15%       |
| Law  | 63   | 99                     | 64%        | 100  | 101                    | 99%        | -37        | -35%       |
| Computer Science                             | 109  | 109                    | 100%       | 111  | 111                    | 100%       | -2         | 0%         |
| Education                                    | 83   | 84                     | 99%        | 87   | 87                     | 100%       | -4         | -1%        |
| Music  | 59   | 80                     | 74%        |      |                        |            |            |            |

**5. QS World Rankings – Published 8<sup>th</sup> June 2022**

LSBU has maintained its ranking in the 801-1000 band this year

The overall standardised score for LSBU went down from 13.6 to 12.9, this is due to a decrease in score in 4 of the 6 measures. The largest declines were in:

- Faculty Student Ratio -2.7, this is due to an increase in SSR from 16.1 to 17.0 (An increase in score here is a deterioration)
- Citations per faculty -1

The improvements were in:

- International faculty +1.4
- International students +2

**LSBU QS Overall and Sub-Metric – Score and Rank Performance YoY**

|                               | Weighting | Score out of 100 |      |        | Rank     |          |        |
|-------------------------------|-----------|------------------|------|--------|----------|----------|--------|
|                               |           | 2022             | 2023 | Change | 2022     | 2023     | Change |
| <b>Overall score</b>          |           | 13.6             | 12.9 | -0.7   | 801-1000 | 801-1000 |        |
| <b>Academic reputation</b>    | 40%       | 3.3              | 3    | -0.3   | 501+     | 501+     | -      |
| <b>Employer reputation</b>    | 10%       | 3.2              | 3.1  | -0.1   | 501+     | 501+     | -      |
| <b>Faculty student ratio</b>  | 20%       | 12.7             | 10   | -2.7   | 601+     | 601+     | -      |
| <b>International faculty</b>  | 5%        | 66.9             | 68.3 | 1.4    | 238      | 268      | -30    |
| <b>International students</b> | 5%        | 93.9             | 95.9 | 2      | 95       | 72       | 23     |
| <b>Citations per faculty</b>  | 20%       | 6.7              | 5.7  | -1     | 601+     | 601+     | -      |

**LSBU Raw data performance YoY**

|   | 2022  | 2023  | Change |
|---|-------|-------|--------|
| <b>Students</b>                             | 13067 | 14657 | 1590   |
| <b>International Students</b>               | 4521  | 5467  | 946    |
| <b>Faculty Staff</b>                        | 814   | 863   | 49     |
| <b>International Faculty</b>                | 226   | 224   | -2     |
| <b>Citations (Normalized)</b>               | 18460 | 22305 | 3845   |
| <b>Citations (Excluding Self-Citations)</b> | 9953  | 13858 | 3905   |
| <b>Citations (Including Self-Citations)</b> | 12274 | 16881 | 4607   |
| <b>Papers Published</b>                     | 1792  | 2109  | 317    |

See Appendix A for full description of each measure

**6. Times Higher Education World University Rankings – (To be published in October 2022)**

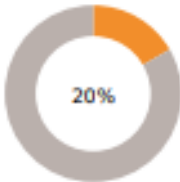
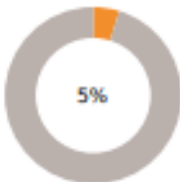
THE WUR league table position has not been published but we have been informed that we have increased in ranking (we have moved up from the 801 -1000 band up to 601-800 band), we also have been informed that we have increased performance in the following pillars:

- Teaching
- International Outlook
- Industry Income
- Citations

The research pillar will receive a similar score to last year's assessment.

The methodology for THE world rankings will be released at the start of November 2022.

## Appendix A – QS World Ranking Methodology

|                                     |  |   |
|-------------------------------------|--|---|
| <b>Academic Reputation</b>          | Taken from the QS Global Academic Reputation Survey, here we evaluate the perceptions of worldwide academics on which universities are academically excellent. 151,000 responses were used in this year's analysis.  |  <p>40%</p>  |
| <b>Employer Reputation</b>          | Taken from the QS Global Employer Reputation Survey, here we evaluate the perceptions of worldwide employers on which universities produce the best graduates. 99,000 responses were used in this year's analysis.   |  <p>10%</p>  |
| <b>Faculty Student Ratio</b>        | This is the ratio of academic staff to students. A higher number of staff:students is an indirect indicator of a university's commitment to learning and teaching.   |  <p>20%</p>  |
| <b>Citations per Faculty</b>        | This ratio measures the average number of citations obtained per faculty member, and is an estimate of the impact and quality of the scientific work produced by universities. This indicator is calculated using data from Scopus. To avoid anomalous results, an affiliation cap is applied discarding papers with an unusually high number of affiliations. Self-citations are excluded and citation counts are normalized, ensuring that citations achieved in each of the five broad faculty areas are weighted equally (more information: <a href="https://support.qs.com/hc/en-gb/articles/360021456540-Faculty-Area-Normalization">https://support.qs.com/hc/en-gb/articles/360021456540-Faculty-Area-Normalization</a> ). |  <p>20%</p> |
| <b>International Faculty Ratio</b>  | The International Faculty Index is simply based on the proportion of faculty members that are international. It is a proxy measure for how internationally attractive the university is to academic staff.   |  <p>5%</p> |
| <b>International Students Ratio</b> | Similar to the international faculty ratio, this not only serves as a proxy for how attractive the university is to international students, but how internationalised the student experience will be.  |  <p>5%</p> |



## 19. NSS 2021/22 performance

For Discussion

Presented by Tara Dean

## National Student Survey (NSS) 2022

### Detailed assessment of LSBU's performance

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#### Executive summary

- The 'Overall satisfaction' for LSBU in NSS 2022 is **69.9%**. This is c.3.5% points higher than the 2021 score of 66.3%. Despite this increase, LSBU's 'Overall satisfaction' score remains *significantly* below the OfS benchmark (75.2%).
- Within the main NSS themes, % agree scores have increased year-on-year for all areas except 'Assessment and feedback', which has dropped by 1.2% points. The largest year-on-year increase is for 'Learning resources' (13.1% points).
- Despite improvements in scores, LSBU remains *significantly* below OfS benchmarks for 'The teaching on my course', 'Organisation and management' and 'Learning resources'. However, year-on-year improvements in 'Learning opportunities' and 'Academic support' have reduced the difference from benchmark to non-significant for these NSS areas.
- The number of NSS questions for which LSBU is *significantly* under the OfS benchmark has reduced from 16 in 2021 to 9 in 2022.
- The School of Business has the highest 'Overall satisfaction' score at 78.7%, whilst the School of Built Environment and Architecture has the lowest score at 62.9%.
- 45% of LSBU's courses have a lower 'Overall satisfaction' score than the figure for LSBU overall (69.9%).
- LSBU's final 2022 response rate is 81.4%, which is 8.5% higher than the 2021 response rate (72.9%) and the highest NSS response rate for LSBU since at least 2015.

## Introduction

The 2022 National Student Survey (NSS) launched on 6<sup>th</sup> January 2022 and was open for submissions until 30<sup>th</sup> April 2022. NSS is administered by Ipsos MORI on behalf of the Office for Students (OfS) and the first official invite email was sent by Ipsos to eligible LSBU students on Thursday 27<sup>th</sup> January 2022.

Each NSS question is framed in terms of the level to which students agree with a given statement (e.g. Question 1: 'Staff are good at explaining things') and six answer options are available: 'Definitely agree'; 'Mostly agree'; 'Neither agree nor disagree'; 'Mostly disagree'; 'Definitely disagree'; and 'Not applicable'. The key metric used in NSS is percentage agree, which is calculated as the total count of 'Definitely agree' and 'Mostly agree' responses as a proportion of total responses (excluding 'Not applicable'). Questions are grouped together into NSS themes (e.g. 'The teaching on my course'), which for the purpose of this paper are referred to as 'question areas'.<sup>1</sup>

For each NSS exercise, OfS generate a series of benchmark % agree figures for the main NSS questions. These benchmarks enable more robust comparisons with the rest of the sector as they take into account student and course characteristics that can influence NSS responses (e.g. student age, ethnicity, subject of study etc...). Taking into account sample size, if a % agree result is more than 3 standard deviations from the benchmark, OfS consider this result to be significant (i.e. they can say with c.95% confidence that the % agree value is above or below the benchmark). It is important to stress that the NSS benchmarks – and significant deviations from these – are the key means by which OfS will judge the performance LSBU and other providers, and these will underpin assessments made by the TEF panel.

This report provides a detailed assessment of LSBU's performance in NSS 2022, relative to OfS NSS Benchmarks, LSBU's performance in NSS 2021 and sector-wide results. In addition, LSBU's results are broken down by subject, School, course and student characteristics.

Please note, the sector-wide results reported here include all institutions, including Higher Education Institutions (HEIs), Further Education Colleges (FECs), and Alternative Providers (APs) (unless stated otherwise).

## LSBU overall

As shown in Table 1, the percentage of students reporting that they are satisfied with the quality of their course ('Overall satisfaction') is 69.9%. This represents a notable year-on-year increase of c3.5% points since NSS 2021. However, even with this improvement, this result remains *significantly* below the OfS benchmark (-5.3%).

LSBU has sustained positive year-on-year changes in % agree across eight of the nine NSS question areas. The highest year-on-year increase was for 'Learning resources' (+13.1% points) followed by 'Learning community' (+3.2% points) and 'Organisation and management' (+2.5% points). The only decrease in % agree occurred for 'Assessment and feedback', dropping by 1.2% points.

In addition to 'Overall satisfaction', LSBU's % agree scores are *significantly* under OfS benchmarks in three NSS question areas: 'Learning resources' (-10.7% points); 'The teaching on my course' (-3.2% points); and 'Organisation and management' (-3.0% points). Although these are *significant* negative results, it should be noted that the gap between LSBU and OfS benchmarks has reduced from 2021 to 2022 in all question areas other than 'Assessment and feedback'. In addition, the differences from benchmark for 'Learning opportunities' and 'Academic support' have reduced such that they are no longer statistically significant (Table 1).

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<sup>1</sup> The full text of the NSS 2022 questions can be found at <https://bit.ly/3yDLioj>

Figure 1 shows the performance of LSBU in NSS 2022 relative to the OfS benchmarks for all NSS questions, whilst Table 2 shows similar data covering the four most recent NSS exercises (2019-2022).

Overall, between 2021 and 2022, there have been improvements in LSBU’s % agree scores relative to the OfS benchmarks for all NSS questions except four: Question 8. ‘The criteria used in marking have been clear in advance’; Question 9. ‘Marking and assessment has been fair’; Question 11. ‘I have received helpful comments on my work’; and Question 16 ‘The timetable works efficiently for me’. Most notably, the number of questions for which LSBU is significantly below benchmark has reduced from 16 in 2021 to 9 in 2022 (Table 2).

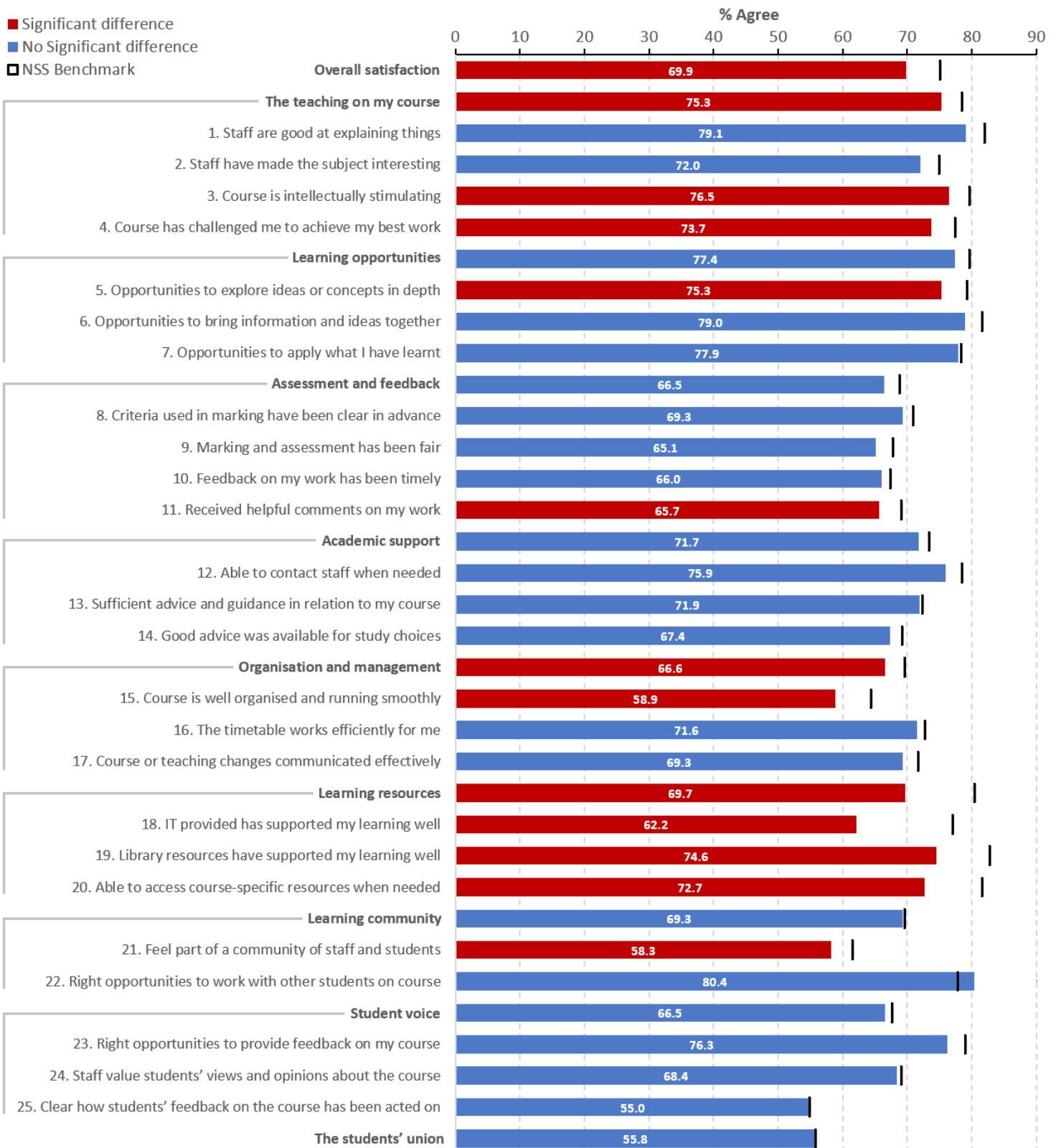
**Table 1:** LSBU’s performance relative to OfS NSS benchmarks across all NSS question areas, 2019 to 2022. The columns headed ‘LSBU vs. NSS Benchmarks’ show the difference between LSBU’s results and OfS benchmarks, within which red colouring highlights statistically significant negative differences. In addition, Year-on-Year (YoY) changes from NSS 2021 to NSS 2022 are shown, with green and orange colouring showing changes that are positive and negative respectively.

| NSS Question Area           | LSBU (% agree) |      |      |      |       |              | NSS Benchmarks (% agree) |      |      |      | LSBU vs. NSS Benchmarks |      |       |       |       |
|-----------------------------|----------------|------|------|------|-------|--------------|--------------------------|------|------|------|-------------------------|------|-------|-------|-------|
|                             | 2019           | 2020 | 2021 | 2022 | Trend | YoY: '21-'22 | 2019                     | 2020 | 2021 | 2022 | 2019                    | 2020 | 2021  | 2022  | Trend |
| Overall satisfaction        | 81.8           | 79.5 | 66.3 | 69.9 |       | 3.5          | 82.1                     | 81.2 | 74.3 | 75.2 | -0.3                    | -1.6 | -8.0  | -5.3  |       |
| The teaching on my course   | 82.8           | 80.0 | 72.9 | 75.3 |       | 2.4          | 83.5                     | 83.0 | 78.8 | 78.5 | -0.6                    | -3.0 | -5.9  | -3.2  |       |
| Learning opportunities      | 84.2           | 82.2 | 76.5 | 77.4 |       | 0.9          | 83.7                     | 83.4 | 79.7 | 79.7 | 0.5                     | -1.2 | -3.3  | -2.3  |       |
| Assessment and feedback     | 74.5           | 71.4 | 67.6 | 66.5 |       | -1.2         | 73.5                     | 73.0 | 69.6 | 68.8 | 1.0                     | -1.6 | -2.0  | -2.3  |       |
| Academic support            | 80.0           | 77.7 | 69.8 | 71.7 |       | 1.9          | 79.5                     | 79.1 | 73.5 | 73.4 | 0.4                     | -1.5 | -3.7  | -1.7  |       |
| Organisation and management | 72.3           | 69.8 | 64.1 | 66.6 |       | 2.5          | 73.7                     | 72.6 | 69.3 | 69.6 | -1.4                    | -2.8 | -5.2  | -3.0  |       |
| Learning resources          | 84.0           | 82.2 | 56.6 | 69.7 |       | 13.1         | 85.5                     | 85.3 | 73.9 | 80.4 | -1.5                    | -3.1 | -17.2 | -10.7 |       |
| Learning community          | 79.1           | 75.9 | 66.1 | 69.3 |       | 3.2          | 77.1                     | 76.5 | 67.8 | 69.6 | 2.0                     | -0.6 | -1.7  | -0.3  |       |
| Student voice               | 76.0           | 73.7 | 65.0 | 66.5 |       | 1.5          | 74.5                     | 73.8 | 67.4 | 67.6 | 1.5                     | -0.1 | -2.4  | -1.1  |       |
| The students’ union         | 60.5           | 58.3 | 53.5 | 55.8 |       | 2.3          | 57.8                     | 58.2 | 55.4 | 55.8 | 2.8                     | 0.1  | -1.9  | 0.0   |       |

For each NSS question area that falls significantly below the 2022 OfS benchmark, the results driving these are as follows:

- **‘The teaching on my course’:** Significant negative results in Question 3 ‘The course is intellectually stimulating’ and Question 4 ‘My course has challenged me to achieve my best work’ are the key drivers, with differences from benchmarks of -3.2% and -3.7% respectively.
- **‘Organisation and management’:** Question 15 ‘The course is well organised and running smoothly’ is -5.5% from the benchmark and is the single cause of this question area falling significantly below benchmark.
- **‘Learning resources’:** This is the question area in which LSBU performs the worst, sitting 10.7% below the benchmark. All three questions under this area (18, 19 and 20) are significantly below benchmark. Of these, Question 18 ‘The IT resources and facilities provided have supported my learning well’ has the widest gap from benchmark (-14.9%). Whilst it is likely that the negative result for Question 18 to some degree reflects the legacy of the 2021 IT outage on student perspectives, other possible contributory factors will be explored in further analyses of NSS student comments.





**Figure 1:** LSBU's 2022 performance relative to OfS NSS benchmarks across all NSS questions. The bar charts showing LSBU's % agree results are coloured according to whether the difference from benchmark is significant (red) or not (blue), and the OfS benchmarks for LSBU are shown by vertical black lines. (N.B. The text of the NSS questions has been truncated for the purpose of this graphic; the full text of the NSS 2022 questions can be found at <https://bit.ly/3yDLioJ>).

**Table 2:** LSBU's performance relative to OfS NSS benchmarks across all NSS questions, 2019 to 2022. The columns headed 'LSBU vs. NSS Benchmarks' show the difference between LSBU's results and OfS benchmarks, within which red and green colouring highlights statistically significant negative and positive results respectively. . (N.B. The text of the NSS questions has been truncated for the purpose of this graphic; the full text of the NSS 2022 questions can be found at <https://bit.ly/3yDLioJ>).

| Question / question area                                      | LSBU (% Agree) |             |             |             | LSBU vs. NSS Benchmarks |             |             |             |
|---|----------------|-------------|-------------|-------------|-------------------------|-------------|-------------|-------------|
|   | 2019           | 2020        | 2021        | 2022        | 2019                    | 2020        | 2021        | 2022        |
| <b>Overall satisfaction</b>                                   | <b>81.8</b>    | <b>79.5</b> | <b>66.3</b> | <b>69.9</b> | <b>-0.3</b>             | <b>-1.6</b> | <b>-8.0</b> | <b>-5.3</b> |
| <b>The teaching on my course</b>                              | 82.8           | 80.0        | 72.9        | 75.3        | -0.7                    | -3.0        | -5.9        | -3.2        |
| 1. Staff are good at explaining things                        | 87.5           | 84.4        | 76.6        | 79.1        | 0.4                     | -2.5        | -6.2        | -2.9        |
| 2. Staff have made the subject interesting                    | 80.1           | 77.9        | 70.2        | 72.0        | -0.7                    | -2.5        | -5.4        | -3.0        |
| 3. Course is intellectually stimulating                       | 82.0           | 79.1        | 73.0        | 76.5        | -1.9                    | -4.1        | -6.7        | -3.2        |
| 4. Course has challenged me to achieve my best work           | 81.8           | 78.7        | 72.0        | 73.7        | -0.5                    | -2.9        | -5.3        | -3.7        |
| <b>Learning opportunities</b>                                 | 84.2           | 82.2        | 76.5        | 77.4        | 0.5                     | -1.2        | -3.3        | -2.3        |
| 5. Opportunities to explore ideas or concepts in depth        | 83.4           | 81.7        | 75.5        | 75.3        | -0.2                    | -1.7        | -3.9        | -3.9        |
| 6. Opportunities to bring information and ideas together      | 86.2           | 83.4        | 77.7        | 79.0        | 1.1                     | -1.2        | -4.2        | -2.6        |
| 7. Opportunities to apply what I have learnt                  | 83.2           | 81.7        | 76.3        | 77.9        | 0.6                     | -0.7        | -1.7        | -0.4        |
| <b>Assessment and feedback</b>                                | 74.5           | 71.4        | 67.6        | 66.5        | 1.0                     | -1.6        | -2.0        | -2.3        |
| 8. Criteria used in marking have been clear in advance        | 75.3           | 71.9        | 71.1        | 69.3        | 1.4                     | -1.2        | -0.7        | -1.6        |
| 9. Marking and assessment has been fair                       | 73.4           | 69.9        | 67.7        | 65.1        | 2.3                     | -1.1        | 0.0         | -2.8        |
| 10. Feedback on my work has been timely                       | 74.0           | 72.5        | 63.9        | 66.0        | -0.5                    | -1.2        | -4.7        | -1.5        |
| 11. Received helpful comments on my work                      | 75.6           | 71.6        | 68.2        | 65.7        | 0.8                     | -2.7        | -2.4        | -3.4        |
| <b>Academic support</b>                                       | 80.0           | 77.7        | 69.8        | 71.7        | 0.4                     | -1.5        | -3.7        | -1.7        |
| 12. Able to contact staff when needed                         | 84.0           | 81.9        | 74.6        | 75.9        | -0.8                    | -2.4        | -5.2        | -2.6        |
| 13. Sufficient advice and guidance in relation to my course   | 79.8           | 76.5        | 69.0        | 71.9        | 1.1                     | -1.8        | -3.1        | -0.5        |
| 14. Good advice was available for study choices               | 76.2           | 74.9        | 66.1        | 67.4        | 1.1                     | -0.1        | -2.4        | -1.9        |
| <b>Organisation and management</b>                            | 72.3           | 69.8        | 64.1        | 66.6        | -1.4                    | -2.8        | -5.2        | -3.0        |
| 15. Course is well organised and running smoothly             | 63.0           | 61.9        | 53.4        | 58.9        | -5.7                    | -4.6        | -9.5        | -5.5        |
| 16. The timetable works efficiently for me                    | 78.7           | 76.0        | 72.9        | 71.6        | 2.4                     | -0.2        | -1.1        | -1.2        |
| 17. Course or teaching changes communicated effectively       | 75.4           | 71.4        | 65.9        | 69.3        | -0.8                    | -3.8        | -5.1        | -2.5        |
| <b>Learning resources</b>                                     | 84.0           | 82.2        | 56.6        | 69.7        | -1.5                    | -3.1        | -17.2       | -10.7       |
| 18. IT provided has supported my learning well                | 79.6           | 78.2        | 50.0        | 62.2        | -3.5                    | -4.6        | -22.0       | -14.9       |
| 19. Library resources have supported my learning well         | 85.6           | 85.0        | 62.7        | 74.6        | -1.5                    | -2.3        | -13.4       | -8.3        |
| 20. Able to access course-specific resources when needed      | 86.8           | 83.9        | 57.4        | 72.7        | 0.4                     | -2.1        | -16.3       | -8.9        |
| <b>Learning community</b>                                     | 79.1           | 75.9        | 66.1        | 69.3        | 2.0                     | -0.6        | -1.7        | -0.3        |
| 21. Feel part of a community of staff and students            | 70.4           | 66.3        | 56.2        | 58.3        | 0.7                     | -2.2        | -3.6        | -3.2        |
| 22. Right opportunities to work with other students on course | 87.7           | 85.4        | 76.0        | 80.4        | 3.0                     | 0.8         | 0.1         | 2.6         |
| <b>Student voice</b>  | 75.9           | 73.7        | 65.0        | 66.5        | 1.5                     | -0.1        | -2.4        | -1.1        |
| 23. Right opportunities to provide feedback on my course      | 84.2           | 83.1        | 75.2        | 76.3        | 0.0                     | -0.7        | -3.6        | -2.7        |
| 24. Staff value students' views and opinions about course     | 78.5           | 75.1        | 67.8        | 68.4        | 2.8                     | -0.3        | -1.2        | -0.7        |
| 25. Clear how students' feedback on course has been acted on  | 65.4           | 62.8        | 52.2        | 55.0        | 1.9                     | 0.6         | -2.3        | 0.1         |
| <b>The students' union</b>                                    | <b>60.5</b>    | <b>58.3</b> | <b>53.5</b> | <b>55.8</b> | <b>2.8</b>              | <b>0.1</b>  | <b>-1.9</b> | <b>0.0</b>  |

Significant difference from benchmark

Positive  Negative

Figure 2 shows the year-on-year change in the distribution of responses across the answer scale for each NSS question area. Of particular note is the relatively large proportion of students selecting 'Neither agree nor disagree', particularly for the NSS question areas 'Student voice' and 'The Students' Union'.

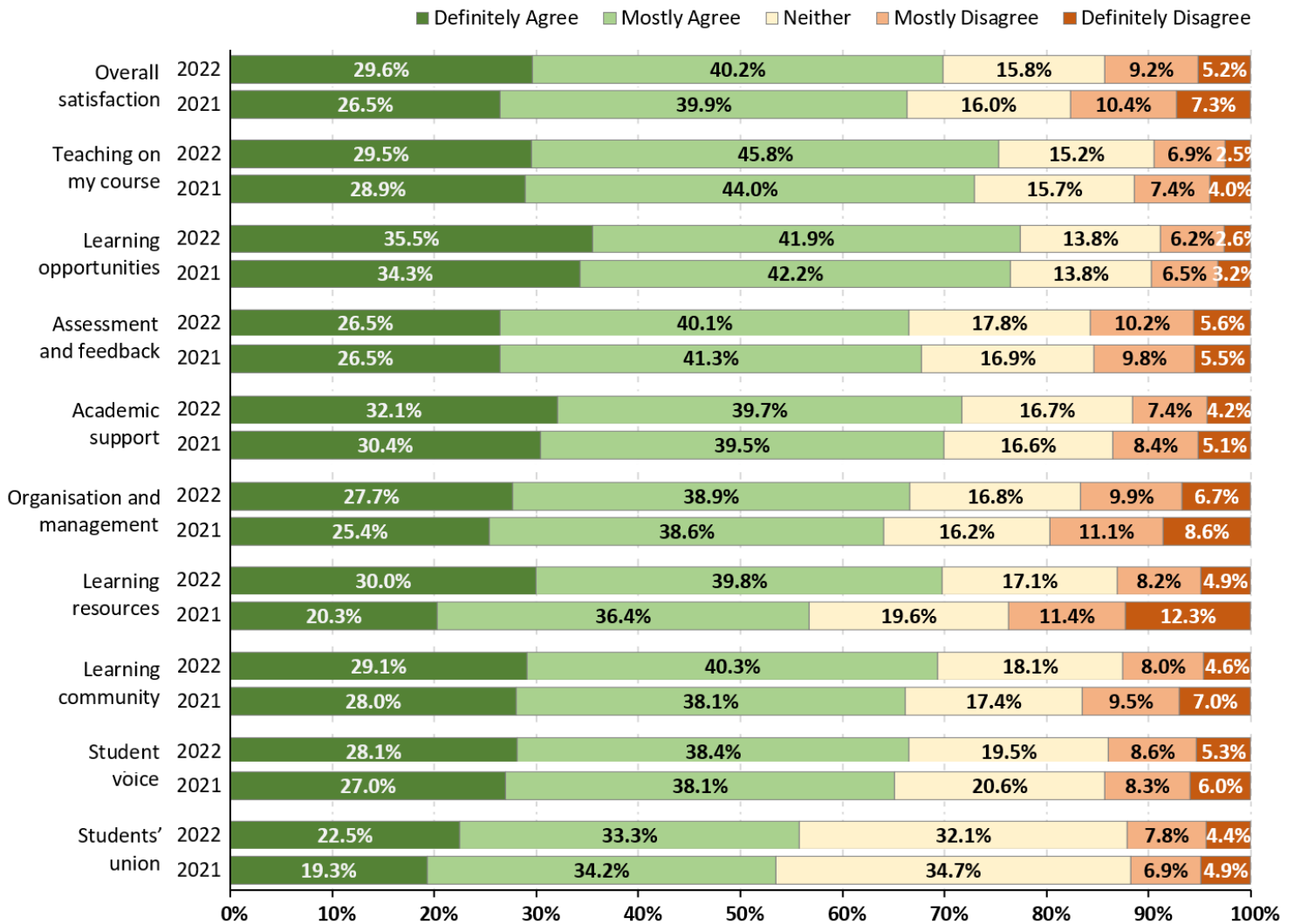
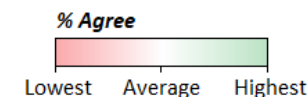


Figure 2: The proportion of responses in each answer level for NSS question areas in 2021 and 2022.

## LSBU School level

Table 3 summarises % agree scores for LSBU's Schools across NSS question areas. In terms of 'Overall satisfaction', the School with the highest score is Business (78.7%), whilst the lowest performing School is Built Environment and Architecture (62.9%).

**Table 3:** Comparison of 2022 % agree scores across NSS question areas and LSBU Schools. Cell colouring highlights higher (greener) and lower (redder) performing Schools in each question area.



| LSBU School                        | % Agree              |                    |                  |                      |                  |                     |                    |                  |               | Responses |          |
|------------------------------------|----------------------|--------------------|------------------|----------------------|------------------|---------------------|--------------------|------------------|---------------|-----------|----------|
|                                    | Overall satisfaction | Teaching on course | Learning opport. | Assess. and feedback | Academic support | Org. and managment. | Learning resources | Learning commun. | Student union | No.       | Rate (%) |
| Business                           | 78.7                 | 78.1               | 81.3             | 68.3                 | 75.9             | 72.4                | 75.7               | 76.4             | 66.7          | 458       | 79       |
| Engineering                        | 74.5                 | 78.8               | 78.2             | 71.7                 | 75.9             | 75.7                | 77.9               | 78.4             | 69.0          | 269       | 78       |
| Law and Social Sciences            | 72.6                 | 76.8               | 77.1             | 65.4                 | 73.9             | 67.8                | 67.1               | 62.6             | 56.2          | 317       | 72       |
| Applied Sciences                   | 68.8                 | 75.5               | 71.5             | 63.2                 | 69.4             | 67.0                | 64.7               | 61.8             | 50.8          | 199       | 82       |
| Health and Social Care             | 66.5                 | 77.4               | 83.2             | 65.5                 | 68.9             | 60.2                | 70.4               | 71.8             | 52.5          | 688       | 86       |
| Arts and Creative Industries       | 66.2                 | 76.8               | 73.4             | 71.7                 | 77.9             | 64.7                | 62.7               | 65.7             | 45.3          | 217       | 82       |
| Built Environment and Architecture | 62.9                 | 64.7               | 68.2             | 62.5                 | 65.5             | 64.8                | 64.7               | 62.2             | 47.9          | 423       | 84       |
| LSBU Overall                       | 69.9                 | 75.3               | 77.4             | 66.5                 | 71.7             | 66.6                | 69.7               | 69.3             | 55.8          | 2572      | 81       |

In 2021, targets at a School level were set for four priority student outcomes metrics within LSBU's KPI framework, one of which is based on the % agree score under the NSS question area 'The Teaching on my Course'. School-level targets were further broken down into annual target milestones, and Table 4 (right) provides a comparison of the performance of each School in NSS 2022 against these goals.

From Table 4 we can see that all Schools sit below the % agree targets for NSS 2022, most notably BEA and LSS who are 13.7% and 6.4% below their annual targets respectively. Overall, LSBU is 5.7% below its 2022 annual target for this KPI.

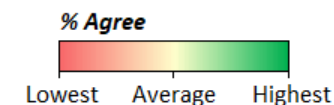
**Table 4:** School-level NSS 2022 performance against KPI annual target milestones. (N.B. As NSS data was only provided at IHSC level, the 2022 target used below is the average of the 'Nursing and Midwifery' and 'Allied and Community Health' targets)

| LSBU School                        | Teaching on my course (% Agree) |             |               | Responses   |           |
|------------------------------------|---------------------------------|-------------|---------------|-------------|-----------|
|                                    | 2022 result                     | 2022 target | Gap to target | No.         | Rate (%)  |
| Business                           | 78.1                            | 80.0        | 1.9           | 458         | 79        |
| Engineering                        | 78.8                            | 82.1        | 3.3           | 269         | 78        |
| Law and Social Sciences            | 76.8                            | 83.2        | 6.4           | 317         | 72        |
| Applied Sciences                   | 75.5                            | 80.7        | 5.2           | 199         | 82        |
| Health and Social Care             | 77.4                            | 80.5        | 3.1           | 688         | 86        |
| Arts and Creative Industries       | 76.8                            | 80.0        | 3.2           | 217         | 82        |
| Built Environment and Architecture | 64.7                            | 78.4        | 13.7          | 423         | 84        |
| <b>Overall</b>                     | <b>75.3</b>                     | <b>81.0</b> | <b>5.7</b>    | <b>2572</b> | <b>81</b> |

**London Moderns**

In terms of ‘Overall satisfaction’ scores, LSBU remains second from the bottom amongst the London Moderns (Table 5) even though LSBU’s score has increased year-on-year by c.3.5% points. From the conditional highlighting in Table 5 it is clear that – relative to the other London Moderns – the area in which LSBU has performed least well is ‘Learning resources’, with the lowest % agree score of 69.7%.

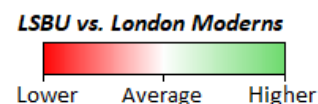
**Table 5:** NSS 2022 results for London Moderns, showing the % agree for each NSS question area and the Year-on-Year (YoY) change in % agree since NSS 2021. In addition, the ranking amongst London Moderns and the Year-on-Year change since 2021 is shown (this ranking is based upon the ‘Overall satisfaction’ % agree score). For each NSS question area, the cell colouring indicates the amount to which the % agree for each provider is higher (greener) or lower (redder) than the London Modern average.



| Institution           | Rank<br>(YoY change in brackets) | NSS Question Area    |            |                    |            |                  |            |                      |             |                  |            |                   |            |                    |             |                    |            |               |            |                 |            |
|-----------------------|----------------------------------|----------------------|------------|--------------------|------------|------------------|------------|----------------------|-------------|------------------|------------|-------------------|------------|--------------------|-------------|--------------------|------------|---------------|------------|-----------------|------------|
|                       |                                  | Overall satisfaction |            | Teaching my course |            | Learning opport. |            | Assess. and feedback |             | Academic support |            | Org. and mangmnt. |            | Learning resources |             | Learning community |            | Student voice |            | Students' union |            |
|                       |                                  | % Agree              | YoY change | % Agree            | YoY change | % Agree          | YoY change | % Agree              | YoY change  | % Agree          | YoY change | % Agree           | YoY change | % Agree            | YoY change  | % Agree            | YoY change | % Agree       | YoY change | % Agree         | YoY change |
| Uni. of West London   | 1 (+2)                           | 84.5                 | 7.1        | 86.9               | 4.3        | 86.4             | 3.9        | 80.1                 | 2.9         | 83.6             | 4.7        | 77.9              | 4.3        | 86.6               | 7.0         | 79.0               | 6.6        | 80.1          | 4.2        | 74.6            | 4.8        |
| St Mary's, Twickenham | 2 (-1)                           | 83.9                 | 2.9        | 85.4               | 0.5        | 85.7             | 1.5        | 76.3                 | 2.8         | 81.8             | 3.2        | 80.3              | 2.1        | 78.4               | -1.3        | 79.1               | 0.6        | 77.0          | 1.5        | 57.4            | -6.8       |
| London Met.           | 3 (-1)                           | 82.5                 | 2.5        | 84.5               | 0.8        | 84.2             | 1.2        | 78.2                 | 0.2         | 78.8             | -0.6       | 77.3              | -2.0       | 78.2               | 7.1         | 75.4               | 4.6        | 78.7          | 1.3        | 64.9            | 5.0        |
| Roehampton            | 4 (0)                            | 77.9                 | 4.9        | 78.8               | 1.2        | 79.3             | 3.3        | 70.1                 | 1.7         | 71.5             | 1.3        | 72.5              | 1.3        | 83.8               | 9.6         | 64.2               | 3.7        | 67.0          | 0.9        | 53.2            | 1.4        |
| Uni. of Greenwich     | 5 (+1)                           | 76.2                 | 3.9        | 80.1               | 2.9        | 81.0             | 2.4        | 70.1                 | 0.1         | 75.6             | 2.1        | 69.3              | 2.4        | 81.5               | 4.8         | 70.9               | 2.8        | 72.1          | 4.3        | 58.1            | -0.6       |
| Kingston Uni.         | 6 (-1)                           | 74.5                 | 1.6        | 78.6               | 0.5        | 79.1             | 1.0        | 69.9                 | -1.6        | 74.0             | 1.5        | 68.8              | 1.8        | 80.2               | 9.8         | 70.4               | 2.8        | 70.8          | -1.1       | 52.7            | -1.7       |
| Uni. of Westminster   | 7 (+1)                           | 71.6                 | 0.4        | 73.7               | -0.5       | 76.1             | 0.8        | 61.7                 | -3.1        | 68.4             | 0.2        | 69.1              | -0.5       | 80.0               | 11.5        | 66.7               | 4.2        | 65.0          | 1.5        | 54.2            | 2.4        |
| Middlesex Uni.        | 8 (+1)                           | 70.6                 | 1.7        | 74.6               | 1.3        | 78.3             | 3.0        | 69.4                 | 1.2         | 71.4             | 1.9        | 67.5              | 1.5        | 78.7               | 9.1         | 69.7               | 3.4        | 66.4          | 0.8        | 57.4            | 3.7        |
| Uni. of East London   | 9 (-2)                           | 70.4                 | -1.7       | 76.3               | -1.6       | 79.6             | 1.3        | 69.0                 | -1.7        | 69.2             | -2.9       | 65.5              | -2.9       | 76.7               | 4.8         | 72.5               | 3.1        | 65.5          | -2.9       | 54.1            | -0.1       |
| <b>LSBU</b>           | <b>10 (0)</b>                    | <b>69.9</b>          | <b>3.5</b> | <b>75.3</b>        | <b>2.4</b> | <b>77.4</b>      | <b>0.9</b> | <b>66.5</b>          | <b>-1.2</b> | <b>71.7</b>      | <b>1.9</b> | <b>66.6</b>       | <b>2.5</b> | <b>69.7</b>        | <b>13.1</b> | <b>69.3</b>        | <b>3.2</b> | <b>66.5</b>   | <b>1.5</b> | <b>55.8</b>     | <b>2.3</b> |
| Uni. of the Arts      | 11 (0)                           | 61.8                 | 3.5        | 71.1               | 1.6        | 74.5             | 2.8        | 73.6                 | 0.9         | 70.9             | 1.2        | 58.0              | 3.8        | 73.9               | 17.7        | 61.8               | 4.9        | 62.9          | 1.6        | 48.4            | 1.5        |
| <i>Average</i>        |                                  | 74.9                 | 2.8        | 78.7               | 1.2        | 80.2             | 2.0        | 71.3                 | 0.2         | 74.3             | 1.3        | 70.3              | 1.3        | 78.9               | 8.5         | 70.8               | 3.6        | 70.2          | 1.2        | 57.3            | 1.1        |

Table 6 provides a breakdown of LSBU’s performance over the past four years in each NSS question area relative to the London Modern average. As indicated by the cell colouring in the columns under ‘LSBU vs. London Moderns’, LSBU has been below the London Modern average in all question areas over the past three NSS exercises (2020-2022), falling particularly behind in 2021 when IT services were disrupted by the cyber-attack. From 2021 to 2022, LSBU’s difference from the London Modern average has reduced for seven question areas (particularly ‘Learning resources’), but the gap has widened in three (‘Learning opportunities’, ‘Assessment and feedback’ and ‘Learning community’).

**Table 6:** LSBU’s performance relative to the average % agree score for London Moderns across NSS question areas, 2019 to 2022. The columns headed ‘LSBU vs. London Moderns’ show the difference between LSBU’s results and the London Modern average, with cell colouring indicating the amount to which LSBU is higher (greener) or lower (redder) than the London Modern average. (N.B. The London Moderns included in the average are those listed in Table 5).



| NSS Question Area           | LSBU (% agree) |      |      |      |       | London Moderns (average % agree) |      |      |      |       | LSBU vs. London Moderns |      |       |      |       |
|-----------------------------|----------------|------|------|------|-------|----------------------------------|------|------|------|-------|-------------------------|------|-------|------|-------|
|                             | 2019           | 2020 | 2021 | 2022 | Trend | 2019                             | 2020 | 2021 | 2022 | Trend | 2019                    | 2020 | 2021  | 2022 | Trend |
| Overall satisfaction        | 81.8           | 79.5 | 66.3 | 69.9 |       | 80.4                             | 79.9 | 72.1 | 74.9 |       | 1.5                     | -0.4 | -5.8  | -5.0 |       |
| The teaching on my course   | 82.8           | 80.0 | 72.9 | 75.3 |       | 81.4                             | 81.8 | 77.4 | 78.7 |       | 1.4                     | -1.8 | -4.6  | -3.3 |       |
| Learning opportunities      | 84.2           | 82.2 | 76.5 | 77.4 |       | 82.6                             | 82.4 | 78.2 | 80.2 |       | 1.6                     | -0.2 | -1.7  | -2.8 |       |
| Assessment and feedback     | 74.5           | 71.4 | 67.6 | 66.5 |       | 73.3                             | 73.5 | 71.1 | 71.3 |       | 1.2                     | -2.1 | -3.5  | -4.9 |       |
| Academic support            | 80.0           | 77.7 | 69.8 | 71.7 |       | 78.8                             | 79.0 | 72.9 | 74.3 |       | 1.2                     | -1.4 | -3.1  | -2.5 |       |
| Organisation and management | 72.3           | 69.8 | 64.1 | 66.6 |       | 72.7                             | 72.2 | 69.0 | 70.3 |       | -0.4                    | -2.5 | -4.9  | -3.7 |       |
| Learning resources          | 84.0           | 82.2 | 56.6 | 69.7 |       | 85.0                             | 84.9 | 70.4 | 78.9 |       | -1.0                    | -2.7 | -13.8 | -9.2 |       |
| Learning community          | 79.1           | 75.9 | 66.1 | 69.3 |       | 76.3                             | 76.0 | 67.2 | 70.8 |       | 2.8                     | -0.1 | -1.1  | -1.5 |       |
| Student voice               | 76.0           | 73.7 | 65.0 | 66.5 |       | 74.3                             | 75.2 | 68.9 | 70.2 |       | 1.6                     | -1.6 | -3.9  | -3.7 |       |
| The students’ union         | 60.5           | 58.3 | 53.5 | 55.8 |       | 58.5                             | 59.5 | 56.3 | 57.3 |       | 2.0                     | -1.2 | -2.8  | -1.6 |       |

## CAH2 Subject level

Table 7 shows the % agree results for each NSS question area, broken down by Common Aggregation Hierarchy (CAH) Level 2 subject, including the year-on-year difference in these figures.

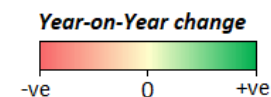
For 'Overall satisfaction', the highest % agree scores are for 'politics' (85.7%), 'general, applied and forensic sciences' (81.8%) and 'business and management' (77.8%). Considering the small NSS populations in the top two subjects, the most significant result is for 'business and management', given it has the highest NSS student population (639 headcount). The lowest % agree scores are for 'media, journalism and communications' (56.0%), allied health (59.7%) and 'architecture, building and planning' (59.7%).

In terms of year-on-year changes (Table 7, there is a highly varied picture both between and within NSS question areas, which is likely in part due to the small student populations in many CAH2 subjects. For 'Overall satisfaction', 12 and 8 CAH2 subjects sustained year-on-year increases and decreases in % agree respectively. The largest year-on-year increases were for 'biosciences' (+35.3% points) and 'politics' (+22.6% points), whilst the largest decreases were for 'general, applied and forensic sciences' (-18.2% points) and 'media, journalism and communications' (-15.6% points).

Barring one CAH2 subject ('politics'), all year-on-year changes were positive under 'Learning resources', with five subjects sustaining particularly notable increases: 'sport and exercise sciences' (34.2% points); 'economics' (32.8% points); 'education and teaching' (25.8% points); 'business and management' (22.0% points); and 'biosciences' (22.0% points). However, when comparing LSBU to the sector (Table 8), the % agree scores for 'Learning resources' under all CAH2 subjects are all markedly below the sector-wide results. The three CAH2 subjects with the greatest difference from the sector-wide result are: 'politics' (-31.5% points); 'psychology' (-26.4% points); and 'media, journalism and communications' (-20.5% points).

Relative to the sector-wide results, the highest performing NSS question area for LSBU is 'The students' union', under which 14 of 21 CAH2 subjects have % agree scores above the sector average (Table 8).

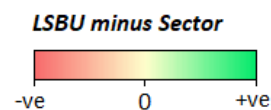
**Table 7:** LSBU's NSS 2022 results, broken down by Common Aggregation Hierarchy (CAH2) subject and NSS question area. For each % Agree figure, the Year-on-Year change since NSS 2021 is shown in the adjacent columns headed 'YoY'. The conditional colouring applied within each NSS question area shows the extent to which Year-on-Year changes in % agree are higher (greener) or lower (redder) than zero.



| CAH2 Subject                              | Overall satisfaction |            | The teaching on my course |            | Learning opportunities |            | Assessment & feedback |            | Academic support |            | Org. and management |            | Learning resources |             | Learning community |            | Student voice |            | The students' union |            | Responses |          |
|---|----------------------|------------|---------------------------|------------|------------------------|------------|-----------------------|------------|------------------|------------|---------------------|------------|--------------------|-------------|--------------------|------------|---------------|------------|---------------------|------------|-----------|----------|
|   | % Agree              | YoY        | % Agree                   | YoY        | % Agree                | YoY        | % Agree               | YoY        | % Agree          | YoY        | % Agree             | YoY        | % Agree            | YoY         | % Agree            | YoY        | % Agree       | YoY        | % Agree             | YoY        | No. (FPE) | Rate (%) |
| politics                                  | 85.7                 | 22.6       | 82.1                      | 6.5        | 77.8                   | 6.7        | 76.2                  | 12.4       | 74.6             | 2.7        | 77.8                | 15.5       | 49.2               | -1.7        | 73.8               | 5.4        | 71.4          | 9.2        | 47.6                | -10.7      | 21        | 76%      |
| general, applied and forensic sciences    | 81.8                 | -18.2      | 81.8                      | -12.5      | 84.9                   | 0.0        | 71.6                  | -9.1       | 84.9             | -3.0       | 74.2                | -10.6      | 69.7               | 1.5         | 86.4               | 13.6       | 86.4          | -1.5       | 61.9                | 25.5       | 22        | 73%      |
| business and management                   | 77.8                 | 13.1       | 78.6                      | 10.0       | 81.0                   | 7.7        | 69.4                  | 7.4        | 76.8             | 10.4       | 72.8                | 9.4        | 75.2               | 22.0        | 77.0               | 16.4       | 75.8          | 9.8        | 65.4                | 6.6        | 481       | 80%      |
| performing arts                           | 76.5                 | 2.5        | 84.6                      | 0.6        | 80.9                   | -3.5       | 80.2                  | 1.7        | 78.9             | -10.4      | 74.0                | 3.3        | 69.4               | 8.4         | 74.3               | -3.7       | 70.8          | -1.8       | 53.0                | 9.0        | 68        | 87%      |
| biosciences                               | 76.2                 | 35.3       | 81.0                      | 31.0       | 74.6                   | 15.5       | 65.5                  | 7.5        | 82.5             | 28.0       | 71.4                | 13.9       | 66.7               | 22.0        | 59.5               | 16.3       | 65.1          | 21.1       | 61.9                | 14.3       | 21        | 72%      |
| sociology, social policy and anthropology | 74.8                 | 6.0        | 74.1                      | 0.4        | 74.9                   | 2.4        | 65.1                  | 3.1        | 71.9             | 8.4        | 68.8                | 10.6       | 64.2               | 18.0        | 55.1               | 11.6       | 66.1          | 1.2        | 58.1                | 21.1       | 55        | 76%      |
| economics                                 | 74.7                 | 11.1       | 73.2                      | 10.2       | 78.8                   | 16.8       | 69.7                  | 18.6       | 76.9             | 21.3       | 72.0                | 18.0       | 72.8               | 32.8        | 68.8               | 12.6       | 75.9          | 16.2       | 79.6                | 31.6       | 34        | 76%      |
| law                                       | 72.2                 | -7.8       | 78.1                      | -1.1       | 76.0                   | -3.9       | 59.8                  | -12.3      | 73.2             | -6.3       | 65.5                | -3.6       | 69.1               | 9.0         | 59.9               | 0.1        | 59.5          | -13.6      | 51.5                | 4.0        | 138       | 69%      |
| engineering                               | 71.9                 | -4.8       | 76.0                      | -1.7       | 76.3                   | -3.5       | 69.8                  | -5.7       | 73.4             | -5.2       | 74.3                | -0.8       | 72.4               | 3.9         | 73.9               | -3.5       | 71.8          | -2.4       | 63.2                | -0.5       | 375       | 79%      |
| nursing and midwifery                     | 69.3                 | 3.4        | 80.0                      | 2.6        | 85.0                   | 0.5        | 66.2                  | -3.8       | 69.5             | 1.7        | 62.3                | 3.3        | 73.8               | 16.8        | 74.8               | 3.8        | 62.9          | 1.3        | 55.1                | 1.8        | 494       | 86%      |
| creative arts and design                  | 68.9                 | -1.8       | 77.3                      | -1.1       | 72.2                   | -11.4      | 68.5                  | -6.9       | 78.8             | -1.8       | 61.5                | -7.5       | 63.0               | 4.1         | 67.5               | -9.7       | 72.4          | 0.2        | 46.6                | -10.5      | 106       | 80%      |
| sport and exercise sciences               | 67.7                 | -1.1       | 78.7                      | 5.2        | 74.5                   | 5.8        | 72.1                  | 9.0        | 76.5             | 7.7        | 63.7                | -0.9       | 77.9               | 34.2        | 80.9               | 15.3       | 70.6          | 6.0        | 61.8                | 21.8       | 34        | 89%      |
| agriculture, food and related studies     | 66.7                 | -          | 85.4                      | -          | 66.7                   | -          | 64.6                  | -          | 72.2             | -          | 50.0                | -          | 72.2               | -           | 66.7               | -          | 52.8          | -          | 33.3                | -          | 12        | 86%      |
| health and social care                    | 64.0                 | -8.7       | 71.2                      | -15.8      | 84.6                   | -8.1       | 80.8                  | -1.8       | 59.0             | -13.5      | 59.0                | -10.6      | 71.8               | 9.5         | 67.3               | -11.0      | 49.3          | -21.0      | 47.8                | -20.4      | 26        | 81%      |
| psychology                                | 63.7                 | 11.5       | 70.7                      | 5.7        | 67.8                   | 4.3        | 56.3                  | 1.4        | 60.1             | 1.4        | 66.3                | 5.6        | 56.2               | 12.5        | 51.7               | -0.5       | 54.1          | -3.9       | 46.0                | 0.5        | 102       | 81%      |
| computing                                 | 63.6                 | 14.8       | 67.9                      | 11.9       | 65.5                   | 11.5       | 52.2                  | 2.2        | 61.3             | 9.5        | 58.3                | 9.4        | 63.9               | 9.2         | 65.2               | 5.4        | 63.7          | 19.5       | 58.5                | 7.3        | 56        | 84%      |
| medical sciences                          | 63.5                 | 2.0        | 71.8                      | -6.3       | 83.9                   | -0.3       | 62.7                  | -2.5       | 79.4             | 5.2        | 58.7                | 4.6        | 65.3               | 7.8         | 61.1               | -12.6      | 65.6          | -4.0       | 54.2                | 10.1       | 63        | 79%      |
| education and teaching                    | 60.0                 | 15.6       | 66.5                      | 10.4       | 70.8                   | 4.2        | 57.5                  | -5.6       | 64.2             | 13.3       | 60.0                | 9.6        | 64.6               | 25.8        | 52.5               | 15.0       | 48.3          | 1.5        | 69.4                | 29.4       | 40        | 69%      |
| architecture, building and planning       | 59.7                 | 2.3        | 61.0                      | -3.0       | 66.9                   | -2.3       | 62.8                  | -1.0       | 64.8             | -0.6       | 63.1                | 1.8        | 66.4               | 8.9         | 60.0               | -0.8       | 57.0          | 0.5        | 43.0                | -2.8       | 274       | 86%      |
| allied health                             | 59.7                 | -7.4       | 72.5                      | -4.4       | 75.5                   | -1.0       | 62.2                  | -12.2      | 64.3             | -6.1       | 55.2                | -7.6       | 59.8               | 0.9         | 65.1               | -8.0       | 65.0          | -0.8       | 41.7                | -13.4      | 119       | 90%      |
| media, journalism and communications      | 56.0                 | -15.8      | 71.0                      | -1.2       | 77.3                   | 1.0        | 76.0                  | 1.3        | 80.0             | -0.6       | 53.3                | -22.2      | 59.3               | 1.5         | 54.0               | -11.8      | 65.3          | -3.9       | 33.3                | -20.6      | 25        | 74%      |
| <b>CAH2 average</b>                       | <b>69.3</b>          | <b>3.7</b> | <b>75.4</b>               | <b>2.4</b> | <b>76.0</b>            | <b>2.1</b> | <b>67.1</b>           | <b>0.2</b> | <b>72.5</b>      | <b>3.1</b> | <b>64.9</b>         | <b>2.1</b> | <b>66.8</b>        | <b>12.4</b> | <b>66.4</b>        | <b>2.7</b> | <b>65.2</b>   | <b>1.7</b> | <b>54.0</b>         | <b>5.2</b> |           |          |
| Total subjects with YoY increase          | <b>12</b>            |            | <b>11</b>                 |            | <b>11</b>              |            | <b>10</b>             |            | <b>11</b>        |            | <b>12</b>           |            | <b>19</b>          |             | <b>11</b>          |            | <b>11</b>     |            | <b>13</b>           |            |           |          |
| Total subjects with YoY decrease          | <b>8</b>             |            | <b>9</b>                  |            | <b>8</b>               |            | <b>10</b>             |            | <b>9</b>         |            | <b>8</b>            |            | <b>1</b>           |             | <b>9</b>           |            | <b>9</b>      |            | <b>7</b>            |            |           |          |



**Table 8:** LSBU's NSS 2022 results, broken down by Common Aggregation Hierarchy (CAH2) subject and NSS question area. For each '% Agree' figure, the difference between LSBU's % agree and the sector-wide % agree is shown in the adjacent columns headed 'vs. sector'. The conditional colouring applied within the 'vs. sector' columns indicate the extent to which LSBU's % agree results are greater than (greener) or lower than (redder) the sector-wide results.



| CAH2 Subject                              | Overall satisfaction |             | The teaching on my course |             | Learning opportunities |             | Assessment & feedback |             | Academic support |             | Org. and management |             | Learning resources |              | Learning community |             | Student voice |             | The students' union |            | Responses |          |
|---|----------------------|-------------|---------------------------|-------------|------------------------|-------------|-----------------------|-------------|------------------|-------------|---------------------|-------------|--------------------|--------------|--------------------|-------------|---------------|-------------|---------------------|------------|-----------|----------|
|   | % Agree              | vs. sector  | % Agree                   | vs. sector  | % Agree                | vs. sector  | % Agree               | vs. sector  | % Agree          | vs. sector  | % Agree             | vs. sector  | % Agree            | vs. sector   | % Agree            | vs. sector  | % Agree       | vs. sector  | % Agree             | vs. sector | No. (FPE) | Rate (%) |
| politics                                  | 85.7                 | 8.5         | 82.1                      | 0.4         | 77.8                   | -0.1        | 76.2                  | 10.7        | 74.6             | 3.4         | 77.8                | 6.2         | 49.2               | -31.5        | 73.8               | 16.6        | 71.4          | 8.9         | 47.6                | 3.5        | 21        | 76%      |
| general, applied and forensic sciences    | 81.8                 | 1.8         | 81.8                      | -1.2        | 84.9                   | 5.9         | 71.6                  | 2.3         | 84.9             | 9.6         | 74.2                | 4.1         | 69.7               | -13.7        | 86.4               | 18.8        | 86.4          | 20.0        | 61.9                | 12.2       | 22        | 73%      |
| business and management                   | 77.8                 | -2.3        | 78.6                      | -0.9        | 81.0                   | -0.6        | 69.4                  | -2.4        | 76.8             | -0.4        | 72.8                | -3.6        | 75.2               | -8.0         | 77.0               | 3.5         | 75.8          | 3.7         | 65.4                | 4.1        | 481       | 80%      |
| performing arts                           | 76.5                 | 3.3         | 84.6                      | 3.7         | 80.9                   | 2.1         | 80.2                  | 10.6        | 78.9             | 2.5         | 74.0                | 10.4        | 69.4               | -5.8         | 74.3               | -0.7        | 70.8          | 5.9         | 53.0                | 0.8        | 68        | 87%      |
| biosciences                               | 76.2                 | -4.5        | 81.0                      | -2.6        | 74.6                   | -3.7        | 65.5                  | 0.1         | 82.5             | 7.5         | 71.4                | -1.5        | 66.7               | -15.5        | 59.5               | -8.4        | 65.1          | -2.7        | 61.9                | 10.8       | 21        | 72%      |
| sociology, social policy and anthropology | 74.8                 | -0.1        | 74.1                      | -4.7        | 74.9                   | -3.2        | 65.1                  | -2.2        | 71.9             | 1.9         | 68.8                | -0.8        | 64.2               | -15.2        | 55.1               | -3.2        | 66.1          | 3.1         | 58.1                | 8.1        | 55        | 76%      |
| economics                                 | 74.7                 | -3.3        | 73.2                      | -4.0        | 78.8                   | 3.8         | 69.7                  | 9.8         | 76.9             | 3.4         | 72.0                | -5.9        | 72.8               | -11.3        | 68.8               | 5.0         | 75.9          | 10.5        | 79.6                | 28.5       | 34        | 76%      |
| law                                       | 72.2                 | -3.6        | 78.1                      | -1.7        | 76.0                   | 0.5         | 59.8                  | -3.8        | 73.2             | 3.6         | 65.5                | -3.8        | 69.1               | -12.4        | 59.9               | 2.0         | 59.5          | -1.7        | 51.5                | 1.1        | 138       | 69%      |
| engineering                               | 71.9                 | -4.1        | 76.0                      | -2.1        | 76.3                   | -0.3        | 69.8                  | 7.8         | 73.4             | -0.4        | 74.3                | 4.1         | 72.4               | -9.8         | 73.9               | 0.7         | 71.8          | 6.3         | 63.2                | 11.0       | 375       | 79%      |
| nursing and midwifery                     | 69.3                 | 5.2         | 80.0                      | 4.8         | 85.0                   | 5.5         | 66.2                  | -1.6        | 69.5             | 5.0         | 62.3                | 8.5         | 73.8               | -5.3         | 74.8               | 9.9         | 62.9          | 2.8         | 55.1                | 1.9        | 494       | 86%      |
| creative arts and design                  | 68.9                 | -2.3        | 77.3                      | -0.8        | 72.2                   | -7.7        | 68.5                  | -5.4        | 78.8             | 2.9         | 61.5                | -5.1        | 63.0               | -14.5        | 67.5               | -2.1        | 72.4          | 4.4         | 46.6                | -5.1       | 106       | 80%      |
| sport and exercise sciences               | 67.7                 | -12.9       | 78.7                      | -3.2        | 74.5                   | -6.3        | 72.1                  | -2.4        | 76.5             | -2.2        | 63.7                | -12.8       | 77.9               | -3.5         | 80.9               | 6.1         | 70.6          | -2.7        | 61.8                | 5.2        | 34        | 89%      |
| agriculture, food and related studies     | 66.7                 | -11.0       | 85.4                      | 4.6         | 66.7                   | -11.1       | 64.6                  | -5.7        | 72.2             | -3.8        | 50.0                | -18.1       | 72.2               | -5.8         | 66.7               | -5.0        | 52.8          | -16.0       | 33.3                | -18.5      | 12        | 86%      |
| health and social care                    | 64.0                 | -15.7       | 71.2                      | -12.4       | 84.6                   | -1.4        | 80.8                  | 3.3         | 59.0             | -17.3       | 59.0                | -14.3       | 71.8               | -9.0         | 67.3               | -4.0        | 49.3          | -21.8       | 47.8                | -10.4      | 26        | 81%      |
| psychology                                | 63.7                 | -14.0       | 70.7                      | -9.6        | 67.8                   | -8.8        | 56.3                  | -11.0       | 60.1             | -11.8       | 66.3                | -6.8        | 56.2               | -26.4        | 51.7               | -7.8        | 54.1          | -10.1       | 46.0                | -6.3       | 102       | 81%      |
| computing                                 | 63.6                 | -8.7        | 67.9                      | -7.8        | 65.5                   | -10.4       | 52.2                  | -14.3       | 61.3             | -11.5       | 58.3                | -10.1       | 63.9               | -14.8        | 65.2               | -1.2        | 63.7          | -1.2        | 58.5                | 9.6        | 56        | 84%      |
| medical sciences                          | 63.5                 | -10.9       | 71.8                      | -7.3        | 83.9                   | 7.4         | 62.7                  | 2.6         | 79.4             | 9.4         | 58.7                | -8.5        | 65.3               | -15.3        | 61.1               | -5.6        | 65.6          | 0.9         | 54.2                | 0.2        | 63        | 79%      |
| education and teaching                    | 60.0                 | -19.3       | 66.5                      | -15.3       | 70.8                   | -14.2       | 57.5                  | -17.0       | 64.2             | -12.5       | 60.0                | -10.0       | 64.6               | -16.5        | 52.5               | -21.3       | 48.3          | -21.8       | 69.4                | 13.7       | 40        | 69%      |
| architecture, building and planning       | 59.7                 | -16.9       | 61.0                      | -18.7       | 66.9                   | -12.9       | 62.8                  | -4.2        | 64.8             | -8.8        | 63.1                | -6.8        | 66.4               | -12.3        | 60.0               | -12.4       | 57.0          | -10.8       | 43.0                | -8.1       | 274       | 86%      |
| allied health                             | 59.7                 | -12.8       | 72.5                      | -8.4        | 75.5                   | -4.8        | 62.2                  | -6.6        | 64.3             | -7.8        | 55.2                | -7.6        | 59.8               | -19.1        | 65.1               | -8.0        | 65.0          | -2.7        | 41.7                | -10.8      | 119       | 90%      |
| media, journalism and communications      | 56.0                 | -18.3       | 71.0                      | -7.5        | 77.3                   | -1.7        | 76.0                  | 4.5         | 80.0             | 4.2         | 53.3                | -16.8       | 59.3               | -20.5        | 54.0               | -15.1       | 65.3          | -1.9        | 33.3                | -17.8      | 25        | 74%      |
| <b>CAH2 average</b>                       | <b>69.3</b>          | <b>-6.8</b> | <b>75.4</b>               | <b>-4.5</b> | <b>76.0</b>            | <b>-3.0</b> | <b>67.1</b>           | <b>-1.2</b> | <b>72.5</b>      | <b>-1.1</b> | <b>64.9</b>         | <b>-4.7</b> | <b>66.8</b>        | <b>-13.6</b> | <b>66.4</b>        | <b>-1.5</b> | <b>65.2</b>   | <b>-1.3</b> | <b>54.0</b>         | <b>1.6</b> |           |          |
| Total subjects above sector-wide result   | <b>4</b>             |             | <b>4</b>                  |             | <b>6</b>               |             | <b>9</b>              |             | <b>11</b>        |             | <b>5</b>            |             | <b>0</b>           |              | <b>8</b>           |             | <b>10</b>     |             | <b>14</b>           |            |           |          |
| Total subjects below sector-wide result   | <b>17</b>            |             | <b>17</b>                 |             | <b>15</b>              |             | <b>12</b>             |             | <b>10</b>        |             | <b>16</b>           |             | <b>21</b>          |              | <b>13</b>          |             | <b>11</b>     |             | <b>7</b>            |            |           |          |

**Results by student characteristics****Mode of study**

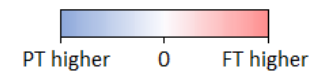
Overall, % agree scores for part-time students are consistently lower than those of full-time students across all NSS areas (Table 9). In terms of ‘Overall satisfaction’, there is 8.3% points difference between the two modes. Of all NSS question areas, the largest gaps between full-time and part-time students are for ‘Teaching on my course’ (12.0% points), ‘Learning opportunities’ (8.5% points), and ‘The students’ union’ (8.2% points).

**Table 9:** Comparison of 2022 % agree scores across NSS question areas for full-time and part-time modes of study.

The redder the cell colouring, the larger the gap between FT and PT % agree scores.

| Mode of study               | NSS question area (% Agree) |                    |                  |                    |                  |                    |                    |                  |               | Responses |          |
|-----------------------------|-----------------------------|--------------------|------------------|--------------------|------------------|--------------------|--------------------|------------------|---------------|-----------|----------|
|                             | Overall satisfaction        | Teaching on course | Learning opport. | Assess. & feedback | Academic support | Org. and managmnt. | Learning resources | Learning commun. | Student union | No. (FPE) | Rate (%) |
| Full-time                   | <b>71.3</b>                 | 77.5               | 78.9             | 66.8               | 72.8             | 67.3               | 70.6               | 70.4             | 68.0          | 2117      | 81       |
| Part-time                   | <b>63.0</b>                 | 65.4               | 70.4             | 64.9               | 66.8             | 63.2               | 65.6               | 64.5             | 59.7          | 455       | 83       |
| <i>Difference (FT - PT)</i> | <b>8.3</b>                  | <b>12.0</b>        | <b>8.5</b>       | 1.9                | <b>6.0</b>       | <b>4.2</b>         | <b>5.0</b>         | <b>5.8</b>       | <b>8.2</b>    |           |          |

Exploring this further, Table 10 provides a breakdown of NSS % agree scores by mode of study and CAH2 subject (Note: The CAH2 subjects shown are those under which there is part-time provision). From this it is clear that the picture is more mixed at a subject level. Across all NSS question areas, ‘engineering’, ‘architecture, building and planning’ and ‘business and management’ generally have higher % agree scores for full-time students (redder cell colouring), whereas the reverse is true for ‘allied health’ and ‘nursing and midwifery’ (bluer cell colouring).



**Table 10:** Comparison of 2022 % agree scores across NSS question areas for full-time and part-time modes of study and CAH2 subjects. Cell colouring indicates the extent to which full-time % agree scores are higher (redder) or lower (bluer) than those for part-time students.

| Mode of study        | CAH2 Subject                        | NSS question area (% Agree) |                    |                  |                    |                  |                  |                    |                |               |               | Responses |          |
|----------------------|-------------------------------------|-----------------------------|--------------------|------------------|--------------------|------------------|------------------|--------------------|----------------|---------------|---------------|-----------|----------|
|                      |                                     | Overall satisfaction        | Teaching on course | Learning opport. | Assess. & feedback | Academic support | Org. & managmnt. | Learning resources | Learning comm. | Student voice | Student union | No. (FPE) | Rate (%) |
| Full-time            | allied health                       | 55.1                        | 70.4               | 72.3             | 57.9               | 59.4             | 48.6             | 58.0               | 61.7           | 63.6          | 39.1          | 98        | 88       |
|                      | architecture, building and planning | 68.3                        | 73.5               | 73.6             | 62.5               | 70.7             | 68.3             | 65.5               | 62.8           | 62.4          | 47.4          | 82        | 88       |
|                      | business and management             | 78.0                        | 79.3               | 81.5             | 70.0               | 76.5             | 73.2             | 76.3               | 77.2           | 76.5          | 67.6          | 448       | 80       |
|                      | engineering                         | 78.6                        | 81.4               | 80.9             | 75.6               | 80.0             | 82.5             | 79.2               | 81.4           | 79.1          | 72.9          | 235       | 76       |
|                      | nursing and midwifery               | 67.7                        | 78.7               | 84.0             | 63.8               | 67.8             | 60.6             | 73.2               | 73.8           | 61.3          | 54.1          | 446       | 88       |
| Part-time            | allied health                       | 81.0                        | 82.1               | 90.5             | 82.1               | 87.3             | 85.7             | 68.3               | 81.0           | 71.4          | 52.4          | 21        | 100      |
|                      | architecture, building and planning | 56.0                        | 55.7               | 64.0             | 62.9               | 62.3             | 60.9             | 66.8               | 58.9           | 54.7          | 41.2          | 192       | 86       |
|                      | business and management             | 75.8                        | 68.9               | 73.7             | 62.1               | 81.3             | 66.7             | 61.1               | 74.2           | 65.7          | 35.5          | 33        | 89       |
|                      | engineering                         | 60.7                        | 66.8               | 68.6             | 60.2               | 62.4             | 60.5             | 61.0               | 61.2           | 59.6          | 46.1          | 140       | 83       |
|                      | nursing and midwifery               | 83.3                        | 92.2               | 93.8             | 88.5               | 86.1             | 77.8             | 79.9               | 83.3           | 77.8          | 64.4          | 48        | 72       |
| Difference (FT - PT) | allied health                       | -25.9                       | -11.7              | -18.2            | -24.2              | -28.0            | -37.1            | -10.3              | -19.2          | -7.8          | -13.3         |           |          |
|                      | architecture, building and planning | 12.3                        | 17.8               | 9.6              | -0.4               | 8.4              | 7.4              | -1.4               | 4.0            | 7.7           | 6.2           |           |          |
|                      | business and management             | 2.2                         | 10.3               | 7.7              | 7.8                | -4.8             | 6.5              | 15.2               | 3.0            | 10.9          | 32.1          |           |          |
|                      | engineering                         | 17.9                        | 14.6               | 12.3             | 15.4               | 17.6             | 22.0             | 18.2               | 20.3           | 19.5          | 26.8          |           |          |
|                      | nursing and midwifery               | -15.6                       | -13.5              | -9.7             | -24.8              | -18.4            | -17.2            | -6.7               | -9.5           | -16.5         | -10.4         |           |          |

## Apprenticeships

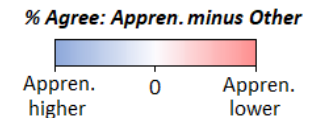
Overall, % agree scores for apprentices are consistently lower than those of students on other types of courses across all NSS areas (Table 11). In terms of 'Overall satisfaction', there is 14.3% points difference between apprenticeships and other course types. Similarly to the differences between full-time and part-time students (shown in Table 9), the largest differences in % agree are for 'Teaching on my course' (17.1% points), 'The students' union' (14.3% points) and 'Learning opportunities' (11.9% points).

**Table 11:** Comparison of 2022 % agree scores across NSS question areas for apprenticeships and non-apprenticeships. The redder the cell colouring, the larger the gap between apprenticeships and non-apprenticeships.

| Course type        | NSS question area (% Agree) |                    |                  |                    |                  |                  |                    |                |               |               | Responses |          |
|--------------------|-----------------------------|--------------------|------------------|--------------------|------------------|------------------|--------------------|----------------|---------------|---------------|-----------|----------|
|                    | Overall satisfaction        | Teaching on course | Learning opport. | Assess. & feedback | Academic support | Org. & managmnt. | Learning resources | Learning comm. | Student voice | Student union | No. (FPE) | Rate (%) |
| Apprenticeship     | 57.1                        | 59.9               | 66.7             | 61.1               | 63.5             | 60.9             | 63.4               | 60.9           | 58.4          | 42.9          | 259       | 83       |
| Non-apprenticeship | 71.3                        | 77.1               | 78.6             | 67.1               | 72.7             | 67.2             | 70.4               | 70.3           | 67.4          | 57.2          | 2313      | 81       |
| Difference         | -14.1                       | -17.1              | -11.9            | -6.0               | -9.2             | -6.3             | -7.0               | -9.4           | -9.0          | -14.3         |           |          |

Table 12 provides a further breakdown of % agree scores for apprenticeship / non-apprenticeship courses by CAH2 subject. From this it is clear that apprentices generally have lower % agree scores than students on other types of course, except for 'nursing and midwifery' where the pattern is reversed. The highest difference in % agree score is for 'engineering', where 'Overall satisfaction' rates for apprentices are 23.0% points lower than for other engineering students.

**Table 12:** Comparison of 2022 % agree scores across NSS question areas for apprenticeships / non-apprenticeships and CAH2 subjects. Cell colouring indicates the extent to which the % agree scores for apprentices are higher (bluer) or lower (redder) than those for students not on



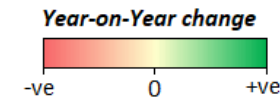
| Course type                                | CAH2 Subject                        | NSS question area (% Agree) |                    |                  |                    |                  |                  |                    |                |               |               | Responses |          |
|--|-------------------------------------|-----------------------------|--------------------|------------------|--------------------|------------------|------------------|--------------------|----------------|---------------|---------------|-----------|----------|
|  |                                     | Overall satisfaction        | Teaching on course | Learning opport. | Assess. & feedback | Academic support | Org. & managmnt. | Learning resources | Learning comm. | Student voice | Student union | No. (FPE) | Rate (%) |
| Apprenticeship                             | architecture, building and planning | 48.7                        | 47.8               | 55.8             | 57.6               | 57.7             | 59.4             | 64.4               | 54.4           | 50.1          | 36.9          | 115       | 88       |
|  | business and management             | 74.2                        | 67.7               | 74.2             | 62.1               | 80.1             | 66.7             | 61.8               | 74.2           | 65.6          | 34.5          | 31        | 94       |
|  | engineering                         | 53.4                        | 62.7               | 68.5             | 55.5               | 57.8             | 55.9             | 56.4               | 56.3           | 59.6          | 46.9          | 73        | 82       |
|  | nursing and midwifery               | 83.3                        | 91.0               | 93.5             | 89.6               | 85.2             | 77.8             | 78.7               | 81.9           | 79.6          | 64.7          | 36        | 68       |
| Non-apprenticeship                         | architecture, building and planning | 67.7                        | 70.6               | 74.8             | 66.5               | 70.0             | 65.8             | 67.9               | 64.2           | 62.0          | 47.6          | 159       | 85       |
|  | business and management             | 78.1                        | 79.3               | 81.4             | 69.9               | 76.6             | 73.2             | 76.2               | 77.2           | 76.5          | 67.5          | 450       | 80       |
|  | engineering                         | 76.4                        | 79.2               | 78.2             | 73.3               | 77.2             | 78.7             | 76.2               | 78.1           | 74.8          | 66.8          | 302       | 78       |
|  | nursing and midwifery               | 68.1                        | 79.1               | 84.3             | 64.4               | 68.3             | 61.1             | 73.4               | 74.2           | 61.6          | 54.3          | 458       | 88       |
| Difference (Apprentices - Non-apprentices) | architecture, building and planning | -19.0                       | -22.8              | -19.0            | -8.9               | -12.3            | -6.4             | -3.6               | -9.8           | -11.8         | -10.7         |           |          |
|  | business and management             | -3.9                        | -11.6              | -7.2             | -7.8               | 3.5              | -6.5             | -14.3              | -3.0           | -10.9         | -33.0         |           |          |
|  | engineering                         | -23.0                       | -16.5              | -9.7             | -17.8              | -19.5            | -22.8            | -19.8              | -21.8          | -15.2         | -19.9         |           |          |
|  | nursing and midwifery               | 15.2                        | 11.8               | 9.2              | 25.2               | 16.9             | 16.7             | 5.3                | 7.8            | 18.0          | 10.4          |           |          |

apprenticeships.

## Ethnicity

Table 13 shows LSBU's NSS results by Ethnicity (5-way split) for all main question areas. For 'Overall satisfaction', 'Other' and 'Black' ethnicities have the highest % agree scores at 73.8% and 73.7% respectively, whilst 'White' and 'Mixed' ethnicities have the lowest % agree scores sitting below LSBU's overall result (69.9%) at 66.0% and 64.7% respectively. All ethnicities have seen year-on-year increases in 'Overall satisfaction' except 'Mixed', who sustained a reduction of 0.5% points. Notably, 'Mixed' ethnicity respondents also have the five highest year-on-year declines in % agree scores for 'Learning opportunities' (-9.9% points), 'Academic support' (-8.0% points), 'Student voice' (-5.6% points), 'Assessment and feedback' (-5.5% points), and 'Learning community' (-4.9% points). These significant declines warrant further investigation.

**Table 13:** NSS 2022 % agree scores by Ethnicity (5-way split) across the main NSS question areas. For each % Agree figure, the Year-on-Year change since NSS 2021 is shown in the adjacent columns headed 'YoY'. The conditional colouring applied within each NSS question area shows the extent to which Year-on-Year changes in % agree are higher (greener) or lower (redder) than zero. For comparison, the overall performance of LSBU has been included in the last row.



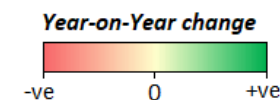
| Ethnicity    | Overall satisfaction |      | The teaching on my course |      | Learning opportunities |      | Assessment & feedback |      | Academic support |      | Org. and management |      | Learning resources |      | Learning community |      | Student voice |      | The students' union |      | Responses |          |
|--------------|----------------------|------|---------------------------|------|------------------------|------|-----------------------|------|------------------|------|---------------------|------|--------------------|------|--------------------|------|---------------|------|---------------------|------|-----------|----------|
|              | % Agree              | YoY  | % Agree                   | YoY  | % Agree                | YoY  | % Agree               | YoY  | % Agree          | YoY  | % Agree             | YoY  | % Agree            | YoY  | % Agree            | YoY  | % Agree       | YoY  | % Agree             | YoY  | No. (FPE) | Rate (%) |
| Other        | 73.8                 | 0.5  | 79.5                      | 2.4  | 79.6                   | 3.2  | 63.5                  | -3.5 | 75.2             | 2.4  | 71.7                | 8.3  | 69.8               | 15.2 | 69.4               | 2.4  | 69.5          | -1.2 | 64.7                | 13.6 | 173       | 77%      |
| Black        | 73.7                 | 2.5  | 81.2                      | 4.4  | 85.0                   | 2.4  | 70.9                  | -0.2 | 73.0             | 2.4  | 69.6                | 3.1  | 75.6               | 14.1 | 76.3               | 4.2  | 68.5          | 1.9  | 60.0                | -0.6 | 672       | 84%      |
| Asian        | 71.4                 | 7.2  | 73.1                      | 1.1  | 76.0                   | 2.1  | 65.2                  | 1.5  | 72.6             | 5.8  | 68.7                | 5.1  | 69.1               | 18.1 | 70.7               | 7.0  | 68.0          | 2.5  | 55.7                | 5.0  | 544       | 76%      |
| White        | 66.0                 | 2.7  | 72.1                      | 2.2  | 73.2                   | 0.4  | 64.7                  | -2.1 | 70.1             | 0.6  | 62.4                | -0.2 | 65.9               | 10.0 | 65.1               | 2.2  | 63.4          | 1.5  | 51.2                | 1.4  | 945       | 83%      |
| Mixed        | 64.7                 | -0.5 | 70.6                      | -2.3 | 70.4                   | -9.9 | 66.2                  | -5.5 | 65.7             | -8.0 | 62.8                | -1.4 | 69.4               | 10.9 | 59.4               | -4.9 | 61.8          | -5.6 | 51.6                | -2.8 | 133       | 79%      |
| Not known    | 72.4                 | 6.8  | 77.1                      | 4.0  | 79.4                   | 4.1  | 66.4                  | 1.1  | 75.1             | 3.8  | 70.8                | 6.6  | 69.2               | 12.9 | 68.1               | 0.4  | 74.6          | 4.3  | 60.4                | 8.2  | 105       | 78%      |
| LSBU Overall | 69.9                 | 3.5  | 75.3                      | 2.4  | 77.4                   | 0.9  | 66.5                  | -1.2 | 71.7             | 1.9  | 66.6                | 2.5  | 69.7               | 13.1 | 69.3               | 3.2  | 66.5          | 1.5  | 55.8                | 2.3  | 2572      | 81%      |

### Sex

Table 14 shows LSBU’s NSS results by Sex for all main question areas. For ‘Overall satisfaction’, the year-on-year increase in % agree score has been larger for females (+4.0% points) than males (+2.8% points), such that the gap between the sexes has narrowed year-on-year by c.1.1% points. Consistent with the overall LSBU results, % agree scores have increased for both sexes across all NSS question areas, except ‘Assessment and feedback’, under which males had the larger year-on-year decrease of -1.6% points.

In terms of differences between the sexes, there are three NSS Question Areas within which the difference between female and male % agree scores has widened year-on-year: ‘Learning opportunities’ (1.1% points), ‘The students’ union’ (1.3% points), and ‘Learning community’ (1.1% points). Also of note, the year-on-year increase in % agree scores for females is 1.5-2% points higher than those for male respondents in the following NSS Question Areas: ‘The teaching on my course’, ‘Academic support’, and ‘Student voice’.

**Table 14:** NSS 2022 % agree scores by Sex (called ‘Gender’ in previous NSS exercises) across the main NSS question areas. For each % Agree figure, the Year-on-Year change since NSS 2021 is shown in the adjacent columns headed ‘YoY’. The conditional colouring applied within each NSS question area shows the extent to which Year-on-Year changes in % agree are higher (greener) or lower (redder) than zero. The difference between the % agree scores of female and male respondents is included in the last row and, in this row, the YoY field shows the extent to which this gap has narrowed since NSS 2021 (positive values) or widened (negative values).



| Sex                       | Overall satisfaction |      | The teaching on my course |     | Learning opportunities |     | Assessment & feedback |      | Academic support |      | Org. and management |      | Learning resources |      | Learning community |      | Student voice |      | The students’ union |      | Responses |          |  |
|---------------------------|----------------------|------|---------------------------|-----|------------------------|-----|-----------------------|------|------------------|------|---------------------|------|--------------------|------|--------------------|------|---------------|------|---------------------|------|-----------|----------|--|
|                           | % Agree              | YoY  | % Agree                   | YoY | % Agree                | YoY | % Agree               | YoY  | % Agree          | YoY  | % Agree             | YoY  | % Agree            | YoY  | % Agree            | YoY  | % Agree       | YoY  | % Agree             | YoY  | No. (FPE) | Rate (%) |  |
| Female                    | 69.1                 | 4.0  | 75.7                      | 3.3 | 78.4                   | 0.4 | 65.7                  | -0.9 | 70.5             | 2.7  | 65.2                | 2.6  | 68.8               | 14.2 | 67.9               | 2.7  | 64.7          | 2.1  | 54.5                | 1.7  | 1446      | 83%      |  |
| Male                      | 70.8                 | 2.8  | 74.8                      | 1.3 | 76.0                   | 1.6 | 67.4                  | -1.6 | 73.3             | 0.7  | 68.4                | 2.3  | 70.9               | 11.5 | 71.2               | 3.8  | 68.9          | 0.6  | 57.5                | 3.0  | 1125      | 79%      |  |
| <i>Difference (F - M)</i> |                      | -1.7 | 1.1                       | 0.8 | 2.0                    | 2.4 | -1.1                  | -1.7 | 0.6              | -2.8 | 2.1                 | -3.2 | 0.4                | -2.1 | 2.6                | -3.3 | -1.1          | -4.2 | 1.5                 | -3.1 | -1.3      |          |  |

### Course level

Table 15 shows the performance of LSBU’s courses across NSS question areas, with courses ranked by the average score across NSS question areas<sup>2</sup>. Of these courses, 45% have a lower ‘Overall satisfaction’ score than the figure for LSBU overall (69.9%), which itself is significantly below the OfS benchmark of 75.2%.

The three courses with the highest ranking in Table 14 sit in the School of Engineering: ‘BSc (Hons) Engineering Product Design’, ‘MEng(Hons) Mechanical Engineering’ and ‘BSc (Hons) Product Design’ with average scores of 93.2%, 92.6% and 92.1% respectively. Whilst these results are outstanding, it is important to note that these are relatively small courses (all with an NSS population of 11 students). In terms of courses with relatively large student populations, ‘BEng (Hons) Mechanical Engineering’ and ‘BA (Hons) Business Management’ are the two highest performing courses, with average scores of 80.4% and 79.8% respectively.

The three lowest-ranked courses in Table 15 are ‘BEng(Hons) Building Services Engineering (TAC Design Apprenticeship)’, ‘BEng (Hons) Building Services Engineering’ and ‘BSc (Hons) Physiotherapy’, with average scores of 49.1%, 48.3% and 39.4% respectively. The lowest ranked large course is ‘BSc (Hons) Quantity Surveying 5yr (Surveying Apprenticeship)’ (NSS population of 105) with an average score of 50.6%.

<sup>2</sup> Average of % agree scores across all NSS question areas shown in Table 15, except ‘Overall satisfaction’.

**Table 15 (part 1 of 3):** LSBU's NSS 2022 results by course and question area. For each course, the average % agree score across all question areas (excluding Overall satisfaction) has been calculated, and these averages have been used to rank the courses. Within each column, the colouring of the cells indicates the level to which % agree scores differ from the LSBU Course average for that question group.

| School | Course   | % Agree |          |               |                 |               |               |               |                |               |               |                |      | Responses |          |
|--------|--|---------|----------|---------------|-----------------|---------------|---------------|---------------|----------------|---------------|---------------|----------------|------|-----------|----------|
|        |  | Overall | Teaching | Learning opp. | Assess. & feed. | Acad. Support | Organ. & man. | Learning res. | Learning comm. | Student voice | Student union | Average score* | Rank | Rate (%)  | NSS pop. |
| ENG    | BSc (Hons) Engineering Product Design                | 100.0   | 95.5     | 100.0         | 97.7            | 97.0          | 97.0          | 97.0          | 90.9           | 100.0         | 63.6          | 93.2           | 1    | 100%      | 11       |
| ENG    | MEng(Hons) Mechanical Engineering                    | 90.9    | 97.7     | 87.9          | 81.8            | 90.9          | 97.0          | 97.0          | 100.0          | 90.9          | 90.0          | 92.6           | 2    | 100%      | 11       |
| ENG    | BSc (Hons) Product Design                            | 100.0   | 97.5     | 100.0         | 95.0            | 100.0         | 73.3          | 86.7          | 90.0           | 96.7          | 90.0          | 92.1           | 3    | 91%       | 11       |
| N&M    | BSc (Hons) Learning Disabilities Nursing (FT)        | 100.0   | 93.2     | 100.0         | 86.4            | 97.0          | 84.9          | 93.9          | 90.9           | 97.0          | 81.8          | 91.7           | 4    | 79%       | 14       |
| BUS    | BA (Hons) Marketing                                  | 91.7    | 91.7     | 94.4          | 77.1            | 97.2          | 83.3          | 86.1          | 83.3           | 97.2          | 100.0         | 90.0           | 5    | 92%       | 13       |
| BUS    | BA (Hons) Tourism and Hospitality Management FT      | 88.2    | 88.2     | 92.2          | 89.7            | 86.3          | 84.3          | 96.1          | 94.1           | 84.3          | 82.4          | 88.6           | 6    | 95%       | 19       |
| N&M    | FdSc Nursing Associate (Apprenticeship)              | 86.7    | 96.7     | 100.0         | 93.3            | 91.1          | 73.3          | 75.6          | 90.0           | 82.2          | 73.3          | 86.2           | 7    | 68%       | 22       |
| BUS    | BA (Hons) Business Management with Accounting        | 100.0   | 78.1     | 87.5          | 78.1            | 87.5          | 83.3          | 91.7          | 87.5           | 85.4          | 62.5          | 82.4           | 8    | 89%       | 18       |
| ACH    | BSc(Hons) Operating Department Practice              | 90.0    | 90.0     | 90.0          | 92.5            | 86.7          | 73.3          | 83.3          | 75.0           | 93.3          | 57.1          | 82.4           | 9    | 100%      | 10       |
| ENG    | BEng (Hons) Mechanical Engineering                   | 75.8    | 83.2     | 83.3          | 75.8            | 80.7          | 80.7          | 83.6          | 81.5           | 82.8          | 72.1          | 80.4           | 10   | 77%       | 81       |
| BUS    | BA (Hons) Business Management                        | 86.5    | 82.7     | 86.9          | 73.4            | 82.5          | 78.7          | 77.0          | 84.5           | 82.1          | 70.2          | 79.8           | 11   | 68%       | 143      |
| N&M    | FdSc Nursing Associate (Apprenticeship) (NMC) (PT)   | 81.0    | 86.9     | 88.9          | 86.9            | 81.0          | 81.0          | 81.0          | 76.2           | 77.8          | 57.9          | 79.7           | 12   | 68%       | 31       |
| BUS    | BA(Hons) Marketing with Advertising & Digital Comms. | 83.3    | 91.7     | 75.0          | 77.1            | 77.8          | 86.1          | 77.8          | 75.0           | 86.1          | 66.7          | 79.2           | 13   | 75%       | 16       |
| BUS    | BA (Hons) Events and Entertainment Management FT     | 75.0    | 85.4     | 77.8          | 81.3            | 88.9          | 75.0          | 63.9          | 91.7           | 83.3          | 63.6          | 79.0           | 14   | 100%      | 12       |
| ENG    | BEng (Hons) Electrical and Electronic Engineering    | 69.7    | 76.5     | 80.8          | 76.8            | 74.2          | 79.8          | 83.8          | 84.9           | 79.3          | 71.0          | 78.6           | 15   | 66%       | 50       |
| ACI    | BA (Hons) Drama and Performance                      | 87.5    | 89.4     | 85.0          | 82.5            | 78.3          | 80.0          | 74.6          | 81.3           | 76.3          | 59.0          | 78.5           | 16   | 89%       | 45       |
| APS    | BSc (Hons) Forensic Science                          | 81.8    | 81.8     | 84.9          | 71.6            | 84.9          | 74.2          | 69.7          | 86.4           | 86.4          | 61.9          | 78.0           | 17   | 73%       | 30       |
| BEA    | BSc (Hons) Architectural Technology                  | 93.3    | 90.0     | 91.1          | 81.7            | 80.0          | 88.9          | 68.9          | 76.7           | 76.7          | 46.7          | 77.8           | 18   | 94%       | 16       |
| BUS    | BSc(Hons) Economics with Finance                     | 66.7    | 75.9     | 87.0          | 65.3            | 77.8          | 72.2          | 76.9          | 77.8           | 79.6          | 87.5          | 77.8           | 19   | 69%       | 26       |
| BEA    | HND Building Services Engineering                    | 100.0   | 88.3     | 80.0          | 80.0            | 95.6          | 80.0          | 72.2          | 70.0           | 80.0          | 53.3          | 77.7           | 20   | 83%       | 18       |
| ENG    | BEng (Hons) Advanced Vehicle Engineering             | 81.8    | 86.4     | 78.8          | 77.3            | 78.8          | 69.7          | 78.8          | 81.8           | 72.7          | 72.7          | 77.4           | 21   | 100%      | 11       |
| APS    | BSc (Hons) Human Nutrition                           | 85.7    | 89.3     | 85.7          | 76.8            | 83.3          | 81.0          | 83.3          | 60.7           | 81.0          | 53.9          | 77.2           | 22   | 100%      | 15       |
| BUS    | BA (Hons) Accounting and Finance (with placement)    | 78.1    | 80.3     | 80.2          | 70.7            | 74.3          | 73.7          | 77.6          | 76.4           | 74.3          | 67.0          | 74.9           | 23   | 78%       | 160      |
| APS    | BSc/BSc (Hons) Sport And Exercise Science            | 68.0    | 83.0     | 80.0          | 73.0            | 78.7          | 68.0          | 74.0          | 80.0           | 72.0          | 64.0          | 74.7           | 24   | 89%       | 28       |
| BUS    | BA (Hons) Business Management with Proj. Man.        | 75.0    | 76.6     | 83.3          | 59.4            | 81.3          | 72.9          | 79.2          | 71.9           | 79.2          | 68.8          | 74.7           | 25   | 94%       | 17       |

Difference from question area average across all LSBU Courses

|          |          |           |           |           |
|----------|----------|-----------|-----------|-----------|
| Above 3% | Above 2% | 2% to -2% | Below -2% | Below -3% |
|----------|----------|-----------|-----------|-----------|

**Table 15 (part 2 of 3):** LSBU's NSS 2022 results by course and question area. For each course, the average % agree score across all question areas (excluding Overall satisfaction) has been calculated, and these averages have been used to rank the courses. Within each question group column, the colouring of the cells indicates the level to which % agree scores differ from the LSBU Course average.

| School | Course  | % Agree |          |               |                 |               |               |               |                |               |               |                |      | Responses |          |
|--------|---|---------|----------|---------------|-----------------|---------------|---------------|---------------|----------------|---------------|---------------|----------------|------|-----------|----------|
|        |   | Overall | Teaching | Learning opp. | Assess. & feed. | Acad. Support | Organ. & man. | Learning res. | Learning comm. | Student voice | Student union | Average score* | Rank | Rate (%)  | NSS pop. |
| N&M    | BSc (Hons) Adult Nursing (FT)                     | 76.0    | 83.7     | 88.5          | 73.2            | 76.0          | 70.8          | 77.5          | 79.1           | 64.3          | 59.3          | 74.7           | 26   | 87%       | 234      |
| LSS    | BA (Hons) International Relations FT              | 100.0   | 83.3     | 75.0          | 83.3            | 83.3          | 86.1          | 47.2          | 79.2           | 83.3          | 50.0          | 74.5           | 27   | 92%       | 13       |
| BUS    | BA (Hons) Business Management with HR             | 86.7    | 78.9     | 95.6          | 60.0            | 66.7          | 62.2          | 77.8          | 70.0           | 77.8          | 80.0          | 74.3           | 28   | 88%       | 17       |
| BEA    | BEng/BEng (Hons) Civil Engineering                | 79.3    | 77.4     | 77.4          | 67.5            | 80.5          | 81.1          | 68.9          | 77.4           | 70.5          | 66.7          | 74.1           | 29   | 84%       | 63       |
| ACI    | BA/BSc (Hons) Music and Sound Design              | 68.2    | 80.7     | 77.3          | 86.4            | 87.9          | 78.8          | 69.7          | 68.2           | 69.7          | 47.6          | 74.0           | 30   | 85%       | 27       |
| ENG    | BEng (Hons) Chemical and Process Engineering      | 82.1    | 78.2     | 77.8          | 68.0            | 74.8          | 82.9          | 68.4          | 74.4           | 72.2          | 63.9          | 73.4           | 31   | 65%       | 60       |
| BUS    | BA (Hons) Business Management with Marketing      | 75.0    | 79.6     | 81.8          | 68.6            | 71.6          | 69.7          | 75.8          | 73.9           | 68.9          | 68.2          | 73.1           | 32   | 92%       | 48       |
| BEA    | BEng(Hons) Civil Engineering (TAC Design Appren.) | 95.2    | 81.0     | 74.6          | 78.6            | 69.8          | 84.1          | 70.6          | 57.1           | 76.2          | 65.0          | 73.0           | 33   | 72%       | 29       |
| ACH    | BSc (Hons) Diagnostic Radiography                 | 66.7    | 75.0     | 83.8          | 61.4            | 85.9          | 60.6          | 70.7          | 69.7           | 71.7          | 68.8          | 72.0           | 34   | 79%       | 43       |
| ACH    | BSc (Hons) Occupational Therapy                   | 69.2    | 76.9     | 83.8          | 76.3            | 77.8          | 76.1          | 62.4          | 69.2           | 68.4          | 55.3          | 71.8           | 35   | 89%       | 44       |
| ACI    | BA/BSc(Hons) Game Design and Development          | 75.0    | 81.3     | 84.7          | 70.8            | 81.9          | 65.3          | 63.2          | 79.2           | 70.8          | 42.9          | 71.1           | 36   | 71%       | 34       |
| BUS    | BSc (Hons) Economics                              | 78.6    | 69.6     | 71.4          | 75.0            | 76.2          | 73.8          | 65.5          | 64.3           | 73.8          | 69.2          | 71.0           | 37   | 82%       | 17       |
| N&M    | BSc (Hons) Mental Health Nursing (FT)             | 67.4    | 80.7     | 86.1          | 71.5            | 65.2          | 58.4          | 75.6          | 80.7           | 62.2          | 53.1          | 70.4           | 38   | 95%       | 107      |
| BEA    | BA (Hons) Architecture                            | 84.6    | 81.7     | 84.6          | 73.1            | 79.5          | 75.6          | 59.0          | 65.4           | 68.0          | 46.2          | 70.3           | 39   | 70%       | 37       |
| ENG    | BSc (Hons) Information Technology (FT)            | 71.4    | 75.0     | 76.2          | 64.3            | 71.4          | 71.4          | 64.3          | 75.0           | 76.2          | 57.1          | 70.1           | 40   | 93%       | 15       |
| APS    | BSc (Hons) Bioscience                             | 76.2    | 81.0     | 74.6          | 65.5            | 82.5          | 71.4          | 66.7          | 59.5           | 65.1          | 61.9          | 69.8           | 41   | 72%       | 29       |
| LSS    | BSc (Hons) Criminology With Psychology            | 68.4    | 84.2     | 80.7          | 65.8            | 71.9          | 68.4          | 62.3          | 60.5           | 64.9          | 68.4          | 69.7           | 42   | 79%       | 24       |
| LSS    | LLB (Hons) Law With Criminology                   | 66.7    | 83.3     | 77.8          | 60.4            | 80.6          | 72.2          | 58.3          | 37.5           | 69.4          | 75.0          | 68.3           | 43   | 71%       | 17       |
| BEA    | BSc (Hons) Commercial Management (Quant. Surv.)   | 77.8    | 70.8     | 77.8          | 69.4            | 63.0          | 72.2          | 66.7          | 75.0           | 66.7          | 52.9          | 68.3           | 44   | 100%      | 18       |
| ACH    | BA (Hons) Social Work                             | 66.7    | 72.0     | 86.7          | 83.0            | 61.3          | 61.3          | 73.3          | 68.0           | 51.4          | 50.0          | 67.5           | 45   | 81%       | 31       |
| BUS    | BA (Hons) Business Man. with Enter. & Entrep.     | 70.0    | 73.8     | 73.0          | 54.0            | 66.7          | 60.3          | 68.3          | 85.7           | 69.8          | 52.4          | 67.1           | 46   | 88%       | 24       |
| ACI    | BA (Hons) Creative Advertising with Marketing     | 57.9    | 69.7     | 73.7          | 64.5            | 79.0          | 75.4          | 50.9          | 57.9           | 77.2          | 55.6          | 67.1           | 47   | 86%       | 22       |
| LSS    | BSc (Hons) Criminology                            | 81.3    | 64.7     | 80.4          | 64.7            | 72.6          | 66.7          | 64.6          | 55.9           | 72.6          | 58.8          | 66.8           | 48   | 63%       | 27       |
| LSS    | LLB (Hons) Law                                    | 72.0    | 78.2     | 77.2          | 59.5            | 73.1          | 64.9          | 69.1          | 62.2           | 59.0          | 51.3          | 66.0           | 49   | 68%       | 177      |
| ACH    | Integrated Masters in Chiropractic                | 69.2    | 84.6     | 79.5          | 63.5            | 78.2          | 61.5          | 41.0          | 73.1           | 71.8          | 33.3          | 65.2           | 50   | 93%       | 14       |

Difference from question area average across all LSBU Courses

|          |          |           |           |           |
|----------|----------|-----------|-----------|-----------|
| Above 3% | Above 2% | 2% to -2% | Below -2% | Below -3% |
|----------|----------|-----------|-----------|-----------|



**Table 15 (part 3 of 3):** LSBU's NSS 2022 results by course and question area. For each course, the average % agree score across all question areas (excluding Overall satisfaction) has been calculated, and these averages have been used to rank the courses. Within each question group column, the colouring of the cells indicates the level to which % agree scores differ from the LSBU Course average.

| School | Course  | % Agree |          |               |                 |               |               |               |                |               |               |                |      | Responses |          |
|--------|---|---------|----------|---------------|-----------------|---------------|---------------|---------------|----------------|---------------|---------------|----------------|------|-----------|----------|
|        |   | Overall | Teaching | Learning opp. | Assess. & feed. | Acad. Support | Organ. & man. | Learning res. | Learning comm. | Student voice | Student union | Average score* | Rank | Rate (%)  | NSS pop. |
| BEA    | BSc (Hons) Building Surveying 5yrs (Sur. Appren.) | 70.0    | 67.5     | 66.7          | 70.0            | 63.3          | 66.7          | 76.7          | 60.0           | 63.3          | 50.0          | 64.9           | 51   | 100%      | 10       |
| ENG    | BSc (Hons) Computer Science FT                    | 71.4    | 71.5     | 63.9          | 54.9            | 65.7          | 63.0          | 68.5          | 63.9           | 66.7          | 65.7          | 64.9           | 52   | 82%       | 44       |
| ACI    | BA (Hons) Fashion Promotion with Marketing        | 47.6    | 71.4     | 55.6          | 76.2            | 77.8          | 55.6          | 69.8          | 59.5           | 69.8          | 42.9          | 64.3           | 53   | 95%       | 22       |
| BEA    | BSc (Hons) Quantity Surveying                     | 54.6    | 65.2     | 69.7          | 61.4            | 64.7          | 55.6          | 74.8          | 65.2           | 61.6          | 51.6          | 63.3           | 54   | 87%       | 38       |
| ACI    | BA(Hons) Film Practice                            | 67.4    | 75.0     | 65.9          | 60.3            | 76.1          | 63.0          | 61.6          | 59.8           | 69.6          | 36.6          | 63.1           | 55   | 78%       | 59       |
| LSS    | BA (Hons) Education Studies                       | 58.8    | 65.7     | 72.6          | 55.2            | 66.7          | 61.8          | 63.2          | 58.8           | 52.0          | 71.9          | 63.1           | 56   | 72%       | 50       |
| ACH    | BSc (Hons) Therapeutic Radiography                | 64.7    | 75.0     | 86.3          | 75.0            | 70.6          | 52.9          | 58.8          | 52.9           | 56.9          | 33.3          | 62.4           | 57   | 81%       | 21       |
| BUS    | BA (Hons) Business Management with Finance        | 54.6    | 58.0     | 66.7          | 59.5            | 60.6          | 56.1          | 68.2          | 65.9           | 59.1          | 61.9          | 61.8           | 58   | 81%       | 27       |
| BUS    | BA (Hons) Digital Marketing (Apprenticeship)      | 68.0    | 61.0     | 69.3          | 59.0            | 75.3          | 64.0          | 59.3          | 70.0           | 61.3          | 34.8          | 61.6           | 59   | 93%       | 27       |
| BEA    | BSc (Hons) Construction Management                | 58.1    | 66.1     | 65.6          | 58.1            | 66.7          | 60.2          | 64.5          | 59.7           | 53.8          | 53.3          | 60.9           | 60   | 91%       | 35       |
| ACI    | BA(Hons) Photography                              | 57.1    | 68.3     | 64.4          | 66.7            | 68.9          | 46.7          | 46.7          | 63.3           | 69.1          | 53.9          | 60.9           | 61   | 79%       | 19       |
| LSS    | BA (Hons) Urban And Environmental Planning        | 54.6    | 62.0     | 73.9          | 66.3            | 69.6          | 59.4          | 63.8          | 56.5           | 58.0          | 33.3          | 60.3           | 62   | 88%       | 26       |
| ACH    | BSc (Hons) Diagnostic Radiography (Extend. Deg.)  | 54.6    | 59.1     | 83.3          | 50.0            | 75.8          | 63.6          | 57.6          | 50.0           | 60.6          | 40.0          | 60.0           | 63   | 92%       | 12       |
| BEA    | BSc (Hons) Building Surveying                     | 66.7    | 62.5     | 66.7          | 62.5            | 69.4          | 58.3          | 83.3          | 50.0           | 50.0          | 33.3          | 59.6           | 64   | 75%       | 16       |
| N&M    | BSc (Hons) Children's Nursing (FT)                | 55.9    | 70.3     | 76.3          | 49.3            | 55.8          | 49.3          | 60.6          | 60.9           | 55.9          | 50.0          | 58.7           | 65   | 84%       | 82       |
| APS    | BSc (Hons) Psychology                             | 61.1    | 75.7     | 69.4          | 55.6            | 65.7          | 70.4          | 55.6          | 44.4           | 50.0          | 35.3          | 58.0           | 66   | 80%       | 45       |
| LSS    | BSc (Hons) Sociology With Criminology             | 70.0    | 75.0     | 70.0          | 60.0            | 66.7          | 60.0          | 63.3          | 45.0           | 53.3          | 22.2          | 57.3           | 67   | 77%       | 13       |
| APS    | BSc (Hons) Psychology - Clinical                  | 59.1    | 58.0     | 65.2          | 42.1            | 57.6          | 51.5          | 60.6          | 61.4           | 57.6          | 54.6          | 56.5           | 68   | 85%       | 26       |
| ACI    | BA (Hons) Journalism                              | 37.5    | 64.1     | 72.9          | 67.2            | 77.1          | 33.3          | 52.1          | 50.0           | 56.3          | 20.0          | 54.8           | 69   | 76%       | 21       |
| APS    | BSc(Hons) Psychological Counselling               | 63.6    | 68.2     | 60.6          | 56.8            | 42.4          | 69.7          | 48.5          | 50.0           | 48.5          | 45.5          | 54.5           | 70   | 92%       | 12       |
| N&M    | BSc (Hons) Midwifery                              | 51.8    | 70.4     | 75.0          | 34.4            | 58.3          | 41.7          | 63.7          | 60.7           | 48.8          | 34.6          | 54.2           | 71   | 93%       | 60       |
| BEA    | BSc (Hons) Quantity Surveying 5yr (Surv. Appren.) | 41.5    | 41.8     | 52.3          | 54.3            | 54.3          | 58.2          | 61.4          | 53.2           | 46.5          | 33.3          | 50.6           | 72   | 90%       | 105      |
| BEA    | BEng(Hons) Building Serv. Eng. (TAC Des. Appren.) | 35.1    | 53.4     | 69.4          | 39.9            | 49.6          | 41.0          | 50.5          | 54.1           | 50.0          | 34.4          | 49.1           | 73   | 88%       | 43       |
| BEA    | BEng (Hons) Building Services Engineering         | 41.7    | 52.1     | 55.6          | 47.9            | 41.7          | 50.0          | 47.2          | 54.2           | 44.4          | 41.7          | 48.3           | 74   | 80%       | 15       |
| ACH    | BSc (Hons) Physiotherapy                          | 23.3    | 48.3     | 53.9          | 32.5            | 31.1          | 15.6          | 48.3          | 60.0           | 45.6          | 19.2          | 39.4           | 75   | 94%       | 32       |

Difference from question area average across all LSBU Courses

|          |          |           |           |           |
|----------|----------|-----------|-----------|-----------|
| Above 3% | Above 2% | 2% to -2% | Below -2% | Below -3% |
|----------|----------|-----------|-----------|-----------|

## Optional question banks

Table 16 shows the optional question areas (also called 'question banks') that LSBU chose for NSS 2022. Out of these, the highest performing question areas were B17 'Student safety', B1 'Personal development' and B15 'Employability and skills', with % agree scores of 81.5%, 74.3% and 74.2% respectively. The lowest % agree score is for B2 'Students' Union (Association or Guild)' at 39.4%, however, the key factor driving this low result is that a large proportion of respondents selected 'Neither agree nor disagree' or 'Not applicable' (46% for the SU questions, compared to 19% for the other optional questions).

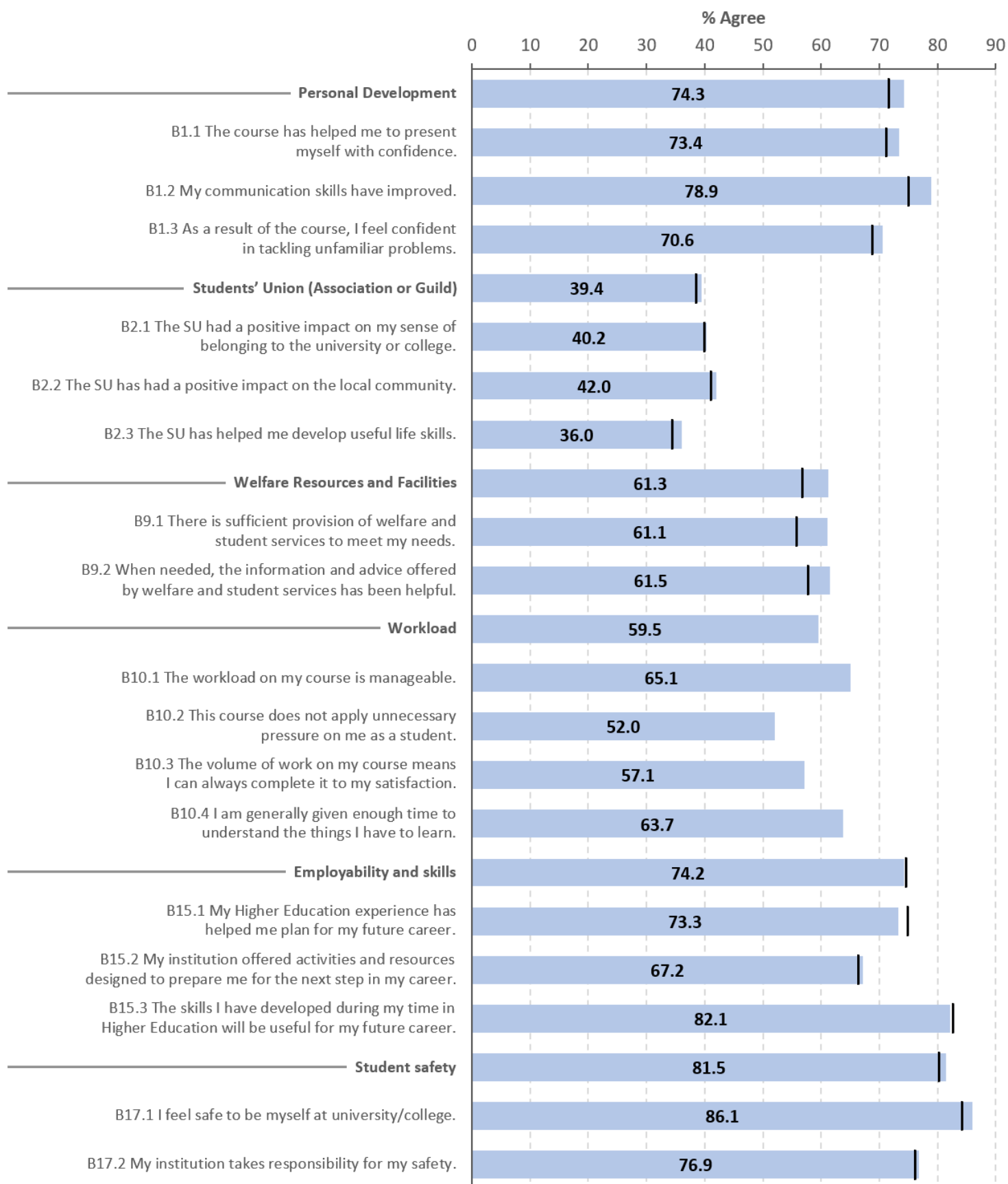
**Table 16:** LSBU's 2022 performance across the optional NSS Question Banks compared to NSS 2021. Positive and negative Year-on-Year changes are indicated by green and red cell colouring respectively.

| Question / question area  | % Agree     |             |             |
|---|-------------|-------------|-------------|
|   | 2022        | 2021        | YoY change  |
| <b>B1 Personal Development</b>  | <b>74.3</b> | <b>71.7</b> | <b>2.6</b>  |
| B1.1 The course has helped me to present myself with confidence.  | 73.4        | 71.2        | 2.2         |
| B1.2 My communication skills have improved.   | 78.9        | 75.1        | 3.8         |
| B1.3 As a result of the course, I feel confident in tackling unfamiliar problems.                         | 70.6        | 68.8        | 1.8         |
| <b>B2 Students' Union (Association or Guild)</b>  | <b>39.4</b> | <b>38.5</b> | <b>0.9</b>  |
| B2.1 The SU had a positive impact on my sense of belonging to the university or college.                  | 40.2        | 40.0        | 0.3         |
| B2.2 The SU has had a positive impact on the local community.   | 42.0        | 41.1        | 0.9         |
| B2.3 The SU has helped me develop useful life skills.   | 36.0        | 34.4        | 1.6         |
| <b>B9 Welfare Resources and Facilities</b>  | <b>61.3</b> | <b>56.7</b> | <b>4.6</b>  |
| B9.1 There is sufficient provision of welfare and student services to meet my needs.                      | 61.1        | 55.8        | 5.4         |
| B9.2 When needed, the info. and advice offered by welfare and student services has been helpful.          | 61.5        | 57.7        | 3.7         |
| <b>B10 Workload</b>   | <b>59.5</b> | -           | -           |
| B10.1 The workload on my course is manageable.  | 65.1        | -           | -           |
| B10.2 This course does not apply unnecessary pressure on me as a student.                                 | 52.0        | -           | -           |
| B10.3 The volume of work on my course means I can always complete it to my satisfaction.                  | 57.1        | -           | -           |
| B10.4 I am generally given enough time to understand the things I have to learn.                          | 63.7        | -           | -           |
| <b>B15 Employability and skills</b>   | <b>74.2</b> | <b>74.6</b> | <b>-0.4</b> |
| B15.1 My Higher Education experience has helped me plan for my future career.                             | 73.3        | 74.8        | -1.6        |
| B15.2 My institution offered activities and resources to prepare me for the next step in my career.       | 67.2        | 66.4        | 0.8         |
| B15.3 The skills I have developed during my time in Higher Education will be useful for my future career. | 82.1        | 82.6        | -0.5        |
| <b>B17 Student safety</b>   | <b>81.5</b> | <b>80.2</b> | <b>1.3</b>  |
| B17.1 I feel safe to be myself at university/college.   | 86.1        | 84.2        | 1.8         |
| B17.2 My institution takes responsibility for my safety.  | 76.9        | 76.2        | 0.7         |

### Year-on-Year change

■ Positive
 ■ Negative

In terms of year-on-year changes, % agree scores have improved under all question banks used in NSS 2021, except B15 'Employability and skills', which overall has sustained a decrease of -0.4% points. This reduction is caused by decreases in two questions under B15, principally B15.1 'My Higher Education experience has helped me plan for my future career' which has dropped by -1.6% points. The highest year-on-year increase was for B9 'Welfare Resources and Facilities' at 4.6% points.



**Figure 3:** LSBU's 2022 performance across the optional NSS Question Banks. The vertical black lines show LSBU's % agree score in 2021 (N.B. 2022 is the first year in which LSBU has opted into optional Question Bank 10 'Workload', hence these questions do not have black lines representing NSS 2021 scores).

### **NSS comments assessment**

As part of the NSS results assessments, LSBU Schools were asked to review the comments submitted by respondents for each course and draw out: a) key positive comments (that could be used for marketing / open days etc); and b) key negative comments identifying areas that need to be addressed. The analyses conducted by Schools to date are included in Appendix A.

### **CAH2 – CAH3 – Course drilldowns**

To explore how courses are driving performance at CAH3 and CAH2 subject level, detailed drilldowns of the NSS 2022 results have been developed for all main NSS question areas. These figures include rankings for LSBU at both CAH2 and CAH3 level.

Due to the size of these Tables, these have been presented in an Excel spreadsheet to accompany this report, titled “*NSS 2022 – CAH2 CAH3 Course Breakdown -FINAL.xlsx*”. Please note, within this spreadsheet, the ‘CONTENTS’ tab provides a detailed description of the data contained in this document.

### **Detailed course-level results**

As requested by several Schools, also accompanying this report is an interactive Excel spreadsheet presenting the detailed course-level results. This document is titled “*NSS 2022 – Course level results – detailed.xlsx*” and allows users to filter by course / multiple courses.

**Appendix A – Comments review by School**

| <b>School of Engineering</b>                            |   |   |
|---|---|---|
| <b>Course</b>   | <b>Positive comments (for marketing)</b>  | <b>Negative comments (to address)</b>   |
| <p>BEng (Hons)<br/>Chemical and Process Engineering</p> | <p><i>“Honestly, the university has given me a great insight about my course and the professors excelled my learning experience. The professors made all my subjects more interesting and their attitude towards teaching shows that they truly want students to learn in the best way possible. I experienced both friendly staff and students. In every way possible, the environment/ communication with staff/ students in the university made me feel like I was at home. I'm glad I have had the opportunity to study in LSBU as it made me excel and fall in deeper love with the course I have chosen.”</i></p> <p><i>“Very good environment in the university. Working in a university with instructors and management as a family more than a student.”</i></p> | <p><i>“Some staff members don’t provide helpful feedback.” “Some lecturers are unreachable and unresponsive at times.” “A lot of teachers don’t really try to engage with students.” There’s a divide between staff who are responding to students and staff who aren’t.</i></p> <p><i>“We didn't do any practical work as a third-year student, or visit [sites].” “Less opportunities outside the course.” We need to keep pushing employer engagement and extra-curricular opportunities for CEE students.</i></p> <p><i>“You can apply for extension on coursework very easily even when the reasons are not good enough, which is unfair on students who work hard to meet the deadlines. Some students had their marks round up when their results was under 70% during one of the module, which is unfair as everyone should be treated equally.” “40% of my final degree grade is based on group work and the teams were given. This grading system is very unfair when all the team members' goals are not the same, and final grade has a big impact on my future.” “After coronavirus, most of university has hybrid learn except our university fully on campus.” Students are very sensitive to unfairness, and it affects their NSS responses. I think this has been exacerbated this year by new ECs rules and by variations in the return to campus after the pandemic.</i></p> |

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| <p>BEng (Hons)<br/>Electrical and<br/>Electronic<br/>Engineering</p> | <p><i>“Good COVID response by providing online learning resources, using software to complete all lab related work remotely and providing support via Teams. Small class sizes are very positive, as there is more opportunity to interact with the lecturer.”</i></p> <p><i>“The university's response to the pandemic was exceptional. They ensured that we transitioned to remote learning a week before the national lockdown and enhanced my sense of safety.”</i></p> <p><i>“Having the opportunity to do a degree part-time as a mature student is great. Fitting a degree into one day per week is something the university does very well.”</i></p> <p><i>“As a student in Uni, I learn to think critically and analytically, question assumptions, conduct thorough and robust research, solve problems and process large amounts of information quickly. I was able to move to a new place, meet people from different backgrounds, learn fascinating ideas, and experience culture, art, and politics.”</i></p> | <p><i>“I see students and my self-struggling to download the VPN from AppsAnywhere and without that, you can't download past paper and others staff. On the first year of my course, the VLE was much better than the current webpage. Most likely VLE is not working after 2 a.m. in the morning and always due to maintenance. I would recommend the team to work on VLE and other online resources to be much easier and very accessible.”</i> <i>“The facilities are dated and the lab equipment is old and temperamental.”</i> <i>“LSBU's IT systems have been plagued with issues which made accessing information difficult at times. Equipment used for experiments were in need of replacement as many issues arose during classes due to faulty equipment causing false readings or other issues.”</i> <i>“The lifts in the tower block were also plagued with issues that seemed to be left for extended periods of time without being.”</i> <a href="#">EEE students have felt let down by LSBU infrastructure.</a></p> <p><i>“Some lecturer's notes were written with poor English making them difficult to read.”</i> <i>“Some of the teachers are hard to understand and do not explain in the way needed for me to understand it.”</i> <i>“Some lectures qualities were of poor quality also having poorly written notes making the subject harder to understand. Some lecturers rushed through lectures without taking the time to explain the nuances of the topic.”</i> <i>“Due to a particular lecturer's negative attitude and discriminatory treatment of students, I personally suffered from depression and discouragement.”</i> <a href="#">There's a divide between staff who are responding to students and staff who aren't.</a></p> <p><i>“None of the learned theories of 80% of all modules during my course has use in the practical building of electronic circuits. I expected more practical application of the learned material during my course.”</i> <i>“Overall, there are things I should've been learning but didn't, not enough practical work - too much theory.”</i> <i>“In the Engineering Department, there is a lack of technical skills.”</i> <a href="#">EEE students want to do more practical and applied work – e.g. building circuits. We can provide some of this through extra-curricular societies but should also build more into the curriculum where possible.</a></p> |
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| <p>BEng (Hons)<br/>Mechanical<br/>Engineering</p> | <p><i>“One of the things that I have to highlight is the staff. The staff have been the most supportive people I have met during my journey. With the COVID pandemic, they made sure that we are mentally, physically and academically well. From day one, they have advised us to always go beyond and read about the topics.”</i></p> <p><i>“Staff are willing to listen to students and give us a lot of freedom to express any feelings we have in regard to any aspect of the course or modules.”</i></p> <p><i>“I would strongly advise others to attend London South Bank University since it offers a challenging academic environment as well as having pleasant staff and students who are extremely knowledgeable and always willing to help.”</i></p> | <p><i>“Because of COVID, it felt like it was not really university.” “Late notice on decisions made relating to exams and coursework throughout COVID-19 where it was a very confusing time and the communication received from the university was confusing.” “Ever since the VLE was hacked, the functions and availability of the VLE have felt restricted. Also, some teachers could try to upload their lectures to the VLE for those that want to revisit the lecture.” “Because of corona, some students not qualified for the course managed somehow move on to the next years, this providing very little teamwork on the group activities and running the hard work.” Mechanical Engineering students seem to have the most negative feedback related to the pandemic and the cyber-attack.</i></p> <p><i>“Some of these teachers don't try. Like actually give proper feedback and well explained objectives.” “Some professors/teachers lack experience in teaching with the intent to make the lecture engaging and interesting. It feels like they are unprepared. Little learning is done in class as a result. There's a lack of new updated material. Some course material are outdated, it seems.” There's a divide between staff who are responding to students and staff who aren't.</i></p> |
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| <p>BSc (Hons)<br/>Computer Science</p>  | <p><i>"The lecturers made the lectures very enjoyable to attend and extremely helpful in order to complete my assignments. They were always on deck whenever I needed help and to help me whenever I needed it."</i></p> <p><i>"Great resources and facilities. Great tutorials sessions. Excellent teaching. Supportive staff."</i></p> <p><i>"Tutors are easily reached. Tutors have time for students. They reply messages speedily. They know and call students by name. There are very good extracurricular activities. Every single lecture backed with a separate highly practical tutorials session. Fantastic employability support and career guidance. Excellent communication and COVID-19 management."</i></p> | <p><i>"Staying up for 24-72 hours every other day from November to December to get the highest marks on a module, only to receive low marks throughout the module due to tutors feeling that any mention of negative real-world situations means marks should be capped and tutors essentially greenlighting fellow students who openly lied and worked against me to continue doing so, which allowed said students to overwrite a submitted group work draft."</i> <i>"Marking criteria is so tough every time you go for 100% and you get 50."</i> <i>These two comments show a sensitivity to marks and outcomes in CSI which wasn't so evident in other divisions.</i></p> <p><i>"Whatever the students said was never really taken in to account, there was no structure."</i> <i>"Teachers not motivated nor cared much about the subject. Most technical questions are met with look for it online or do not worry about that now."</i> <i>"Some outdated material delivery, lack of explanation and communication of certain knowledge such as module weights towards final year result."</i> <i>"Course directors are unclear about the information that they provide."</i> <i>There's a divide between staff who are responding to students and staff who aren't. In CSI this merges with complaints about course structure and communication.</i></p> |
| <p><b>Engineering summary:</b></p> <p>We have 62 negative feedback comments (across four courses, covering all four divisions). 14 of these (23%) report negative opinions of infrastructure, including the cyberattack. 12 (19%) report negative opinions of the course due to Covid. 24 (39%) are critical of our teaching, 9 (15%) are critical of our course structures, and 7 (11%) are critical of our assessment and feedback procedures. Four students specifically mentioned their lecturers' spoken communication / English language as a problem. (Note that these numbers won't add to 100% - some comments cover multiple areas (e.g. covid and teaching) and some are classified as "other" (e.g. "Cafeteria stuff is expensive".)</p> <p>In every division, we've noted that there's a divide between staff who are responding to students and staff who aren't. One of our Mechanical Engineering students had a concise summary of our teaching. Positive: <i>"Some teachers are really great."</i> Negative: <i>"Some teachers are not so great."</i></p> |   |   |



| School of Applied Sciences     |   |   |
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| Course                         | Positive comments (for marketing)   | Negative comments (to address)  |
| BSc (Hons)<br>Forensic Science | <p><i>"I feel like the staff in my department go above and beyond for their students. Whether it is a lack of understanding or just general questions, the staff always do what they can to support students and make the learning environment feel more comfortable and freer of judgement".</i></p> <p><i>"Amazing support from lecturers and members of staff. I transferred from Greenwich University and I never regretted it. When my dad/mom passed away, there was so much support from the whole team and university. I felt more welcomed at LSBU and it was the best decision I made. Thank you LSBU &amp; all of the Forensic Science Team."</i></p>  | <p><i>"How during the course and modules, the marking criteria need to be explained in more detail and how the marking scheme works". We are working on an overall strategy where marking criteria for coursework are published on moodle sites and that feedback given makes reference to the marking criteria.</i></p> <p><i>"Overall, there aren't specific negatives as everyone learns different ways. I've had a good opportunity to learn and access things accordingly. However, I believe all material we learn in lectures should be easily accessible at home". Lock down has taught us the value of being able to perform some experiments at home. The team will be reverting to laboratories being carried out at the university as normal but in addition using the material developed for lockdown to reinforce work carried out at the University. For example, we still intend to use hand held digital microscopes which students are able to use at home.</i></p>   |
| BSc Psychology –<br>Clinical   | <p><i>"The university in general, is a very multicultural community. They are very open-minded and open to everyone. The university encourages every student to do well and take any opportunity that will benefit the student in the future. Overall, the university is a friendly community. Nothing can beat what LSBU offers."</i></p> <p>We are delighted that this has been recognised and appreciated by one of our students although we are painfully aware that the diversity we see in our student body is not reflected in the staff who teach them, particularly at higher or senior staff levels. We are pleased to see LSBU taking steps to address this via a number of different initiatives.</p> | <p><i>"I have not received enough support as a foreign student. I felt that my grade were low, even though I have worked hard for each assessment. I was on my own when I needed the most help. At some point, we went to class and it was freezing cold. I've caught a cold, an unpleasant one. I had less support from my supervisor. I felt stressed and overwhelmed."</i></p> <p><b>Action point:</b> Students will be given extra academic support within a module on basic academic skills, such as writing, critical thinking and data literacy, if they perform poorly on a mandatory general assessment of their academic skills at the start of the year. Students will also complete a personal development plan at the start of the academic year to identify and offer this academic support where it is most needed. This will allow us to identify students who need extra help and support them more in their areas of weakness. We are currently conducting a skills audit of all modules in the undergraduate programme which will help us identify where the gaps in our skills development are.</p> |

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| <p>BSc Psychology</p> | <p><i>“Support available through difficult periods of time in my personal life, the pandemic and and IT outage! Communication was accurate and timely. I've enjoyed this university experience very much.”</i></p> <p>Given that the main theme of our negative comments was a lack of support during the pandemic and IT Outage we were delighted to read this comment. During online learning and the IT Outage, staff in Psychology were receiving upwards of 100 emails from students per day. Many of these emails suggested that students were not reading the updates and regular communications we sent to them, nor were they engaging fully with Teams or Moodle, where information was being placed to support them. It is very pleasing to see that this student recognised and appreciated our efforts here.</p> | <p><i>“I feel as though the marking criteria are not very clear and sometimes lecturers take a while to respond to queries.”</i></p> <p><b>Action point:</b> Alongside the pandemic and IT Outage, lack of clarity about marking criteria was a theme of negative responses. We will endeavour to ensure that all module leaders follow Divisional guidance on this, which is to always post marking criteria alongside coursework and to use the rubric for all summative assessments. We aim to provide a response to all student emails within three working days and many staff send same day replies, if only to acknowledge receipt of their message. At certain times over the last couple of years (see above), it has not been possible to maintain this though.</p> |
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| School of Arts & Creative Industries                 |  |   |
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| Course   | Positive comments (for marketing)  | Negative comments (to address)  |
| Drama & Performance<br>(Now Acting & Performance)    | <p><i>"I loved meeting different people from all walks of life. The people I have met, I will definitely keep in contact with and maybe work with in the future."</i></p> <p><i>"The opportunities it has given me to step out of my comfort zone and try new things. Motivating me to be better and work harder."</i></p> <p><i>"The understanding and support the teachers gave regarding personal issues that affected studies was phenomenal. To be supported and encouraged through times of struggle makes all the difference! The openness for discussion sometimes slightly off topic or rather philosophical, was very enjoyable."</i></p>  | <p>"The spaces are limited and small for work. There isn't enough diversity within the course and sessions are limited in time."</p> <p>"Not favourable for drama students that are looking to go directly into Film &amp; TV industry."</p>  |
| Photography<br>(Photography & Imaging in Sept. 2022) | No qualitative comments  | No qualitative comments   |
| Music & Sound Design                                 | <p><i>"I enjoy the wide variety of modules and lessons I have done. I was able to work with people in my first and now my third year. I really enjoyed the group work based modules. I really appreciate the teachers and lecturers I've had for the past 3 years who were able to provide certain free and discounted subscriptions like Ableton and Protools during my education. I like how accessible the library is. Online as well as on campus. Also, the long period of time that is given for the books is great. I'm able to borrow books for months which is important when doing my dissertation and essays that is research heavy. The process of booking the edit suites is very easy. Just an email and it's confirmed. I've never had an issue. The lecturers I've had for the past 3 years I have a lot of respect for. They take our education seriously and provide opportunities that are more than just education."</i></p> | <p><i>"I find it difficult to come to uni at times, I take 3 trains. The equipment booking process is a bit difficult and it's not very flexible. For a while, I wasn't able to book any equipment needed through the SISO website. When I have booked anything out, I've only been able to access it for three days max. This is quite inconvenient for me personally."</i></p> <p><i>"Resources are not available. Some key aspects required to start a career are missing, including use of SSL mixing desk, proper interaction with film and game students. No live band recording. Use of game sound design software was minimal."</i></p> |

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| <p>Fashion Promotion with Marketing (Fashion Communication in Sept. 2022)</p> | <p><i>"It gave us opportunities to network within the industry. Practical aspects of the course made the course more interesting. Teachers and staff members are always helpful. Using a live brief helps to prepare us for the 'real world'."</i></p> <p><i>"I have really enjoyed the course, there are lots of opportunities to collaborate and do projects that align with your interests."</i></p> | <p><i>"Same type of assignments all year. No room for creative input."</i></p> <p><i>"A lot of the content overall is not applicable or useful and I feel the course leaders use guest speakers as a form of distraction from the lack of actual substantial content. The modules do not prepare students for the working world of fashion. Also, the marketing modules being taught by the business school was not highlighted enough in the course specs. The marketing modules are not at all catered to fashion, and I know that if myself and others on the course knew this beforehand, a lot of us would not have applied. It makes it difficult to be engaged in the marketing, especially as a lot of fashion students' brains are wired differently to marketing students. Naturally, creative people will not engage with traditional academic teachings in the same way as others. Overall, the course is decent but not 'good', and I feel disappointed in my university experience. There isn't much room for students to grow within the course, and there are no industry opportunities as there would be in Central Saint Martins, or a similar university. I wouldn't recommend the course to others, and believe if it were to improve; it would need to fundamentally change structure."</i></p> |
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| <p>Film Practice (Film &amp; TV Practice in Sept. 2022)</p> | <p><i>"I love to work in teams, organise projects with actors, and have good experiences collaborating with my colleagues."</i></p> <p><i>"An aspect I would like to highlight of the film practice course specifically is the community it creates. The course and its tutors create a welcoming and safe environment for students, and positively encourage them to push themselves to achieve and step out of their comfort zone. With the pandemic, the tutors worked above and beyond to ensure students were okay (as much as they could be) and would frequently go out of their way to help and support in studies. I cannot express how meaningful this was to not only myself but everyone on the course."</i></p> | <p><i>"The handling of sexual assault and harassment is appalling and needs work instantly."</i></p> <p><i>"I think the final graduation films need to have either a CAP on the amount a group can fundraise or the uni has to provide an amount of money for each group. I say this because it's apparent that a few groups have the advantage of having big families/rich families/already know people in the industry who can donate to their fundraiser. This means that even though two different groups could have 10 donors, their donations would vary greatly (for example: one group could have £100 from 10 donors, another could have £1000 from 10 donors). I find this to be an extremely unfair advantage, especially when people seem to divide themselves by class."</i></p> <p><i>"The university as a whole needs to be more communicative, especially between courses and pathways and even more so between the creative ones who can all gain something from collaborative working. Why are film, photography, drama, sound, etc. students not crossing over more, getting to know each other and collaboratively working on projects from the get go to gain confidence and further understanding of the creative world. I feel this would not only benefit students but greatly benefit the uni as a whole and place it ahead of others, advocating for more collaboration across the uni would most certainly increase interest."</i></p> |
| <p>Games Design &amp; Development</p>                       | <p><i>"The staff care so much about us and our development, it's been a refreshing experience."</i></p> <p><i>"The staff have been exemplary in providing useful guidance and feedback on student projects. They go above and beyond to provide a personal positive experience to students making us feel it is not just a course a student goes through the motions to complete to get into the industry but rather one that where the students' ideas are included and creative thinking is encouraged."</i></p>   | <p><i>"The IT has been rubbish. Every term something didn't work because the IT team turned off a port or wiped all the software off and then forgot to update it or the changed something without telling the staff and only when the students discovered the problem did they act. I have to travel 2 1/2 hours to uni every day and it's an awful experience arriving and nothing working and thinking that it was my fault and that I did something wrong or didn't save my work properly only to find out the IT team at the university are the ones preventing me from doing my work. A lot of this last year I have felt like just staying at home to prevent me wasting money and my time."</i></p>   |

| School of Built Environment and Engineering   |  |   |
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| Course  | Positive comments (for marketing)  | Negative comments (to address)  |
| BA Architecture (FT)  | <i>"The tutors are exceptional in teaching and making the course not only interesting and challenging enough to our highest potential. Additionally, really welcoming and approachable that you don't feel nervous expressing ideas and or any issues regarding our studies. The course is structured well and stimulating enough that the challenges faced during the course feel less overwhelming."</i> | <p><b>In short term</b><br/>More training on using workshop facilities</p> <p><b>In long term</b><br/>More studios space<br/>Provide free printing facilities</p>   |
| BEng Building Services Engineering (Apprentices) & BEng Building Services Engineering | <i>"Very relevant to what I am doing at my job, the things we are learning are transferable skills into the workplace."</i>  | <p><b>In short term</b><br/><i>"The lecturers generally have little to no real-world experience in the real world when it comes to be a building services engineer and the modules taught are all rather irrelevant and teach things that no building services design engineer will need to know in the future. The lecturers also largely read off PowerPoint slides every week making the lessons tedious and boring."</i></p> <p><b>In long term</b><br/>Teaching in engaging manner<br/>Review currency of some modules</p> |
| BEng Civil Engineering (FT)   | <i>"The lecturers have been very helpful and if we were unsure about anything, they would explain it until we understood. They always made time for us and made appointments during their breaks."</i>   | <p><b>In short term</b><br/><i>"In some cases, there have not been enough resources given to us to prepare for our exams. Students haven't been given a wide variety of questions and tutorials."</i></p> <p><b>In long term</b><br/>Provide recorded lectures</p>  |

Academic Board meeting

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| <p>BEng Civil Engineering (Apprentices)</p> | <p><i>"We got to do lots of practical experiments in the first few years. Coursework was spaced out so it wasn't overwhelming. Well-structured learning course. Coursework was engaging and interesting. Geology field trip was a lot of fun. Good lecturers always willing to help."</i></p>          | <p><b>In short term</b><br/> <i>"Lectures can often be long (4 hours) and causes lost engagement towards the end. Split lectures may work better."</i></p> <p><b>In long term</b><br/>           Better perpetration and support to gateway for EPA</p>  |
| <p>BSc Architectural Technology</p>         | <p><i>"Organised well by the Course Team. They work their socks off always replying to students emails and always going the extra mile for them. They care and that is essential. They also provide different opportunities for students."</i></p>   | <p><b>In short term</b><br/> <i>"Group work damages individual marks and makes it unfair for the individual working extremely hard. This has been a major issue throughout the entire course. Group work needs to be assessed individually. This seriously affects the overall grade."</i></p> <p><b>In long term</b><br/>           Review group work marking.<br/>           First two years content needs currency reviewing.</p> |
| <p>BSc Construction Management</p>          | <p><i>"Academic support from lecturers. Lecturers want their student to be successful, and we can really feel this!"</i></p>   | <p><b>In short term</b><br/> <i>"A lot of teachers are difficult to understand at times. We are spoken to for long period of time without engagement."</i></p> <p><b>In long term</b><br/>           Timetabling needs looking into; avoid long breaks between lectures.</p>   |
| <p>BSc Quantity Surveying (FT)</p>          | <p><i>"The teaching standards were higher than my previous 'top university' which was very good. The uni is comforting and welcoming and it's easy to easy going. It's not complicated at all; everything is clear and has a good learning environment which is rare to find in universities."</i></p> | <p><b>In short term</b><br/> <i>"Results should be given out in a quicker timeframe so we can plan around what other works needs to be done or if the works is not to a high standard, so there is time to improve the overall score."</i></p> <p><b>In long term</b><br/>           Timely and helpful feedback</p>   |

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| <p>BSc Quantity Surveying (Apprentices)</p> | <p><i>“Generally, the quality of teaching is very good of which tutors have been excellent. Being informative, engaging and ultimately very helpful in my studies.”</i></p> | <p><b>In short term</b><br/> <i>“General disorganisation and poor standard of lecturing. Only 3 modules out of 12 have the lecturers been able to provide information over and above the module PowerPoints which makes such a difference to how the course is delivered. This has resulted in self-teaching the vast majority of work which regardless of the above I have enjoyed.”</i></p> <p><b>In long term</b><br/>                 Some modules need currency reviewing.<br/>                 Prompt replies to student queries.</p> |
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| <p><b>School of Law and Social Sciences</b></p>   |  |   |
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| <p><b>Course</b></p>                              | <p><b>Positive comments (for marketing)</b></p>  | <p><b>Negative comments (to address)</b></p>  |
| <p>BA (Hons) Education Studies</p>                | <p><i>“With the university's guidance, I have developed into a confident and capable student. The lecturers I had were very helpful and always managed to help me with problems or work I was struggling in.”</i></p> <p><i>“The lecturers are very interactive and provide us with different ways to look and learn about a topic or skill.”</i></p>  | <p><i>“Tutor's often ignored or send you on a goose chase to contact others who also don't get back to you. The student centre really upset me before when enquiring about an issue they all looked at me like I had a second head. Never returned.”</i></p> <p><i>“Some lecturers were awful, and pulled down the overall quality of the course. These lecturers didn't provide feedback forms at the end of their modules, only the competent ones did that.”</i></p>   |
| <p>BA (Hons) Urban and Environmental Planning</p> | <p><i>“The focus on using 'real-world' assessment methods, like report writing and presentations, has been more useful than traditional assessments like essays and exams. Uni provided me with the opportunity to get a diagnosis of learning difficulties and provided some accommodations for these, which wasn't available to me at school.”</i></p> <p><i>“Management team very supportive and always contactable. Email communication is good. Majority of lecturers understanding of personal circumstances and will help to organise workload if necessary.”</i></p> | <p><i>“For part time students, sometimes the timetable does not make best use of time, having to travel 2.5 hours there and 2.5 hours back for a lecture that sometimes only lasts 2 hours, particularly when it just consists of the lecturer reading off a PowerPoint. Lessons like these should be conducted online or pre-recorded with an opportunity for questions after. My class is all part time students who work full time alongside the course, so there would be no reason why online lessons occasionally couldn't be like this. The course does not relate to my day job enough. In a couple units, the information received from lecturers in class and in feedback has been very contradictory.”</i></p> <p><i>“One of the modules that involved a change in lecturer, it was evident that those teaching were not informed of who was teaching and when.”</i></p> |



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|  |   | <i>Having two lecturers turn up for a lecture was embarrassing for them both and didn't reflect well upon the University being organised. A different module involved a temporary lecturer and it was evident that when taking the module that it was the first time that they had seen the slides. These tended to be over 100 slides for a three-hour lecture, reading from the slides and nothing else of value added. Housekeeping, some of the furniture in the lecture rooms could do with replacing. Also, most of the clocks do not work and need batteries."</i>   |
| BSc (Hons) Criminology With Psychology | <p><i>"Lecturers are very supportive when asking for help. Both with courseworks and mental health."</i></p> <p><i>"The lecturers are very supportive, they go extra to have one-to-one with every student that needed support. I don't want to mentioning names, but they are fantastic people. I would like to use this opportunity to thank everyone in WLSS School, God bless you all."</i></p>   | <p><i>"When using external software to complete a coursework, it was very difficult to access even after asking for help."</i></p> <p><i>"Some lecturers need to be communicative with their students so that we can have the adequate support that they need and are looking for. This is particularly important for me in Psychology, as I don't feel like in Year 1&amp;2 I got the help that I needed to complete my assignments, which made it very difficult to obtain that grades I wanted."</i></p>   |
| LLB (Hons) Law                         | <p><i>"Really enjoyed getting the opportunity to gain work experience at the LSBU legal advice clinic. Pre-COVID, in my first year there were also incredible in person events with interesting speakers, and a buffet."</i></p> <p><i>"The mental health support is good and the teaching is also really good. Some of the modules have really good timetables."</i></p> <p><i>2I enjoyed how some of the seminars were organised. I was given the opportunity to work with groups of people I wouldn't necessarily work with on a day-to-day basis, and this experience helped my team-working skills and challenged me."</i></p> | <p><i>"A lack of a sense of community, I feel in no way connected to the university and my course in the way I would have imagined before attending."</i></p> <p><i>"I wish I had more knowledge of the course, or in first year students are given more information about how to choose the optional modules, e.g., explain what's the difference between plain LLB degree and LLB business law degree or criminal law degree, since large amount of the students had no idea and kept changing for thrice or even more times the optional modules! (I wish in future they add some program or inform students how to choose the path) since people like me who come from lower middle class family with no family members with higher education or degree don't know what's the basic difference in solicitor or barrister. I didn't know there were so many sides to LLB and no one explained the difference which also really impacted on my grades. Thanks."</i></p> <p><i>"Unable to make arranges for mature students who needed to work."</i></p> |

| School of Business                     |  |   |
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| Course                                 | Positive comments (for marketing)  | Negative comments (areas to address)  |
| BA (Hons)<br>Accounting and<br>Finance | <p><i>“Teaching was interesting. The lecturers were passionate about what they were teaching, and all the staff have been extremely helpful.”</i></p> <p><i>“Students felt equipped with knowledge that they can use in their everyday life and their future career. They were guided with information to support their career paths, which students felt useful as many are still undecided on their future careers.”</i></p> | <p><i>“Lectures and seminars were not recorded for all modules in semester two. This affected students absent with covid during the semester. In some instances, coursework was due for submission during difficult and uncertain times.”</i></p> <p><i>“Poor accommodation services with requests for a one-off payment and no instalment plans. The rooms were outdated and in poor condition, carpet moulded and smelt horrible. Bathroom was not clean.”</i></p> <p><i>“There is September and January intake every year in the University however, the re-enrolment process for January intakes is not smooth as for September intakes. It is a long way from the waiting list. Some tutors do not mark papers on time for two months and when I emailed, there is no single reply. Which extended the waiting list which resulted in late re-enrolment. I had to deal with Student Finance England. Some students in the halls are racist and talk ill about you and mock you like in high school. Especially when you are new and alone. Also, some staffs are rude and they have their rules. It feels like your life is in their control and no privacy.”</i></p> <p><b>Areas to address</b></p> <p><b>Short Term</b></p> <ul style="list-style-type: none"> <li>• All lectures to be recorded each week and uploaded to moodle.</li> <li>• Module Leaders to ensure 15 working day marking turnaround is adhered to and emails responded to within 2 working days.</li> <li>• Course and Wellbeing team to come up with a plan to ensure students' wellbeing is being fully met. Covid related students' absence records should be shared with the course team so that the course team can effectively provide the most needed support.</li> <li>• Student accommodation experiences - course directors should be in touch with those students on accommodations.</li> </ul> <p><b>Long Term</b></p> <ul style="list-style-type: none"> <li>• IT (Enhanced / improved)</li> </ul> |

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| <p>BA (Hons)<br/>Business<br/>Management</p> | <p><i>"I really enjoyed my studies at LSBU. The amount of effort my course and module leaders put into myself and others to ensure we all achieved our greatest potential were amazing. There is a lot of support for future plans, which I like. The guidance for coursework has always been good, and so have the marking and feedback."</i></p> <p><i>"The positives are that the staff has been extremely supportive of students, all the necessary resources and guidance have always been provided to complete the assignments, and all the lecturers are very professional and do not hesitate to go the extra mile to explain the topics again if required by the students. All in all pretty good experiences I have had so far which reflects in my feedback."</i></p> <p><i>"They have wide range of societies that enhance business skills and networking in the community/the university has very good further study and employment options that help a lot."</i></p> | <p><i>"The feedback and marks appear late. Timetable was late shared to students. The finance is difficult to reach out after not letting you see your grades and asking you to contact them."</i></p> <p><i>"Group assignments needs to be improved in terms of setting tasks and some courses do not highlight some criteria from the beginning of the semester."</i></p> <p><i>"Consistency of expectation across a module's teaching team."</i></p> <p><i>"Difficulty in accessing/response support services."</i></p> <p><b>Areas to address</b></p> <p><b>Short Term</b></p> <ul style="list-style-type: none"> <li>• Module Leaders and Internal Moderators to continue to ensure all coursework briefs clearly identify and meet the Learning Outcomes to be assessed</li> <li>• All coursework feedback sheets to include mark breakdown against assessment criteria. 15 working day turnaround on marking to be tracked and adhered to</li> <li>• Module Team meetings to continue and planned in advance to improve communication and ensure module leaders and seminar tutors convey consistent information and expectations about module and assessment requirements</li> <li>• Academic Tutors, Graduate Coaches and Course Directors to work closely with students to ensure student issues are dealt with in a timely manner</li> </ul> <p><b>Long Term</b></p> <ul style="list-style-type: none"> <li>• Course Teams to continue to work together to ensure coursework feedback is standardised to include: what was done well; areas for improvement; overall summary.</li> <li>• Greater synergy across the various modules on the course. This will be picked up in our ongoing Course Review meetings [first in June, next meeting August].</li> </ul> |
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| <p>BA (Hons)<br/>Business<br/>Management<br/>with Enterprise<br/>and<br/>Entrepreneurship</p> | <p><i>“Everything has been a positive experience in the last 3 years and I will highly recommend the university to outsiders.”</i></p> <p><i>“It’s a very diverse and inclusive university, so feel welcome and included. Course directors are very helpful when there is a problem, they reply quickly.”</i></p> | <p><i>“To have more understanding of people different needs such as their learning style and how tutors and lecturers approach them. The extra five working days for extenuating circumstances is too short for people who have DDS or any other conditions, so it needs to be look at again.”</i></p> <p><i>“Overall management of modules particularly those delivered online in Semester 1. Poor communication in some areas.”</i></p> <p><b>Areas to address</b></p> <p><b>Short Term</b></p> <ul style="list-style-type: none"> <li>• Better communication via moodle, lectures and Professional Learning Committee sessions.</li> <li>• Develop stronger links with the central student enterprise team to help students develop their career paths and businesses.</li> </ul> <p><b>Long Term</b></p> <ul style="list-style-type: none"> <li>• Some students did not engage or indeed attend and subsequently failed to achieve the grades they expected. University therefore needs to develop clear attendance policy to enable Personal Tutors, Graduate Coaches and Course Directors to monitor attendance closely.</li> <li>• Students to work closely with Academic Personal Tutors to ensure issues are addressed earlier in the semester and assignments submitted on time.</li> </ul> |
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| <p>BA (Hons)<br/>Business<br/>Management<br/>with Project<br/>Management</p> | <p><i>“I have received great support from the lecturers when needed and this is absolutely important as this has helped me developed a better understanding of the modules in terms of my courseworks, which then lead to achieving good grades.”</i></p> <p><i>“Overall, the University provide student with the help they need, and the resources, which has made it easier for my studies and most students I know.”</i></p> | <p><i>“Many of the modules are based on case studies, and I have heard many complaints from students about the case studies and if they can be reduced instead of having to look at a case study on a weekly basis. “</i></p> <p><i>“One of the modules we were given three assignments, which I found was a lot and I struggled to have them completed on time and have had to apply for ECS. All the other modules taken were broken down into two assignments and not having to do three. Central Services – price of food, IT support, toilets.”</i></p> <p><b>Areas to address</b></p> <p><b>Short Term</b></p> <ul style="list-style-type: none"> <li>• School is working to address the mix and number of assessments across the curriculum.</li> <li>• Each course will have introduce a live case study or business simulation at each level from September to support employability, the student experience and our Graduate Outcomes.</li> </ul> <p><b>Long Term</b></p> <ul style="list-style-type: none"> <li>• School is currently undergoing a course review process looking at employability, learning outcomes and assessments.</li> </ul> |
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| <p>BA (Hons) Digital Marketing (Apprenticeship) (PT)</p> | <p>Students emphasise they enjoy being well-looked after by both the course team and the teaching team with great flexibility, support, swift responses to question/queries and they also pro-actively reach out. Students further highlight that they enjoy that modules offer insights to both (digital) marketing theory and practise. They especially enjoy the high level of industry guest speakers contributing to module content.</p> | <p>Students mentioned that some lecturers seem to not really care how students are doing/achieving. They mention that e-book online access is sometimes restricted to 140 people which makes it hard to use relevant sources for assignments, especially on modules with large numbers of students.</p> <p>Students further mention that there should be more flexibility in teaching delivery (i.e. hybrid-of-sort) delivery.</p> <p><b>Areas to address</b></p> <p><b>Short Term</b></p> <ul style="list-style-type: none"> <li>• Module Leaders to work closely with Personal Tutors / Course Directors to ensure students' needs are identified and all supported.</li> </ul> <p><b>Long Term</b></p> <ul style="list-style-type: none"> <li>• School is currently undergoing a course review process to look at the modules, course structure and assessments</li> <li>• Library to look at e-book access on large modules. In the Business School this could be over 500 students at Levels 4 and 7.</li> </ul> |
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| School of Allied and Community Health   |   |  |               |            |   |          |   |          |   |               |  |               |  |            |  |           |  |           |  |                  |   |                  |
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| Course  | Positive comments (for marketing)   | Negative comments (areas to address)   |               |            |   |          |   |          |   |               |  |               |  |            |  |           |  |           |  |                  |   |                  |
| BA (Hons)<br>Social Work  | <p><i>“Looking back, I have enjoyed my experience here because of my tutor and all lecturers involved with us; they are all fantastic. They are so supportive especially during the pandemic, they listened to all our complaints and ensures all concerns are addressed accordingly. They also ensure that all lectures are delivered effectively despite the sudden change of going from traditional classroom teaching to online.”</i></p> <p><i>“Reflecting on my course, it has helped immensely to shape how I think and look at life in general. I am not the same man/woman I was before I started my Social Work Degree Course.”</i></p> | <table border="1"> <thead> <tr> <th>Comment</th> <th>Issue type</th> </tr> </thead> <tbody> <tr> <td><i>COVID-19 impacted hugely on the opportunities to complete group work especially during the height of the pandemic.</i></td> <td>COVID-19</td> </tr> <tr> <td><i>I feel I could have got more support especially during the pandemic. 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| <p>BSc (Hons)<br/>Diagnostic<br/>Radiography</p> <p><i>The tutors are mostly well organised and helpful, even though most of our studies are online. They gave constructed feedback on my work on a timely manner. I have a very positive experience and definitely recommend this university and this course to others.</i></p> <p><i>Interprofessional (AHP) modules have been most successful throughout the course in keeping me engaged, interested and keen to learn. These modules have always run smoothly and were well organised. There are a couple of really proactive members of the team that upload resources on time, keep information up-to-date and deliver content well</i></p> <p><i>Staff is not only extremely professional but also friendly and approachable. 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|   | <i>Actions and plans that staff respond to concerns with.</i>   | Communication    |            |  |          |  |          |   |               |  |               |  |               |  |               |   |            |   |                  |   |                  |
|   | <i>Not clear communication regarding any changes, no improvement on students' comments or feedback. No clear locations of classroom, not appropriate classroom. They changed face-to-face teaching in the last year which was a sudden change. No notice to students of planning the teaching or changing any plans.</i>  | Communication    |            |  |          |  |          |   |               |  |               |  |               |  |               |   |            |   |                  |   |                  |
|   | <i>One lecturer when I was asking questions about the assignment I was asked was I even in the lecture and to stop emailing his/her.</i>  | Communication    |            |  |          |  |          |   |               |  |               |  |               |  |               |   |            |   |                  |   |                  |
|   | <i>There was one staff which had multiple jobs inside and outside the uni and I had to wait weeks to heard back from his/her when I email his/her.</i>  | Communication    |            |  |          |  |          |   |               |  |               |  |               |  |               |   |            |   |                  |   |                  |
|   | <i>Organisation of course and close proximity of deadlines with modules, not a clear understanding to apply new knowledge and concepts.</i>   | Assessment       |            |  |          |  |          |   |               |  |               |  |               |  |               |   |            |   |                  |   |                  |
|   | <i>More recorded lectures available and the notes from what they have said as sometimes its key information. With images on the slide, describe what is shown so it is helpful when looking back on it.</i>   | Lecture delivery |            |  |          |  |          |   |               |  |               |  |               |  |               |   |            |   |                  |   |                  |
| <i>The teaching style can be improved. They can put recording of the lectures. When discussing with peers, most agreed that online lectures and face-to-face teaching is the same and due to COVID, most prefer online lectures and exams due to personal issues.</i>   | Lecture delivery  |                  |            |  |          |  |          |   |               |  |               |  |               |  |               |   |            |   |                  |   |                  |



|  |  |                                  |
|--|--|----------------------------------|
| <p>BSc (Hons) Occupational Therapy</p> <p><i>The Occupational Therapy lecturers are passionate and engage the students in the modules. Class discussion when optimised is fun and engaging. Practical sessions are good for students who learn through doing. The course is set up and structured to ensure you learn specific requirements and have the chance to put the learning into practice on placements.</i></p> <p><i>Warm and inclusive university environment. A variety of teaching methodologies and learning opportunities</i></p> | <p><b>Negative comment</b></p>   | <p><b>Issue type</b></p>         |
|  | <p><i>Even though I have highlighted several times about clear masks being provided during lessons and my placements. Very little was done. Or done once but then forgotten.</i></p>   | <p>COVID-19</p>                  |
|  | <p><i>Limited face-to-face interaction with colleagues has removed valuable opportunities.</i></p>   | <p>COVID-19</p>                  |
|  | <p><i>The COVID impact and cyber-attack we have had.</i></p>   | <p>COVID-19</p>                  |
|  | <p><i>There are many. Organisationally, the course has been incredibly poor. Communication has been very poor in terms of changes and other issues, which have not been communicated properly. The hierarchy within the staff structure is chaotic.</i></p>  | <p>Communication</p>             |
|  | <p><i>I feel like the marking at times can be a bit harsh and doesn't always allow students to apply individual learning from placements. A bit of room for creativity might be better. I also feel there needs to be a lot more guidance on notetaking as it is a huge aspect of the career and can land people in trouble if they do incorrectly. I also feel that it would relieve anxiety on placement if notetaking was taught beforehand in-depth and would allow for a breath of learning in practise, rather than time being spent learning notetaking on placement.</i></p> | <p>Assessment</p>                |
|  | <p><i>For the part-time course, the actual placement is not part time.</i></p>   | <p>Placement</p>                 |
|  | <p><i>My first placement was in mental health and I was not prepared for the severity and had not been trained in break out training. The educator was very inexperienced and negative too and was not a good first experience for me.</i></p>   | <p>Placement</p>                 |
|  | <p><i>Placement location and limited placement location within my Borough and South London. Student preferences for placement opportunities have not been met.</i></p>   | <p>Placement</p>                 |
|  | <p><i>The placements were a bit challenging at times, both in terms of travel and learning.</i></p>  | <p>Placement</p>                 |
|  | <p><i>Work placement experience. Work placement too long especially difficult when I work full-time. Adjustments should be made for people working full-time. Moodle is very confusing.</i></p>  | <p>Placement</p>                 |
|  | <p><i>Online learning is not for me.</i></p>   | <p>Lecture delivery</p>          |
|  | <p><i>Lack of support with difficult practice educators.</i></p>   | <p>Tutor Support, Placements</p> |
| <p><i>Placement location destinations. Filling out forms with details but not adhering to the forms when being placed for placement. Asking questions during lectures and receiving 'I don't know that's for you to investigate and find out'. Marking assignment unfairly. Some markers are more lenient compared to others.</i></p>  | <p>Placement, Marking</p>  |                                  |

|   |   |  |                   |
|---|---|--|-------------------|
| BSc (Hons)<br>Physiotherapy   | <p><i>I am very happy with the support network in place for student with mental health issues and other learning difficulties, the facilities and equipment are well utilised and tutors are incredibly knowledgeable and approachable.</i></p> <p><i>Lecturers make me feel comfortable to be able to talk to them about any issues I have one-on-one. The last two weeks we have had a clear timetable. Placements given have been helpful.</i></p> | <b>Negative comment</b>  | <b>Issue type</b> |
|   |   | <i>Can be disorganised, lack of communication, and amount staff and student.</i>   | Communication     |
|   |   | <i>Communication is bad and is the main thing to fix. Marking can sometimes be unfair.</i>   | Communication     |
|   |   | <i>Communication. Lack of support from student. Timetable is terrible.</i>   | Communication     |
|   |   | <i>High turnover of staff - ??? changed 3/4 times - difficult to get responses to emails.</i>  | Communication     |
|   |   | <i>Not enough communication with changes made to the courses due to COVID changes.</i>   | Communication     |
|   |   | <i>Staff are bullies.</i>  | Communication     |
|   |   | <i>Staff communication to students, needs to improve.</i>  | Communication     |
|   |   | <i>The course wasn't really organised. The structure and content of the course modules could have been better. There wasn't a proper timetable until the second semester of my final year.</i>   | Communication     |
|   |   | <i>There has been a lot of inconsistency with timetabling and overall organisation of the course. I appreciate the pandemic playing a role in this but I feel like there could have been a lot more done in order to make the students feel more supported and motivated to want to learn.</i>   | Communication     |
|   |   | <i>Timetable was disorganised. Placement was sent out later than wanted.</i>   | Communication     |
|   |   | <i>Some basic physiotherapy knowledge was not delivered appropriately.</i>   | Lecture delivery  |
|   |   | <i>To PowerPoint heavy, why couldn't we have read a relevant paper then discussed it, needs more variety. No consistency in timetable, classes often cancelled by sickness. Does not go into enough depth in pathology and clinical reasoning integrated clinical module does not work because of lack of structure, needs a separate MSK module at the very least! Too heavy on NHS policy and procedures felt like I was doing a healthcare management course rather than Physiotherapy at times! Too much staff turnover! Not enough practical special tests for MSK, should not all be crammed in to 2 lessons in 2nd year, need more palpation to help us understand anatomy better! There was one session! Need more lessons on back conditions! I didn't know what a stenosis or radiculopathy was until my MSK placement, I was very underprepared due to lack of learning for my MSK placement.</i> | Lecture delivery  |
|   |   | <i>Too many group projects focused on peer learning and not enough teaching from the academic staff.</i>   | Lecture delivery  |
| <i>Not enough physio specific teaching - MSK has been neglected. Not enough regular testing - especially with anatomy. Communication with staff is difficult at times. Staff are continuously leaving and joining which disrupts teaching. Timetable is completely useless - not updated and does not provide accurate start times.</i> | Communication   |  |                   |

| Integrated<br>Masters in<br>Chiropractic   | <p><i>The support given by tutors is unmatched, no matter how busy they are, they will always find time to help you, and try their best to resolve your issues.</i></p> <p><i>The staff have been great and helpful and passionate about teaching us.</i></p> | <table border="1"> <thead> <tr> <th>Negative comment</th> <th>Issue type</th> </tr> </thead> <tbody> <tr> <td><i>Having our final year moved from Croydon last minute and having previously promised things not given to us for the clinic. But this is the fault of the University, not the course.</i></td> <td>Communication</td> </tr> <tr> <td><i>The uni administration does not help. There is never someone to speak to over the phone. Issues aren't dealt with effectively and communication definitely lacks.</i></td> <td>Communication</td> </tr> </tbody> </table> |               | Negative comment | Issue type | <i>Having our final year moved from Croydon last minute and having previously promised things not given to us for the clinic. But this is the fault of the University, not the course.</i> | Communication | <i>The uni administration does not help. There is never someone to speak to over the phone. Issues aren't dealt with effectively and communication definitely lacks.</i> | Communication |
|--|---|--|---------------|------------------|------------|--|---------------|--|---------------|
|  |   | Negative comment   | Issue type    |                  |            |  |               |  |               |
|  |   | <i>Having our final year moved from Croydon last minute and having previously promised things not given to us for the clinic. But this is the fault of the University, not the course.</i>   | Communication |                  |            |  |               |  |               |
| <i>The uni administration does not help. There is never someone to speak to over the phone. Issues aren't dealt with effectively and communication definitely lacks.</i> | Communication   |  |               |                  |            |  |               |  |               |

| School of Nursing and Midwifery    |   |  |
|------------------------------------|---|--|
| Course                             | Positive comments (for marketing)   | Negative comments (areas to address)                               |
| BSc (Hons) Adult Nursing (FT)      | <p><i>"Lecturers are always willing to help with any problems you may have with your Moodle. They take extra time to answer any questions we may have. I am always the envy of all my friends in other universities when I tell them how we are being taught in school."</i></p> <p><i>"Learned so much during my time as a student nurse. The teaching sessions provide good information on the subjects and lecturers always take time to answer any questions and put our mind at ease. The information and advice provided by lecturers can be really helpful and useful, and some lecturers always go above and beyond in giving information in such an easy form for people to remember. For me personally, my course director has been absolutely fantastic in listening to me and taking the time to help me with my mental health. The university in general have been so good with helping me identify my issues and signposting and providing me information on this condition. I also really enjoy having online MST lessons mostly with the occasional face-to-face lessons with essential lessons."</i></p> <p><i>"Honestly, my experience and expectations in LSBU has been my solid foundation. The positive vibes I got from the lecturers as a whole is nothing but a wow factor for me. Adult nursing could be quite challenging but my lecturers made it a tranquil experience. I am honestly giving LSBU (Hundred points) in all ramifications. They are building not just good students but definitely leaders of tomorrow. I am a happy student so far London South Bank is involved."</i></p> | <i>N.B. Overall assessment at School-level included at the end</i> |
| BSc (Hons) Children's Nursing (FT) | <p><i>"It's a lot of stuff packed it but it will help you be a better practitioner as you go along. It's really good that we get the practical side of it in terms of the OSCEs are very good. They equip me to be a more advanced student when I go on the ward. The timings are good. It's not too much in terms of the days that you do. You do three days and it's all fit in in those three days. Its seemed very organized which is good as you can have other jobs if you need to work. My hospital offers flexible working when on placement which is really good at my trust."</i></p> <p><i>"The course has been challenging, but has been so rewarding and has made me confident in everything I do. The student reps were amazing at informing the university the problems us students were going through. The lecturers made the course fun and interactive. The half on teams and half in university was a good contrast in learning."</i></p>  | <i>N.B. Overall assessment at School-level included at the end</i> |

|   |  |  |
|---|--|--|
| BSc (Hons)<br>Mental Health<br>Nursing (FT)   | <p><i>"The course was organised well and communicated well from my perspective. There are lovely staff members. Good resources and good access."</i></p> <p><i>"In September 2019, I started Mental Health Nursing as an undergraduate with minimal experience. From the onset, LSBU supported me in my areas of needs. Currently in my Year 3, I'm confident and has gained knowledge and skills that would be useful for me as a future leader. Thanks to my University LSBU, staff, and lecturers that make changes in my life possible."</i></p> <p><i>"There is a lot of support, most of our lecturers doing lectures online, they try actually to accommodate to us. And they are good at explaining things to us. They care about your health and wellbeing also. I really have a lot of support from the university."</i></p> | <i>N.B. Overall assessment at School-level included at the end</i> |
| BSc (Hons)<br>Midwifery                       | <p><i>"The course has provided a wide variety of learning opportunities and overall been well structured. Placement opportunities have been very helpful in our learning."</i></p> <p><i>"Kind lecturers who mostly care about us and our growth. Support after traumatic experiences on placement from lecturers. Library services especially emailing with referencing questions. Summative essay tutorials were in-depth and allowed me to feel supported. I believe the lecturers done the best they can with COVID restrictions. Overall, a great uni and campus."</i></p>  | <i>N.B. Overall assessment at School-level included at the end</i> |
| FdSc Nursing<br>Associate<br>(Apprenticeship) | <p><i>"Staff very helpful and understanding. Provide students with all the materials needed. Very patient. Provide safe environment to students. Gives every individual time to ask questions. Have time for everyone. Give information needed on time."</i></p> <p><i>"LSBU is one of the best universities in United Kingdom. I will recommend it to my colleagues, families, and friends. I will always recommend LSBU for career development. I hope to be back to further my career soon."</i></p>  | <i>N.B. Overall assessment at School-level included at the end</i> |

**Summary of negative comments for the School of Nursing and Midwifery**

| Qualitative NSS Negative Responses   | Common Phrases /Global Themes                                       | Codes/Coding frames |
|--|---|---------------------|
| No.  |   |                     |
| None.  |   |                     |
| The negative feedback as greatly impacts on me, which is the COVID. This has affected our ability of learning. We are going through a lot.   | C19 – Hinderance to learning  | 1                   |
| Lack from communication form the school authorities.   | Communication - University  | 2                   |
| Lecturer is not willing to hear student concerns, one way or no way.   | Communication - Listening to student concerns                       | 2                   |
| The assessment and exams <u>is</u> too much and is affect the quality of the studies of the student.   | Marking criteria/Assessment/Feedback – Too many assessments         | 3                   |
| Sometimes, communication is poor when you really need them.  | Communication - Poor  | 2                   |
| I missed one placement; I was not told the exact reason.   | Communication - None  | 2                   |
| During COVID, some students were not sent out to placement. The University said they would do something to help but they didn't. Some students will not be able to graduate due to a lack of placement experience. | Placement – Inadequate  | 4                   |
| Yes, I always <u>have to</u> do my exams during my placement which is very stressful.  | Writing exams while attending placements                            | 5                   |
| Things we are being thought now, it would have been great if they were introduced in first year. So, by the time you get to Year 3, it is part of you. We are so restricted in what you can do on placement.       | Delivery of lectures – Teach core modules from 1 <sup>st</sup> year | 6                   |

|  |   |
|--|---|
|  | INTERNAL  |
| Paper title:                           | Assessment of LSBU's performance in the NSS 2022  |
| Board/Committee:                       | Academic Board  |
| Date of meeting:                       | 19 October 2022   |
| Author(s):                             | Tara Dean, Provost  |
| Sponsor(s):                            | Tara Dean, Provost  |
| Purpose:<br>(Please tick one box only) | <input type="checkbox"/> For approval <input type="checkbox"/> For discussion <input checked="" type="checkbox"/> For information <input type="checkbox"/> For review |
| Recommendation:                        | The Board is requested to note the information in this paper.   |



Items for noting





## 20. PGR provision review progress update (Verbal report)

For Information

Presented by Patrick Callaghan



# 21. Decolonising the Curriculum and Racial Awarding Gap progress update

For Information

Presented by Tony Moss

|  |   |
|--|---|
|  | INTERNAL  |
| Paper title:                           | Decolonising and Racial Awarding Gap Update   |
| Board/Committee:                       | Academic Board  |
| Date of meeting:                       | 19 October 2022   |
| Author(s):                             | Professor Tony Moss, Associate PVC Education and Student Experience<br>Megha Kashyap, Decolonising Research Fellow  |
| Sponsor(s):                            | Professor Deborah Johnston, DVC Academic Framework  |
| Purpose:<br>(Please tick one box only) | <input type="checkbox"/> For approval <input type="checkbox"/> For discussion <input checked="" type="checkbox"/> For information <input type="checkbox"/> For review |
| Recommendation:                        | The Board is asked to note the update on our activities to take forward our Decolonising and Racial Award Gap vision and action plan over the next 12 months.         |

### Executive summary

Following approval of our Decolonising and Racial Awarding Gap Vision and Action plan by Academic Board, this update illustrates the work being done to implement the agreed actions.

In addition to the work highlighted in this paper, Course Development Plans (CDPs) continue to be developed to ensure we have local, course-level action plans which will address specific issues around awarding gaps and decolonisation. Academic Delivery group continue to review our approach to CDPs, in partnership with the TQE team, to ensure that we have oversight of the work being undertaken, and that we are effectively evaluating our activity.

Updates will be brought to every meeting (a standing agenda item) of the Quality and Standards Committee, alongside annual updates to the Academic Board. The next update to the QSC will be more detailed, as several workshops will have been held with staff across different schools by that time. It is anticipated that this will provide insights into barriers and facilitators towards implementing each area of our action plan.

# DECOLONIZING LSBU (YEAR 1)

## LSBU'S COLONIAL HISTORY

- Annotated Bibliography
- Insight study on LSBU's colonial history/Commission Research piece??

## CRITICAL PEDAGOGY WORKSHOPS

Tailor made critical pedagogy workshops for courses at LSBU

## REFLEXIVE WORKSHOPS ON RACISM AND DECOLONISATION

Series of participatory workshop reflecting on anti racism, decolonisation and similar themes

## INTRODUCTION TO DECOLONISATION

Series of workshops, events and discussions with students, teachers and groups across LSBU on what decolonisation is, embedding LSBU's vision and mission would look like etc.

## DOCUMENT EXISTING AND ONGOING WORK

- Documenting ongoing work on decolonisation across LSBU
- Updating Decolonisation website

## SUPPORT TO COURSES IN DESIGNING DECOLONIAL CURRICULUM

Help colleagues develop decolonial curriculum, research etc. Not engage fully but offer one off support as and when needed

## SETTING UP SUPPORT STRUCTURE/PROCESSES

- 1.Support to SU in setting up safe support groups of BIPOC/BAME counsellors
- 2.Networking and inviting BAME/BIPOC activists, scholars and influencers to engage with students

## CROSS INSTITUTIONAL COLLABORATIONS

Cross institutional collaborations with other universities, organisations to build life skills of students to challenge racism outside the academy



Supplementary items - for information



## 22. Annual Research Ethics report

For Information

Presented by Patrick Callaghan

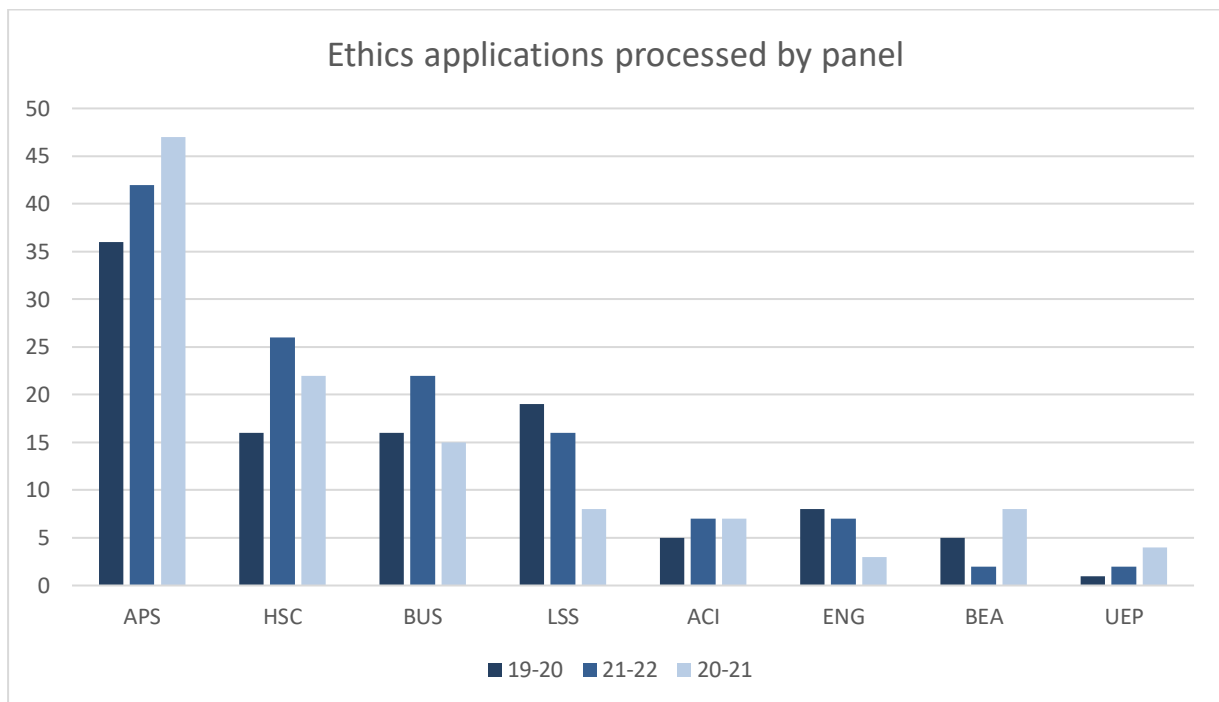
|  |   |
|--|---|
|  | <b>INTERNAL</b>   |
| Paper title:                           | University Ethics Panel overview of ethics application activity over the three academic sessions 2019-20, 2020-21, 2021-22  |
| Board/Committee:                       | Academic Board  |
| Date of meeting:                       | 19 October 2022   |
| Author(s):                             | Rita de Oliveira, Chair of the University Ethics Panel  |
| Sponsor(s):                            | Patrick Callaghan, Associate PVC (Research) and Chair of the URC  |
| Purpose:<br>(Please tick one box only) | <input type="checkbox"/> For approval <input type="checkbox"/> For discussion <input checked="" type="checkbox"/> For information <input type="checkbox"/> For review |
| Recommendation:                        | The Board is requested to note the report.  |

**Executive summary**

This report provides an overview of the operations of UEP in the past three academic years from 2019-2020 to 2021-22.

## Overview of application activity

In 2021-22, the Schools and University Ethics Panels processed and approved 124 ethics applications (in 2020-21 and 2019-20 was 114 and 106 respectively). The yearly increase in the number of ethics applications per school may indicate increased levels of research activity or increasing levels of engagement with ethics. Large difference between ethics applications processed by School ethics panel may also be caused by different levels of research activity or different levels of engagement with ethics.



Application processing across the three past academic years, takes a median time of 33 days (M=50, SD=69, max=514, min=0). Upon closer look about 70% were delayed by the applicant's time taken to resubmit revisions but there are a number of applications delayed by school and panel processes. Going forward UEP will work to mitigate against these undesirable delays as they may preclude engagement with the ethics revision process.

## Ethics engagement

In consultation with colleagues, the previous UEP Chair Dan Frings *proposed a system where research outputs which are uploaded into the LSBU are linked to the respective ethics applications on Haplo. Where such ethics applications do not exist, colleagues can indicate why. This will (i) ensure we can be more confident in our ethical oversight and accountability and (ii) raise awareness of need for ethics where needed.* This proposal will be further developed in 2022-23.



## **Current Chairs of Schools' Ethics Panels**

LSBU Business School: Nguyen, Hien [nguyeh14@lsbu.ac.uk](mailto:nguyeh14@lsbu.ac.uk)

Schools Allied Comm Health | Nursing Midw: Stewart-Lord, Adele 2 [adele.stewart-lord@lsbu.ac.uk](mailto:adele.stewart-lord@lsbu.ac.uk)

School of Applied Sciences: Rycroft, Nicky [rycroftn@lsbu.ac.uk](mailto:rycroftn@lsbu.ac.uk)

School of Arts and Creative Industries: Rietveld, Hillegonda [h.rietveld@lsbu.ac.uk](mailto:h.rietveld@lsbu.ac.uk)

School of Built Envir and Arch: Ige, Olubisi 4 [igeo4@lsbu.ac.uk](mailto:igeo4@lsbu.ac.uk)

School of Engineering: Grisan, Enrico [enrico.grisan@lsbu.ac.uk](mailto:enrico.grisan@lsbu.ac.uk)

School of Law and Social Sciences: Takhar, Shaminder [takhars@lsbu.ac.uk](mailto:takhars@lsbu.ac.uk)



## 23. 12-month review of Lecture Capture policy

For Information

Presented by Deborah Johnston, Tony Moss and John Cole

|                  |   |
|------------------|---|
|                  | INTERNAL  |
| Paper title:     | High level evaluation of Lecture Capture use  |
| Board/Committee: | Academic Board  |
| Date of meeting: | 19 October 2022   |
| Author(s):       | Marc Griffith   |
| Sponsor(s):      | Deborah Johnston  |
| Purpose:         | For Information   |
| Recommendation:  | The Board should note the changing use pattern in lecture capture over the past 4 academic years. |

### Executive Summary

This paper provides a high level evaluation of the uptake of lecture capture by users. It utilises the Panopto analytics to show how its use has changed over the past four years utilising two key measures sessions created and session usage.

## The Take of Lecture Capture at LSBU

Lecture capture, the practice of recording all or part of learning activities for later review can be used to support a broad range of pedagogies. During lockdown Panopto, London South Bank University's (LSBU) Lecture Capture facility, was rolled out widely to support the delivery and access to teaching materials for all students. To support the use of the lecture capture technology we concurrently developed a lecture capture policy to provide guidance for users on the uses, rights and responsibilities of the University, staff, students and external speakers in recorded content.

In this paper we provide a high level evaluation of the uptake of lecture capture by users. It utilises the Panopto analytics to show how its use has changed over the past four years utilising two key measures sessions created and session usage. Lecture capture use in this context relates primarily to the audio and video recording of all or part of a learning activity capturing both staff presentation, and incorporating staff / student interaction regardless of the mode of creation. For example, in the evaluation no distinction is made between content recorded directly in Microsoft Teams and uploaded to Panopto or created and served directly from Panopto. These two scenarios represented the majority of use cases in the last two academic years.

### Findings

What the analytics data shows us is the increased importance of lecture capture during the lock down with both sessions created and session usage growing significantly in that period. The analytics data is presented in Table 1: Sessions Created and Table 2: Session Usage at the end of the paper.

As shown in Table 1, sessions created more than doubled between the 2019/20 and 2020/21 academic years and total recorded minutes increased by more than threefold. Similarly, the number of unique users grew in this period from 68 pilot users in 2018/19 to 1,361 users in 2020/21. The growth in sessions created appears to be in terms of the recording of live sessions, usually on Teams, and also providing access to content post live sessions.

During the lock down period the session usage has also expanded (Table 2) with active sessions growing fivefold in the period and session views increasing by a factor of fifteen (15). Similarly, the number of unique users grew in this period from 892 pilot users in 2018/19 to 16,197 users in 2020/21. While sessions created provide an indication that shows how academic staff are using lecture capture (producing content), session usage reflects mostly the extent to which students use the content provided. The expansion of use during the period of the lockdown was not unexpected.

However, in the previous academic year (2021/22) with the return to on campus teaching this use of lecture capture has declined across both sessions created and session usage. With a significant decline in unique users creating sessions, falling from 1,361 to 897 between 2020/21 and 2021/22. This is likely an indication that fewer academic staff are producing and providing video content via Panopto. We believe that this reflects the general difference in convenience, difficulty, awareness and availability relating to the recording of live sessions at a distance versus in a classroom. However, there is a much smaller decline in unique user viewing sessions, with viewers falling from 16,197 to 15,020 between 2020/21 and 2021/22. This shows that the content provided is being actively used by students, although the session views have almost halved during last academic year (2021/22). This change from online /

hybrid delivery back to primarily on campus has clearly impacted on how lecture capture is used. This change needs to be investigated more fully to understand role of lecture capture in the pedagogic context of London South Bank University (LSBU).

### Further work

With the return to on campus teaching and given the significant decline in the use of lecture capture we should carry out a more detailed evaluation to gather staff and student views on the perceptions of the value of lecture capture and the impact of its use on learning and teaching. It would be useful to understand in particular how and why students access and consume lecture captured content at LSBU as the data show that on average they view only a third of each video. This number (mean view percentage) has remained fairly stable across the four years for which we have data.

Further evaluation would give a better view of the use cases for lecture capture, users perceptions of the value of lecture capture and its impact on learning and outcomes.

Table 1: Sessions Created

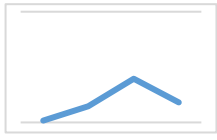
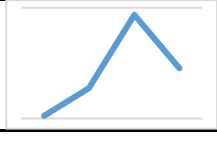







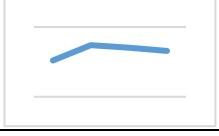

| Session Creation               | 2018/19 | 2019/20  | 2020/21  | 2021/22  | Trend Line   |
|--------------------------------|---------|----------|----------|----------|--|
| Sessions Created               | 832     | 7,391    | 19,733   | 9,129    |   |
| Total Length (minutes)         | 22,754  | 273,530  | 935,758  | 452,897  |   |
| Mean Length (minutes)          | 27      | 37       | 47       | 50       |   |
| Median Length (minutes)        | 12.3822 | 20.68067 | 34.85337 | 38.51492 |   |
| Unique Users Creating Sessions | 68      | 1,260    | 1,361    | 897      |  |

Table 2: Session Usage

| Session Usage          | 2018/19 | 2019/20 | 2020/21 | 2021/22 | Trend Line  |
|------------------------|---------|---------|---------|---------|---|
| Active Sessions        | 502     | 3,814   | 20,561  | 17,610  |  |
| Session Views          | 6,366   | 95,929  | 638,190 | 362,380 |  |
| Mean Views Per Session | 13      | 25      | 31      | 21      |  |

|                                     |        |           |           |           |   |
|-------------------------------------|--------|-----------|-----------|-----------|---|
| <b>Total Viewing Time (minutes)</b> | 57,195 | 1,123,011 | 9,121,508 | 4,275,555 |  |
| <b>Mean View Percentage</b>         | 26%    | 37%       | 35%       | 33%       |  |
| <b>Unique Viewers</b>               | 892    | 7,904     | 16,197    | 15,020    |  |





## 24. Annual Emeritus Professor update

For Information

Presented by Tara Dean



|                  |  |
|------------------|--|
|                  | INTERNAL   |
| Paper title:     | Emeritus professor appointments  |
| Board/Committee: | Academic Board   |
| Date of meeting: | 19 October 2022  |
| Author:          | Thomas Allen, EA to the Provost<br>Schools' Directors of Operations    |
| Sponsor:         | Tara Dean, Provost   |
| Purpose:         | For information  |
| Recommendation:  | The Board is requested to note the list of current emeritus professors |

**Executive Summary**

**What is an Emeritus Professor?**

The title is granted to distinguished staff on retirement, and nominees should have a sustained record of performance at senior Professor level (meeting the criteria for Level B or C Professor under the Academic Framework) and would usually have been employed by LSBU at that level for a minimum of 5 years. Nominations for Emeritus Professors come from the Schools and are approved by the Deputy Vice Chancellor.

The title of Emeritus Professor does not include any rights or access to LSBU facilities. It is awarded in perpetuity, but Emeritus Professors who need access to University facilities would also need to register under Visiting status. Emeritus academics are not employees of the University.

The Academic Board notes the list of Emeritus Professors annually each autumn. The information presented was provided by the Directors of Operations from each School.

| <b>First name</b> | <b>Last name</b> | <b>School</b> | <b>Start</b>                 |
|-------------------|------------------|---------------|------------------------------|
| Mike              | Gunn             | BEA           | 2/6/2014                     |
| Bridget           | Shield           | BEA           | 7/24/2017                    |
| Kenneth           | D'Silva          | Business      | 1/1/2022                     |
| Grazia            | Ietto-Gillies    | Business      | 8/1/2019                     |
| Karl              | Koch             | Business      | 1/1/2022                     |
| Vic               | Lane             | Business      | 4/1/2022                     |
| Bruce             | Lloyd            | Business      | 1/1/2022                     |
| Mike              | Molan            | Business      | 9/1/2021                     |
| Alex              | Murdock          | Business      | 1/1/2022                     |
| Jon               | Warwick          | Business      | 8/1/2021                     |
| Tariq             | Sattar           | Engineering   | 3/1/2019                     |
| Ebad              | Banissi          | Engineering   | 10/4/2018                    |
| Hari              | Reehal           | Engineering   | 11/5/2018                    |
| Laurine           | Dunne            | Engineering   | 9/29/2018                    |
| David             | Gawne            | Engineering   | 2/26/2018                    |
| Yuquing           | Bao              | Engineering   | 2/26/2018                    |
| Rao               | Bhamidimarri     | Engineering   | 10/1/2018                    |
| Steve             | Lerman           | LSS           | 11/1/2013                    |
| Ros               | Wade             | LSS           | 10/16/2020                   |
| Martin            | Chaplin          | APS           | Estimated to be 2006 or 2007 |
| Joan              | Curzio           | iHSC          | 1/10/2016                    |
| Tony              | Leiba            | iHSC          | 15/10/2009                   |
| Wendy             | Couchman         | iHSC          | 1/10/2016                    |
| Phil              | Hammond          | ACI           | tbc                          |



## 25. Update on online enrollment processes

For Information

Presented by Tara Dean

## On-line Enrolment

The updated on-line enrolment database was implemented for semester one enrolment for academic year 22/23.

In previous years of online enrolment, staff members have used PDF enrolment forms to record and track essential enrolment processing decisions, such as recording Right to Study checks, Status Assessments and Fee calculations for those applicants that enrolled online.

The Registry team worked with the Fees & Bursaries Team to develop the on-line Enrolment Processing database. The on-line enrolment database was piloted and tested with a small group of enrollers during 21/22 during semester II enrolment.

The initial pilot was successful, and the project was further developed to increase multi-user capabilities (development of Oracle log table and associated QL user group with IT, record locking and time-out), multiple record handling, widen scope of courses included with different fee categories and calculations, increase loading speed, incorporate live qualification data, and develop lists of key applicant categories and then rolled out completely.

The system is built on MS Access and is a database, with two main components - a front-end form that enrolment staff enter information to, and a log table that saves the input - combined with other data sources from QL, Online Enrolment, Fees and Admissions.

In general, an applicant's record is added to the log table once they have completed the Online Enrolment Self-Service process. Each record in the log table has an overall "Processing Status", and a series of sub-statuses for the following attributes of the applicant, that the user checks and confirms:

- Criminal Convictions checks are complete.
- Qualifications checks are complete.
- QL course records are correct.
- ID documents have been submitted and are satisfactory.
- Name and Date of Birth on QL matches ID documents.
- Right to Study check cleared & Reason/Evidence.
- Student Status Assessment decision & Reason/Evidence.
- Payment Method confirmation.
- Fee policy has been met (e.g., Loan confirmed, minimum 50% paid etc.).

This provides a mechanism to easily track and categorise applicants going through enrolment. Additionally, combining data from various sources and incorporating dropdowns and automated fee calculations has reduced some of the manual labour of the process as well as increasing the consistency and accuracy of data collection.

During the deployment of the system for the September 2023 enrolment cycle, there has been continuous development of the database to respond to minor changes in process, bug fixes, and increased user input validation. Most recently, the database has been further expanded to add functionality for the data entry team, who will use data from the system to populate and verify data in QL for operational and statutory purposes.

Online enrolment went live on the 11<sup>th</sup> August 2022 and the first applicants were processed with the database on the 12<sup>th</sup> August, which is the earliest the University has ever had fully enrolled students for the academic year.

Going forward the University should consider purchasing an enrolment system that is fully on-line.

Hayriye Mehmet

Director of Student Operations

4<sup>th</sup> October 2022



## 26. Board effectiveness self-survey

For Information

Presented by Dominique Phipp

|  |   |
|--|---|
|  | <b>INTERNAL</b>   |
| Paper title:                           | Academic Board effectiveness review   |
| Board/Committee:                       | Academic Board  |
| Date of meeting:                       | 19 October 2022   |
| Author(s):                             | Dominique Phipp, Governance Assistant and Board Secretary   |
| Sponsor(s):                            | Tara Dean, Provost and Chair of the Board   |
| Purpose:<br>(Please tick one box only) | <input type="checkbox"/> For approval <input type="checkbox"/> For discussion <input checked="" type="checkbox"/> For information <input type="checkbox"/> For review |
| Recommendation:                        | The Academic Board is asked to note that an online effectiveness survey will be shared with them for completion in between February and June 2023.                    |

### Executive summary

To monitor and continuously improve the Academic Board and Sub-committees' performance and effectiveness, members will be asked to complete an online survey every two years. The survey will include questions about the efficiency of meetings, the quality of board papers, the performance of the Chair, and the governance of the Board/committee. The survey responses will be anonymous, and responses will be shared with the members only. The findings will be collated by the Secretary and discussed at the following meeting along. Any learnings and recommendations will be extrapolated and used to improve the governance of the Board and its Sub-committees'.

This biennial cycle for surveys began in 2021/22 with the University Research Committee successfully piloting a self-assessment survey in February 2022 and discussing the results in May 2022. The Academic Board, the Quality and Standards Committee, and the Student Experience Committee will complete their own self-assessment surveys in 2023. The format and questions of surveys will be very similar to one another and to future surveys for ease of comparison.

The surveys will also be used to assure the Board of Governors that the Academic Board and Sub-committees are operating effectively. Governors will not receive the survey responses or analysis of findings but will be told, as part of regular reporting by the Secretary, that the survey has been carried out and (hopefully) no significant concerns have been identified by the members.

For the Academic Board's first self-assessment, an online MS Forms survey will be shared with the members between the February and June 2023 meetings. This should allow all new joiners to the Board in October 2022 to attend at least two meetings



before the survey is run. The findings of this self-assessment will be shared and learnings discussed at the June meeting.



## 27. Reports from sub-committees

For Information

Presented by Dominique Phipp

|                  |   |
|------------------|---|
|                  | INTERNAL  |
| Paper title:     | Sub-committee reports   |
| Board/Committee: | Academic Board  |
| Date of meeting: | 19 October 2022   |
| Author(s):       | Dominique Phipp, Secretary to the Academic Board and Sub-Committees |
| Sponsor(s):      | Tara Dean, Provost  |
| Purpose:         | For Information   |
| Recommendation:  | The Academic Board is requested to note the reports.                |

Please find summaries of sub-committee meetings held since the last Academic Board meeting.

Please note that meeting papers and minutes are accessible to Academic Board members through Convene. Full minutes are also available on request by any internal colleagues.

### **Student Experience Committee, 5 October 2022**

The Committee discussed:

- The process of engagement and support available to students that have failed a module or a course, following an incident in the School of N&M in which a high proportion of students have failed a core module after resit attempts. It noted that students who fail a module could be excluded from the career they hope to pursue.
- Raising awareness of the student support available for students with disabilities or mental health or access issues. The Committee noted the importance of colleagues across the whole institution being alert to and channelling concerns about students to the Student Services team.
- The SBSU's Student Voice Report, which highlighted issues experienced by new students on the first day of student enrolment.
- The SBSU's student engagement plans for 2022/23.
- Proposed interventions to support students to combat the cost-of-living crisis, including expanding hardship support, improving catering options, and additional support from the SBSU. Proposals would be prepared for approval by the Group Executive if sufficient budget is available.

- In year withdrawals and interruptions. It asked that a 'deep dive' into students' reasons for withdrawing and interrupting is undertaken, including into students who enrol and then never engage with the University.

The Committee noted:

- An update from the Chair on staff strikes, which it noted do not present a material concern at present regarding student experience.
- Progress against targets in the Access & Participation Plan.
- A proposed approach to engagement and support for international students.
- An update on student IT infrastructure improvements.
- That a Campus Accessibility Audit is planned to take place, as part of the space utilisation work stream.
- A verbal update on progress of the NSS action plan. It noted that an 80% target rate for NSS completion has been set for 2022/23.
- The PGT Curriculum Framework.
- An update on trends in student utilisation of campus LLR resources.
- Student services and operations update.
- A report on the process to assess and implement fee waivers for self-funded students impacted by conflict or natural disaster.
- Update to the process of investigation into student harassment and sexual misconduct, following publication of new sector guidance by UUK.

### **Quality and Standards Committee, 29 September 2022**

The Committee approved:

- Minor changes to its terms of reference, including to the Committee membership and job titles.
- The PGT Curriculum Framework, which sets out expectations for the design, delivery, and structure of postgraduate taught courses.
- A revised course approval process requiring all new and revalidated courses to be reviewed one year after the proposed date for initial delivery.
- A revised approach to external examining.

The Committee discussed:

- Quality and standards issues that had arisen since the last meeting, which focused on an incident in the School of N&M in which a substantial proportion of students have failed a core module. The incident highlights that students have been allowed to progress during the covid pandemic despite a lack of understanding of the fundamental material of their course. For students at the Institute of Health, this could endanger patients attended to by students now on clinical placements.
- Options for implementation of the new degree algorithm for undergraduate qualifications. It supported a phased approach, which is being tested by the Degree Algorithm group.

- An analysis of progress against school-level KPI targets, which were agreed upon by Schools and reported to the Finance, Planning and Resource Committee in July 2022. It noted that the targets were set before publication of the OfS's B3 metrics, which could cause confusion and additional burden on internal teams collating performance data against both the internal KPIs and OfS metrics.

The Committee noted:

- An update from the Chair on emerging external and institutional issues and upcoming work, which focused on turnaround times for feedback on assessments and if English Language Proficiency should be part of LSBU's assessment approach.
- An update on development of LSBU's TEF narrative, including timeline for completion and submission.
- An update on activities and action plans to progress the Decolonising and Racial Award Gap vision.
- A verbal update on the Law Division blended learning pilot, which highlighted that a one-size-fits-all approach to hybrid delivery should not be applied across all Schools.
- A review of the Lecture Capture policy and update of recordings 12 months after its implementation. It noted that about 30% of students currently use recordings and spikes in usage occur around exam times.

Supplementary items included for information, but not discussed:

- An annual report on validation and revalidation activity in 2021/22.
- The annual external examiner report for 2021/22, which provides an overview of feedback and comments in external examiners' report forms.
- An annual report on audits, accreditations, and engagement with PSRBs in 2022/23.
- An update on progress of the Apprenticeship Quality Improvement Plan.
- An update on Transnational Education activities.
- The Committee's annual work plan.
- SASC meeting minute summaries

### **University Research Committee, 21 September 2022**

The Committee approved:

- Changes to its terms of reference.
- Guidelines for research involving animals (which includes insects), subject to some agreed changes, and dead animal tissue.

The Committee discussed:

- PGR students' concerns raised by the PGR student representatives.

- Next steps for the Research Assessment Group. It agreed that the work of the RAG would be paused and could be re-activated when the formal process for REF 2026/7 begins.
- Changes to the Open Access policy to incorporate a Rights Retention strategy. The Committee was supportive of the proposed changes.
- Proposed allocation of QR funding. It noted the application process for funds, which would be led by an application panel and would be as competitive as possible.

The Committee noted:

- An update from the Chair on progress of the PGR review, the recommendations of the Carter review of LSBU's research and enterprise structure, the allocation of an additional £1 mil QR income to LSBU, and recent sector news.
- An update on the research funding landscape.
- An update on research grants and awards, which focused on research grant income data, submitted funding applications, and new awards won YTD.
- The Annual Research Ethics report.
- An update on Open Access compliance. It noted that compliance in some Schools is very low which could be problematic for the next REF, particularly if 100% compliance is required for submissions to the next REF.

Supplementary items included for information, but not discussed:

- Final report on the TSS review.
- The Carter review of LSBU's research and enterprise structure.
- The Committee's annual work plan.

### **Student Experience Committee, 20 July 2022**

The Committee approved:

- Minor changes to its terms of reference, including to the Committee membership and job titles.

The Committee discussed:

- Plans for the SBSU's Student Voice Tracker in 2022/23, improving University colleagues' access to the Tracker, and triaging of student enquiries.
- NSS results 2021/22. It considered whether a student experience strategy is needed, as it continues to be an area of concern in the NSS.
- In year withdrawals and interruptions. It discussed initiatives in development to reduce interruption and withdrawal rates and considered ways to improve reporting on this area to enable colleagues to identify leading indicators.
- Draft 'Student Futures Manifesto,' which has been developed in response to an initiative by the Student Futures Commission. The Committee was supportive

of the proposed approach to launch an interim Manifesto in 2022/23, evaluate progress, and develop a longer-term Manifesto aligned to the Corporate Strategy soon.

The Committee noted:

- Update on trends in student utilisation of campus LLR resources.
- Update on the unusually high level of student enquiries from the School of BUS, driven by international students, and the 20% increase in mental and wellbeing enquiries against 2019/20. It noted that there has also been a sustained increase in more complex referrals to the Mental Health and Wellbeing team.
- A timeline for future reports on performance of the Personal Development Plan to be brought to the Committee.
- A report on the impact made by the Remote Learning Fund.
- Student complaints report.



Next meeting date:

2:00pm on Wednesday, 22nd February  
2023