London South Bank University
EST 1892

Meeting of the Student Experience Committee

2.00 - 4.00 pm on Wednesday, 1 February 2017
in 1B16 - Technopark, SE1 6LN

Agenda

No.	Item	Pages	Presenter
1.	Welcome and apologies		PB
2.	Declaration of interests		PB
3.	Minutes of the previous meeting	3 - 6	PB
	• 12 October 2016		
4.	Matters arising	7 - 8	PB
5.	Estates matters		CR
	Items to discuss		
6.	Part-time student issues		PB
7.	Learning Pathway update	9 - 12	SWe
8.	Analysis of HEA Student Learning Compass	13 - 18	ST
9.	Learning Analytics update	19 - 22	LR
10.	Student Mental Health (verbal update)		KC, RH
11.	Equality, Diversity & Inclusion report	23 - 46	PB
12.	NSS questions 2017		SW
13.	Post-graduate Teaching Experience survey	47 - 80	ER
14.	Student Support and Employment annual report	81 - 108	KC
15.	Digitally Enhanced Learning report	109 - 114	MGr
16.	Student Led Projects update	115 - 118	SA, SWe
17.	Items from Students (as required)		SA
18.	Terms of Reference / membership	119 - 122	JK
	Items to note		
19.	Any other business		

Date of next meeting
2.00 pm on Wednesday, 3 May 2017

Members: Pat Bailey (Chair), Sodiq Akinbade, Christabel Charles, Kirsteen Coupar, Mel Godfrey, Kelsey Hanton, Scott Ideson, Elena Marchevska, Carol Rose, Suleyman Said, Andrea Smith, Seth Stromboli, Shân Wareing, Saranne Weller and Jerry Cope

Apologies:

In attendance: Steve Baker, Joe Kelly, Sue Turnbull, Marc Griffith, Emily Rubython and Lesley Roberts

**Minutes of the meeting of the Student Experience Committee
held at 2.00 pm on Wednesday, 12 October 2016
1B27 - Technopark, SE1 6LN**

Present
Sodiq Akinbade
Steve Baker
Christabel Charles
Kirsteen Coupar
Mel Godfrey
Scott Ideson
Elena Marchevska
Carol Rose
Shân Wareing

Apologies
Temi Ahmadu

In attendance
Saranne Weller
Joe Kelly
Rosie Holden
Jamie Jones
Sue Turnbull

1. **Welcome and apologies**

   The Chair welcomed members to the meeting. The above apologies were noted.

2. **Minutes of the previous meeting**

   The committee approved the minutes of the meeting held on 3 May 2016.

3. **Matters arising**

   The Chair updated the committee on the Action points.

   - Minute 7: this is addressed in the agenda
   - Minute 9: no responses had been received regarding student representation on staff equality networks; the invitation remains open.
   - Minute 11: the review indicated there were no concerns following the changes to the library fines policy.

4. **Student-led projects**

The committee discussed the report and a presentation on student-led projects in 2015-16. The committee noted the need to maintain student autonomy in future projects while providing the necessary staff support to achieve more rigorous outcomes.

The committee agreed to continue the projects in 2016-17, and CRIT / SU are working together on this; members were invited to suggest suitable projects.

5. **Learning Pathway update**

The committee discussed the outline implementation plan of the Educational Framework (previously Learning Pathway). The committee noted that the plan is to consult academic staff, students and employers to develop the framework and implement it over the next two years.

6. **Student Communications Plan**

The committee discussed the Student Communications Plan which would be fully developed during the course of the year. Members were invited feedback to Sue Turnbull on the effectiveness of various platforms, including MyLSBU and Moodle.

The committee requested an update on digitally enhanced learning at its next meeting.

7. **Student Engagement and changes to withdrawal and course changes**

The committee discussed the report and noted that a full communications plan will be rolled out advising staff and students on Student Engagement and Attendance Monitoring processes.

8. **Nominations for National Teaching Fellowship Awards, 2017 (verbal)**

The committee noted the normal annual submission date for the National Teaching Fellowship awards in January had changed and that last year's nominations had not yet been announced. Further information on an amended nomination timetable is expected with a likely submission date of July.

9. **National Student Survey review**

The committee discussed a review of the NSS results for 2016. The committee welcomed the report and noted that emphasis would be placed on developing actions at School and course level and examples of good practice would be shared across LSBU. It was suggested that 'organisation and management' might be an appropriate theme for student-led projects.

10. **HEPI student mental health report**

The committee noted and discussed the report on student mental health by HEPI. It was agreed to establish a working group to consider the issues in the report and the implications for LSBU. The working group would report to the next meeting.

11. **Issues impacting part-time students (verbal)**

The committee discussed the list of issues presented to the Chair in advance of the meeting who agreed to respond to the issues raised outside the meeting and report back to the committee.

12. **Review of membership, Terms of Reference and Schedule of Work**

The committee discussed its membership, terms of reference, and annual business plan for 2016-17. The committee agreed to recommend that the Director of the Centre for Research Informed Teaching becomes a member of the committee.

The committee noted that under its Terms of Reference, a further two co-opted places were available to student members. Student representatives were invited to consider additional nominations which would reflect different student groups or aspects of student life.

The committee agreed it would consider a standing item on LSBU estates and the relationship with student experience.

In light of the discussion, the Chair will propose revised Terms of Reference at the next meeting.

13. **Items from students**

No additional items from students were presented.

**Date of next meeting
2.00 pm, on Wednesday, 1 February 2017**

Confirmed as a true record

.... (Chair)

Student Experience Committee, 12 October 2016

ACTION POINTS

Minute number	Detail	Responsible	Update
6. Student Communication Plan	Report on digitally enhanced learning to next meeting.	Pat Bailey / Marc Griffith	On agenda
10. HEPI report	A working group to be formed,with report to next meeting.	Pat Bailey	On agenda
11. Part-time student issues	Response to list of part-time student issues, and update at next meeting.	Pat Bailey	On agenda
12. Terms of Reference	Recommendations on Terms of Reference to next meeting.	Pat Bailey	On agenda

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	CONFIDENTIAL
Paper title:	LSBU Educational Framework (formerly Learning Pathway) Update
Board/Committee:	Student Experience Committee
Date of meeting:	01 February 2017
Author:	Dr Saranne Weller, Director, Centre for Research Informed Teaching
Purpose:	Information
Recommendation:	The committee is requested to note progress in delivering the first phase of defining the LSBU Graduate Attributes

Executive Summary (Arial 12 point)

The first phase of the project to embed the LSBU Educational Framework across the LSBU provision is the defining of a distinctive set of graduate attributes.

This paper updates progress in undertaking a consultation with key stakeholders to define the graduate attributes and align them to the University staff-facing EPIIC Values. It also outlines planning for phase 2 of the development of the graduate attributes at the course level.

LSBU Educational Framework Update

1. Graduate Attributes Stakeholder Consultation

1.1 As was previously noted at Student Experience Committee, successfully embedding the LSBU Educational Framework in the University requires the coordination of a number of academic and professional service teams. A working group has been established as a mechanism to enable input from a range of functions across the University. Membership of the working group includes representation from CRIT staff, Academic Quality, Alumni Relations, Employability, Organisational Staff Development and Enterprise as well as academic and Student Union representation. The working group met for the first time in December 2016.

1.2 The project to develop and consult on the graduate attributes will be undertaken in two phases:
- Phase 1: Stakeholder consultation with students, alumni and employers
- Phase 2: Piloting with volunteer course teams in Schools of Arts and Creative Industries, Built Environment and Architecture and Applied Sciences

1.3 Focus groups with stakeholders have been set up in collaboration with the Student Union, Alumni Relations and Employability on the following dates:
- 26 January 2017, Clarence Centre Tenants
- 6 February 2017, Winter interns
- 8 February 2017, Alumni graduating after 2012
- 9 February 2017, Alumni graduating before 2012
- 15 February 2017, Current Students/Course Representatives
- 16 February 2017, Current Students/Course Representatives

Recruitment to focus groups has been challenging and it may be necessary to seek other mechanisms for the development of the graduate attributes.

1.4 Each Focus Group should have 10-15 participants and are scheduled to last 1.5 hours. Data collection will comprise three stages using a combination of modified nominal group technique and group interview approaches:
- Idea-Generation: Brainstorming of graduate attributes that participants believe they or others have developed as an outcome of undergraduate study and relevant to future employment.
- Consensus and Prioritisation: Mapping of generated graduate attributes to the University EPIIC Values to inform definition and prioritisation.
- Evaluation: A final group interview will discuss each of the themes of the group-generated attributes to further explore and clarify meaning,

perception of importance and how these attributes are or could be developed in the curriculum.

1.5 Data collection will include digital photographing of idea-generation and consensus and prioritisation stages and audio-recording of the evaluation stage of the focus group.

1.6 Phase 2 work will involve further consultation with academic colleagues and other employers in relation to the graduate attributes generated as an outcome of phase 1. It will also include piloting with course teams in the Schools of Arts and Creative Industries, Built Environment and Architecture and Applied Sciences. This will work will be undertaken from March to May 2017. Examples of staff working with the EPIIC Values in teaching and learning have already been identified in Engineering (Professor Shushma Patel), Health and Social Care (Sally Beckwith) and Business (Danusia Wysocki).

1.7 The final proposed attributes will be reported to Student Experience Committee and Academic Board in May and June 2017 for approval. Additional work will be required to embed the attributes in validation processes and in the Higher Education Achievement Report.

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	CONFIDENTIAL
Paper title:	Analysis of HEA Student Learning Compass
Board/Committee:	Student Experience Committee
Date of meeting:	1 February 2017
Author:	Sue Turnbull, Project Manager
Purpose:	Discussion
Recommendation:	The committee is requested to note the review and approve recommendations

Background

With a view to measuring student learning gain LSBU has been discussing with the Higher Education Academy the possibility of being an early adopter of the Student Learning Compass.

Initial discussions and meetings have been held including a collaborative meeting with Queen Mary's University of London as they also planned to be early adopters[1].

Purpose of the Student Learning Compass

The Student Learning Compass was designed as a reflective tool by the HEA to investigate four interrelated aspects of a students' social capital, provided and shaped within higher education (HE), including:

- **Networks**: the connections students make with others through networks,
- **Environment**: how students relate to their learning environment,
- **Social competencies**: the development of personal and social competencies through which they can recognise, grow and use their social capital,
- **Wider Opportunities**: the students' reach to wider opportunities made available through HE

For institutions, the tool is designed to offer the means to signpost and target opportunities to students (as part of using the tool and on the basis of their responses) as well as measure and track particular student groups and/or the impact of particular opportunities on students over time.

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[1] Queen Mary's have decided not to proceed with the pilot

Findings

The working group investigating the use of the Student Learning Compass have many reservations about the initial proposal to implement this tool as part of the initial launch before April 2017.   These issues are:

1. The data collected via this tool would not be connected in any way to existing systems and data. This would make it difficult and time consuming to ensure that an individual student was tracked through the student journey and would not easily enable us to give the right staff members access to the data

2. Example questions that were provided raised concern with the working group if they were to be asked in an online survey without staff support.   If a student were unable to answer the question or did not know how to get support in a particular area this may discourage instead of encourage them.

3. The tool is designed to measure 'social capital', which is not directly aligned to learning gain.

4. Implementation of the tool would require resource to be allocated and could be resource intensive if it were a supported process, which we thought it should be if implemented.

5. The tool overlaps with, but does not completely replace many existing and emerging/proposed initiatives including:
   a. Graduate Attributes
   b. Learner Analytics
   c. Enquiry Management
   d. Education Department Pilot of a Professional Services Self-Assessment for new students
   e. Personal Tutoring
   f. Management Information Optimisation

6. The tool doesn't seem to have been used in a HE provider yet and the Higher Education Academy have been unclear about the purpose it was built for or what research the tool is supported by.

7. The tool itself does not sign post students to services in the university, so this would have to be an additional task by LSBU staff. For example if a student says they think that work experience is important, but they are not doing anything about the work experience just now it does not tell them where to go for support.

The working group have considered various options, including a small pilot or an unsupported pilot where the survey itself is just sent around without any staff support or follow up. In order to make a decision we decided to be clear about what criteria we needed to test the initiative against.

Criteria and Outcomes

It was agreed that when we come across a new initiative/idea that we may want to implement, the following criteria should be applied before making a decision on

whether to go ahead and implement the initiative. Please see below the criteria and out assessment against these criteria for the Student Learning Compass:

Criteria	Commentary	
Alignment with the LSBU Corporate Strategy	If successful the initiative would contribute to Outcome 1: Employability by enabling students to reflect on the skills they require to be successful in their career	
	If implemented as a supported process the initiative would contribute to Outcome 2: Student Experience, by better signposting students to support they need to achieve their desired outcomes.	
Benefits	**Benefit**	**Likelihood of Realising**
	Improved Signposting to Student Support Services, therefore improving student experience	This would only be realised if run as a fully supported process and unlikely to be possible to be done effectively until we have resolved existing signposting/enquiry management issues
	The ability to track student progress over time	This would track the student perceived progress only and is not linked to other data
	Provision of data to help inform policy and practice	Data would provide insight into student priorities for development, however there is concern that as we already have a full programme of improvement projects we would not have resource to implement improvements at this time.
	Measuring Learning Gain	The tool would not measure learning gain
	Measuring progress to graduate outcomes	The tool is not directly aligned with LSBU graduate outcomes, but could potentially be used to track some of our graduate outcomes if part of a supported process. This would be a subjective measure as self-assessed.
Risks of Implementation	**Risk**	**Likelihood/Impact**
	There is a risk that student's wellbeing is affected if they assess themselves as not meeting their desired outcomes	Medium/High
	There is a risk that the tool results in students identifying priorities that the university does not cater for therefore	High/High

Criteria	Commentary	
	reducing student satisfaction	
	There is a risk that implementing this tool takes resource away from other initiatives (graduate attributes, learner analytics, personal turoring & enquiry management), therefore delaying or compromising delivery of these initiatives	High/Medium
Resource Requirements	Resource required would depend on the implementation approach. If a light touch approach was taken, which is not recommended then resource would be required to arrange for emails to be sent at appropriate intervals and to analyse results for student priorities. If a more supporter approach was taken then this project would require resource to identify groups of students and support for those students for the process. A timeline would need to be agreed and meetings with staff to discuss outcomes and signposting. This would require resource both from support services and academic staff.	

Recommendations

It is recommended that the implementation of the Student Learning Compass is not pursued at this time. There are several initiatives proposed or currently underway that should be completed and before the implementation of an additional tool is considered.

The working group recommends working towards the following three outcomes through the identified existing projects:

Demonstrating Learning Gain:

- Learner analytics
- Management Information Optimisation

Monitoring the Development of Graduate Outcomes:

- Educational Framework
- Personal Tutoring

Signposting Students to Support Services:

- Enquiry Management

It is proposed that this decision is reviewed in 12 months' time, to look at what has been developed within LSBU and if there still may be a need for a tool such as the Student Learning Compass.

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	CONFIDENTIAL
Paper title:	Learner Analytics update
Board/Committee:	Student Experience Committee
Date of meeting:	1 February 2017
Author:	Lesley Roberts
Purpose:	To inform the committee of the progress of the development of LSBU's Learner Analytics tools

Executive Summary (Arial 12 point)

In 2015/16, the decision to explore the partitioning of the IBM Learner analytics tool was taken by the PVC Education and Student Experience. The decision was based upon concerns about the ethics of student profiling and data protection. The aim of partitioning the IBM product was to produce two tools: one to form a dashboard that could be used to aid and improve individual student's engagement and learning experience and the other to be used for strategic purposes.

Phase 1 of the Dashboard consists of bringing together fixed student data that is currently available from different databases. This phase is near completion, subject to Privacy Impact Assessment agreement.

Phase 2 of the Dashboard requires the addition of student engagement data which will be added after the evaluation of the engagement pilots currently being undertaken within each School.

The development of the Strategic Tool has ethical, legal and resourcing implications. Decisions will need to be made regarding the ethics and legality of holding individual completion probabilities for each student whilst using them only at an aggregated level. Resourcing will also need to be allocated to develop the tool. Successful navigation of these issues could result in a tool that has the potential to target module and course interventions and measure learning gain.

In 2015/16, the decision to explore the partitioning of the IBM Learner analytics tool was taken by the PVC Education and Student Experience. The decision was based upon concerns about the ethics of student profiling and data protection. The aim of partitioning the IBM product was to produce two tools: one to form a dashboard that could be used to aid and improve individual student's engagement and learning experience and the other to be used for strategic purposes. Phase 1 of the Dashboard is near completion, subject to Privacy Impact Assessment agreement. The development of the strategic tool has ethical, legal and resourcing implications. Successful navigation of these issues could result in a tool that has the potential to target module and course interventions and measure learning gain.

This report summarises the current state of play of the LSBU Dashboard and explains the steps needed for the development of both tools.

The Dashboard

The Dashboard project was divided into two main phases. Phase one was a tool which brought together fixed student data already available to staff from other sources. A Dashboard development group was established which identified the information to be included as well as which LSBU staff should be given access to the Dashboard as users. The data included student photograph, address, enrolment and module history.

Access problem

The release of the Dashboard was placed on indefinite hold after it was discovered that all staff with an LSBU log in and password were able to access it, raising data protection issues.

Privacy Impact Assessment (PIA)

A PIA has been completed to assess the individual, compliance and institutional risks associated with the access issue and to recommend solutions or mitigations. In the short term, the suggestion is to clearly state the terms and conditions of the Dashboard and to remove data that is considered to be vulnerable to misuse by unauthorised staff including student addresses and disability information.

ICT has developed a plan and reasonable timeline for resolving the access issue and it is anticipated that the risks associated with the short term solution will be accepted. The PIA is due to be signed off by Jan 30 and a revised form of the Dashboard released to coincide with the release of the staff intranet.

Next Steps

ICT will work to resolve the access issues. When this is complete all data identified for inclusion on the Dashboard can be added.

Key Dates

- Student enrolment contract and Data protection notice adapted for the Dashboard by 1st September, 2016.
- An initial release of the 30th September 2016 was postponed due to technical difficulties.
- Dashboard rescheduled for release on Oct 20.
- An indefinite hold was placed on the release on Oct 19 due to concerns over access. Data protection.
- Jan 24 Privacy Impact Assessment complete
- Anticipated PIA sign off by Joanna Jennings, Heath Billingham, Shan Wareing PVC by Jan 30.
- Short term revisions to Dashboard complete Jan 27
- Feb 1 Dashboard released to coincide with official launch of staff intranet.

Dashboard Phase 2

Engagement Dashboard

There are currently pilots running in all Schools looking at using engagement data such as building access, VLE use and library use to identify students at risk. The pilots involve the engagement team, engagement interns and in one School, academic staff.

Engagement pilots will be evaluated and best practice identified. Engagement data can then be added to the Dashboard. Graphic indicators can later be added to show module, course, School and University views.

Staff training

Once engagement data is part of the Dashboard, staff training on how best to interpret and use the added data to create effective interventions will be needed. This may take the form of staff workshops as well as video and pod casts.

Key dates for Dashboard Phase 2

- Pilots evaluated by Sept 1, 2017
- ICT work to add engagement data, semester 1, 2017
- Staff training re interpretation and interventions from semester 1, 2017

Strategic tool

The second tool envisaged as resulting from the partition of the IBM product is for strategic use. In the first instance, the tool will take the aggregate views of the probabilities of students passing their course. These views will be provided at module, course, School and University level. At module level, for example, the tool

will show for students studying the module, the probability of passing their course. This information will be combined with graphic LSBU business intelligence information about the current cohort. For example, what percentage of the cohort has come to HE via BTEC; what percentage of the cohort are part-time.

Benefits of the strategic tool

The combination of probabilities from IBM with our own Business Intelligence may assist in making decisions about the targeting of module (and higher) level interventions and provide direction about which interventions may be appropriate. In addition, the probabilities may provide a base from which to measure learning gain.

Steps for the strategic tool

In order for the strategic tool to be developed consideration must be paid to the following:

1. Ethical and legal concerns

While the tool will aggregate probabilities, the probability of individual students passing the course will still be calculated. Consideration needs to be given to the ethical and legal implications of the university holding probabilities for individuals but only acting for cohorts. The viability of the project rests on the satisfactory resolution of these issues.

2. Resourcing

The IBM tool is currently not working and resources will need to be made available to ensure its proper functioning. In addition, the IBM tool will need to be checked and possibly updated to ensure it is current and providing the accurate assessments. It is envisaged that IBM will need to play some part in this, possibly as advisors. Resources will also need to be made available for the development of the graphic BI data that will supplement the tool.

	CONFIDENTIAL
Paper title:	Equality, Diversity & Inclusion Annual Report 2015-16
Board/Committee:	Student Experience Committee
Date of meeting:	1 February 2017
Author:	Pat Bailey, Deputy Vice-Chancellor
Purpose:	Information
Recommendation:	The committee is requested to review the section on Student Diversity: Challenges and Opportunities (pages 14-19).

Executive Summary

This report highlights the progress LSBU made over the last year in equality, diversity and inclusion but also discusses a number of challenges for both our staff and students. For the first time, our report analyses our workforce and student population by a range of protected characteristics.

As outlined in our new Diversity & Inclusion Strategy, "All People Matter", LSBU aspires to be 'the top performing university in diversity and inclusion' by 2020.

The committee is requested to review the section on Student Diversity: Challenges and Opportunities (pages 14-19).

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All People Matter

Equality, Diversity & Inclusion

Annual Report

2015 - 2016

Become what you want to be

CONTENTS

Ian Mehrtens,
Chief Operating Officer

As the Executive Team member with corporate responsibility for diversity, I see every day how we, at LSBU, rise to the challenge of integrating EDI within our day-to-day performance.

The creation of the EDI Steering Group, together with our new Diversity & Inclusion Strategy 2015 – 2020, "All People Matter", provides us with a layer of scrutiny, accountability and oversight.

We have further to travel on our journey – and with the support of our EDI Team, we aspire to be sector leaders by 2020.

Professor Shân Wareing, *Pro Vice Chancellor*, *Education & Student Experience*

I am pleased that we have evidence of significant progress being made in equality, diversity and inclusion (EDI) over the past year. There's no room for relaxing though - we still have a lot to do, especially in terms of ethnicity, although we recognise this is a challenge that is faced across the UK.

There are a number of developments which I hope will have a further positive impact on EDI over the next 12 months - for example, we are changing the regulations to make it possible for decisions about students' futures to be made by people closer to the student, with better understanding of their situation. The establishment of the Centre for Research Informed Teaching (CRIT) will provide a hub for research and scholarship around what promotes success for all students.

It's part of our professional commitment to our students to understand what contributes to differentials in achievement for individuals and for groups of students with protected characteristics, and to do our utmost to enable everyone to succeed in their studies and their future career.

Mandy Eddolls, *Executive Director, Organisational Development & HR*

Major initiatives like Athena SWAN, the Stonewall Workplace Equality Index and the Corporate Race Equality Action Plan are all supported by our various staff networks. And, as dNET is re-launched, I am confident we can continue to make progress on disability equality.

We have faced many challenges in the last year. But we have also seen successes: we have been included in the Stonewall Top 100 Employers; we have made a commitment to achieving the Athena SWAN Bronze charter mark; and we are working towards the Race Equality Charter Mark.

Thanks to the dedication from colleagues across the university, we have taken significant strides towards realising our vision of being recognised as a UK leading university in diversity and inclusion.

2. Key Highlights 2015 – 2016

LSBU had many successes in the past year. The EDI team has worked in partnership with many business areas of the university and with external partners to make our workplace a more inclusive environment for all.

92 It is the first time that LSBU has broken into the Stonewall Top 100 UK Employers and we are delighted that, out of 415 companies and organisations, our work in progressing LGBT+ equality has been recognised and rewarded

6.3 The gender pay gap at LSBU, at 6.3%, is significantly lower than the HE sector (14.7%) and UK (19.2%). We are on our way to address the gender pay gap at LSBU and making a real difference in our employees' lives

1st We are submitting our Athena Swan submission in November 2016 for institutional Bronze level. LSBU will be among the first to obtain such a major sector status under the new criteria which focus on women's careers across all academic and professional roles

4 The number of Staff Networks at LSBU. dNET, our network for employees with disabilities, Equinet, our network for BAME staff and SONET, our network for LGBT+ employees, was joined by Gender Net, our staff network for women and men, aimed to promote gender equality.

3. Our Vision and Approach

Vision

Our vision is to be recognised as a UK leading university in diversity and inclusion. 'All People Matter', our Diversity & Inclusion Strategy 2015 – 2020, describes how tapping into the diversity of skills and expertise that all our people bring, will help us to be an open, diverse and inclusive organisation and achieve our aim to be London's top modern University by 2020.

Governance

The EDI Steering Group was created in 2015 to help improve and drive EDI performance throughout the business. In addition, it supports the delivery of our Diversity & Inclusion Strategy and ensures our compliance with the Public Sector Equality Duties (PSED) of the Equality Act 2010. The membership is made up of Executive Team members, two Deans, the chairs of our four Staff Networks, and representatives from Student Services, the Students' Union (SU) and the EDI team. We are also supported by three experts with national and international profiles.

Antonia Belcher is a leading chartered surveyor. An LSBU alumna and seen as one of the most influential figures in the LGBT+ business community, she is a transwoman with expertise in gender and trans equality.

Fleur Bothwick is Head of Diversity & Inclusiveness at E & Y (Ernst & Young). Awarded an OBE in 1995 for her services to equality, her remit at E&Y covers 69,000 people across 93 countries. She is also an LSBU alumna.

Dr. Marie Stewart MBE is a diversity consultant, specialising in race equality, the media and education. She has been a contributor to many studies and public enquiries, including the Macpherson inquiry into the death of Stephen Lawrence.

4. One Organisation: Our Journey

4.1 *Key Achievement*

It has been a year of success for London South Bank University (LSBU) as we pursue our target of being a leader in equality, diversity & inclusion (EDI).

For the first time, LSBU broke into the Stonewall Top 100 Employers. Ranked 92nd out of 415 companies and organisations, this is a major achievement in LGBT+ equality. This achievement builds on the steady progress the university has made, rising by 175 places over the past two years.
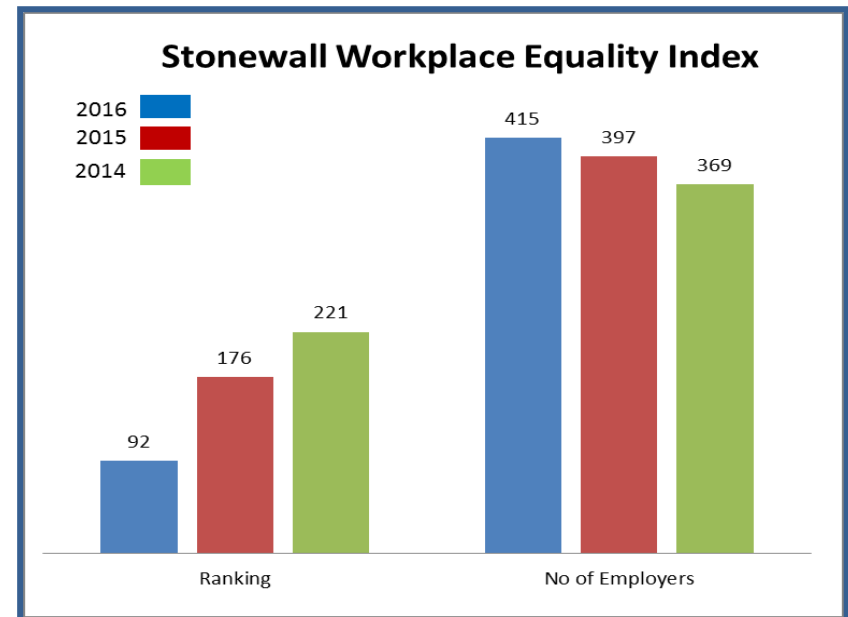
4.2 *Other successes*

The Diversity & Inclusion Strategy entitled 'All People Matter' was signed off by the Executive Team and will be launched in July 2016.

The launch of Athena SWAN (January 2016) is a major HE sector project to address the gender pay gap and career progression for women in HE.

A Diversity Pay Audit was completed in May 2016 and its results have shown that the gender pay gap at LSBU is significantly lower than the HE sector (14.7%) for all employees, HE full time staff (11.1%) and UK full time staff (9.4%).

LSBU organised their first-ever Wellbeing Conference in April 2016. We aim to build on our Mayor of London Healthy Workplace Award (November 2015) and develop a wellbeing strategy which will focus on physical as well as mental health, promoting an inclusive environment for all.

4.2 Other successes

The introduction of compulsory Equality, Diversity and Inclusion training for all staff and Unconscious Bias training for all Executive and Operations Board members.

The Gender Network was launched by the Vice-Chancellor Dave Phoenix in March 2016.

The Dignity at Work Advisers programme will be launched during summer 2016. We believe that everyone deserves respect and that there is no place for unacceptable behaviour at LSBU.

Allies at LSBU. We have developed the first formalised generic programme for Allies at LSBU, aiming to help all staff networks to flourish.

4.3 *Challenges*

We are faced with a number of challenges for both our staff and students.

For staff, some of the key challenges include:

Athena SWAN: LSBU continues to work towards its goal of making an institution-wide submission in November 2016. Athena SWAN is about gender equality and ensuring that barriers are identified and addressed for both academics and professional support staff in a four-year action plan. The criteria for Athena SWAN have changed and now have a focus on **all** academic subjects **and** professional support services. Few HE institutions have submitted applications against the new criteria and it is a significant challenge for us.

Athena SWAN has a major impact on research as without achieving this status, opportunities for research funding may be limited. It has been estimated that achieving Bronze-level status may be worth in the region of £300K in research funding access.

'LSBU Through BME Eyes': Published in 2015, this hard-hitting, commissioned report on the experiences of Black, Asian and Minority Ethnic (BAME) colleagues, helped to set the agenda for race equality.

A Corporate Race Equality Action Plan has been produced with the assistance of Equinet, the staff network for BAME employees. Some of the new developments include a new Dignity At Work programme and learning and development events around language and behaviours.

EDI will work with Equinet and other key stakeholders across the university, to prepare a submission for the newly launched Race Equality Charter mark in 2017.

Disability Equality: There have been a number of challenges in supporting disability equality in LSBU.

An ongoing challenge across the HE sector has been enabling staff members to disclose the fact that they have a disability. In our most recent Staff Census in 2014, 2.3% of employees who returned their data volunteered that they had a disability. This compares to the 2013-2014 UK HESA results of 3.4% (current HESA has this figure at 4.2%).

The EDI Team, together with HR, have taken a number of steps to help support disability equality at LSBU. These include the production of a Reasonable Adjustment policy, the use of "disability passports" and updating our Flexible Working policy.
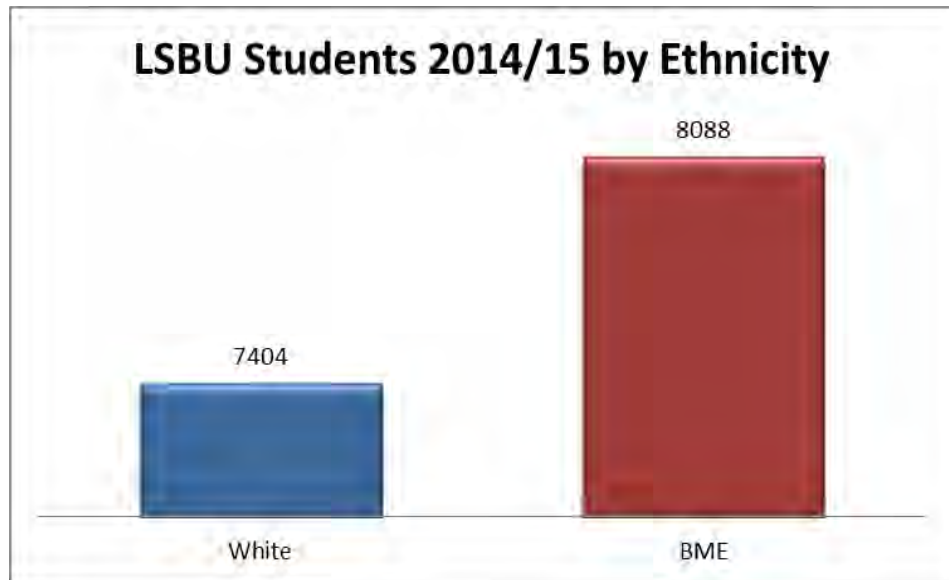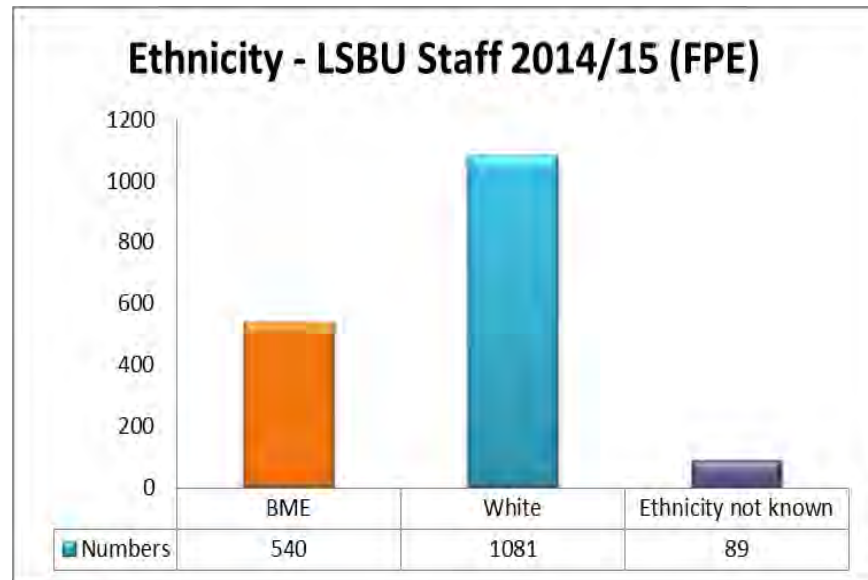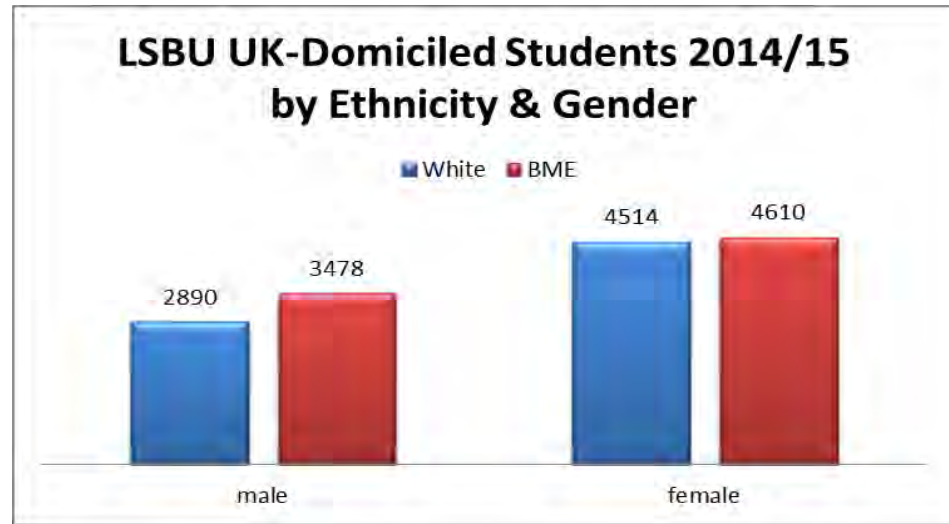
dNET, LSBU's staff network for employees contributed to major infrastructure projects such as I-Trent, HR's new HR system, ensuring that issues such as accessibility were taken into account.

Student Retention and Success: One of the major challenges in terms of students has been how to attract and retain the best in a challenging, competitive environment.

In 2015, we have commissioned a report with specific focus on how to attract and retain the best students. Written by Dr Marie Stewart, and supported by the EDI Team and Student Services, this report made a number of practical recommendations, with examples of good practice across UK, as to how LSBU could achieve greater impact in terms of student retention.

4.4. *Our People At A Glance*

Ethnicity & Gender - LSBU Staff 2014/15 (FPE)

	Female BME	Male BME	Female White	Male White	Female Ethnicity not known	Male Ethnicity not known
Numbers	259	281	553	528	46	43

LSBU UK-Domiciled Students 2014/15 by Ethnicity & Gender

White   BME

male: White 2890, BME 3478
female: White 4514, BME 4610

Ethnicity - LSBU Staff 2014/15 (FPE)

	BME	White	Ethnicity not known
Numbers	540	1081	89

LSBU Students 2014/15 by Ethnicity

White 7404
BME 8088

4.5 Our Staff at a Glance

Disability - LSBU Staff 2014/15 (FPE)

	Disability	No known disability	Information refused
■ Numbers	98	1611	1

Sexual Orientation - LSBU Staff 2014/15 (FPE)

Bisexual 17
Gay man 35
Gay woman/lesbian 8
Heterosexual 811
Information refused 66
Other 3
(blank) 770

Religious Belief - LSBU Staff 2014/15 (FPE)

Buddhist 11
Christian 425
Hindu 26
Information refused 42
Jewish 11
Muslim 44
No religion 364
Sikh 4
(blank) 783

Age Groups - LSBU Staff 2014/15 (FPE)

25 and under 126
26-35 309
36-45 339
46-55 479
56-65 371
66 and over 86

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5. Inclusive Workforce

Staff Networks

LSBU has four staff networks: **dNET** to support disability equality; **Equinet** to support race equality; **GenderNet** to support gender equality; and **SONET** to support sexual orientation and trans equality. All of our networks are open to all staff. The primary remits of our Staff Networks are:

- to help promote, support and progress equality, diversity and inclusion among their membership
- to assist LSBU achieve its corporate target of being a leading university in equality, diversity and inclusion by 2020

dNET

The use of reasonable adjustments as well as disability passports will increasingly become a feature across LSBU. dNET will have a role in spearheading this change.

Equinet

helped organise a successful Black History Month in October 2015. One of the events hosted was 'Black Poppies' with local historian, Stephen Bourne. This event focused on the untold stories and contributions made by Black & Asian soldiers during World War I.

Both co-chairs of Equinet have successfully completed the Stellar HE programme – a leadership development programme for BAME employees in higher education

GenderNet

Launched in March 2016, this network held its first meeting in June 2016 with over 30 people in attendance. One of its main roles is to support our Athena SWAN submission in progressing gender equality.

SONET

LSBU took part in Pride 2015 – and hired a double-decker bus.

During LGBT History Month, SONET hosted a debate on religion and its interface with LGBT equality. Over 90 people attended this event.

In the run-up towards Christmas, SONET hosted 'The Judy Garland Story'. This event also helped raise money for LGBT+ charities.

6. Student Diversity: Challenges and Opportunities

This report highlights some of the key representation, progression and outcome statistics for LSBU students, with a specific focus on ethnicity. Given the on-going challenges across the UK around admissions and achievement in relation to ethnicity, a focus through the lens of this 'protected characteristic' is timely. All universities have a responsibility to understand their own students' profile and to engage actively with promoting EDI, and to do this effectively, we need to have access to and be able to interrogate our data.

6.1 Ethnicity

In terms of student FPE, LSBU has a majority of students that come from a BME background. In 2014/15, White students accounted for 47% of the student population. This is set against a UK average of 63% (note that in the UK as a whole 21% are classed as having ethnicity not known compared to LSBU having only 2%).

The largest attainment gap can be seen between White and all categories of Black students and Asian or Asian British - Pakistani. Given that LSBU has a majority population of BME origin, this attainment gap not only demonstrates that LSBU must do more to support students from BME backgrounds on moral grounds, but also on the basis of improving overall performance, and therefore should be a priority for the institution.

In terms comparing performance, overall data demonstrates the following:

- In 2014/15, BME students account for 52% of the student population by FPE.

- The SSR for White students in 2014/15 was 9.4 compared to an institutional average (just School based staff) of 18.22.

- Compared to the national average, LSBU as a proportion of applications received make a lower proportion of offers to all BME groupings whilst makes a higher proportion of offers as a proportion of applications to White students (2.1% above the national average). The largest difference compared to the national average, is amongst applications from Black students (2.4% below the national average).

- In 2014/15 students from an Asian or Asian British - Pakistani (67.1% progression) and all Black groupings (range from 57.5% to 69.9%) achieve a lower Year 1 progression rate than white students. White students progressed at a rate of 75.1%.

- In terms of 2014/15 Year 2 progression, the gap is less pronounced, but students from Asian or Asian British – Pakistani (75.8%) and Black or Black British – Caribbean (71.6%) continue to have lower progression rates than White students (82.4%).

- The same ethnic groupings also perform less well than their White counterparts in terms of gaining a First or 2:1. In 2014/15, 70.7% of White students gained a First or 2:1, whilst only 55.6% of Asian or Asian British – Pakistani, 56.4% of Black or British Black – African, 57.3% of Black or Black British – Caribbean and 40% of Other Black background did.

- In the 2013/14 DLHE survey (conducted in 2015), 84.3% of White students gained a Graduate level job or went into further study. All ethnic groupings achieved a lower score than this, but particularly Asian or Asian British – Pakistani (62.7%), Other Asian background (61.9%) and Other Black background (60.6%).

- Despite this, students from a BME background rated their overall satisfaction higher than white students in the 2015 NSS survey. With 87.8% of BME students satisfied or extremely satisfied in relation to question 22 (overall satisfaction), compared to their white counter parts rating of 76.8%.
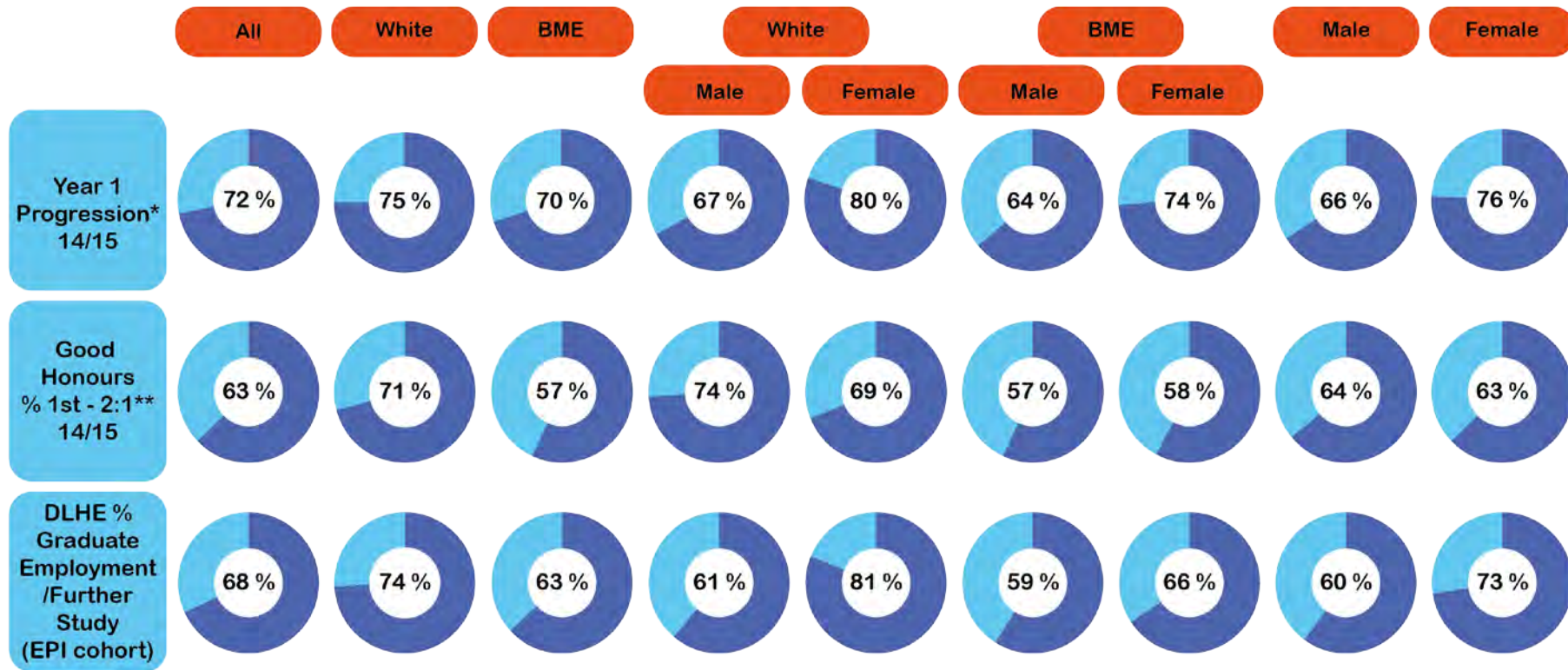
6.2 Gender

- In 2015, 86.4% of 18 year old men who had applied by the 30th June were offered a place, whilst 65.8% of women were. Compared to the national, average, this was an offer rate 0.4% below for men and 0.2% above for women, therefore broadly in line. This disparity between men and women, is probably due to a significantly higher proportion of women applying for LSBU's most competitive courses within health.

- The 2014/15 SSR for men was 15:1, whilst for women it was 19:1.

- In 2014/15, 76.3% of women progressed from year 1 to year 2, compared to 65.8% of men. Women have a higher progression rate in all School, with the exceptions of Built Environment & Architecture and Engineering.

- In 2014/15 64% of men achieved a 1st or 2:1, whilst 63% of women did.

- 73% of women achieved graduate level employment or further study compared to 60% of men. Similarly to the offer rate measure, this is influenced, by the significantly higher levels of graduate level employment amongst health courses, which have higher proportions of female students.

6.3 Intersectionality

In terms of the key measures of SSR, Year 1 progression, Good Honours and graduate outcomes, BME, white, male and female measures identify interesting outcomes.

- The gap between male BME and white male students relating to progression, is narrower than that of females. Three percentage points more white males progress from year 1 than BME males, compared to six percentage points more white females compared to BME females.

- In relation to Good Honours (gaining a First or 2:1), white males are 17 percentage points more likely to gain a Good Honours degree compared to BME males. For females, the gap between white females and BME females is 11 percentage points.

- White males are two percentage points more likely to gain a graduate level job or enter study, whilst white females are 15 percentage points more likely to than their BME female counterparts. This sharp difference may also be as a result of the high levels of Graduate level employment amongst health courses, which not only have a higher proportion of female students, but also a higher proportion of white students.

- The SSR for white males is 8:1, for white females is 10:1, BME males 23:1 and BME females 43:1.

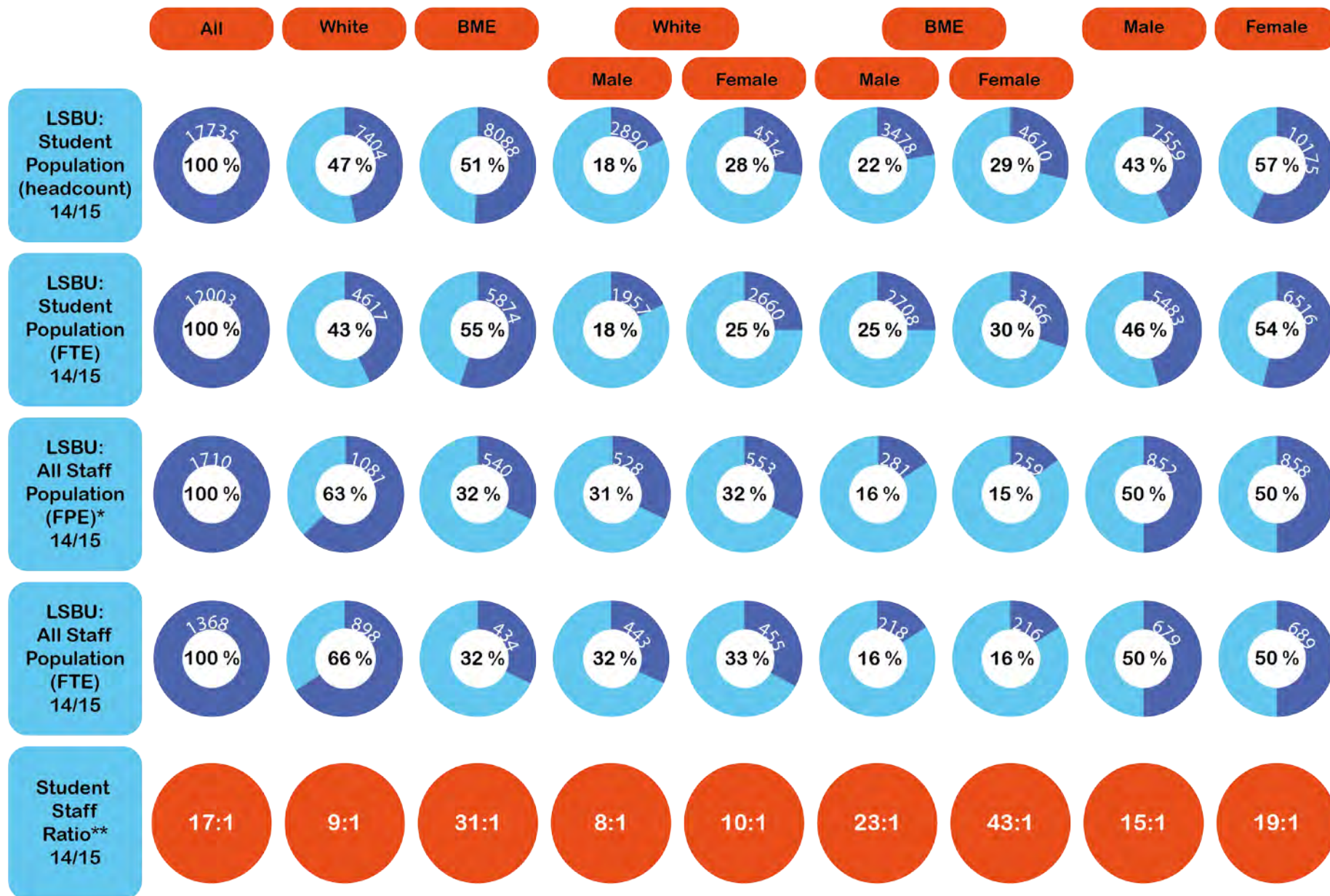# Equality and Diversity: Performance Measures (ethnicity and gender)

	All	White	BME	White Male	White Female	BME Male	BME Female	Male	Female
Year 1 Progression* 14/15	72 %	75 %	70 %	67 %	80 %	64 %	74 %	66 %	76 %
Good Honours % 1st - 2:1** 14/15	63 %	71 %	57 %	74 %	69 %	57 %	58 %	64 %	63 %
DLHE % Graduate Employment /Further Study (EPI cohort)	68 %	74 %	63 %	61 %	81 %	59 %	66 %	60 %	73 %

* Year 1 Progression population includes full time, first degree students on a course lasting three years or greater. Progression is defined as returning in year 2 at a higher level than in year 1.

** Good Honours population includes full time, first degree students on a course lasting three years. Good honours is defined as the percentage achieving a 1st-2:1 classification from a total achieving a degree classification.

EPI Cohort: Full time, First degree, UK domiciled students

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|	All	White	BME	White Male	White Female	BME Male	BME Female	Male	Female
LSBU: Student Population (headcount) 14/15	17735 100%	7404 47%	8088 51%	2890 18%	4514 28%	3478 22%	4610 29%	7559 43%	10175 57%
LSBU: Student Population (FTE) 14/15	12003 100%	4617 43%	5874 55%	1957 18%	2660 25%	2708 25%	3166 30%	5483 46%	6516 54%
LSBU: All Staff Population (FPE)* 14/15	1710 100%	1081 63%	540 32%	528 31%	553 32%	281 16%	259 15%	852 50%	858 50%
LSBU: All Staff Population (FTE) 14/15	1368 100%	898 66%	434 32%	443 32%	455 33%	218 16%	216 16%	679 50%	689 50%
Student Staff Ratio** 14/15	17:1	9:1	31:1	8:1	10:1	23:1	43:1	15:1	19:1

*Full Person Equivalent figures include staff with contracts that were active on 1.12.14 only.

** Student Staff Ratio includes the FTE of staff who have a teaching function and FTE of all registered students.
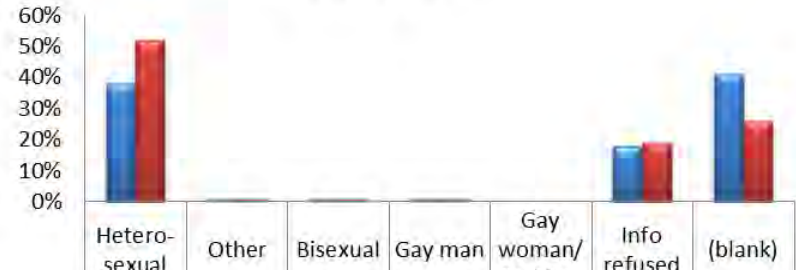
6.3 Our students - Other Protected Characteristics

Disability Status - LSBU Students 2014/15
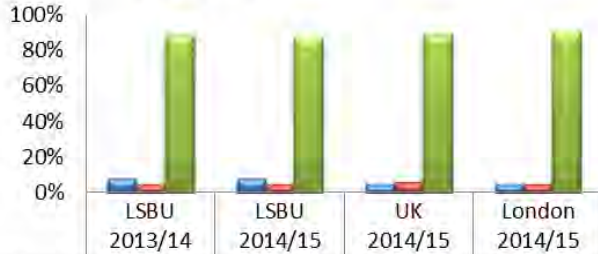
	LSBU 2013/14	LSBU 2014/15	UK 2014/15	London 2014/15
Specific learning difficulty	8%	8%	5%	5%
Disability	5%	5%	6%	5%
No known disability	88%	87%	89%	90%

Sexual Orientation - LSBU Students 2014/15

	Hetero-sexual	Other	Bisexual	Gay man	Gay woman/lesbian	Info refused	(blank)
2013/14	38%	1%	1%	1%	0%	18%	41%
2014/15	52%	1%	1%	1%	0%	19%	26%

Age Groups - LSBU Students 2014/15

	17 years and under	18-20 years	21-24 years	25-29 years	30 years and over
LSBU 2013/14	0%	19%	24%	18%	38%
LSBU 2014/15	0%	21%	24%	18%	37%
UK 2014/15	0%	40%	27%	11%	22%
London 2014/15	0%	33%	31%	15%	21%

Religious Belief - LSBU Students 2014/15
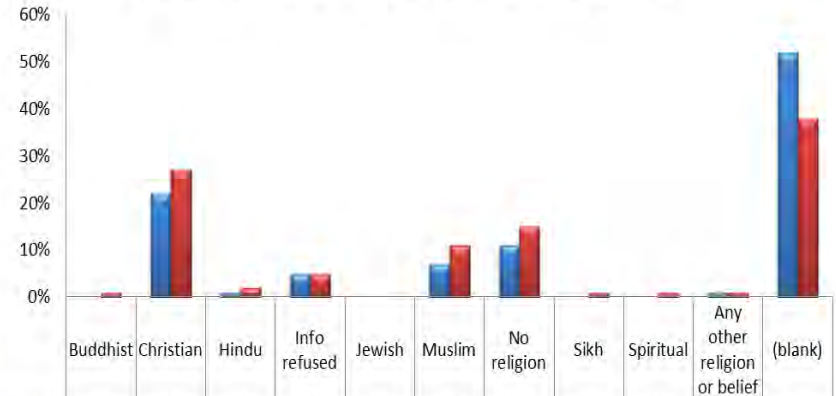
	Buddhist	Christian	Hindu	Info refused	Jewish	Muslim	No religion	Sikh	Spiritual	Any other religion or belief	(blank)
2013/14	0%	22%	1%	5%	0%	7%	11%	0%	0%	1%	52%
2014/15	1%	27%	2%	5%	0%	11%	15%	1%	1%	1%	38%

7. Partnerships

The EDI Team has been supported in its work by external partners including:

Business Disability Forum is an employer-led membership organisation that focuses on disability equality.

BDF has supported dNET and reviewed our Reasonable Adjustment policy. In addition, we have access to their Advice Line which answers queries from member organisations on disability equality.

This is an employer-led organisation that focuses on gender equality (Opportunity Now) and race equality (Race for Opportunity).

In November 2015, LSBU hosted the BiTC's '*Seeing Is Believing*' event. This was where industry leaders met a cross-section of BAME students studying STEM subjects to find out what are the barriers having careers in STEM subjects.

Also, LSBU BAME staff also took part in BiTC's 'Race At Work', the biggest survey of BAME people in the workplace. 24,457 employees took part in this nationwide survey – the largest of its kind.

Primarily responsible for the Athena SWAN Charter Mark (gender equality) and the Race Equality Charter Mark (race equality), the ECU promotes and supports equality in higher education.

At LSBU's Athena SWAN Away Day in May 2016, a representative from the ECU delivered a workshop to LSBU Athena SWAN members on processes for submission and what makes a good action plan.

The UK's leading organisation on LGBT+ equality, LSBU participated in their annual Workplace Equality Index (WEI), rising 102 places to 92nd overall.

LSBU employees attended both the 2015 and 2016 Stonewall Annual Conferences in London. And SONET's chair attended Stonewall's one-day Role Model Programme event.

This senior executive LGBT employer-led membership organisation, seeks to develop the next level of LGBT+ leaders in the workplace. OUTstanding has provided us with several practical ideas about mentoring. Also, LSBU's Chief Operating Officer is a member of one of OUTstanding's executive committees.

8. EDI in Action

Working in partnership with Organisational Development (OD), the EDI Team has produced and developed a number of initiatives:

EDI compulsory training: An external provider, Latitude Consortium, has delivered face-to-face sessions on equality, diversity and inclusion. At the time of writing, 740 employees had attended the course.

LSBU Values and Behavioural Framework: Working with a drama group, training was devised and delivered which brought the Values to life with examples in the workplace. This activity will be further supported by the rollout of the **Dignity At Work** training programme.

Unconscious Bias training: This session has been delivered by the EDI team at International Women's Day and the 2016 Staff Conference.

Employee Engagement Survey (EES): The EDI team supported OD in the design of the 2016 EES. Questions from both the Athena SWAN and the Race Equality Charter Marks were included to assess the perceptions and experiences of staff. There was a 71% response rate to the EES, which is above the sector average.

Reasonable Adjustment policy: The EDI team produced a Reasonable Adjustment policy that will help managers' and employees' compliance with current disability equality legislation.

Equality Impact Assessment (EIA) Review: The EDI team reviewed the use of EIAs and made recommendations to strengthen the process, based on good practice from other parts of the UK.

Health & Social Care: The EDI team has worked with the Social Work Panel, the HE educators, new students as part of their induction, and contributed sessions on Athena SWAN and Unconscious Bias during H & SC's 'Development Week' (9 – 13 May 2016).

9. Future Challenges in 2016 - 2017

Moving forward, the EDI team will continue to work with both internal and external partners to help drive equality, diversity and inclusion into our business performance.

The use of external benchmarks, as promoted and advocated by organisations such as the Equality Challenge Unit, Stonewall and the Business Disability Forum, will continue to help us measure our progress.

Dignity At Work advisors will support employees who may wish to challenge negative behaviours in the workplace, but who may need support to do so.

The EDI team will assist in raising awareness and training managers and employees in the use of reasonable adjustments. dNET will also assist with this activity.

The EDI Team is currently developing the first formalised generic training programme for Allies in the UK.

These will be individuals who are keen and interested in promoting equality, diversity and inclusion in their workplace.

This is LSBU's revamped 'whistleblowing' procedure.

The EDI team has 'equality-proofed' this procedure and will work with the Governance team to assist its rollout.

	CONFIDENTIAL
Paper title:	Postgraduate Taught Experience Survey (PTES) 2016
Board/Committee:	Student Experience Committee
Date of meeting:	1 February 2017
Author:	Emily Rubython, Senior Manager Market Research and Insight
Purpose:	Information and discussion
Recommendation:	1. LSBU should seek to improve the propensity to recommend LSBU to friends or family 2. Improve aspects of dissertation supervision 3. Respond to School specific issues

Executive Summary

- Overall satisfaction with course remains at 74%, satisfaction with being a student at LSBU however has decreased by 4pp to 69% in 2016.

- Propensity to recommend LSBU remains relatively low (64%), particularly in comparison to other satisfaction measures. Propensity to recommend LSBU was most strongly correlated to overall satisfaction, satisfaction with teaching spaces, the course is well organised and is running smoothly and I am happy with the support for my learning I receive from staff on my course.

- In comparison to the benchmark groups LSBU respondents were more motivated to come to LSBU: 'To meet requirements of my current job' / 'As a requirement to enter a particular profession' / 'To change my current career' and also due to 'Location of institution'.

- Particularly well perceived were measures pertaining to library and IT resources. LSBU's performance was better than all benchmarking groups except the Sector average in this.

- Engagement: LSBU performed well in 'opportunities to discuss work with other students', 1-4% above all benchmarking groups. But there is a perception that feedback is not acted on in some cases e.g. *"I have given feedback and raised concerns on the… course and have had no response from the Dean."*

- Skills Development: LSBU particularly underperformed at 'independent learning' (which is 6pp down on 2015) and 'research skills' – being 7-8% below

benchmarking groups.

- 'Feedback has been prompt' - 64% compared with 59% in 2015 – this is still below all except London benchmarking group however.

- LSBU was below all benchmarking groups on 'Feedback on my work has been useful'. Some students reported being dissatisfied with lack of/delayed response to emails. Many however, felt that teaching was highly variable between modules, owing to different lecturers, whether and when module notes were uploaded to Moodle seemed to be important to students.

- As in 2015, there was much dissatisfaction regarding organisation and management around perceived lack of timely communication about changes, particularly timetable changes or cancelled lectures. It was noted that if timetable changes made through Moodle were delayed to the extent that some students would not receive notification in time to make necessary arrangements

- There was also dissatisfaction with advertised days for study being changed - this has implications for CMA advice on consumer law[1], and in particular if this was at short notice – this led to issues with work and/or arranging childcare:

Details of recommendations
1. Given that word of mouth recommendations are so important in first hearing about LSBU and the university's reputation, LSBU should seek to improve the propensity to recommend LSBU to friends or family.

   This can be achieved by focusing on aspects strongly correlated to this, so improving satisfaction with teaching spaces and/or improving the organisation and running of PG courses. The latter requires:

   - Timely communication about changes
   - Advanced and clear communications around key dates
   - Advertised days for study being fixed in advance
   - Minimise any gaps in recruitment of new teaching staff

2. Improve aspects of dissertation supervision

   ➢ More support given to students in planning dissertation – facilitating meetings with part-time students in particular who found it difficult to meet with their supervisor.
   ➢ Providing more "helpful" feedback on student's progress

3. Respond to School specific issues.

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[1] https://www.gov.uk/government/news/cma-advises-universities-and-students-on-consumer-law

LSBU Postgraduate Taught Experience Survey 2016

Summary report prepared by:

Market Research and Insight Team
Marketing, Recruitment and Admissions Department

September 2016

1. Contents

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Figures

2. Executive summary

I. Background

Launched in 2009, the HEA's **annual Postgraduate Taught Experience Survey** (PTES) is the only sector-wide survey to gain insight from taught postgraduate students about their learning and teaching experience.

The survey **focuses on students' experiences** regarding:

- teaching and learning
- assessment and feedback
- organisation and management
- resources and services
- engagement
- skills development

It also considers students' motivations for taking their programme and – where relevant – their experience of undertaking a dissertation or major project.

This is the fifth year that LSBU has participated in the HEA's PTES. By participating in the PTES we can compare our student satisfaction against benchmarks and use the data to improve the student experience to grow postgraduate applications and enrolments in line with LSBU's corporate strategy.[1]

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[1] For further information about the sample population and response rate please refer to appendices.

4

II. Sample

The 2016 PTES survey was launched 1st March and was open for just over two months, closing on the 9th May. A total of **539** completed surveys were achieved from **3,068 eligible** students contacted - a **response rate of 17%.** This is slightly lower than in 2015 which yielded a 19% response rate. This may be in part due to the perception among PG students that feedback is not acted upon.

Responses to the survey by school[2] are shown in Figure 1 below:

Figure 1   School breakdown

School	Number of PTES respondents	% of eligible PGT School Population Responded	% of total PTES response
School of Applied Science	18	15%	3%
School of Arts and Creative Industries	15	45%	3%
School of Built Environment and Architecture	105	15%	19%
School of Business	123	16%	23%
School of Engineering	27	26%	5%
School of Health and Social Care	122	15%	23%
School of Law and Social Science	126	24%	23%
LSBU Overall response	**539**[3]	**17%**	**100%**[4]
Sector average response rate	-	**31%**	-
Post-92 average response rate	-	**28%**	-

Responses to the survey by mode of attendance are shown in Figure 2 below:

Figure 2   Mode of attendance breakdown

Mode of attendance	Number of PTES respondents	% of total PTES response	Standard LSBU PTES MOA[5]
Full-time	290	54%	50%
Part-time	249	46%	50%

Not every enrolled PG student was contacted for the survey this year. The HEA have a strict sample definition for the PTES which covers students on courses with specific course aims only, so some PG students on fast track courses for example, were excluded from the sample.

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[2] Due to small sample sizes of schools, comparisons by school would be subject to a greater degree error than the overall sample (17%) and are therefore not made in this report.

[3] 3 students were not assigned to Schools, therefore the figure of 539 is greater than amalgamating respondents by School as presented.

[4] This does not add up to 100% due to rounding.

[5] According to proportions of eligible PGT students in database received from Registry.

III. Overall results

- The figure below summarises LSBU's position relative to the sector in each of the main areas under question in the survey. These are aggregate scores and demonstrate that LSBU sits in the **bottom quartile** in **six out of nine areas**, and in the **lower quartile** in the remainder.
  - o LSBU **performs most poorly** on 'Dissertation', 'Overall' and 'Organisation'.
  - o LSBU performs **relatively better** on '**Resources**, '**Engagement**' and '**Assessment**'.

Behind the headline data is the revelation of a very **inconsistent student experience**, which **varied by School** and subject areas – overall satisfaction indicators by School are shown at Figure 4, whilst 2-page School summary reports are provided separately.
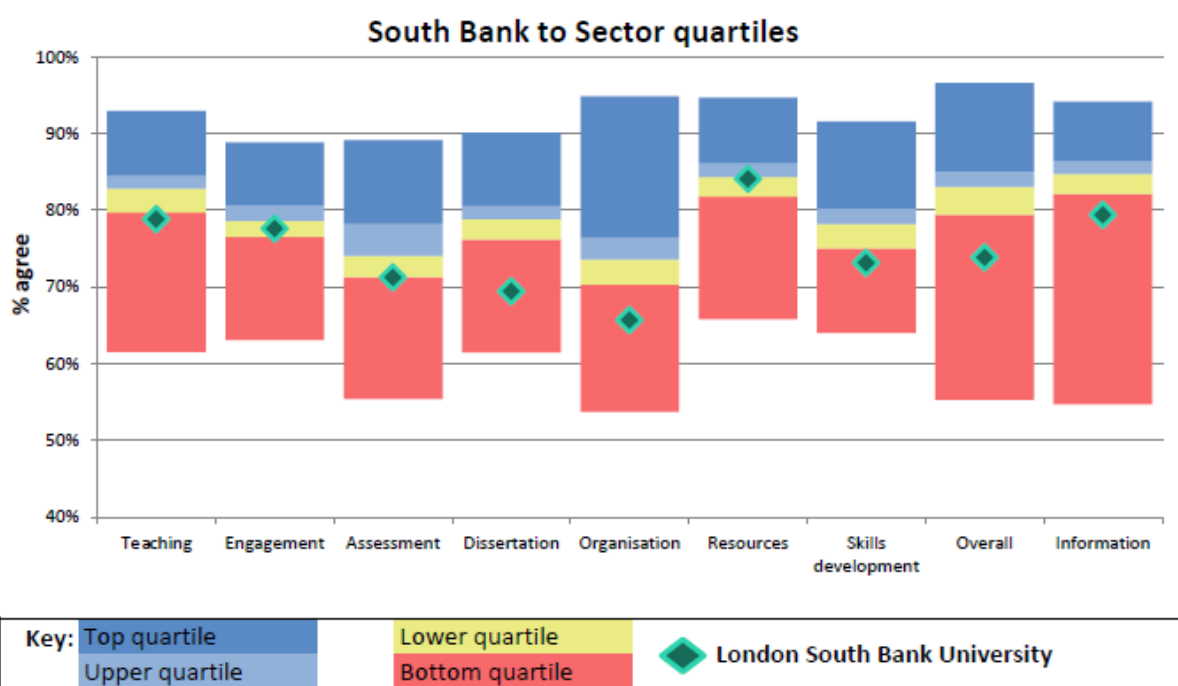
- A comparison of key performance areas year on year:

  - Overall, LSBU has seen a **decline in most areas from 2014**; **satisfaction with course** has dropped by 3pp to 74% and **propensity to recommend** by 2pp to 64%.

  - Despite **satisfaction** with LSBU's **teaching spaces**, improving by 2% from 2014 to 2015, this subsequently decreased by 4pp to 71% in 2016.

	2013	2014	2015	2016
Overall I am satisfied with the quality of my course **(KPI)**	76%	77%	74%	74%
Satisfaction with experience of being student at LSBU over past year	75%	76%	73%	69%
Propensity to recommend LSBU to friends or family	68%	66%	64%	64%
Satisfaction with teaching spaces	70%	73%	75%	71%

IV.   Conclusions

Implications follow this section.

Overall satisfaction with course at 2015 level, however decline in experience as a PG student at LSBU

- Overall satisfaction with course remains at 74%, **satisfaction with being a student at LSBU** however has **decreased** by 4pp to 69% in 2016; the latter is correlated with the same factors as with propensity to recommend LSBU listed below (e.g. course organisation).

Propensity to recommend LSBU remains low, linked to organisation of course

- Propensity to recommend LSBU **remains relatively low** (64%), particularly in comparison to other satisfaction measures.
  - Propensity to recommend LSBU was **most strongly correlated to** overall satisfaction (0.83[6]), satisfaction with teaching spaces (0.82), **the course is well organised and is running smoothly** (0.76), and I am happy with the support for my learning I receive from staff on my course (0.68).

Location and increasingly enhancing career key motivators for studying at LSBU

- In **comparison to the benchmark groups** LSBU respondents were **more motivated to come to LSBU**: 'To meet requirements of my current job' / 'As a requirement to enter a particular profession' / 'To change my current career' and also due to 'Location of institution'.

Resources and Services well perceived, particularly library and IT

- Particularly well perceived were measures pertaining to **library** (87% compared to 84%-85%) and **IT resources** (88% compared to 86%-87%); LSBU's performance was **better than all benchmarking groups except the Sector** average in this.

Skills Development and Engagement just below benchmarking groups, some issues around independent learning and perception feedback not acted on

- **Engagement**: LSBU performed well in '**opportunities to discuss work with other students'**, 1-4% above all benchmarking groups.
  - **Perception feedback not acted on** in some cases e.g. *"I have given feedback and raised concerns on the… course and have had no response from the Dean."*
- **Skills Development**: LSBU particularly **underperformed at 'independent learning'** (which is 6pp down on 2015) and **'research skills'** – being 7-8% below benchmarking groups.

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[6] A correlation of 1.0 indicates a perfect positive correlation, whilst a correlation of -1.0 indicates a perfect negative correlation.

Promptness of feedback improves, but issues remain particularly for feedback quality

- **'Feedback has been prompt'** - 64% compared with 59% in 2015 – this is still below all except London benchmarking group however.
- LSBU was **below all benchmarking groups** on **'Feedback on my work has been useful'** (68% compared to 70%-78%) e.g. *"Feedback is too often just a mark - very little written or verbal (analytical) feedback is offered."*

Teaching and learning slightly below benchmarking groups

- There were **positive comments** e.g. *"I am not sure if the lecturers could be any more supportive, really excellent"*, however some students reported being **dissatisfied** with **lack of/delayed response to emails**.
- Many however, felt that **teaching was highly variable between modules**, owing to **different lecturers**, whether and when **module notes were uploaded to Moodle** seemed to be **important to students.**

Changes in course not effectively communicated - not felt to be running smoothly

- **LSBU significantly below benchmarking groups** in this area:
  - 'Any changes in the course or teaching have been communicated effectively' (64% compared to 75%-78%)
  - 'The course is well organised and running smoothly' (63% compared to 71%-74%)
- As in 2015, there was much **dissatisfaction** regarding organisation and management around **perceived lack of timely communication** about changes, **particularly timetable changes** or **cancelled lectures** (which itself was felt to be unacceptable). It was noted that if **timetable changes made through Moodle were delayed** to the extent that some students would not receive an Outlook notification in time to make necessary arrangements
  - *"… Letting us know at 7.30am via a message on Moodle that the days lectures have been cancelled is far too late for many students who travel several hours to get to uni. If we check Moodle before we leave it would be at 6am. At least emails can be forwarded and collected on phones. Moodle notifications sometimes come through immediately, sometimes hours later, the system is unreliable"*
- There was also dissatisfaction with **advertised days for study being changed**, and in particular if this was **at short notice** – this led to **issues with work and/or arranging childcare**:
  - *"… the course was advertised as Mon and Thursday evenings. The first semester the timetable was amended in the last minute and the days changed to Wednesday and Thursday. I'm now in my second semester and the timetable has changed again to Monday and Wednesday. This is a major problem to some of us who have to make childcare arrangements. The administration of the course has been appalling"*

8

LSBU performing worse in supervision of a dissertation than in 2015

- Overall average for this topic was down 4pp compared with 2015
- **LSBU significantly below benchmarking groups** in this area:
    - ○ 'I am happy with the support I received for planning my dissertation' (61% compared to 70%-74%)
    - ○ 'Supervisor provides helpful feedback on student's progress' (66% compared to 75%-78%)

Specific issues in BEA

- BEA was **worst performing for overall satisfaction** with quality of course (51% compared to 74%-83%), and also on **propensity to recommend LSBU** (39% compared to 63%-89%)
- Students reported **organisational issues**:
    - ○ *"The organisation and communication should've been much better and need to improve dramatically in the future. This course has been terribly organised and nobody seems willing to take any responsibility for it."*
- Issues around **staff being leaving** and **not being replaced**, **delayed feedback** were also reported**,** whilst some requested **courses** that were **more current/industry focused** – see section 4.iv.

V.   Implications

1. Given that **word of mouth recommendations** are so important in PG students first hearing about LSBU[7] and the university's reputation, LSBU should **seek to improve the propensity to recommend LSBU to friends or family**.
   - ➢ This can be **achieved by focusing on aspects <u>strongly correlated</u> to this**, so **improving satisfaction with teaching spaces** (which would involve further investment in resources, or potentially reallocation of PG students' lectures out of London Rd. and into newer buildings such as Keyworth if possible) and/or **improving the organisation and running of PG courses.** The latter requires:

     i. **Timely communication about changes**, particularly timetable changes or cancelled lectures[8] – preferably **to students' personal emails or via text**. Sometimes if timetable changes made through Moodle were delayed to the extent that some students would not receive an Outlook notification in time to make necessary arrangements.
     ii. **Providing advanced and clear communications around key dates:** coursework deadlines, examinations, placements, timetabling etc.
     iii. **Advertised days for study being fixed in advance**, and not changed at short notice – for some this had led to issues with work and/or arranging childcare.
     iv. **Minimise any gaps in recruitment of new teaching staff** when replacing any staff that leave.

2. **Improve aspects of dissertation supervision:**
   - ➢ More support given to students in planning dissertation – facilitating meetings with part-time students in particular who found it difficult to meet with their supervisor.
   - ➢ Providing more "helpful" feedback on student's progress

3. **Respond to School specific issues**, including in BEA, these are detailed in separate 2-page summary reports for each School.

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[7] 34% of PGs *first hear* about LSBU this through WOM recommendations – *New Student Survey 2015*. Others, who potentially do not choose to study at LSBU, also hear about LSBU this way, 21% of UGs for example – *UG Decliners survey 2015*. In addition there will be other applicants/students of LSBU who *hear at some stage* about LSBU through WOM recommendations, not just *first hearing* about LSBU this way which will ultimately impact on the university's reputation.

[8] There were less negative comments about timetabling in 2016 compared with 2015; however some issues remain around communicating any changes.

3. Research findings

I. Overall Satisfaction

Respondents were asked the extent to which they agreed with the following statement:

"Overall I am satisfied with the quality of my course"

- For LSBU this was the **same as in 2015** (74%) (Figure 3).
- LSBU is **below each of the benchmarking groups** and considerably below the sector as a whole (9%).

Figure 3   Overall satisfaction with course[9]
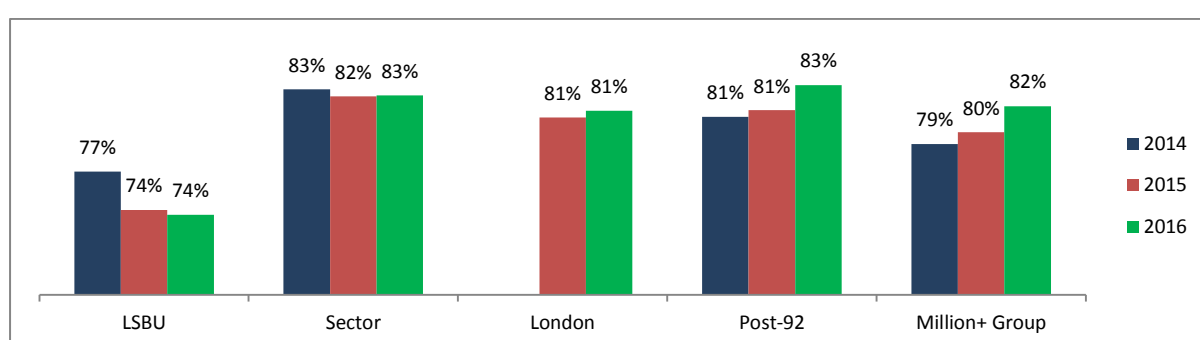
Students in **BEA were much less satisfied** and less likely to recommend LSBU; other Schools were roughly on par with each other as shown in Figure 4.

Figure 4   Overall satisfaction indicators by School

2016	Sector (n=79,753)	ACI (n =15)	ASC (n=18)	BEA (n=105)	BUS (n=123)	ENG (n=27)	HSC (n=122)	LSS (n=126)
Overall I am satisfied with the quality of my course **(KPI)**	83%	80%	83%	51%	76%	82%	80%	82%
Satisfaction with experience of being student at LSBU over past year[10]		60%	78%	49%	69%	67%	78%	76%
Propensity to recommend LSBU to friends or family		80%	89%	39%	63%	63%	74%	70%
Satisfaction with teaching spaces		80%	83%	63%	75%	96%	67%	68%

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[9] In 2014 'London' as a competitor group did not exist and HEIs in LSBU's competitor group were different (participation is voluntary and variable year on year).

[10] These are LSBU specific questions and so are not benchmarked against nationally.

11

II.   Averages for subsections

An aggregate score was also created of averages of for each category in the survey (e.g. information, skills etc.) see
Figure 5. In <u>most</u> **areas LSBU underperforms slightly relative to each benchmarking group**.

Areas where there was a **consistency between LSBU and the benchmarking groups** are **'resources'** and **'engagement'**

The area where LSBU has the **weakest performance** is in '**Organisation**' scoring 66%, and '**Overall**' (74%).

Figure 5   **Averages for subsections to demonstrate overall student experience 2016**

Category	LSBU	London	Sector	Sector Weighted to South Bank	Post-92	Million+ Group
Information	79%	83%	85%	84%	85%	84%
Overall	74%	81%	83%	81%	83%	82%
Skills development	73%	75%	78%	77%	80%	78%
Resources	84%	82%	84%	83%	84%	83%
Organisation	66%	72%	74%	71%	75%	73%
Dissertation	69%	77%	79%	76%	80%	78%
Assessment	71%	69%	73%	74%	77%	77%
Engagement	78%	77%	79%	78%	80%	80%
Teaching	79%	81%	82%	82%	83%	82%
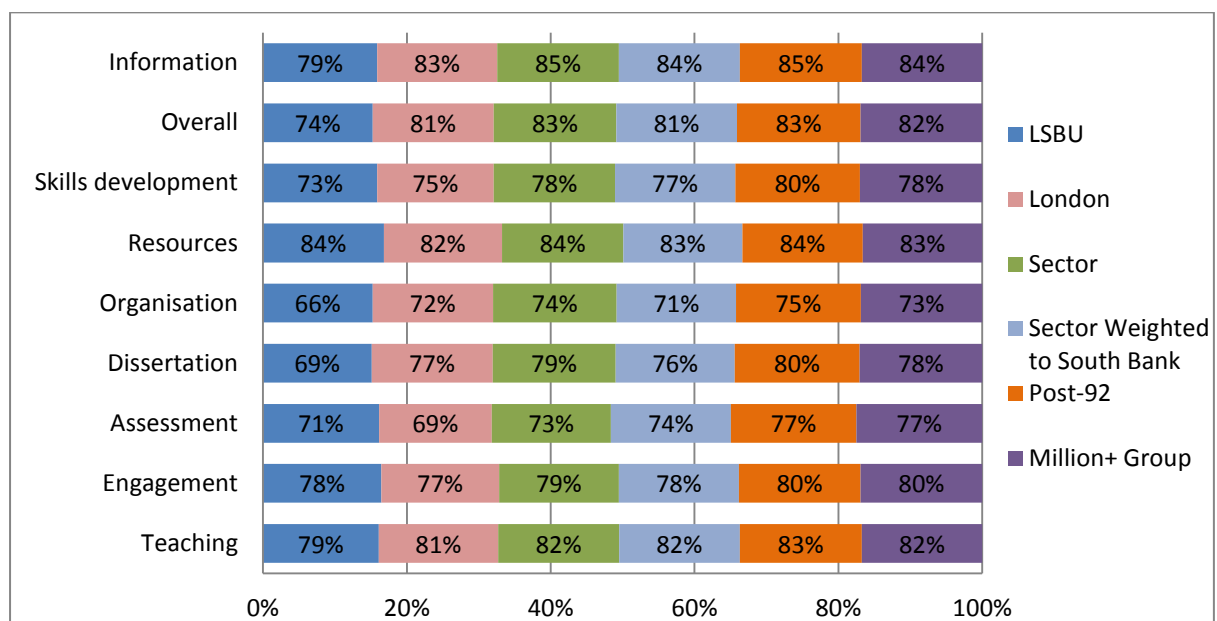
III. Key changes 2016 vs. 2015

Since 2015, whilst LSBU has **improved in Assessment and Resources** by 2pp, it has **declined in Dissertation, Skills development and Organisation** – Figure 6.

Figure 6 **Averages for subsections 2016 vs 2015**

	Teaching	Engagement	Assessment	Dissertation	Organisation	Resources	Skills development	Overall	Information
LSBU 2016	79%	78%	71%	69%	66%	84%	73%	74%	79%
LSBU 2015	79%	78%	69%	73%	67%	82%	76%	74%	79%
pp change since 2015	**0%**	**0%**	**2%**	**-4%**	**-1%**	**2%**	**-3%**	**0%**	**0%**

In particular, whilst it is positive to see a **marked improvement** in '**Feedback on my work has been prompt**' (+ 5pp) there have been **significant declines in aspects of dissertation and skills** e.g. in 'I understand the required standards for the dissertation / major project' (- 8pp) – see Figure 7

Figure 7 **Significant areas of improvement or decline since 2015**

Significant areas of improvement	Significant areas of decline
Motivations - As a requirement to enter a particular profession (+ 7pp)	*Dissertation -* I understand the required standards for the dissertation / major project (- 8pp)
Motivations - To change my current career (+ 6pp)	*Skills -* As a result of the course I am more confident about independent learning (- 6pp)
Assessment - Feedback on my work has been prompt (+ 5pp)	*Skills -* My research skills have developed during my course (- 6pp)
	Engagement - The workload on my course has been manageable (- 5pp)
	Dissertation - I am happy with the support I received for planning my dissertation / major project (- 5pp)

IV. Suggested improvements from Postgraduate Taught Students

Students were asked to "comment on one thing that would most improve your experience of your course" and also on one thing they would change to make "the experience better for future postgraduate students at LSBU". Most comments related to a common theme of **LSBU requiring better organisation, administration and/or communication between staff, and with students**. Students felt LSBU should:

- **Improve general communication,** in terms of **ensuring timely information, prompt responses to queries,** and **more continuity in how information is communicated:**

    o *"Better overall course organisation i.e. better communication to students and more continuity."*

    o *"Improve speed with which admin staff reply to our inquiries. Have had to send multiple emails to get a response. This not ideal especially as a part time student."*

    o *"Better organisation Better communication Replying to emails   Better administration"*

    o *"Communication with course administration has sometimes been ineffective. My questions are not always answered… As each module begins I should receive an email with information on that module, but this has not happened."*

    o *"It would be more effective if all information/communication were passed through one channel, preferably the student email."*

- Give students **timely communications regarding timetables/timetable changes whilst ensuring accuracy**, to inform students' schedules. (It was notable that there were much less comments about this compared with 2015, and so LSBU has made significant improvements in this area):

    o *"Improvement on the communication from the Administrators of the course. Timetables agreed in advance."*

    o *"TIMETABLES! Supply correct one so there is no confusion when and where is what!"*

    o *"Organisation - clear processes surrounding course administration including induction, timetables."*

- **Organise cover if a lecturer was absent,** and in worst case scenario, **communicate prior any issues regarding cover** (there were issues around VLE communications – students want a group email; or text message if lectures were to be cancelled – see Organisation and Management section):

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- o *"Communication on when lectures are cancelled could be received further [in] advance."*

- o *"If a lecturer is off sick instead of just putting notes in VLE they should also sent text to everyone, I am working full time and sometime I do not check VLE in the morning before going to UNI."*

There appeared to be **specific issues in BEA** according to student feedback:

- o **Staff leaving, and reportedly not replaced:**

    - ▪ *"Better organisation, not allowing experienced lecturers to leave midday through the year, replacing these lecturers, as a result there is little to no one to supervise a building surveying dissertation."*

    - ▪ *"The course organisation has been farcical. There are very few staff with experience of the subject and those that are there are overworked and just don't have the time to make up for the short fallings of the university management. Employ some lecturers & organise face to face teaching sessions & tutorial groups."*

- o **Poor organisation, including delayed feedback:**

    - ▪ *"The organisation and communication should've been much better and need to improve dramatically in the future. This course has been terribly organised and nobody seems willing to take any responsibility for it."*

    - ▪ *"Time taken for feedback to be received from some modules has been very long. One module I have never received feedback from for an assessment we completed before Christmas."*

    - ▪ *"I think the best way I can sum up my experience is to give a story about a lecture I had a few weeks ago. I won't bring up names but we had a substitute tutor as our normal tutor was away. We were given the wrong exercise to do at the beginning of the task which was due to a lack of preparation. Half way through this session the sub tutor proceeded to say the phrase 'You guys probably know more about this stuff than I do'. Why am I paying fees for a tutor who doesn't understand what they're talking about? This complete lack of communication seems to feed its way around the whole university. I hope these comments are noted and are not ignored which I have no doubt they will be."*

- o **Changing the terms of the course after it has started**

    - ▪ *"When I signed up to this masters I was told the course was a two years master degrees when you start the masters in the last term. On entering the last term we*

were told this has been moved to start next year. This is wholly unacceptable and has disrupted the majority of the class as we are on work contracts which we are no in breach of due to the incompetence and lack of organisation in this university."

- o **Lack of current content** and **topics,** which are **specific to that course** and **industry-focused:**

    - *"Quality of lecturers - I don't exactly enjoy seeing 'date last modified: 2007' as the lecturer opens up a PowerPoint (I think construction law was the only one who had a recent one, the rest were 2013 at the latest). Even worse - there were always mistakes on the slideshows despite being used for YEARS. How current."*

    - *"The course needs to be more relevant to the nature of the current industry. There are modules and aspects of certain modules that are not at all relevant to be a QS. The course does not prepare you well enough to be a QS in the field."*

    - *"The rest of the course is, sadly, just not related to building surveying as closely as it should be. Too many modules are square pegs in round holes. For examples, modules on environmental issues and building services are general overviews that could be taught to any discipline (engineering, project management etc.) and are not tailored to building surveying. I would like to see this issued tailored to what a surveyor needs to know and will experience in general practice. This is far from the case at present."*

- o Little **focus on practical work**, which could potentially be via a **short residential:**

    - *"The people who teach the course have so much experience that classroom teaching is not always the best way to communicate all their knowledge. I cannot stress enough that on site learning (on a building, or construction site) is so much more useful and memorable than some lectures, and especially on a course like building surveying. Even a 4 day residential course as part of the overall teaching offer would be amazing, and really push LSBU above the other competitors."*

V. Suggested improvements to Teaching Spaces

Students were asked 'How do you think the teaching spaces at LSBU could be improved, if at all?' A number of comments were **complimentary**, particularly of the **Keyworth building** but **less so of London Rd.** e.g. "...the campus is a mixture of lovely buildings with good spaces i.e. Keyworth and dark miserable rooms i.e. London Road campus."

Where issues were raised, students felt that the **temperature of rooms was not comfortable**, often being **too hot or cold**. **Air conditioning** was sometimes felt to be inadequate, and could not be altered in a particular room:

- o *"London Road building - no air con, too hot... You can't help but focus on it being too hot or too cold, and it's really distracting. The basic fact of some windows (in London Road) not opening so you can self-regulate your temperature is a basic failing"*

- o *"Rooms are either very hot or very cold!!"*

- o *"Setting temperature should be in hand of class tutor so that we can change it accordingly"*

Some felt **rooms were cramped** and **could be more spacious** for the class size:

- o *"There has been many occasions where the classroom was too small for the number of students and there weren't enough chairs or tables"*
- o *"We are a massive class, and I have had to sit on the floor at times!"*

Some PG students reported that **lectures room had rubbish left in them** before their lectures:
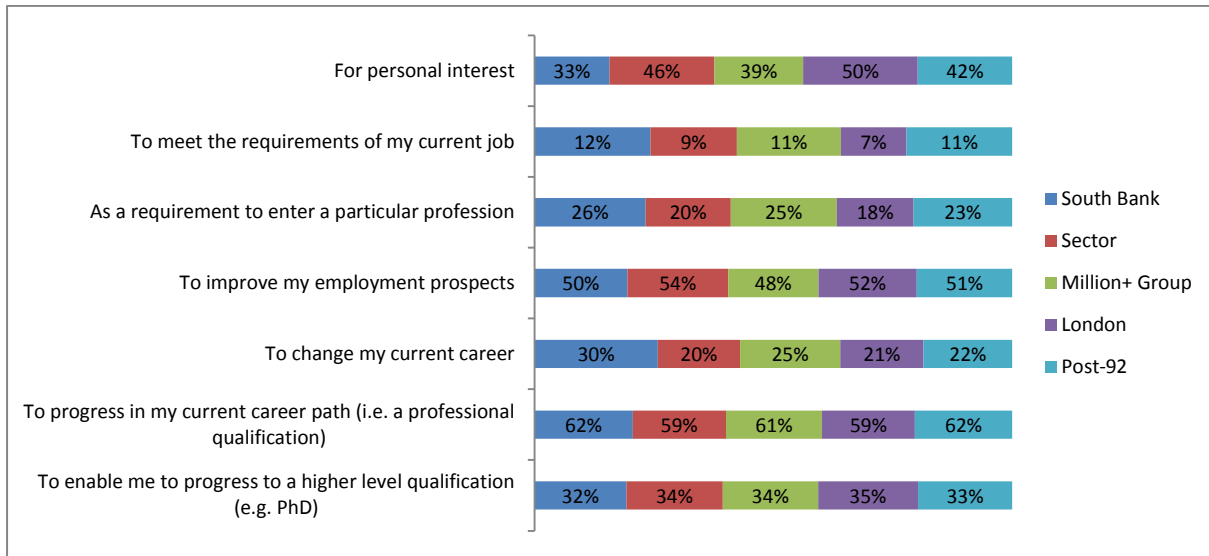
- o *"Lecturers need to remind students that rubbish should not be left after class. In the Keyworth Centre, Lecture theatre A and B are regularly littered with food packets and bottles. Students need to be told not to do this"*

VI.   Motivations for studying at postgraduate level and for studying at LSBU

In **comparison to the benchmark groups** LSBU respondents were **more motivated to come to LSBU** for **career-focused factors**:

- o 'To meet requirements of my current job'
- o 'As a requirement to enter a particular profession'
- o 'To change my current career' – see Figure 8

Figure 8   Motivations for taking a postgraduate programme

Motivation	South Bank	Sector	Million+ Group	London	Post-92
For personal interest	33%	46%	39%	50%	42%
To meet the requirements of my current job	12%	9%	11%	7%	11%
As a requirement to enter a particular profession	26%	20%	25%	18%	23%
To improve my employment prospects	50%	54%	48%	52%	51%
To change my current career	30%	20%	25%	21%	22%
To progress in my current career path (i.e. a professional qualification)	62%	59%	61%	59%	62%
To enable me to progress to a higher level qualification (e.g. PhD)	32%	34%	34%	35%	33%

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In **comparison to the benchmark groups** LSBU respondents were '**studying for this qualification at this particular institution because**':

o 'My employer advised or encouraged me to do it'
o 'Location of institution' – see Figure 9.

Figure 9 **Motivations for studying a particular course at a particular institution 2016**
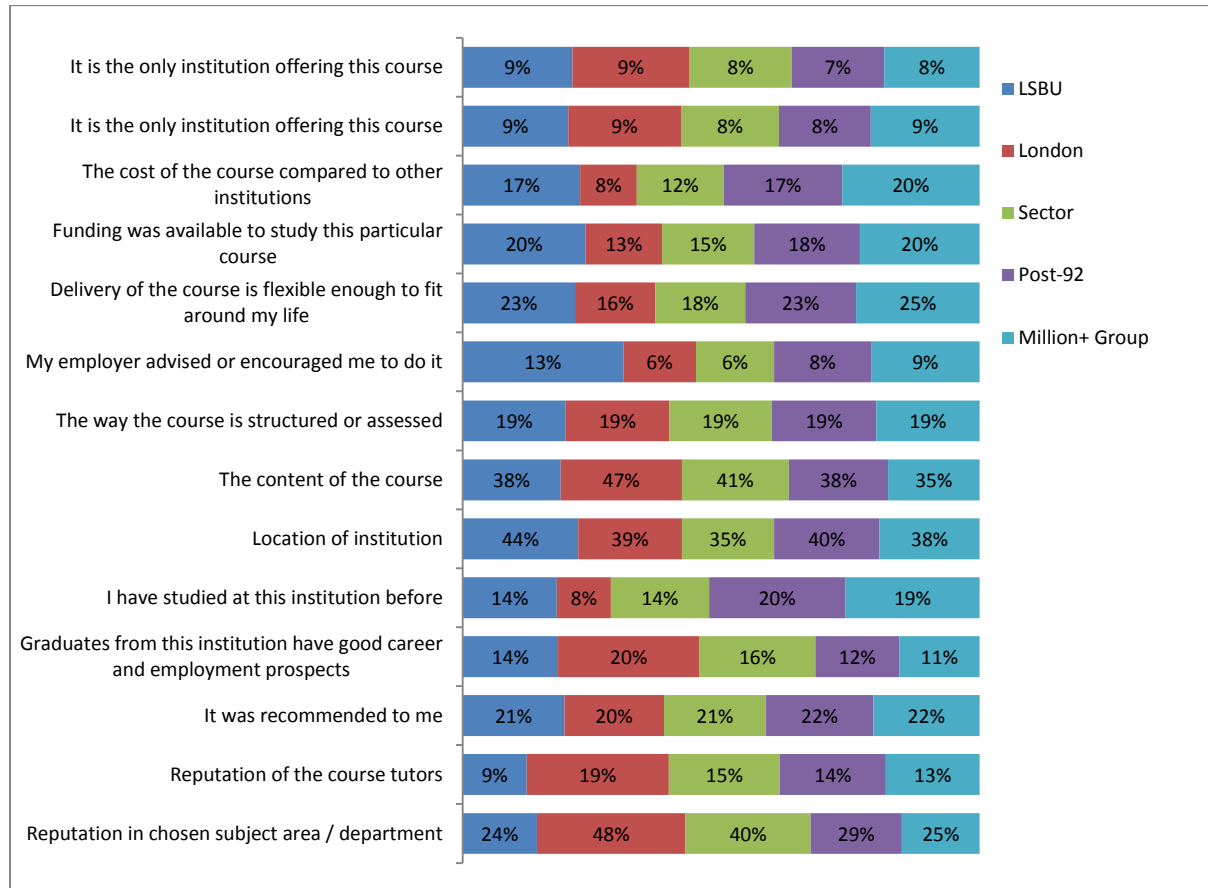
VII. Aspect that has been most enjoyable or interesting on course

Students were asked to comment on one thing that has been most interesting or enjoyable on their course. Comments were primarily around **course content**, including **relevance to professional practice** or specific modules of interest. The concept of **learning** was also mentioned, particularly **'new' things** or **soft skills** (e.g. MS Excel, or communication):

- o *"The module Business Intelligence Architecture was fantastic. We learned about trends in the IT world that are happening right now and put these skills to use in our assignment. "*

- o *"I really appreciated the practical aspect of my course, i.e. writing a marketing plan for the marketing module. I also really enjoyed presentations, as they allowed me to develop my communication skills and my confidence."*

- o *"Learning a new subject and engaging intellectually with both students and lecturers"*

Many also found the **interaction with other students** most enjoyable/interesting aspect of their courses. In particular the shared learning through **class discussion** or simply the opportunity to **meet and network** with students from a **diverse** range of cultures and professional backgrounds:

- o *"The face to face sessions give me the opportunity to interact with other students from other countries and I find that interesting."*

- o *"Meeting people in a similar job sector and being able to discuss aspects of my job with them."*

Some also took this opportunity to **commend supportive and/or knowledgeable lecturers**:

- o *"The support of lecturers and their wealth of knowledge on the taught subjects which generates very interesting debates."*

- o *"There were some lecturers that strive for excellence and that not only have a clear understanding of the field but also they are successful in conveying knowledge and promote innovative thinking."*

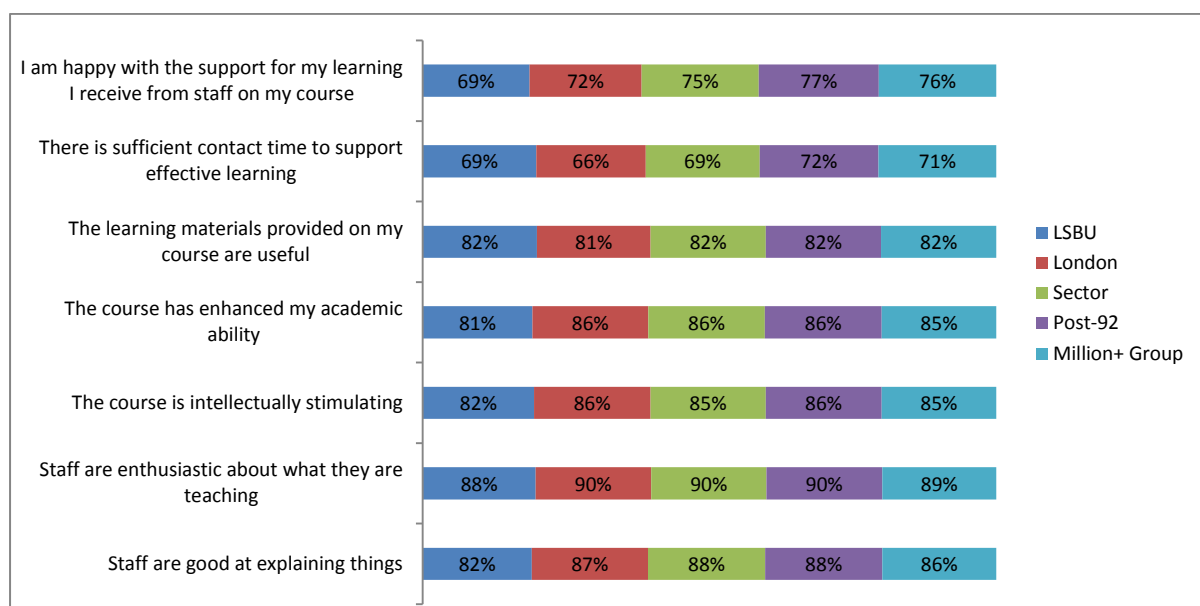**Placements or residential stays** were also **commended**:

- o *"Placements have been fantastic."*

- o *"The course residential has been most enjoyable, strengthening and helpful to make this better understood on this course."*

4. Research findings by category[11]

I. Quality of Teaching and Learning

LSBU typically **underperformed in teaching** relative to benchmarking groups to a **small extent** (69%-88% compared to 66%-90%) - See Figure 10.

Figure 10   Teaching

Statement	LSBU	London	Sector	Post-92	Million+ Group
I am happy with the support for my learning I receive from staff on my course	69%	72%	75%	77%	76%
There is sufficient contact time to support effective learning	69%	66%	69%	72%	71%
The learning materials provided on my course are useful	82%	81%	82%	82%	82%
The course has enhanced my academic ability	81%	86%	86%	86%	85%
The course is intellectually stimulating	82%	86%	85%	86%	85%
Staff are enthusiastic about what they are teaching	88%	90%	90%	90%	89%
Staff are good at explaining things	82%	87%	88%	88%	86%

There were some **positive comments** e.g. "I am not sure if the lecturers could be any more supportive, really excellent." (these appeared to be primarily among HSC students)

Some **negative comments** were made regarding aspects of teaching, namely regarding the **accessibility of staff**, the **level of support** given or **lack of/delayed response to emails**:

> "Contact and responses via the staff on the course was particularly poor, with many calls, (to both office and mobile), texts and emails left unanswered. Very disappointing and frustrating."

> "I would have felt more supported if all tutors and supervisors remained in contact throughout. I have often sent emails and have received no response. Therefore, leaving me unguided and unsupported."

Many however, felt that **teaching was highly variable between modules**, owing to **different lecturers**, whether and when **module notes were uploaded to Moodle** seemed to be **important to students**:

> "Enthusiasm has differed from the two different module leaders, one is much more engaging during lectures but does not upload items on to Moodle as often, whist the other has many resources on Moodle but I do not find the lessons as engaging."

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[11] Percentages are aggregates of 'definitely agree' and 'mostly agree' with statements

II.   Engagement

LSBU performed **relatively well in engagement** and was above all benchmarking groups on 1/5 of measures of Engagement (Figure 11):

•   The course has created sufficient **opportunities to discuss my work with other students** (80% compared to 76%-79%)

Conversely having appropriate **opportunities to give feedback on their experience** was 6% lower than for the sector.

Figure 11   Engagement
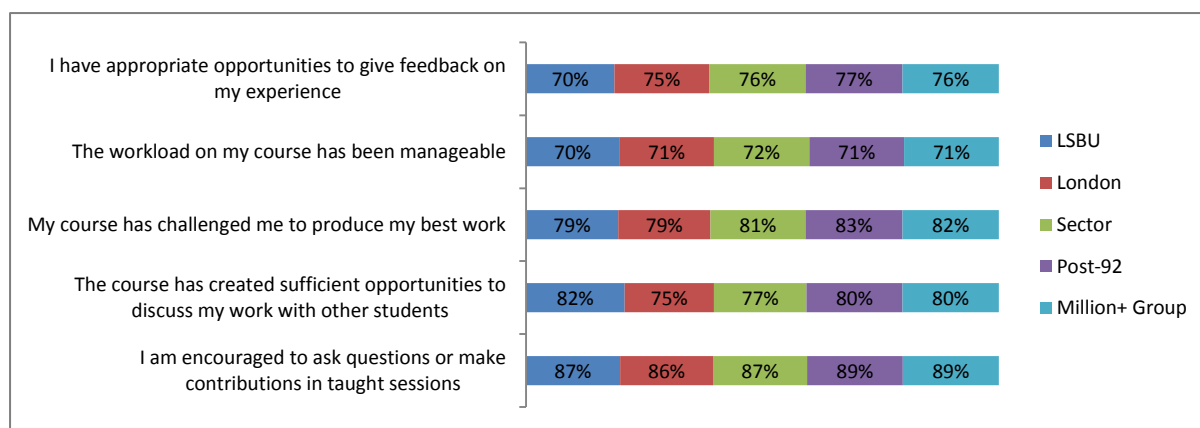
Students reported that there were instances where they **had provided feedback**, **but felt this was not acted on** and therefore in some instances students questioned why they should continue to provide feedback:

> *"I have given feedback and raised concerns on the use and performance course and have had no response from the Dean."*

> *"The only response I get is from the director of studies and these are nearly always to apologise for service not given, which turns out useless anyway, so I have stopped complaining."*

> *"... 'Do I feel my feedback has been acted upon', the answer… would be 'mostly disagree'… the feedback I've given in course rep meetings has been listened to, but not acted upon in a way that's visible to those on the course. At the last rep meeting I had nothing to report because the attitude of the students in my year was 'what's the point?' - it was their last symposium and they'd seen little improvement regarding part-time tutors over the 2 years."*

Some students felt they had a **lack of opportunity to provide objective feedback,** in the context of **Module Evaluation forms or course board rep meetings** (there was a sense from comments, however, that this was less of an issue than in 2015):

> *"Course board rep meetings are with the tutors of the modules so it is difficult to give proper feedback on modules as lecturers take offence."*

> *"We were given feedback forms for the module but this was collected in by the module leader so quite hard to be honest."*

Some students also felt **Module Evaluation forms should not be submitted prior to the end of the module** – as this does not give the student the opportunity to feedback on the **whole module** e.g**. "***module feedback forms are given at inappropriate times, often before exams have been taken or coursework marks received.***"*

Some comments as to be expected referred to **difficulties of balancing workload with working**, "the workload [is] mostly manageable however… my day job has been so demanding that this has affected my ability to rise to the standard that I would have liked to have put to the course.

III. Assessment and Feedback

LSBU was **below all benchmarking groups on Feedback on my work has been useful** (68% compared to 70%-78%) (Figure 12):

Figure 12   Assessment and Feedback
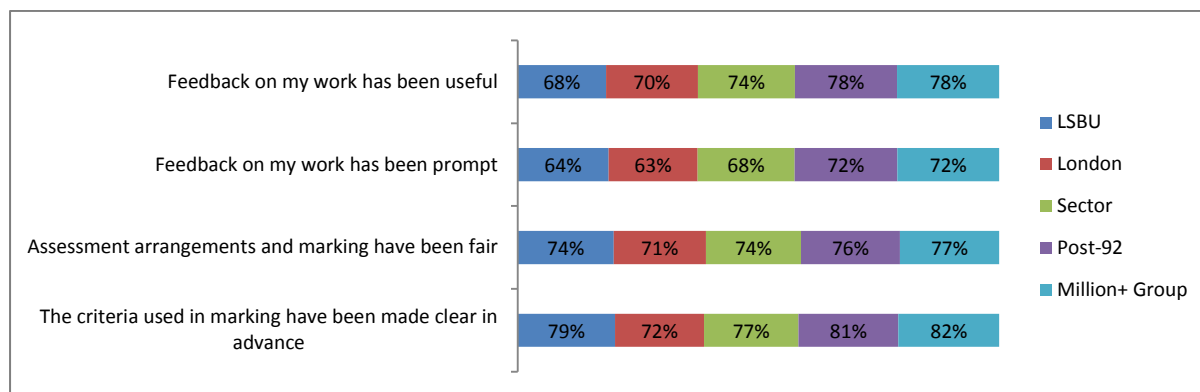
Although 'feedback has been prompt' has improved since last year (64% compared with 59% in 2015), **it frequently took too long to receive feedback on assignments** was the consensus among many comments– this could be **stressful** for students awaiting results and/or not give opportunity to act on feedback to enhance other assignments. **Dates about when feedback would be received were not always given**:

> "work/grades could be returned quicker seen as we have deadlines to hand it in surely there could be deadlines to receive feedback/marks."

> "It is… very annoying that there appears to be a double standard when it comes to working to deadlines, with students getting penalised when work is late and nothing happening to tutors if they don't deliver feedback on time. It's frankly unacceptable in a postgraduate course."

> "I feel that the feedback on work has been delayed massively without any clear guidance as to when assignment feedback/marks will be returned… Clear dates and times should be given for feedback of assignments, as clear as deadline for submissions is given to students.

Feedback quality among some was thought to **be poor, lacking depth, or actionable points**:

> "I am… aware that I am not the only student and there are hundreds of copies to work on; however, if feedback takes as long as a month before being delivered back to student, I expect at least something useful instead of just "you could improve here and there..." but without clear understanding as to what was required."

> "Feedback is too often just a mark - very little written or verbal (analytical) feedback is offered."

Despite all the negativity regarding assessment and feedback there were also some **positive comments** e.g. "Feedback is detailed and insightful and provides scope for reflection and further learning."

IV.   Dissertation

It was notable that **LSBU was underperforming** in areas pertaining to **supervision of a dissertation**, compared to benchmarking groups (Figure 13):

- Supervisor having skills and subject knowledge to adequately support student's dissertation (77% compared to 82%-84%)
- Supervisor provides helpful feedback on student's progress (66% compared to 75%-78%)

Figure 13   Dissertation
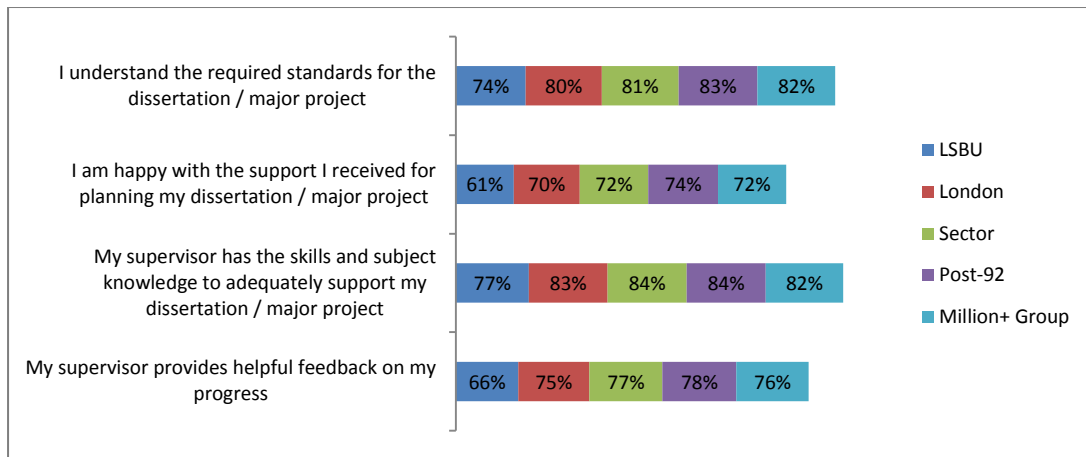
There were many who were **satisfied with their supervisor** in terms of being given support and time:

> *"I had a very supportive supervisor (Dr Lee) which helped a lot."*

> *"I have a prompt and critical supervisor who challenges me; he brings out the best in me."*

Some comments on a dissertation were around **lack of support** and not having access to **previous examples** of work; in addition some PT students found it difficult to meet with their supervisor:

> *"… lack of guidance or chance to discuss ideas with lecturers as none are left in the department. Extremely limited range of previous examples despite repeated requests from many students."*

> *"… I am very unsatisfied with the University who did not gave me any support for my final project since my project supervisor… left university… and nobody told me about it, no email, no phone call, no nothing. Somehow I found out that he left, and I started to send email to the Course Director and all the possible teachers could give me some help, but no one had replied. Summing up, I was 3 months without supervision and I had no lab access to do my experiments and simulations."*

> *"As a part time student, with evening slots far and in-between, discussion for my project is thus patchy; to say the least."*
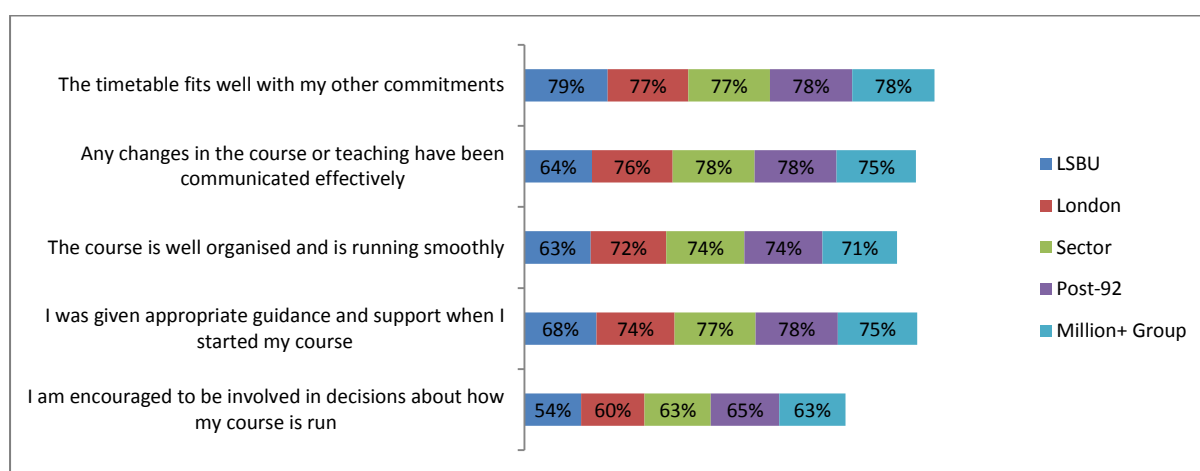
V. Organisation and Management

LSBU was **below all benchmarking groups in 4/5 areas of Organisation**, and performed **particularly poorly** in:

- 'Any changes in the course or teaching have been communicated effectively' (64% compared to 75%-78%)
- 'The course is well organised and running smoothly' (63% compared to 71%-74%)

LSBU performed **best in** 'the **timetable fits in well with my other commitments**' (79% compared to 77%-78%) and could be a reflection of the high proportion of PG students who are part-time at LSBU.

Figure 14   Organisation and Management

As in 2015, there was much **dissatisfaction** regarding organisation and management around **perceived lack of timely communication** about changes, **particularly timetable changes** or **cancelled lectures** (which itself was felt to be unacceptable). It was noted that if **timetable changes made through Moodle were delayed** to the extent that some students would not receive an Outlook notification in time to make necessary arrangements:

> *"The timetables aren't even updated properly on the student planner. Room changes and correct times are never updated."*

> *"Timetabling is a big problem. Why a group email cannot be sent out with a notification of a change is beyond me. Letting us know at 7.30am via a message on Moodle that the days lectures have been cancelled is far too late for many students who travel several hours to get to uni. If we check Moodle before we leave it would be at 6am. At least emails can be forwarded and collected on phones. Moodle notifications sometimes come through immediately, sometimes hours later, the system is unreliable."*

> *"Changes to scheduled classes were not communicated effectively. As a student who worked full time whilst studying part time, and commuting over an hour into central London for classes, I was incredibly disappointed and angry when I got to class on a number of occasions to find out that it had been cancelled via a text message to a fellow student. Many people were in this position and no effort was made to re-schedule the class."*

> *"I often feel we do not know about changes until the last moment, often emails my peers have received have not come through to me so I receive news second hand, and I am aware this has happened to several people."*

There was also dissatisfaction with **advertised days for study being changed**, and in particular if this was **at short notice** – this led to **issues with work and/or arranging childcare**:

> *"Before our second term the timetable was changed literally one week before class started. The timetable had originally been Mondays and Wednesdays, therefore many people, including myself, made arrangements for work based on this. Last minute this changed to Thursday, this was also not communicated to us, we had to go on and check."*

> *"… the course was advertised as Mon and Thursday evenings. The first semester the timetable was amended in the last minute and the days changed to Wednesday and Thursday. I'm now in my second semester and the timetable has changed again to Monday and Wednesday. This is a major problem to some of us who have to make childcare arrangements. The administration of the course has been appalling"*

Other instances of poorly perceived organisation and management relate to Moodle (as above) and changes made at **short notice** and **lack of clear communication**: **coursework deadlines**, **placements**, or **results being received late**.

> *"Changes in the course (timetable, publication of results, etc.) are never effectively communicated.*

> *"The course has been run terribly. Moodle didn't work, errors in electronic submission. I wasn't even electronically on the right course for weeks. My whole experience of the way the course has been run is very negative.*

> *"The organised and allocation of placements has not been done to a satisfactory standard. Information has been promised to be released on a certain day and then is not without any reason being given.*

VI. Resources and Services

LSBU performed **better than all except the Sector** average in measures pertaining to **library** (87% compared to 84%-835%) and **IT resources** (88% compared to 86%-87%).
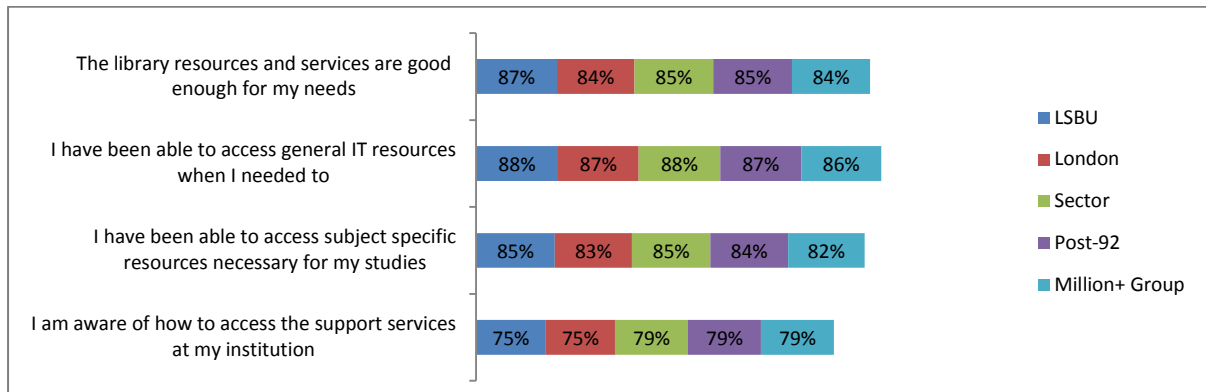
In line with largely positive results relating to Resources and Services most comments in this area were around being **very satisfied with library staff:**

> *"I have been spectacularly impressed with the service provided by the librarians when I send them an email asking for help. They always reply very quickly with clear answers to my questions."*

> *"Fantastic, supportive and helpful librarian staff at the Perry Library"*

Some, however, did request for **more computers in the library** or a dedicated PG room in this area:

> *"Not always enough computers to access in the library"*

> *"[There is no dedicated CPU room in library for PGs] While there is a postgraduate computer lab in the Faraday wing this is often used as a class, at times in an ad hoc way by lecturers which prevented us from using computer facilities that were necessary to complete assignments."*

Where issued were raised these related to having **insufficient software availability** which were **typically course specific**:

> *"There is a complete lack of access to relevant software in the property industry; whether this be EGI, Costar, BCIS, Molior, Argus etc. Students who are studying on a part time basis have an unfair advantage because they will largely have access to such resources at their workplaces."*

VII.   Skills Development

LSBU was **below all benchmarking groups in 4/6 areas of Skills Development**, and performed **particularly poorly** in:

- 'As a result of the course I am more confident about independent learning' (74% compared to 81%-82%)
- 'My research skills have developed during my course' (72% compared to 80%-83%)

Figure 16   Skills Development
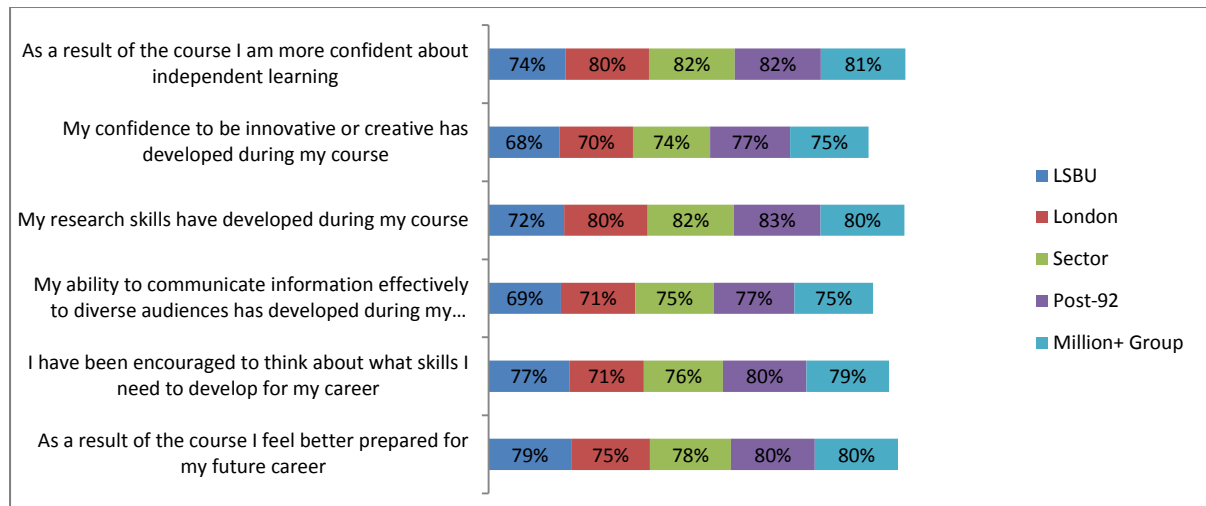
Comments on skills development were **mixed**:

> *"Obtaining a theoretical framework to hang all my experience on is enabling me to see my career in an overall context that I wasn't aware of before. I can see the picture in more detail and I feel more status for my role than I felt before. It's good to know that what I have been doing all along was good and now I feel encouraged to strive to be better"*

> *"My research skills and confidence surrounding learning are all things I have carried forward from my first degree, nothing has been improved here."*

To a lesser extent there were some comments, however that courses **did not match real world practice**:

> *"Feel that the course lack some practical elements such as blood taking, cannulation and more medicines management. These practical elements seemed to be asked for whilst on placement and when I started my first job. My new employer thought I should had more knowledge on graduation from the course. "*

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VIII. Information

Respondents were asked: *"Would you agree or disagree that the information provided by your institution (including course specific information) to help you choose your course was"* any of the 3 options presented in Figure 17:

LSBU was **below all benchmarking groups in 3/3 areas of Information** provided by institution to help a student choose a course, and 3-7% below Sector measures.

Figure 17   Information
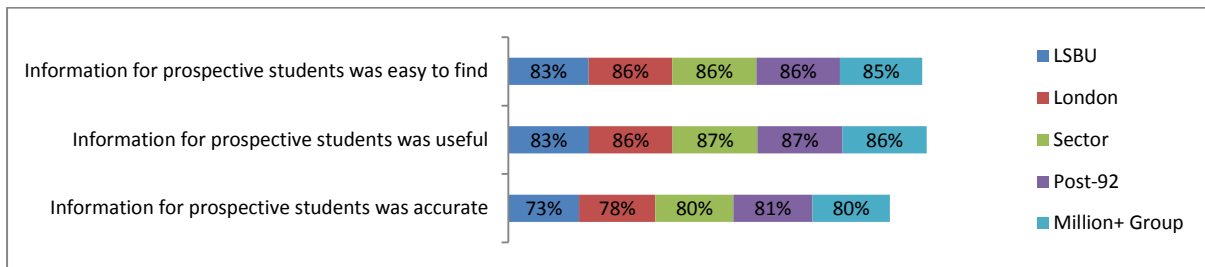
Few comments were left regarding information, there was a sense that less agreement with statements was due to a **general lack of information on course timetabling** and/or **perceived misinformation around** issues such as **payments**:

> *"Couldn't get information regarding timetabling of subjects before course commencement. Serious issue when you're trying to plan and balance an appropriate work/study schedule before you commit fully to a timetable that may be incompatible with your current work requirements."*

> *"A higher price was charged on enrolment than advertised"*

5. Appendices

I. Benchmarking groups

This report has been organised to demonstrate LSBUs performance against key benchmark groups. This data was processed by the HEA who aggregated 'definitely agree' and 'mostly agree' to generate a percentage which can be read as the proportion of people who 'agreed' with a particular statement. The following benchmark groups were used:

- Sector
- Million+
- London
- Post 92

It should be noted that **108 institutions** took part in PTES 2016 nationally, the London group, however, did not feature all post 92 institutions (e.g. UEL and Kingston did not take part).

II. Notes

1. **Only the results for LSBU and the Sector % Agrees can be made public under the PTES agreement.** Please ask the Market Research Team for approval prior to sharing any of the data included within this report.

2. Results by School are provided separately from this report.

3. A full breakdown of JACS1 and JACS 2 data is available; please contact the Market Research Team.

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	CONFIDENTIAL
Paper title:	Student Support & Employment Annual Report 2015/16
Board/Committee:	Student Experience Committee
Date of meeting:	1 February 2017
Author:	Kirsteen Coupar, Director of Student Support & Employment
Purpose:	Information
Recommendation:	Student Experience Committee is requested to review the report. Student Support and Employment will be providing individual School reports to Deans to aid in retention and proactive partnership working.

Executive Summary

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Department of Student Support and Employment Annual Report 2015/2016

Executive Summary

Student Support and Employment has five divisions, delivering multiple services to students. There are 115 staff in the department, equating to 108 FTE The department was without a director from June 2015 until January 2016 when a new director started. This was particularly challenging as a restructure to bring together student support and student administration was still embedding. The priorities for 2015/2016 have been to establish systems to capture service usage, and initiatives to improve retention and customer service.

The Head of Student Administration took on the additional role of Deputy Director from September 2016.

Priorities for 2016/17 include:

- Development of placements provision and the establishment of a recruitment agency
- Work to improve customer service and enquiry management
- Embedding inclusive practice in response to changes to the Disabled Students' Allownce
- Delivery of an improved welcome week experience for all students
- Improve service data to support retention in schools
- Improve staff engagement via a robust action plan
- Develop capacity to become research activie and access external funding
- Continue to support improvement of DLHE scores

Department Overview

We support students to stay and succeed in their studies at LSBU. We provide students with skills and opportunities to enable them to successfully pursue their career goals.

Our key contributions are to retention, management of student risk, legal duty and reputation, student experience, employability and associated metrics. One of our challenges is to gather evidence of the positive impact our work has on the sustainability and success of LSBU.

What we do
- We work closely with Schools to provide consistent support, advice and services to students, and tailor services to meet the needs of different students in their schools.
- We support academic staff by providing professional and expert advice on a range of support and employability issues.
- We work collaboratively with other LSBU professional services recognising our shared goals in improving student access, retention, experience and outcomes.

Structure

```
                    ┌─────────────────────────┐
                    │  Director of Student     │
          ┌─────────┤  Support & Employment    ├─────────┐
          │         └────────────┬─────────────┘         │
          │                      │            ┌───────────┴──────────────┐
          │                      │            │ Deputy Director of       │
  ┌───────┴─────────┐            │            │ Student Support &        │
  │ SSE Administrator│           │            │ Employment / Head of     │
  └─────────────────┘            │            │ Student Administration   │
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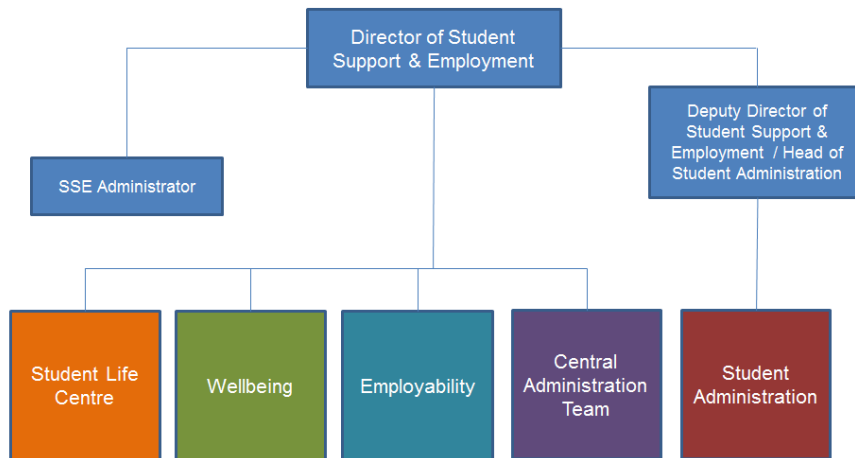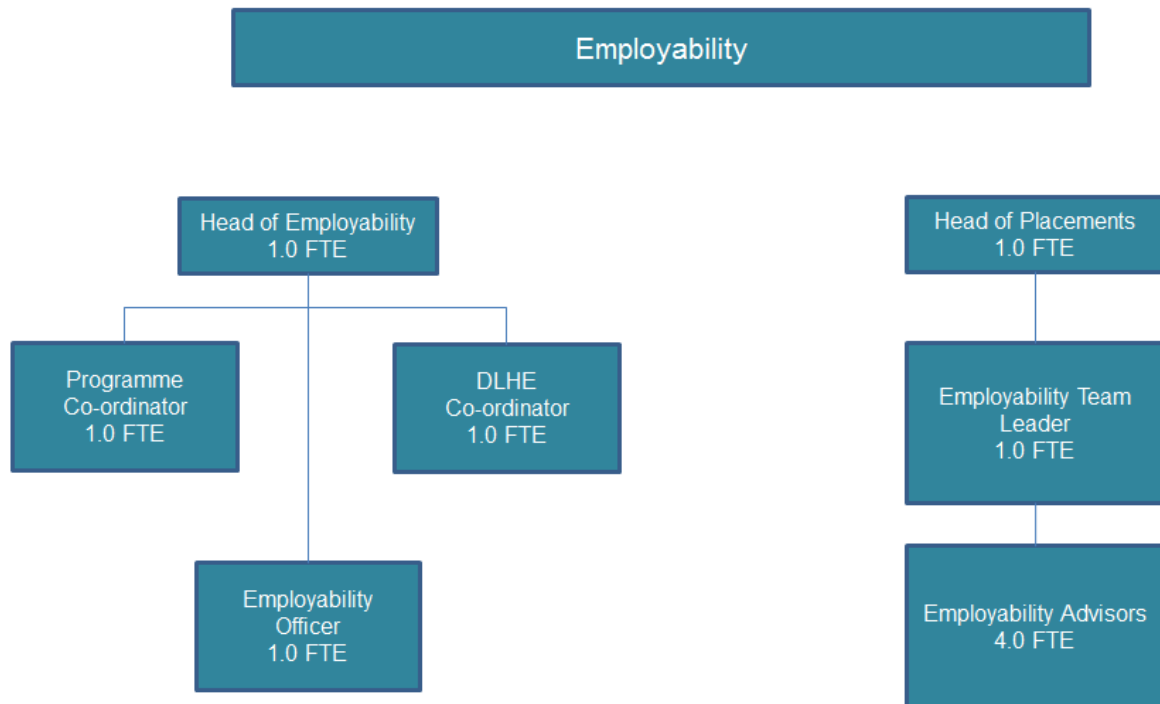
Employability and Placements

Summary

In 15/16 LSBU achieved our highest DLHE scores. Contributory factors were the successful engagement of graduates onto our summer employability programmes and employment through the graduate internships and PGCert offerings. Our focus this year is to build on this success and ensure that we are best placed to respond to the metrics from TEF.

Staffing Structure

The staffing structure has changed significantly since August 2015 when there was an FTE of 14. As a consequence of the budget year 2015/16 and budget setting for 2016/17 there has been a reduction in FTE by 4 posts.

Current Structure of Employability Team

```
                        Employability
                              |
        +---------------------+---------------------+                Head of Placements
        |                                           |                     1.0 FTE
Head of Employability                                                        |
     1.0 FTE                                                        Employability Team
        |                                                                Leader
  +-----+------+                                                         1.0 FTE
  |            |                                                            |
Programme    DLHE                                                  Employability Advisors
Co-ordinator Co-ordinator                                                4.0 FTE
 1.0 FTE     1.0 FTE

 Employability
   Officer
   1.0 FTE
```

The main challenge has been to develop a structure that will respond to the strategic priorities of delivering on our placements offering to students, the establishment of a recruitment agency, embedding employability and continuing to build on our internship programmes. In order to meet these new strategic priorities the service is currently undergoing restructure with a further reduction to 9FTE. Implementation will be complete for February 2017.

Service Overview and update

| DLHE | Destination of Leavers from Higher Education survey. We are required to survey our graduates six months after graduation and determine if they are employed or studying and whether this is at graduate level. The outcomes contribute to our standing in league tables. This is a strategic task and the approach has to be adjusted daily in order to maximise impact on our standing.

Leavers' project – focuses on identifying students who may not be in employment during the DLHE period and gives individual tailored support in finding work.

Post-Graduate Certificate(s) – identifies students who are at risk of not being in employment during the DLHE period and promotes free post-graduate opportunities.

Internships - Provides LSBU internships for recent graduates struggling to find work, supporting strong DLHE outcomes and providing graduates with experience which will make them competitive in the marketplace. Provides schools and departments with extra staffing resources for initiatives and projects. |
|---|---|

| Placements | In 2016/17 LSBU committed to a guaranteed offer of "**a placement, internship, professional work experience or study abroad opportunity for all 2016/17 LSBU undergraduates (on the London campus)."**

This is a developing provision, providing an infrastructure for placement activity within schools. We manage the placements system, InPlace and are responsible for establishing policy and procedure and supporting schools in making relationships to gain placement and internship opportunities for their students. | |
|---|---|---|
| **KPI** | Number of placement paperwork completions | 243 |

Job Shop	Provides individual support to students and graduates who are applying for jobs and provides an online and physical job board for employers to advertise vacancies to LSBU students	
KPI	Total Interactions with students. 1521 from January – July 2016 (systems not in place to track before that time). Full year figures extrapolated on this basis are 3000.	3000
	Total number of job shop vacancies offered /filled?	143

| HEAR | Higher Education Achievement Record. This provides students with a single comprehensive record of achievements gained while at LSBU. This includes academic work, extra-curricular activities, prizes and employability awards, voluntary work and offices held in student clubs and societies. This provides employers with a transcript of transferable skills and knowledge, broader than an academic transcript can offer.

We have completed the technical build for our HEAR and students activity is being captured from September 2016. 52 activities have been validated. |
|---|---|

	We provide and deliver sessions for academic staff, including labour

Employability in the curriculum	market insights, routes into industry, employer sessions and other employability workshop sessions.	
KPI	Employability sessions delivered in curriculum	101
	Advisory hours to academics	181

Events	Careers Fairs, Employer Workshops, Kick Start your Career days, hosting employers and professional bodies on campus.	
	Employer Meetings to source vacancies, presence at careers fairs and curriculum sessions, opportunities such as 'Day in the life' etc.	132
	Number of Career Fairs	4
	Number of Employers present at careers fairs	121

Workshops	Mock interviews, CV writing, Application form writing, Linkedin profiles etc.	
	Total Number of workshops delivered	46
	Total attendees at workshops	134

Employability Resources	Provision of online Career Centre platform specifically designed to improve student, graduate and alumni employability. "Abintegro" live from November 2016. Development of moodle employability resources.	
KPI	Employability Moodle site usage	403

Destination of Leavers from Higher Education

In 2013/4 we were ranked 76 with a result of xx% for positive graduate outcomes. If we had remained at that percentage level we would have dropped to 103rd place, due to the sector-wide improvements. Because of our improved DLHE outcomes in 2014/5 we are now ranked 59th. LSBU is the top modern London University in terms of DLHE outcomes.

Response rates 13/14 and 14/15

	2013/14			2014/15		
	POPDLHE	Benchmark %	Actual %	POPDLHE	Benchmark %	Actual %
Total number of leavers	5558	-	73.4%	5713	-	76%
EPI Cohort	2305	80%	82%	2134	80%	84.2%

Positive Outcomes

We measure positive outcomes for both our DLHE Target population (POPDLHE) and our Employment Performance Indicator (EPI) cohort. A positive outcome is if a graduate is in work or study when surveyed.

Our internal target was for 93% positive outcomes across all leavers surveyed and this was reached.

	Positive outcomes 2013/14	Positive outcomes 2014/15	Improvement
All leavers surveyed	92.6%	93%	**+ 0.4%**
EPI Cohort	90.2%	90.8%	**+ 0.6%**

We have seen modest increases in positive outcomes over the last two DLHE periods.

Graduate Level Outcomes

We measure graduate level outcomes for both our DLHE Target population (POPDLHE) and our Employment Performance Indicator (EPI) cohort. A graduate level outcome is if a graduate is in graduate level work or study when surveyed.

	Graduate level outcomes 2013/14	Graduate level outcomes 2014/15	Improvement
All leavers surveyed	79.3%	82.5%	**+ 3.2%**
EPI Cohort	68.2%	76%	**+7.8%**

We have seen significant increases in graduate level outcomes over the last two DLHE periods, particularly with the EPI cohort. The aim is to reach 80.1% by 2019/20 and we are currently at 76%.

The impact of interventions (winter internships and Post-Graduate Certificate studies) in 2014/15 was an increase of 6.8% in the graduate level outcome for this cohort.

2016/17 plans
1. Launch Abintegro before December 2016 to supply online resources to students. Contribute to a plan to localise work in this area.
2. Employment Agency active and functioning by February 2017
3. In Place functioning in HSC, with a rollout for 2017 Academic year for all remaining Schools.

Student Wellbeing

Summary

2426 LSBU students disclosed a disability in the 15/16 year, 14% of the total student body and representing a **£21,834,000** annual income[1].

YouGov survey findings

Students reporting mental health difficulty	27%
Students experiencing stress which interferes with daily life	63%
Students experiencing fear of failure	77%
University study as primary source of stress for students	71%

At LSBU, this equates to 4750 students who may have a mental health difficulty, and up to 13,550 students experiencing study related stress.

Support and interventions offered by the Wellbeing service have the capacity to contribute to the successful study of over 75% of the student body.

Achievements have included:
- meeting student need despite staffing shortages with 2,769 Disability and Dyslexia Support and 1,590 Mental Health and Wellbeing 1:1 appointments offered across the year;
- There was an increase of 29% in numbers of students referred for counselling compared to the 14/15 academic year, while the total number of students supported by Disability and Dyslexia Services (DDS) rose by 5% to 1,902
- reviewing and preparing to change the way reasonable adjustments are provided, in response to significant changes in the Disabled Students' Allowance. We were able to make a reduction in non-medical help support of 35% compared to 14/15 as part of our preparations.
 Intervention from Wellbeing led Cause for Concern procedure saw **84% of students retained, a contribution of £531, 000 to university income in 2015/16.**[2]

In 2015/16, 12% of disabled, undergraduate students without DDS support in place failed their course compared to 6% of undergraduate students with disabilities who did have support. **In other words, support from DDS halves the risk of failure for students with disabilities.**

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[1] Assuming an average fee income of £9000 per student.

[2] Assuming an average fee income of £9000 per student.

Staffing Structure
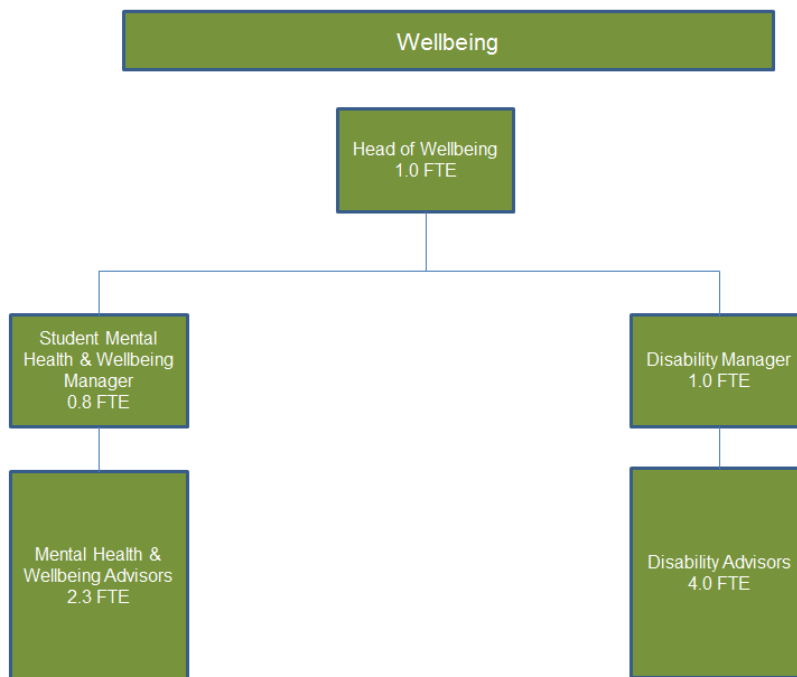
Service Overview and Update
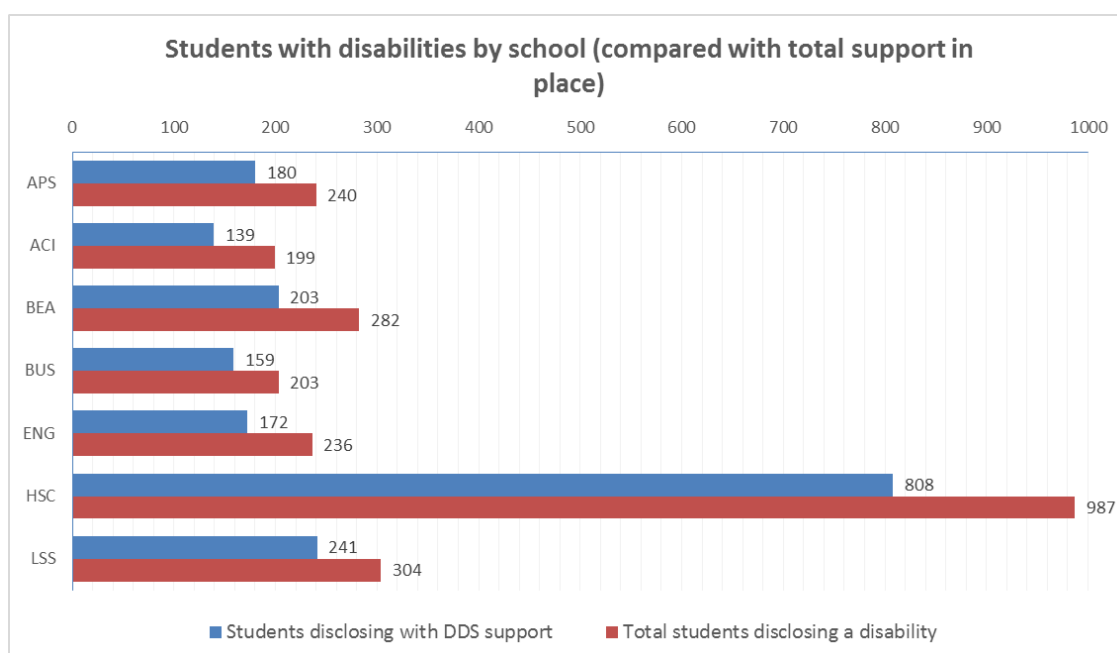
Disability & Dyslexia Support

Disability & Dyslexia Support (DDS) is a dedicated service for students who have a disability, mental health condition, medical condition or specific learning difficulty (including dyslexia). DDS provide advice on available support, including reasonable adjustments, and help coordinate support to remove barriers to learning, enabling students to achieve the success of which they are capable.

• Support arrangements (e.g. for teaching, assessment, and exams)
• Assistive technology
• Accessibility support
• Disabled Students' Allowances and Support workers
• Dyslexia screenings
• Disability awareness, staff training and advice

Students Supported in 15/16	
Specific learning difficulty e.g. dyslexia	1243
Two or more disabilities	187
Mental health condition	177
Longstanding illness/unseen disability	103
Other disability	73
Physical disability/mobility difficulty/wheelchair user	49
Social/communication difficulty e.g. Autism Spectrum Disorder	29
D/deaf or hard of hearing	29
Blind or visual impairment	12
Total	**1902**

Assessments carried out in 2015/16 – outcomes

Dyslexia	345
Dyslexia and dyspraxia	68
Dyspraxia	13
Dyscalculia	3
ADHD	3
Dysgraphia	1
Dyslexia and dysgraphia	2
Dyscalculia, dyspraxia	1
No SpLD	6
Total	**442**

Students with disabilities by school (compared with total support in place)

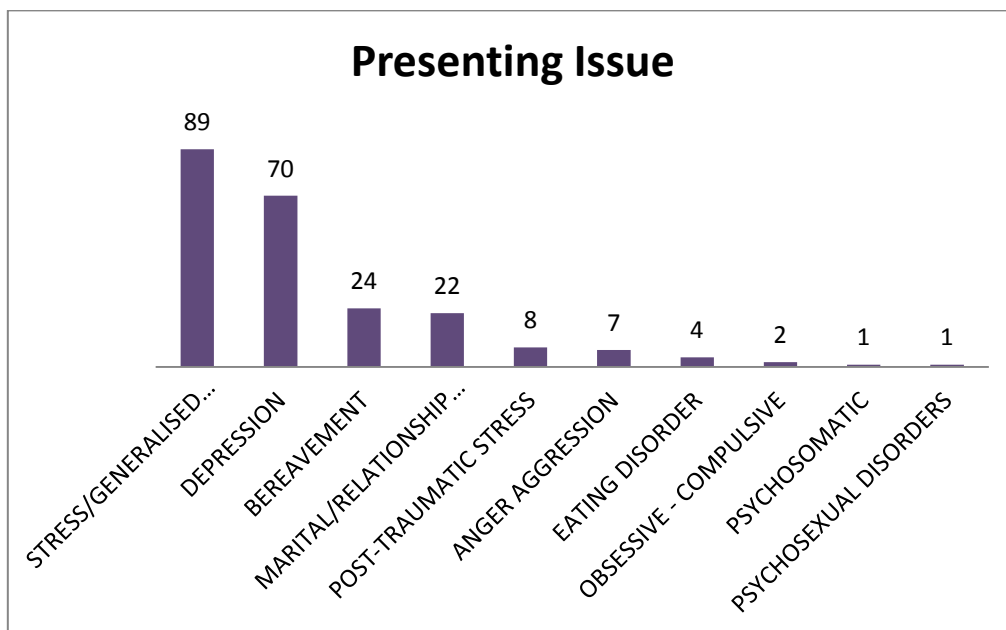| School	Students disclosing with DDS support	Total students disclosing a disability
APS	180	240
ACI	139	199
BEA	203	282
BUS	159	203
ENG	172	236
HSC	808	987
LSS	241	304

Mental Health & Wellbeing

Mental Health & Wellbeing (MHWB) is a free service available to all students. In the context of university life, poor mental health can impact on students' studies and limit their opportunity for success – the MHWB team offer support to students when they need it. This may range from one off support following an unexpected life event, or ongoing support for students with complex mental health difficulties.

• Short-term support and advice to all students
• Access to our University counselling service (Waterloo Community Counselling)
• Self-help resources
• Support accessing external services and help liaising with other support teams
• Information on and coordination of wellbeing workshops and events

Referrals to Counselling by presenting issue

Presenting Issue

Category	Value
STRESS/GENERALISED...	89
DEPRESSION	70
BEREAVEMENT	24
MARITAL/RELATIONSHIP...	22
POST-TRAUMATIC STRESS	8
ANGER AGGRESSION	7
EATING DISORDER	4
OBSESSIVE - COMPULSIVE	2
PSYCHOSOMATIC	1
PSYCHOSEXUAL DISORDERS	1

Equality and diversity

In 2015/16 a total of 199 students were referred to counselling: 75% of referrals were for female students and 25% were for male students. This is in contrast to the gender breakdown of LSBU's 15/16 student population which was 58% female and 42% male. The figures for LSBU's counselling referrals in 15/16 are broadly in line with national statistics, where women are far more likely than men to seek help for mental health difficulties[3], however there is work to be done at LSBU to ensure that all students are able to access support in a way that suits them – this may well impact on the number of male students accessing wellbeing support in the future.

For 2016/17, an online CBT (Cognitive Behavioural Therapy) intervention called SilverCloud has been purchased to support LSBU students – SilverCloud offers interactive and supportive programmes to students focussing on areas such as anxiety, depression, stress, and eating issues – these can be accessed independently by students at any time, or taken with the support of a wellbeing adviser. The aim of the SilverCloud service is to allow students who may not wish to access face to face support to receive timely support in a way that suits them.

Chaplaincy

The chaplaincy service is provided by volunteers from local faith communities and offers pastoral support regardless of faith, opportunities to volunteer in the local community and to celebrate and explore different faiths.

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[3] https://yougov.co.uk/news/2016/08/09/quarter-britains-students-are-afflicted-mental-hea/ and
https://www.mentalhealth.org.uk/statistics/mental-health-statistics-men-and-women

- The clergy team at the local Church of England Parish of St George the Martyr
- The Roman Catholic FJC Sisters
- A Hindu staff member volunteering as associate chaplain

Activities in 2015/16 included:
- Regular services and discussion groups
- Volunteering at St George's, particularly for the community arts festival
- Pancake Day
- Christmas Carols sung by the local Church School Choir

We hope to broaden the faith representation within the chaplaincy.

Fitness to Study and Cause for Concern

Fitness to Study is a supportive procedure which can be used by staff when a student's health, wellbeing and/or behaviour is having a detrimental impact on their ability to progress academically and function at university .

Cause for Concern is a fortnightly meeting chaired by the Head of Wellbeing with key university stakeholders – the meeting considers any students who are at risk themselves or posing risk to others in order to assess and manage risk through coordinating a supportive response. We employ a link psychiatrist on a sessional basis to provide second opinion assessments of LSBU students and offering professional supervision to the team.

Specific nature of concern -number of students

Aggression	3
Assault	6
Behaviour impacting on other students	1
Bullying	1
Domestic Violence	8
Forced marriage	3
Harassment / Stalking	9
Homelessness	1
Impacted by other students' behaviour	1
Inappropriate Communication with staff	2
Mental Health (MH) crisis	2
Other - behaviour concerns	4
Other - concerns re: vulnerability	1
Other - family issues / estrangement	1
Other - MH concerns	8
Other - Passed away in halls	1
Other - provided statement re: assault	1
Sexual Violence	4
Suicidal behaviour	3
Suicidal ideation	4
Supporting fellow student in distress	5

Projects

Disabled Students' Allowance changes

Wellbeing is leading the way in responding to changes to the Disabled Students' Allowance, which shifts much of the financial responsibility for supporting students away from the government and to individual institutions. Students who may previously have been eligible for DSA funding for non-medical help support (for example note-takers, study assistants, or exam support) are no longer – universities are expected to bear the cost for reasonable adjustments. Wellbeing have responded to this at a service level, and this will have impact on our ability to income-generate via one to one support to students. The changes have also led to the creation of a cross-university steering group aimed at embedding inclusive practice,chaired by the Head of Wellbeing. This continues to be an ongoing challenge and the associated risks are significant in terms of legal challenges and reputation.

Widening Participation collaboration

Disablity and Dyslexia Service (DDS) joined forces with WP to organise and host a WP event aimed specifically at local school pupils who were D/deaf. DDS intends to visit the local schools in the following year to continue the links forged.

Student dashboard/learner analytics

Contributing to the ongoing Learner Analytics project – secured presence of DDS Support Arrangement Form on the dashboard so that all academic staff can easily access support information.

KPIs/Service data

Disability and Dyslexia Service	2015/16 (2014/15)
Students disclosing a disability	2426 (+5%)
Students with support arrangements in place	1902 (+5%)
New support arrangements put in place	902 (+65%)
% of students receiving support who have Disabled Students Allowance funding	80%
% of appointments offered within 3 weeks target	
Hours of non-medical helper support (note-taking, mentoring, tutoring etc.)	9623 (-35%)
Mental Health and Wellbeing Service	
Appointments offered to students	1590 (-2%)
Percentage of students on the 'cause for concern' list who completed or continued their studies following support	84%
Students referred for counselling	199 (+29%)
Mental Health and Wellbeing events and workshops	12
Financial impact of support given. If we assume an annual tuition fee of £9,000 per student, students who were a cause for concern (and therefore a retention risk) who were retained equate to £531,000 of income in 2015/16	£531,000
Cause for Concern and Fitness to Study	

|	
Total number of students on Cause for Concern List	73
Nature of concern – Threat to self	12
Nature of concern – Threat to others	11
Nature of concern – Threat from others	24
Nature of concern – Other	26
% of students on Cause for Concern list completing or continuing their studies	80%

Opportunities and Successes

- MHWB were nominated for "Excellence in Service Delivery" at this year's LSBU Staff Awards and DDS won "Team of the Year" at the same awards.
- Re-established DDS link advisers in schools (one day a week in school office)
- Re-established regular DDS presence at Havering
- New out of hours residence support – worked with accommodation to inform nature of role to secure out of hours support to students

2016/2017 plans

- Review of Fitness to Study Policy and Cause for Concern processes
- Develop procedures and update related policies connecting to violence (including sexual assault) on campus.
- Develop out of hours mental health provision (Silver Cloud)
- Develop out of hours/crisis response
- Enhance chaplaincy service

Student Administration

Staffing Structure
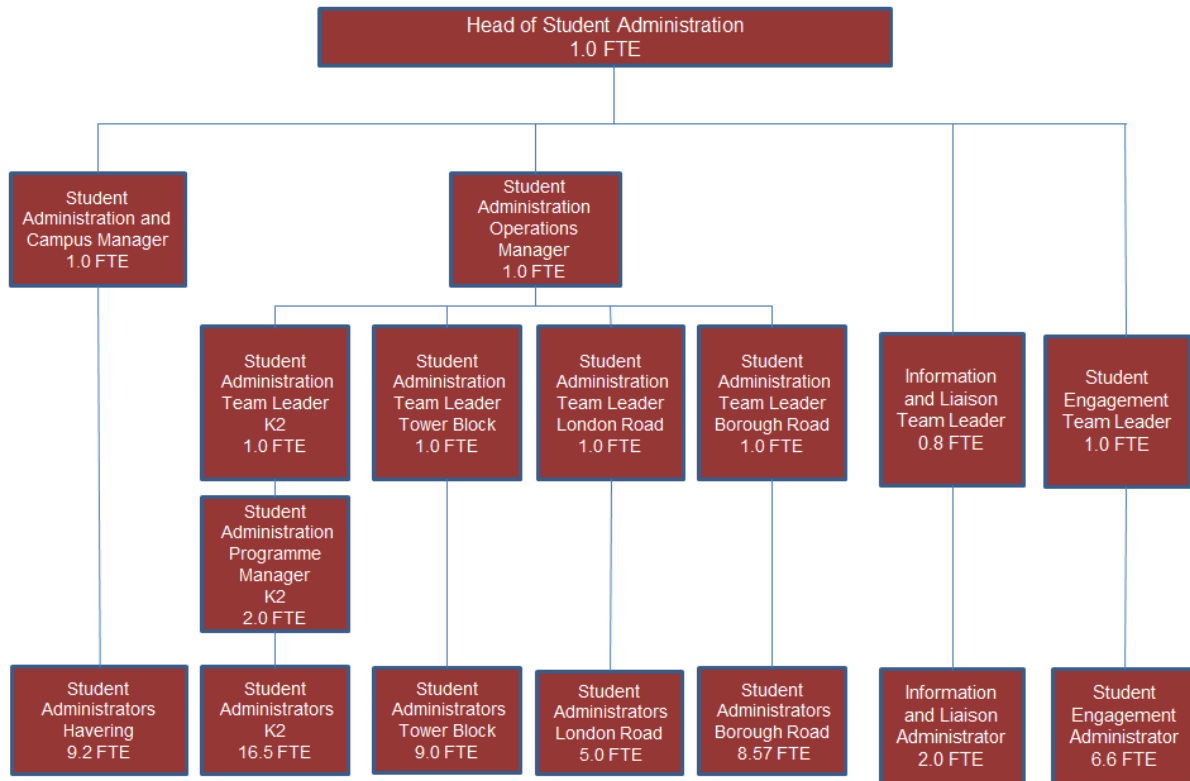
Service Overview

The Student Administration function is responsible for course and student administration. Student Administrators in the five administration office locations work closely with the students, on the courses to which the administrator has been allocated to work with. They also work with both academic staff and colleagues across the University to support the student experience. Each office has a student facing helpdesk where students can speak with their administrator for help or a referral to the relevant service.

The Student Engagement Team is responsible for student engagement and attendance monitoring, for both home and overseas students, across the 7 schools. The team are also responsible for the the administration of the extenuating circumstances process and the examination arrangements for those students registered with Disabilities and Dyslexia Support.

The Collaborations team began the year as part of Student Administration but moved in 2015/6 to form part of the International Team.

Updates

In the course of the first year of Student Administration's existence we have made a number of changes to processes and procedures, including:

Marks Entry/Results Codes – Following on from a piece of work that was undertaken with an external consultant, the Head of Student Administration is leading on a project that will see a reduction in the quantity of marks that need to be entered onto the SRS, a simplification of the results codes used (in response to student/staff feedback) and changes to the administrative elements of the way exam boards run (in response to staff feedback).

UKVI/Overseas Student Monitoring – Following a failed mock-audit of our overseas students attendance monitoring provision in October 2015, a small team was created to monitor such attendance. This team is now fully established and works closely with the International team and has passed a recent mock audit.

Engagement Monitoring – The Student Engagement team has administered the move across the university from solely monitoring students attendance in classes to looking at their engagement with teaching sessions, Moodle, MyLSBU and assessment submission. The transition to this new approach has been successful for students and staff alike, is evidenced by the fact that 110 informal complaints were made in 2015/16 in relation to attendance monitoring and as of 9th Dec 2016, we have received no complaints for 2016/17.

OIA cases – Student administration is responsible for preparing the paperwork on behalf of the university in reponse to cases taken by students to the Office of the Independent Adjudicator (OIA). The majority of cases continue to be *not justified*, and with our system to deal with cases working well we are producing robust responses and evidence. The OIA have become stricter with their deadlines, which are now typically 3 working weeks, this has caused some difficulties during busier periods and with complex cases but senior colleagues across the department have also been taking on these cases at busy times.

Prize-giving – We successfully moved the graduate prize winners to the Graduation ceremonies in October/November 2016 which received positive feedback across the University. Continuing students now have a small event that covers all schools. The area is resource intensive and moving to graduation was very challenging due to the turnaround time between the boards and graduation, as well as it being the start of the academic year but was deemed a great success.

References – The introduction of a standard University reference template which had not previously existed has now been put in place, formalising the process of the provision of references.

The team is continuously reviewing and improving the service to cope with the high demand, small changes are often made to the way the team processes references to make this more efficient and have references produced in a timely manner. Work is currently being done to

improve the information provided for students on how to obtain references and manage students' expectations on timeframes for getting a reference.

Service data/metrics

The Student Administration team look after a portfolio of some 400 courses across the seven Schools of the University and 200 hundred further modules on the School of Health and Social Care's CPD portfolio.

Administrators service over 500 course and examination boards across the academic year and made 250,000 data entries to student records in module results alone. Our administrators also process a number of "Chair's Action" amendments to Exam Board decisions.

Information and Liaison Team

OIA Cases serviced (all Schools)	**27**
Fitness to Practice cases administered (HSC only)	**22**
Information Requests (all Schools)	**85**
Prize Giving - Prizes administered(all Schools)	**233**

Reference Requests Received – 2015/16 (Total 3119)
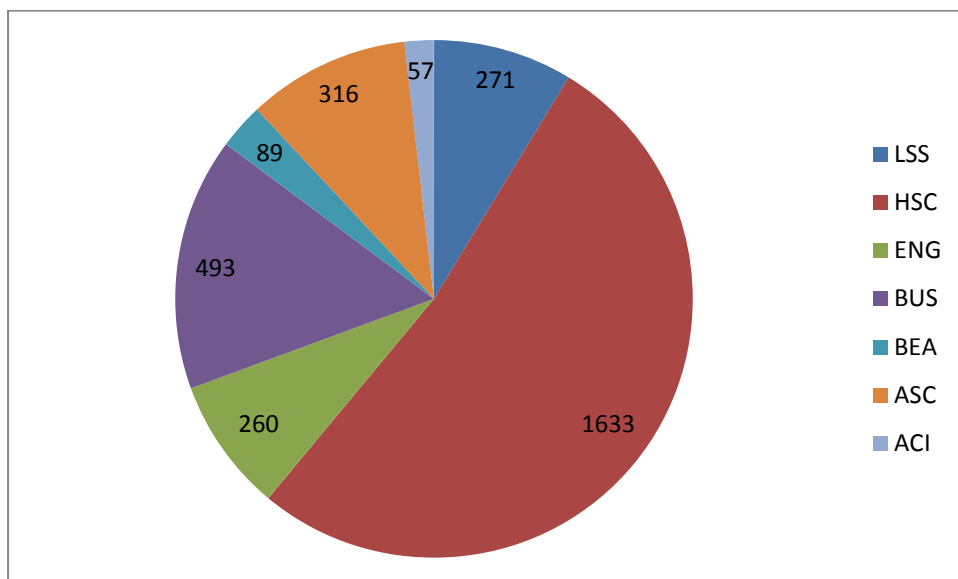
Staff to student/course ratios:[4]

Admin Office	School	Courses	Students	Student Ratio	Course ratio
Tower Block **Staff FTE 10**	Applied Science	39	1284		
	Built Environment & Architecture	78	2544		
	Engineering	89	1833	**1:566**	**1:21**
Total		206	5661		

Admin Office	School	Courses	Students	Student Ratio	Course ratio
London Road **Staff FTE 6.6**	Business	110	2545	**1:385**	**1:17**

Admin Office	School	Courses	Students	Student Ratio	Course ratio
Borough Road **Staff FTE 8.57**	Law & Social Sciences	101	1995		
	Arts & Creative Industries	31	1008	**1:350**	**1:15**
Total		132	3003		

Admin	School	Courses	Students	Student	Course ratio

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[4] *Course administration workloads are not equivalent. We are currently developing and course administration workload tool which will allow us to ensure workloads are equitable and to identify administrative resources required when new courses are introduced.*

| Office				Ratio	
K2 Building & Havering **Staff FTE 31.2**	Health and Social Care	124	6398	1:205	1:4

Student Engagement Team

Total Extenuating Circumstances claims during 2014/15 were 7154, this year there were 7502, a rise of 348 in one year.
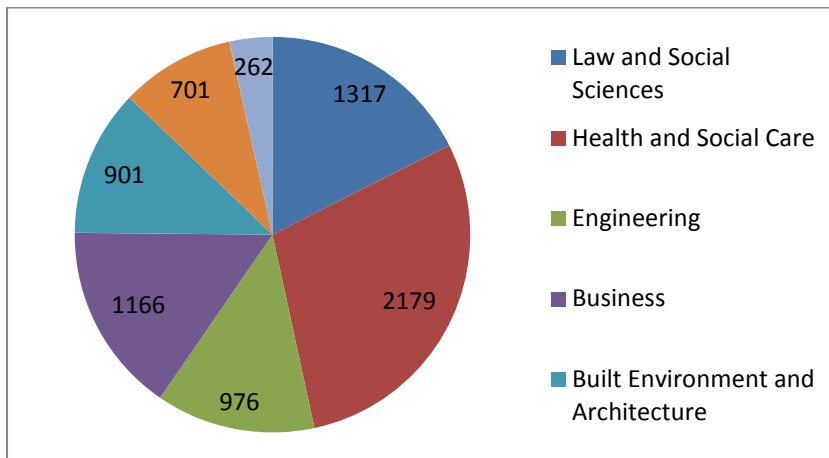
During 2015-16, the Student Engagement team sent circa 31,000 e-mails to students regarding (poor) attendance.

The team administered 4088 instances of DDS exam arrangements for students.
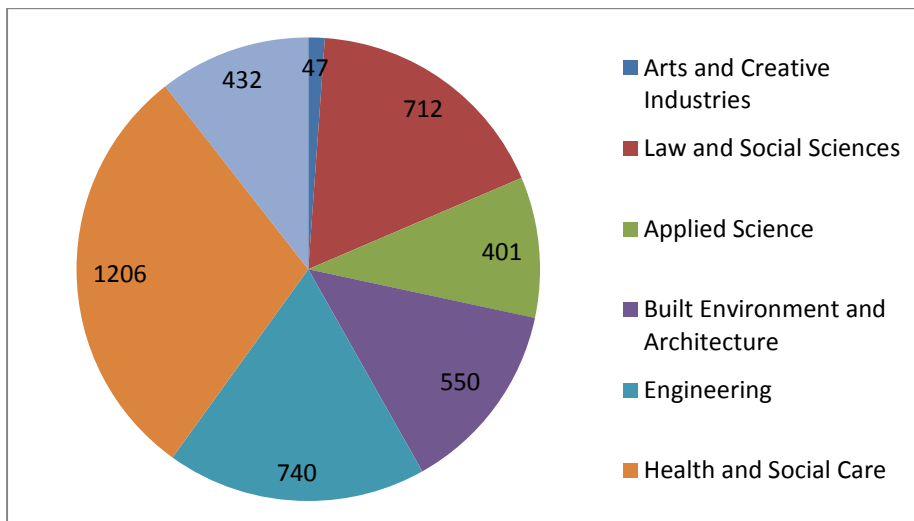
Projects

Extenuating Circumstances Form -The team is working towards a fully automated system so that students complete the forms electronically and are then submitted by email.
EC Decision letter project – This project has now been completed and allows the letters to be directly into flexi capture which puts them into INVU in any batch size rather than having to do them individually.
DDS / Registry / Exam timetable project – This project is aimed at getting all data on exams into an excel spreadsheet so that it no longer has to be collated from many sources.

Challenges

- The increased course portfolio of some schools is causing acute administrative resourcing issues. The Director and Deputy Director of SSE have begun a strategic review of how this situation can be resolved.
- Since the beginning of the current year we have reduced the opening hours of the Student Helpdesks and we no longer have full time members of staff to work on them. This has had the duel effect of worsening the student experience and placing additional working pressure onto the administrators who now work at the Helpdesks, during the reduced hours.

Opportunities and 2016/17 plans

- Work to lower the number of "Chair's Actions" across the university.
- Continue to refine the student engagement process and the on-going partnerships decisions with the School DESE/Pro Dean on complex student cases.
- Become more data/trends driven to ensure that our service provision makes the most of the staff/systems resource available to provide the best possible service to the students and academic staff.
- Review, develop and improve academic enquiry management in line with wider university enquiry management and to improve student experience and satisfaction.

Student Life Centre

Service Overview and Update

The Student Life Centre (SLC) is the operational hub for Student Support and Employment. Student Advisers staff the student life centre desk and answer student queries at initial point of contact as far as possible. The student advisers book appointments for all wellbeing services and act as the initial point of contact for the Fees and Bursaries team. Student advisers issue letters to students (bank and council tax), identification cards and are responsible for the Student Oyster Card discount scheme.
The Student Life Centre offers both face to face and telephone enquiry management. More complex student issues are referred to the Senior Student Advice team who offer advice on finance/debt management, student funding, housing and other non-academic queries.

Staffing Structure
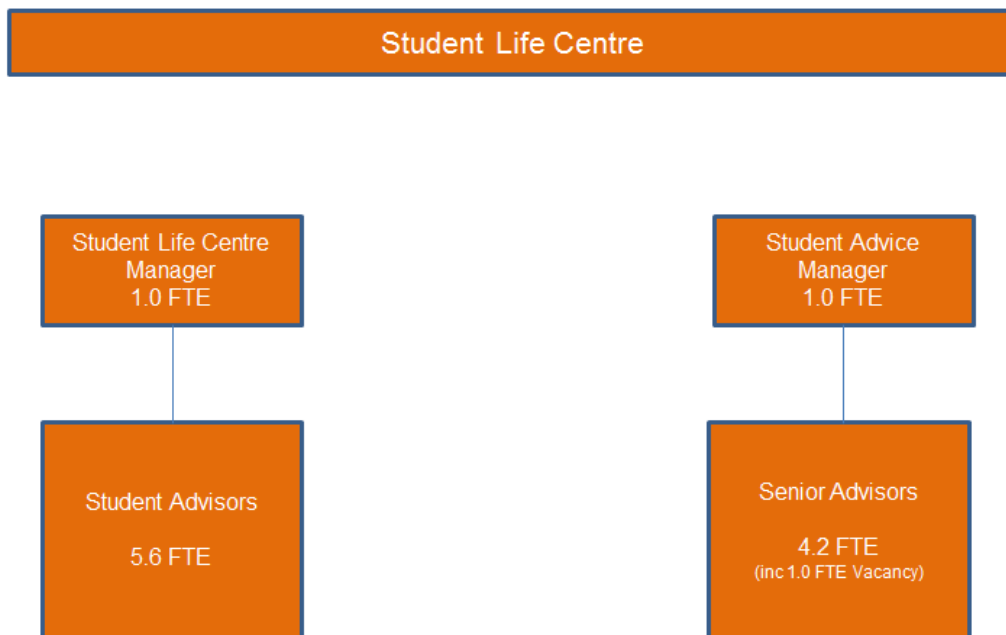
Several bursaries are managed via the Senior Student Advisers.

Emergency Award Fund
£49,345 was awarded to 268 students in financial difficulty in 2015/16.
The funds were awarded to students to fund areas so that retention could be maintained.
These areas were travel, childcare, housing and basic living costs.

Hardship Fund

In 2015/16 11 students were awarded the university hardship fund, totalling a sum of £6,150. The hardship fund addressed situations where financial spend was necessary, but out of the control of the student.

Care Leaver Bursary

In line with the universities widening participation agenda and Office for Fair Access (OFFA) agreement, the Student Life Centre manages a financial support fund for students who have recently left care.

Care Leavers are awarded a travel grant up to £1,000 to help access education. **In 2015/16 £69,852.00 was allocated to 80 registered care leavers.**

Laurence Burrows Trust

The Laurence Burrows Trust is an external trust which grants an annual £1,000 bursary to 10 students for each of their academic years. Students who are from an Asian or Caribbean background are invited to apply for the fund. 10 students were selected by the panel in 2015/16 and they receive £1,000 for each year of study.

British and Foreign Schools Society Grants (BFSS)

The BFSS makes an annual allocation from this fund to London South Bank University with a request that the University should use the funding to benefit good quality students, training to be teachers, in financial need. **In 2015/16 £2,500 was awarded to 16 PGCE students.**

KPIs/Service data

The Student Life Centre uses SID (Student Information Desk) to log and track student enquiries.

	Queue		Calls		Emails	
	14/15	15/16	14/15	15/16	14/15	15/16
September	5272	4045	3303	2892	1170	1957
October	3186	3502	1634	1538	1562	2106
November	2260	2347	1346	1321	971	1580
December	891	1513	885	1003	657	1276
January	802	1002	949	1145	831	1148
February	1324	1795	819	1492	1171	1600
March	1339	1858	1035	1053	1288	1215
April	443	833	943	1070	763	1174
May	988	1287	1026	930	1097	1155
June	520	898	873	1514	831	1039
July	316	382	1163	986	849	844
August	274	419	923	1212	759	1032
	17615	19881	14899	16156	11949	16126

Total student queries managed 15/16 = 52,163. This is an increase of 7,700 annual queries from 14/15 (44,463). **This represents a 17.3% increase on student queries from last year.**

This breaks down as:
13% increase in face to face queries
8% increase in telephone queries
35% increase in email enquiries

The total number of individual students who used the service is 8,860.
5420 students used the service more than once.
575 students used the service more than 10 times.

The trend towards greater increases in online query management indicates that we should look to develop capability to respond in real-time to online queries as well as email responses.
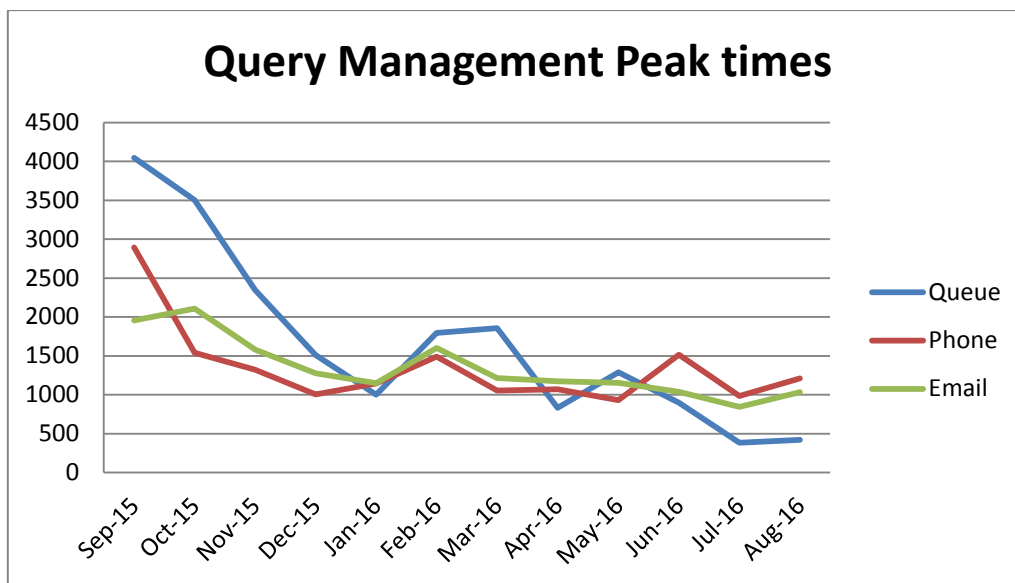
Senior Student Advice appointments
In 2015/16 we offered 2,170 student appointments. 1,086 of these were attended and 572 students did not attend. 512 available sessions were not booked or attended. As we are only delivering half of the offered sessions (due to lack of demand and non-attendance) we will consider ways to increase this delivery.

Interruption/Withdrawal Appointments

In 2015/16 a new process was put in place to ensure that students who were applying to interrupt or withdraw understood the ramifications of that decision, were aware of the support they could access to enable them to stay and succeed and to ensure there was support as they exited LSBU, if that was the best option for them at the time.

Every student who applied to interrupt or withdraw was encouraged to attend a one-to-one appointment with a senior student adviser. 121 students attended an appointment in 2015/16 and **over a third of these students are currently enrolled** as a result.

These students will generate **£245,499 income** in 16/17.

Debt Advice – Citizen's Advice Bureau

Between September 2015 and August 2016 our debt advisor managed debt for 112 new students. Between those dates £200,090.58p student debt was managed and student income was increased by £89,998.

The service has received excellent feedback with 75% of users stating the advice made 'A Lot' of difference to their situation.

Challenges

The reduction of staffing resources for the student administration helpdesks and the associated reduction of operating hours has resulted in an increase in peak times in queries coming into the student life centre.

Central Administration

Structure
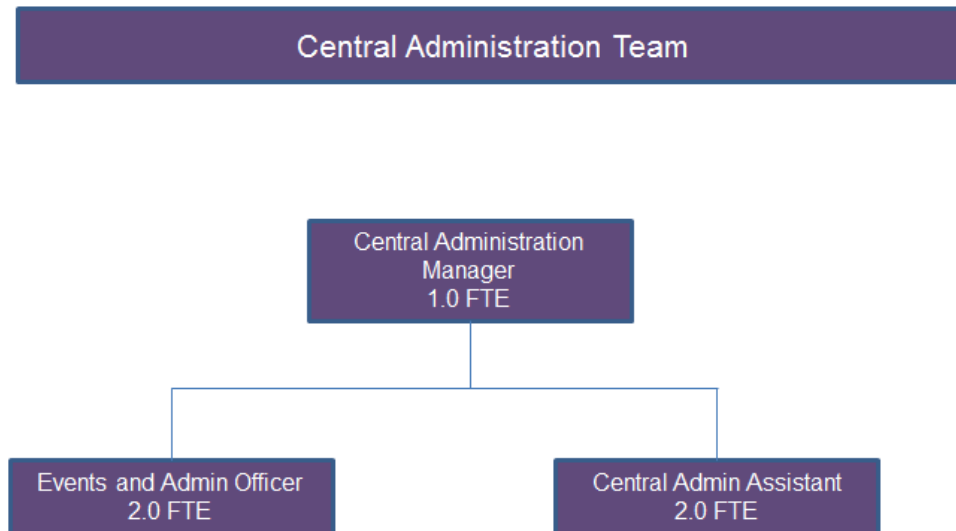
Service Overview and Update

The Central Administration Team provides administration support to all Academics in the following seven Schools:

- Applied Science
- Arts & Creative Industries
- Built Environment & Architecture
- Business
- Health and Social Care
- Law and Social Sciences

The Team also provides event coordination for the Student Life Centre and the Schools.

Projects

In addition to the day-to-day general tasks that the team complete a few of the projects that we have supported and achieved as a team are below:

- Supported with the set up and administration of the Business Solutions Centre
- Engineering Transition Event
- Engineering HSBC Event
- London Road Room Moves
- Student Support and Employment Room Move
- Display Screen Equipment : setting up of the initial assessment for Academics
- Student Support and Employment Work Shadowing

Events

Events organised in the Student Life Centre

- Welcome Week
- Chaplaincy Christmas event
- Re-refreshers
- Pancake Tuesday
- St Patricks Day
- Easter (Social and Chaplaincy)
- Stress Less Events through May to support students with Exams
- End of Year Event
- Halloween

Events that we supported through the Schools

- Engineering Transistion Event
- Health and Social Care Practice Teacher Day
- Diversity in Engineering

Service Data

Central administration provides copies of examination scripts to students upon request. The number of scripts requested from students in each of the schools is represented below. The value of this activity and how to manage it in future are under review.

Exam Script requests

School	Semester 1	Semester 2	TOTAL
Applied Science	0	2	2
Arts and Creative Industries	0	0	0
Built Environment & Architecture	20	45	65
Business	1	0	1
Law and Social Sciences	0	0	0
Engineering	45	28	73
Health and Social Care	10	7	17
Total	76	82	158

Challenges and Opportunities

There has been a period of adaptation to the newly centralised team and it has taken some time for colleagues in schools to adapt and understand the remit of the service. It has allowed the service to be developed to be more consistent across the schools and there is less duplication of work with more streamlined processes.

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	CONFIDENTIAL
Paper title:	Digitally Enhanced Learning @ London South Bank University
Board/Committee:	Student Experience Committee (SEC)
Date of meeting:	1 February 2017
Author:	Marc Griffith, Head of Digitally Enhanced Learning
Purpose:	Information
Recommendation:	The committee is requested to note the report.

Executive Summary

The following report is provided as an update for the Student Experience Committee to highlight the current state of development of Digitally Enhanced Learning (DEL) at London South Bank University (LSBU) and outlines ongoing developments within DEL.

The report outlines the following recently completed activities:

- Enhancement to Electronic Management of Assessments (EMA)
- Online Module Evaluation Questionnaires (MEQ)
- MyLSBU stabilisation
- Updates to Moodle / Mahara

Ongoing developments in DEL includes:]

- Single Marks Entry
- January Start fix
- Lecture capture
- Upgrade to Moodle and Mahara
- Streaming media server integration
- Webinar pilot
- DEL outreach

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Digitally Enhanced Learning @ London South Bank University

The following report for the Student Experience Committee highlights the current state of development of Digitally Enhanced Learning (DEL) at London South Bank University (LSBU) and outlines ongoing developments within DEL. The diagram below shows the tools that make up our centrally supported Digital Learning Environment at LSBU along with areas for potential extension and development:
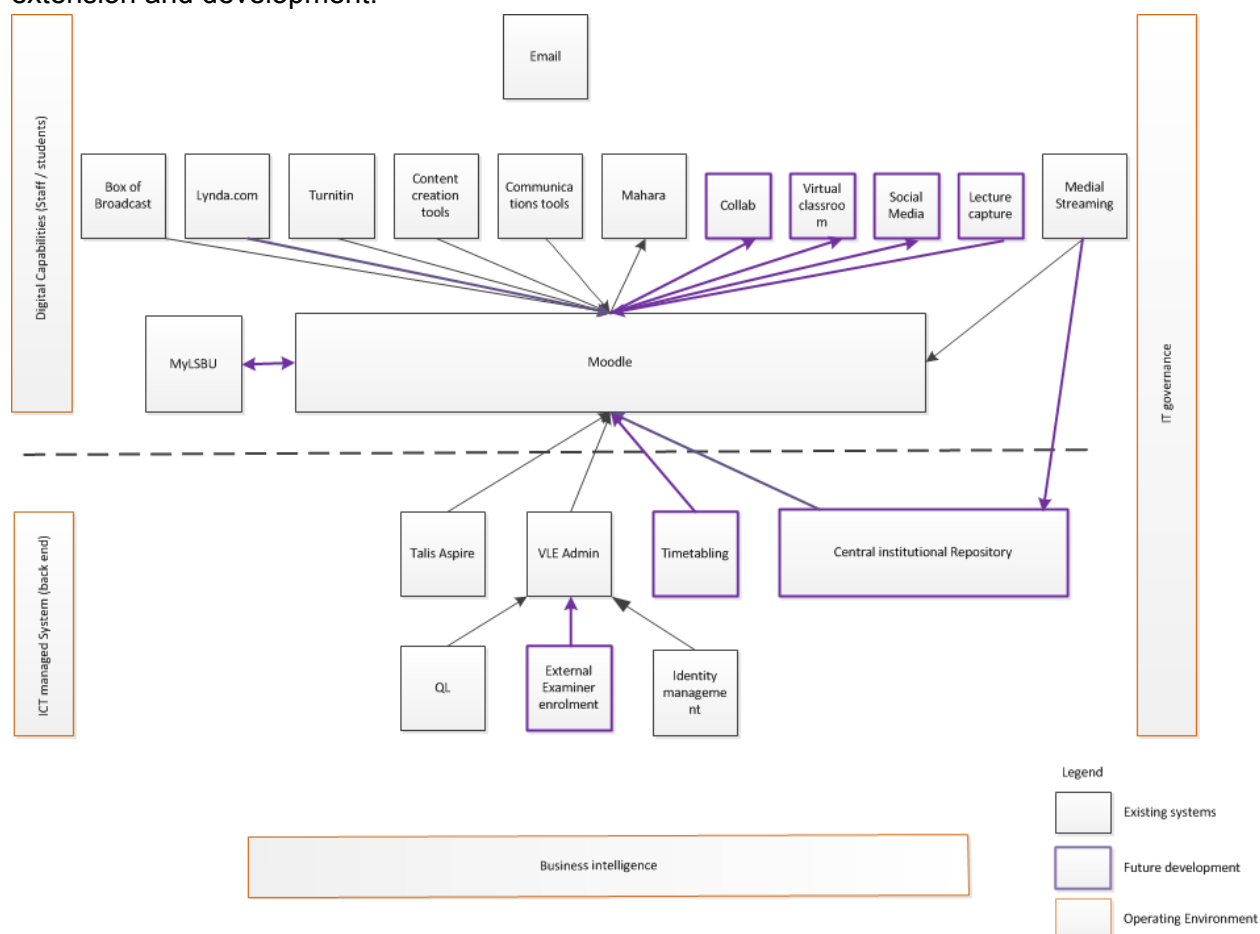
In the context of London South Bank University (LSBU) Digitally Enhanced Learning (DEL) encompasses all learning situations where technology is utilised to help people learn. However, it should be noted that not all of the technology used across the institution to support learning is delivered via the centrally supported tools. The use of local solutions is seen mainly when centrally supported applications do not meet specific needs within Schools.

To ensure DEL requirements are strategically driven in the last academic year a new DEL Governance structure was established. The new DEL Governance group will oversee and drives DEL strategically and is comprised of stakeholders from across the University. The establishment of this group is an important change for managing the strategic direction of DEL,

and provides a reference point where the interrelatedness of DEL enhancements and complexities can be discussed and resolved prior to implementation, in line with the requirements of the University. To complement and guide the work of the Governance group a DEL framework was approved which provides the direction and underpinning philosophy for DEL developments over the next 3 - 5 years. The framework defines our vision, aims and approach for DEL at LSBU, and will provide the scaffolding for developing DEL institutionally.

During the last nine months, the following important changes were deployed to simplify and enhance the use of existing tools and services:

Enhancement to Electronic Management of Assessments (EMA): Improvements were implemented to the existing processes for the EMA. These improvements were centred around supporting a single online submission point within all modules. An integrated Turnitin / Moodle block was installed, tested and rolled out in collaboration with the Academic Integrity Coordinators group. This change enables the University to move to a single submission point within all modules while still providing originality checking in situations where this is required.

Online Module Evaluation Questionnaires (MEQ): A new approach for delivering and administering MEQs was launched during the last semester using Bristol Online Surveys. This fully online approach to managing and delivering MEQs enables more flexibility for users completing the MEQs, and provides faster turnaround times and delivery of results for Schools.

MyLSBU stabilisation: A review of MyLSBU, the student portal, was conducted and several immediate changes were introduced to improve the overall management of the application and the processes for updating and publishing content. A more devolved process for editing and approving content was implemented, and mechanisms put in place to prevent the expiration of pages. The changes implemented should improve the end user experience of the MyLSBU. Further work in this area included getting feedback from students relating to design, use and expectations of the service.

Updates to Moodle / Mahara: Several changes were made to the Moodle and Mahara platforms designed to make them more usable by staff and students. These changes included the automation of the enrolments of external examiners, the ability to upload profile pictures to Moodle, adding group functionality in Mahara, and embedding and promoting the use of Lynda.com and Box of Broadcasts making these tools more readily available for teaching. All taught modules have access to a Moodle space through which staff can provide blended learning and other online activities and resources. For example, the Law Division have used this capability to successfully pilot some flipped classroom teaching models.

Projects currently in the pipeline for delivery over the next few months include:

Single Marks Entry: Still in the exploratory phase the single marks entry project aims to develop a solution which enables marks entered by academic staff to cascade through the University System to the Student Records System. The project seeks to minimise the re-entry of marks / grades reducing the likelihood of transcription errors and making the overall process more robust.

January Start fix: A project group has been established to review potential solutions to this ongoing problem relating to the enrolment of January start students onto their Moodle modules. The group seeks to deliver a Moodle fix for this issue prior to the start of the new academic year with further work planned to find a permanent solution.

Lecture capture: LSBU currently has a few lecture theatres with Lecture Capture capability. A small-scale pilot of our existing lecture capture tools is planned for next semester to help us better understand the functionality of the system and develop the processes, policies and staff development required to implement a full scale institutional lecture capture solution.

Upgrade to Moodle and Mahara: To ensure that the University is using the latest versions of the principal tools underpinning our Digital Learning Environment upgrades are planned for both Moodle and Mahara. These upgrades will move us to the most recent stable version of these tools. The upgrades will take place prior to beginning of the next academic year and will provide improved functionality, reliability and usability for all users.

Streaming media server integration: The Medial streaming server is LSBU's YouTube like service. Developments are currently being progressed on the integration of this service with Moodle / Mahara, including the ability to upload video and link videos directly from Moodle and the ability to submit video assignments. These developments are dependent on other ongoing improvements to the servers, storage and networking available to support the application.

Webinar pilot: DEL is working with the School of Built Environment & Architecture to pilot the use of the Blackboard Collaborate webinar tool. This pilot should progress with the school during the current semester. The availability of webinar / virtual classroom functionality would enhance the university's capability for delivering online and blended learning. Skype for Business, available as part of the University's Office 365 subscription, provides another potential tool for delivering some online meeting and webinar functionality but it is not yet fully available to University users.

DEL outreach: A series of events, workshops and communications are being planned to raise the profile of DEL institutionally, and engage colleagues in the DEL agenda. Raising the visibility and awareness of our existing environments and functionality is crucial to the ongoing developments in DEL and for further embedding its use across the

institution. Activities being planned include a DEL technology showcase, a DEL blog series, and a community of practice.

The Digital Learning Environment is continually evolving and is being developed to ensure alignment with the University's Corporate Strategy, student expectations and developments in the field. The ongoing continuous improvement of the services enhances our capacity, functionality and reliability for users. Future developments in this space will consider how we build on our capacity for enhancing collaboration and community building using tools like Office 365, enhance our ability to share good practice via learning object repositories and focus on the development of staff and student digital capabilities which must be aligned to the requirements for delivering more sophisticated forms of DEL.

While this report focussed primarily on improvements to services and enhancements of functionality a significant amount of work in DEL involves working closely with academic staff and others to leverage the affordances of various technologies in pedagogically appropriate ways to improve learning. This is an ongoing activity for DEL and we continue to work with teams and divisions to help realise their use of Information and Communications Technology.

	CONFIDENTIAL
Paper title:	Student-Led Projects Update
Board/Committee:	Student Experience Committee
Date of meeting:	1 February 2017
Author:	Temi Ahmadu, SU President & Dr Saranne Weller, Director, CRIT
Purpose:	Information
Recommendation:	The committee is requested to note progress in the delivery of the student-led projects in 2016/17

Executive Summary

This update summarises the selected themes for the Student-Led Projects for 2016/17, the proposed structure and timescale for the delivery and proposed outputs.

The 2016/17 research themes are:
- Timetabling and course organisation
- The digital environment at LSBU
- Feedback on assessment
- Student engagement with the LSBU community

Recruitment for student researchers commenced in December 2016. The projects will be launched on 8 February 2017 with an induction workshop and students will undertake their research over 8 weeks. Outputs will be reported to Student Experience Committee and Staff Conference in May 2017. Proposed student outputs to maximise dissemination of the research outcomes are a poster and online video presentation using the PowerPoint add-on Office Mix.

Student-Led Projects Update

1. Themes for Student-Led Projects Research

1.1 Selected themes for Student-Led Project in 2016/17 were finalised following consultation with Professor Pat Bailey (LSBU DVC), Temi Ahmadu (SU President) Sodiq Akinbade (SU Vice President Education), Steve Baker (SU CEO) and Dr Saranne Weller (Director, Centre for Research Informed Teaching).

1.2 The 2016/17 research themes are:

- Timetabling and course organisation
- The digital environment at LSBU
- Feedback on assessment
- Student engagement with the LSBU community

1.3 Further descriptions and possible research question prompts for each theme have been provided to prospective student researchers for recruitment. These are however not restrictive and student researchers will develop their research question in the induction session:

Timetabling and course organisation

Find out what the LSBU student experience is of timetabling at the university and how we might improve it.

When does the timetable work best for LSBU students and when does it go wrong? What would more flexible timetabling look like for students? How do students want to access their timetable or receive updates? How are changes to the timetable communicated? Should the timetabled day be extended to include earlier morning and later evening slots to fit around other commitments? When is a course well-organised and when is it not?

The digital environment at LSBU

Explore the kind of digital environment students want to study in and what their courses need to do to prepare them for working in a digital world.

What are the digital tools students use inside and outside the university and how are they using them to help their learning? How confident are students about their digital literacy and what could we do to build digital skills and knowledge in the university? What are students looking for in a digitally-rich experience at university? How important are listen-again lectures, digital collaboration tools, e-resources, e-portfolios or digital creative learning spaces?

Feedback on assessment

Investigate how students receive and use the feedback they get on assessment and what would improve feedback practice at LSBU.

What different ways do students receive feedback on their work and how do they use feedback to improve future learning and assessments? Are students encouraged to actively seek feedback and do they prefer feedback in specific ways or formats? How helpful is feedback and what do they identify as effective feedback practice at LSBU?

<u>Student engagement with the LSBU community</u>

Find out how our students feel part of the LSBU community and what would improve their sense of belonging and engagement.

What are the factors that make students feel connected to the staff and students at LSBU? How do their views get heard and how do they get responded to? Is LSBU inclusive for all students and what are the barriers to feeling part of the university? What social and learning spaces do students use and how could they be improved?

2. Projects timescale

2.1 Projects will run for 8 weeks in semester 2 from Monday 6 February until Friday 31 March 2017. Recruitment for student researchers by the SU commenced in December 2016 and will close on 31 January 2017. Student researchers will attend three formal-in project meetings to total of 7 hours:

- Wednesday 8 February 2017: Induction including ethics approval (Professor Shushma Patel), introduction to data methodologies for small scale research (Dr Saranne Weller) and using digital technologies in research (Marc Griffith)
- Wednesday 8 March 2017: Progress updates
- Wednesday 29 March 2017: Preparing and dissemination outputs including using PowerPoint with Office Mix add-on to create posters and narrated presentation videos

2.2 Student researchers will finalise their research question, project plan and data collection methods by 22 February 2017 and data collection will be commence following approval.

3. Implementation

3.1 Successful participants will commit to:

- Attending the 3 project meetings during the 8 week research period
- Undertaking the research projects in line with appropriate research ethics
- Contributing to the generation of the outputs of the research

3.2 The SU and University will commit to:

- Supporting the design and delivery of the projects and facilitating access to information
- Monitoring the undertaking of research in line with university ethics approval
- Supporting the dissemination of the outcomes of Student-Led Projects and closing the loop in terms of responses and actions taken
- Managing the payment of bursaries to all students

4   Projects Reporting and Evaluation

4.1 Formal reporting of the Student-Led Projects will also include presentation at the Student Experience Committee on Wednesday 3 May 2017 and the university Staff Conference on 17 May 2017. Additional modes of reporting to students and staff will be identified in discussion with ISSPs and the SU. This may include publication in the relaunched LSBU *Journal of Learning and Teaching (JoLT)*.

4.2 Ethics approval will be sought for both the student-led projects as well as for evaluation of the Student-Led Projects scheme. A final evaluation report will be submitted to the Student Experience Committee in October 2017.

	CONFIDENTIAL
Paper title:	Membership
Board/Committee:	Student Experience Committee
Date of meeting:	1 February 2017
Author:	Joe Kelly, Governance Officer
Purpose:	Decision
Recommendation:	The committee is requested to approve the President, LSB Students' Union as a member.

Executive Summary

Appoint President of LSBSU as a member of the committee
To strengthen the committee's oversight and general remit, the committee is requested to approve the President, LSBU Students' Union, as a member of the committee. (Terms of Reference are attached.)

Additional Students' Union representatives
The Terms of Reference also allow for two co-opted Student's Union representatives. Details of current and new members are listed below.

Terms of Reference Membership	Current members
Vice President of Academic Affairs, Students' Union (or alternate) (x1)	Sodiq Akinbade
Nominated Students' Union representatives (x3)	Scott Ideson Christabel Charles Andrea Smith
Up to two co-opted Students' Union representatives	Suleyman Said (new member) Kelsey Hanton (new member)

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London South Bank University

Student Experience Committee

Terms of Reference

The purpose of the committee is to oversee and enhance activity contributing to our strategic goal of Student Success

1. Remit

1.1 The remit of the Committee is to:

    1.1.1 oversee the effective delivery of the learning pathway programme

    1.1.2 review university data for student satisfaction, and have oversight of action in response, including feedback to students

    1.1.3 align academic staff development with programme delivery and student learning

    1.1.4 oversight of university processes which identify and disseminate innovation and good practice in learning and teaching

    1.1.5 approve annual nominations for Teaching Fellowship Awards

    1.1.6 have institutional oversight of student equality, diversity and inclusivity data, and review and advise on the effectiveness of change initiatives

    1.1.7 Oversee university processes for engagement with students and incorporating student opinion into planning and decision making

    1.1.8 Provide an opportunity for students to raise issues

2. Membership

2.1 Membership consists of the following:
- Deputy Vice Chancellor (chair)
- Pro Vice Chancellor (Education and Student Experience)
- Vice Presidents of Academic Affairs, Students' Union (or alternate) (x1)
- Nominated Students' Union representatives (x3)
- Nominated school academic staff representatives (x3)
- Director of Student Support and Employability (or alternate)
- Director of Estates and Academic Environment (or alternate)
- Director of Academic Related Resources (or alternate)

- Director of Marketing and Student Recruitment (or alternate)
- Up to two co-opted Students Union representatives

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

2.3 A quorum consists of at least 5.

2.4 The committee meets 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