CONFIDENTIAL

Academic Board Meeting

2.00 - 4.00 pm on Wednesday, 7 June 2017
in 1B27 - Technopark, SE1 6LN

Agenda

No.	*Time*	*Item*	*Pages*	*Presenter*
1.		Welcome and apologies		PB
2.		Declarations of interest		PB
3.		Minutes of previous meeting	3 - 6	PB
4.		Matters arising	7 - 8	PB
5.	14:05	DVC report		PB
		Items for approval		
6.		Research Committee TOR	9 - 12	PI
		Items for discussion		
7.	14:30	Educational Framework	13 - 18	SW
8.	14:50	Part-time student issues	To Follow	PB
9.	15:00	Development of Academic portfolio and environment	19 - 34	MM
10.	15:15	Research structures	35 - 54	PI
11.	15:25	Annual ethics report	55 - 58	SP
12.	15:35	Changes to academic regulatory framework	59 - 86	JB
13.	15:45	International partnerships: link tutors	87 - 88	SW
14.	15:50	Board Strategy Day notes	89 - 94	PB
		Items for noting *the following papers will only be discussed at the meeting if a member raises the matter with Chair/clerk the day before*		

No.	*Time*	*Item*	*Pages*	*Exec Lead*
15.		Progress against Academic KPIs	95 - 100	
16.		Professor Emeritus appointments	101 - 102	PB
17.		Sub-committee reports	103 - 106	PB
18.		Any other business *any member wishing to raise an item under AOB must notify the Chair/clerk by the day before the meeting*		

Date of next meeting
2.00 pm on Wednesday, 1 November 2017

Members: Pat Bailey (Chair), Temi Ahmadu, Sodiq Akinbade, Ian Albery, Stephen Barber, Craig Barker, Janet Bohrer, Kirsteen Coupar, Charles Egbu, Paul Ivey, Gurpreet Jagpal, Janet Jones, David Mba, Mike Molan, Jenny Owen, Shushma Patel, Lesley Roberts, Tony Roberts, Warren Turner and Shân Wareing

In attendance Michael Broadway, Sally Skillett-Moore, Joe Kelly and Nicole Louis

Apologies

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Minutes of the meeting of the Academic Board
held at 2.00 pm on Wednesday, 22 February 2017
1B27 - Technopark, SE1 6LN

Present
Pat Bailey (Chair)
Temi Ahmadu
Sodiq Akinbade
Stephen Barber
Craig Barker
Janet Bohrer
Charles Egbu
Gurpreet Jagpal
Janet Jones
Mike Molan
Jenny Owen
Shushma Patel
Lesley Roberts
Tony Roberts
Warren Turner
Shân Wareing

Apologies
Kirsteen Coupar
David Mba
Michael Broadway

In attendance
Sally Skillett-Moore
Joe Kelly
Graeme Maidment
Saranne Weller

1. **Welcome and apologies**

   The Chair welcomed members to the meeting. Apologies were noted as above.

2. **Declarations of interest**

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

3. **Minutes of previous meeting**

   The committee approved the minutes of the meeting of 2 November 2016.

4. **Matters arising**

It was noted that papers on Managing UK and transnational partnerships (minute 13), and Academic Regulations and Procedures (minute 16), would be brought to the next meeting.

5. **Deputy Vice-Chancellor's Report**

The board discussed the update report from the Deputy Vice-Chancellor.

6. **Student Union Issues**

The SU identified the importance of discipline-based societies, and the potential impact on student retention and student outcomes. Academic Board members were asked to support/encourage the societies in their Schools (including academic staff help in running these, which would be regarded as a Citizenship, Administration, Management and Leadership (CAML) activity under the Academic Framework); the DVC also agreed to flag this with Deans and Directors of Education and Student Experience.

7. **Educational Framework update**

The process and timeline for finalising the LSBU Educational Framework (see paper) was outlined. There was discussion about the level of detail that should be described by the framework, but it was agreed that the graduate attributes should effectively identify the expected outcomes for each course, and that the EPIIC values provide a clear set of themes for these.

8. **Academic portfolio and environment**

The board discussed the update on academic portfolio and environment, and approved the timeline for the procedures. Schools were asked to review their overall package of courses, as well as individual courses.
Timeline:

- Dec. 2016 – Feb. 2017: Annual Course Monitoring (current procedures, including data collection)
- Mar.2017 – Apr. 2017: Schools internally review modules, courses and portfolio
- May 2017: Individual meeting of small panel with each School to review and finalise modules, courses and portfolio

9. **Student attainment**

The Board discussed the Attainment Gap report, and expressed concern about the continuing shortfall in % of ‘good honours degrees' (1sts and 2nds) when compared with similar institutions. The Board recommended that students should be provided with greater clarity concerning how their degree

classification is calculated (which may need some revision of the current complexities), and that the 20:80 marks distribution between years 2 and 3 should be reviewed.

10. **Research Structure and Environment presentation**

The board received a presentation on research structure and environment. The key points were:

- The research culture is being strongly promoted through the Professoriate Group, which will include both Professors and Associate Professors.
- Research Centres (major research areas, likely to be identified as such under the Research Excellence Framework (REF), usually located in a single School) and Research Groups (smaller or not yet with significant national profile) are being finalised in discussion with Deans and Directors of Research and Enterprise.
- The Annual University Research Audit (AURA) has been successful in collating much of LSBU's current research data and, together with other data from Symplectic and concerning grants, will be crucial to developing the REF2021 submission; quarterly Research Enterprise and Innovation updates being provided to Deans.

11. **Course validation and information processes**

The board noted the update on course validation and information processes.

12. **Institutional Examiner report**

The board noted the Institutional Examiner report. A report will be brought to the next meeting on how key observations have been taken forward.

13. **Promotions Panel**

The board noted the update on the Promotions Panel, and the appointment of the three Academic Board representatives through Chair's action.

14. **Academic Year Planning Group**

The board noted the report from the Annual Year Planning Group.

15. **Research Ethics**

The board noted the Research Ethics update.

16. **Academic KPIs**

The board noted the report on academic KPIs.

17. **Reports from sub-committees**

The board noted the reports from sub-committees. The board approved the Student Experience Committee's recommendation to appoint the President, LSBU Students' Union to the committee.

18. **Any other business**

There was no other business.

Date of next meeting
2.00 pm, on Wednesday, 26 April 2017

Confirmed as a true record

..... (Chair)

ACADEMIC BOARD - WEDNESDAY, 22 FEBRUARY 2017
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date	Officer	Action Status
8.	Academic portfolio and environment	Acad Bd: Schools to consider overall package of courses		Mike Molan, Ian Albery, Craig Barker, Charles Egbu, Janet Jones, David Mba, Warren Turner	To do
9.	Student attainment	Acad bd: simplify how degrees are calculated to give students greater clarity and understanding		Pat Bailey, Shân Wareing	To do
12.	Institutional Examiner report	Acad Bd: report on how key observations from Ext Exam report are being taken forward	Before 24 May 2017	Shân Wareing, Janet Bohrer	To do
17.	Reports from sub-committees	Acad Bd: add President, LSBSU to SEC membership	Before 24 May 2017	Joe Kelly	Done

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	CONFIDENTIAL
Paper title:	Research Committee – revised terms of reference
Board/Committee:	Academic Board
Date of meeting:	7 June 2017
Author:	Paul Ivey, PVC Research and Engagement
Purpose:	For approval
Recommendation:	The Board is requested to approve the revised terms of reference for Research Committee

Executive Summary

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London South Bank University

Research Committee

Terms of Reference

The purpose of the committee is to oversee and guide activity contributing to our strategic goal of Real World Impact.

1. Remit

1.1 The remit of the Committee is to oversee the research environment including:

1.1.1 Research Strategy
1.1.2 Research landscape including related responses to EU, UKRI and HEFCE
1.1.3 Research Centres, Groups and Institutes - QR allocation and performance
1.1.4 Repository of research publications and publication reports, open access data
1.1.5 REF preparation inclusive of impact, research outputs and AURA
1.1.6 Researcher Development Group - Contract Researchers, Mentoring, Training / Network Needs
1.1.7 Professoriate development
1.1.8 Research communications - Research Community & Our Research brochures
1.1.9 Research Governance, inclusive of ethics and integrity
1.1.10 Monitoring of research grants and awards: updates and strategy
1.1.11 PGR environment, progressions, completions and oversight of appeals for PhDs.
1.1.12 Researcher Feedback from Post graduate research student satisfaction, CROS, PIRLS

2. Membership

2.1 Membership consists of:

- PVC Research & External Engagement (chair)
- School Directors of Research and Enterprise (x7, per school)
- Director of Research and Enterprise (or alternate)
- *Deputy Director for Research and Enterprise (or alternate)*
- Nominated representative of PGR students (x2)
- Nominated representative of Academic Related Resources
- Nominated representative of Professoriate (x2)
- Nominated representative of Post-Docs (x2)

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

2.3 A quorum consists of 5 members.

3. Reporting Procedures

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

Approved by the Academic Board on 8 July 2015
Amendments to 1.1.8 and 2.1 approved by Academic Board on 2 November 2016

	CONFIDENTIAL
Paper title:	Educational Framework Implementation Plan
Board/Committee	Academic Board
Date of meeting:	7 June 2017
Author:	Shân Wareing
Purpose:	To consult Academic Board regarding implementation of the LSBU Educational Framework

Executive Summary	
Context	The Educational Framework is a commitment in the Corporate Strategy 2015-20, and has been developed through extensive consultation with students, alumni, employers and staff. Anticipated benefits include: ▪ student experience improvements: more consistent experience, better engagement, increased relevance; ▪ improved graduate outcomes (addressing concerns regarding social mobility of the 2017 Bridge report); ▪ efficiency, releasing capacity for step change from existing resource envelope; ▪ automation: future proofing by having systems that can scale up or take on new processes; ▪ Improved institutional reputation and income generation capacity.
Conclusion & Recommendation	Academic Board is asked to respond to the implementation proposal. Feedback is particularly sought on: • The clarity of the proposal and language • How to maximise the benefits to students • How to promote the Educational Framework internally and externally

The Educational Framework	
Course Specification The elements below will be integrated into a revised course specification, which will be central to course approval and revalidation. The approved course specification will be stored in a central Course Management Tool for marketing and course delivery.	
Course Director – identified by name (unless post is currently vacant), grade, FTE and role title.	
How employers/PRSB contributed to curriculum design and delivery	e.g. Employer involvement in assessment
How student develop industry relevant skills and independence	Industry standard facilities available to students Live assessment brief (Level 4) Interdisciplinary team activity (Level 5) Industry-relevant capstone project (Level 6) Student societies and activities Extra curricular enterprise and employment opportunities
How the offer of placements, internship and professional opportunities is delivered	
How learning is flexible	Access to online resources for teaching and learning How blended learning is incorporated Option modules
How personalised support is provided	Personal tutoring offer Named course director with responsibility for the student experience Access to personalised data to inform choices Advice from Skills for Learning incorporated into module delivery Advice from SU and Student Life Centre
Higher Education Achievement Record	
Module results	
Extra-curricular achievements and experience	
University Reference articulated in relation to EPIIC Graduate attributes	excellence, professionalism, Integrity, Inclusivity and creativity

Introduction

1. The purpose of the Educational Framework is to improve the quality and consistency of the LSBU student experience, through a positive impact on student engagement, retention and achievement, and on graduate outcomes. These benefits will support the reputation and financial success of LSBU.

2. The elements of the Educational Framework have been developed through consultation with stakeholders (academics, students, alumni, employers and PSG staff) and in response to known concerns.

3. CMA compliance has been identified as an institutional risk. The educational framework is being established in recognition that when a course is approved there is a regulatory requirement to offer it in the same form for 6.5 years (12 months from launch on UCAS and in prospectus to application, 6 months from application to enrolment, and 3 – 5 years to complete a FT UG degree). The course specification is effectively a 7 year contract with a value in excess of £28,000 per student.

4. In line with concern about the NSS and particularly course organisation and management which emerges as an LSBU weakness, courses are required to identify a course director, if the post is vacant, by grade, FTE and role title, and by name as well if the relevant post if filled. This is designed to establish a more clearly defined Course Director community to lead change and enhancements, and to drive up NSS scores. There is an established correlation between course performance in the NSS and Course Director agency and ownership.

5. The increased clarity of process is proposed as a solution to the 'evolved complexity' which has arisen from fragmented growth. Currently, the scale and complexity of provision impacts negatively on our ability to automate key business systems, such as timetabling, student records and mark publication, resulting in inefficiency, error and unnecessary costs, and creating a potential block to future growth, because highly manual systems with multiple workarounds are not economically scalable.

6. More efficient practices around course design and delivery in schools will permit expansion of other activities, including time to develop digital skills, enterprise, research and support for transnational education.

7. The transition is planned to be almost entirely complete with two years (2017/8-2018/9), with any provision which is not compliant phased out from 2019.

8. To achieve this, there will be a need for greatly extended staff development and support in course design including preparing learning outcomes, alignment of learning and teaching plans and assessment, to comply with basic UK quality expectations and meet best practice around inclusivity, closing the attainment gap, blended and more flexible learning. Furthermore, the Race Equality Charter Mark steering group has identified the

attainment gap between white and BME students as a potential site of leverage to improve LSBU's TEF outcomes if we can make a significant reduction in the gap in student attainment based on ethnicity.

9. The proposal is aligned with the corporate strategy as follows:
   i. Delivery of the Learning Pathway (renamed Educational Framework after student and staff consultation)
   ii. Further sustained improvements to student employability and enterprise
   iii. Improved Student Experience
   iv. Improved Learning and Teaching
   v. Creating capacity for improved research and enterprise
   vi. Improved access (better retention and success for students whose potential is otherwise not fulfilled) by providing a

10. It aligns to the LSBU Family developments by establishing a framework which can be adopted and adapted in schools and colleges, as well as by UK and international partners.

EPIIC values	
Excellence	Increased academic standards, distinctive attractive provision
Professionalism	Longer term planning, better deployment of resource; increased staff engagement; graduates are increasingly confident, well prepared for employment, flexible and sought after
Integrity	Better alignment of provision with aspirations
Inclusivity	Improved student retention and success, especially that of the 53% of the student population which is BME
Creativity	Supports pedagogic innovation

11. Time Line

1 June 2017	Consultation with key stakeholders launched*
5 June 2017	Production of mocked up Course Specification
5 June 2017	Procurement of external staff development provider commenced
19 June 2017	University wide consultation launched**
14 July 2017	Consultation closes
17 July 2017	Planning with Schools for 2017/8 new approvals and revalidation commences
17 July 2017	Preparation of resources to support the Educational Framework implementation commences
14 August 2017	Schedule for course approvals in 2017/8, & resources and timetable for support published (soft launch)
1 September 2017	All new course approvals*** and revalidations comply with Educational Framework
31 July 2019	Non-compliant provision is starts to be discontinued (taught out)

*All elements of the Educational Framework have been developed in collaboration with students, the Students' Union, alumni, employers, academic staff and professional services teams over a two year period. The consultation will be on the timeframe, the support required, and details of the implementation.

**The purpose of the university wide consultation is to raise awareness, build champions and to enable any substantial obstacles to implementation to be identified.

*** Applies to highlighted provision 2017/8-2019:

SCOPE DEFINITION			
Full time		Part time	
Pre-HE	Undergraduate	Postgraduate Taught	Postgraduate Research
Awards < 120 credits		Awards ≥ 120 credits	
Apprenticeships	Higher Apprenticeships	Degree Apprenticeships	
Southwark and Havering	LSBU Family	UK partners	International partners

12. Dependencies

i. Improved deployment of marketing information in product development
ii. Provision of adequate staff development
iii. Development and implementation of the Course Management Tool (repository for course specifications)
iv. EAE continued support of first class facilities underpinned by services which responsive to academic needs, including minimum specification achieved for all teaching rooms
v. ICT's continued support for the digital infrastructure, including single sign on, Moodle maintenance, lecture capture, Office 365 roll out, Digital Skills Centre, single marks entry project and upgrades to group rooms.

13. Risks

i. Schools may have made informal commitments outside university processes which they feel under pressure to honour, leading to high levels of rushed through approvals
ii. Apprenticeships standards arrive at short notice for which there is no existing aligned award, so an award has to be developed at short notice without support resources being deployed, compromising the quality of the award
iii. Apprenticeships standards arrive at short notice for which there is no existing aligned award, so an award has to be developed at short notice and support resources are withdrawn from another area resulting in quality in another area being compromised and affecting staff engagement.
iv. The infrastructure developments (dependencies) are unable to keep pace, due to resources, workforce or buy-in.
v. The external staff development support is brought in too late, is poorly co-ordinated and managed, or is under-funded.

Paper title:	Academic portfolio review
Board/Committee	Academic Board
Date of meeting:	7 June 2017
Author:	Mike Molan, Dean of Business
Purpose:	To update Academic Board on the progress of the portfolio review, project
Recommendation:	The Board is asked to note the contents of the paper and implications for course management and development

Executive Summary

- This review only covers UG provision. PG will be reviewed later in 2017.
- Given the extensive work done in 2014 to identify redundant provision the 2017 portfolio review does not produce a long list of candidates for course closure. There is ample evidence that the Schools now have a much better grip on their portfolios, a sense of strategy in terms of portfolio development, and there is evidence of more shared provision, especially at L4.
- NSS emerges as a key issue and the common success factor would appear to be strong DESE leadership coupled with engaged and experienced Course Directorship.
- Growth is an issue across all programmes with economies of scale being hard to achieve as markets contract and become more competitive.
- The impact of degree apprenticeships, where relevant, is not easy to gauge at this stage.
- In some areas, there is a tension between growth aspirations, tariff, and market position. Higher quality courses are more attractive to students, but it is hard to improve league table rankings with lower tariffs.
- Schools could be more strategic and focus NSS efforts on the higher volume provision where the greatest impact on LSBU league table position can be achieved.
- This in turn links into reliance on clearing and, in some Schools, disappointing L4 to L5 progression.
- Some niche provision is being retained because of market significance even if financial viability is doubtful (BSc Architectural Technology; BSc Operating Department Practice).

1. Introduction

1.1 The 2017 portfolio review process is being conducted in two stages. The undergraduate portfolio was reviewed in May 2017 and the postgraduate portfolio will be considered in September/October 2017. Meetings were held with all 7 Schools to review the data summarised in the tables in Appendix 1 (kindly prepared by Richard Duke and Emma Downes.)

1.2 The exercise builds on the work done in the 2014 portfolio review which resulted 136 courses being closed and a further 33 courses being identified as “under active consideration for closure”. In addition, over 1200 defunct modules were identified as part of that exercise, with 560 modules being permanently archived.

2. Methodology

2.1 The tables in Appendix 1 reflect undergraduate courses with 3 years’ worth of new enrolments (based on the course summary title - therefore name changes may exclude certain new entrants if the name has not been consistent across 3 years from 14/15 to 16/17.)

2.2 Three metrics were used to analyse course quality:

2.2.1 NSS: A straight average of the course NSS scores (Q22) for the last three years (or any available results 13/14 to 15/16) was compared to the straight average of the post 1992 institutions NSS results for the last three years based on the JACS subject area of the course. The % difference from the post 1992 average at subject area was used as the indicator.

2.2.2 DLHE: A straight average of the course DLHE scores (Undergraduate, graduate level outcomes) for the last three years (or any available results 12/13 to 14/15) was compared to the straight average of the post 1992 institutions DLHE results for the last three years based on the JACS subject area of the course. The % difference from the post 1992 average at subject area was used as the indicator.

2.2.3 Year 1 to 2 Progression: A straight average of the course year 1 to 2 progression % (First degree, Full Time, on a course lasting 2 years or greater) for the last three years (13/14 to 15/16) was compared to the Institution average for the last three years. The % difference was used as the indicator.

2.2.4 A final quality score was calculated by taking a weighted average of the indicators available, weighting was based on the following: NSS x 3; DLHE x 2; and Progression x 1.

2.2.5 Only courses with 2 or more indicators were included in the analysis. The weighting varies slightly if an indicator is missing. Data for indicators was only included when there were more that 10 students in the population. For School and Division Quality weighted averages of the scores for courses belonging to either School or Division were calculated. Weighting was based on the number of new entrants in 16/17.

2.2.6 Meetings with Schools were supported by Richard Duke and Emma Downes providing live access to the 'MIKE' database which provides quality dashboard report for each course.

2.2.7 It should be noted that not all provision was picked up as part of this process (because it did not meet the reporting thresholds) but where this was significant it was raised in discussions with Schools.

3. Key 'take out" points by School

3.1 ACI

- Very clear evidence of strategic portfolio development, actively addressing areas to be discontinued.
- Portfolio developments are market focused with improving application rates and improving economies of scale
- Key courses for action/review in terms of volume/quality: BA Arts & Festival Management – action in train to close and regroup to address market need. BA (Hons) English with Creative Writing- review post September 2018 recruitment figures

3.2 Applied Science

- Scope to develop Sport Science and Exercise (possibly needs to review links with LSBU sporting achievement)
- Bioscience an area for review and develop biomedical science degree to complement (shared L4 provision).
- Areas of improvement in progression (Forensic Science)
- Psychology numbers on the wane, reflecting the market, with NSS holding back the overall quality score
- Key courses for action/review in terms of volume/quality: BSc Bioscience; BSc Forensic Science

3.3. Engineering

- Issues more related to reputation than developing new product portfolio
- Application rates under pressure- dilemma for the School is whether to wait for the market to recover in areas sensitive to oil price
- School under pressure from higher ranked providers – hence tension between volume and tariff
- Scope for IT programmes to evolve over time to "softer" end of computer science. Cyber-security could be a key area for development capable of delivering significant volume.
- Shared provision being exploited where possible to address declining numbers.
- Some sharp falls in NSS directly related to personnel changes
- Key courses for action/review in terms of volume/quality: BEng Chemical and Process Engineering; BEng Petroleum Engineering

3.4 Health and Social Care

- Most UG provision driven by market (commissioning) need – hence issues are more related to quality factors
- BSc (Hons) Operating Department Practice has poor volume and quality ratings but is retained as part of portfolio expected by stakeholders.
- Some courses have disappointing DLHE given highly vocational nature, e.g. Therapeutic Radiography
- Where NSS issues arose, these were often linked to course leadership or location issues (e.g. Whipps Cross closure).
- School keenly aware of need to review provision if numbers do not increase in some of the low volume courses (BSc Learning Disabilities Nursing; BSc (Hons) Occupational Health Nursing)
- Significant scope to impact on LSBU rankings if NSS is improved in high volume areas such as Children's and Adult Nursing
- Key courses for action/review in terms of volume/quality: BSc (Hons) Therapeutic Radiography; BSc (Hons) Mental Health Nursing

3.5 Built Environment and Architecture

- Care needed in interpreting the data due to higher number of PT students in the School
- Volume largely linked to the state of the economy and the level of construction activity – may be opportunities to grow FT market which is counter-cyclical
- Opportunity to review the relationship between HNC/HND provision and the L4 BSc programmes they sit alongside – may need to await impact of degree apprenticeships on demand
- Need to expand architecture numbers to achieve economies of scale building on improving NSS and retention
- Consequences of CMP changes still reverberating in some poor NSS scores (Building Services Engineering)
- Key courses for action/review in terms of volume/quality: BSc Property Management (Building Surveying); BA (Hons) Architecture

3.6 Law and Social Sciences

- Revalidation of the whole Social Science portfolio in train to make offer more attractive
- Some poor NSS scores linked to leadership issues
- BA (Hons) Housing may need review in light of low numbers, progression and attainment issues.
- BA (Hons) Urban and Environmental Planning is a candidate for review given volumes and tariff
- Economies of scale across the School almost impossible to achieve given the nature of the subjects across 4 divisions
- Law an area of strength but market share needs to be increased on the back of good league table outcomes to achieve economies of scale and bolster LSBU NSS dependant rankings.

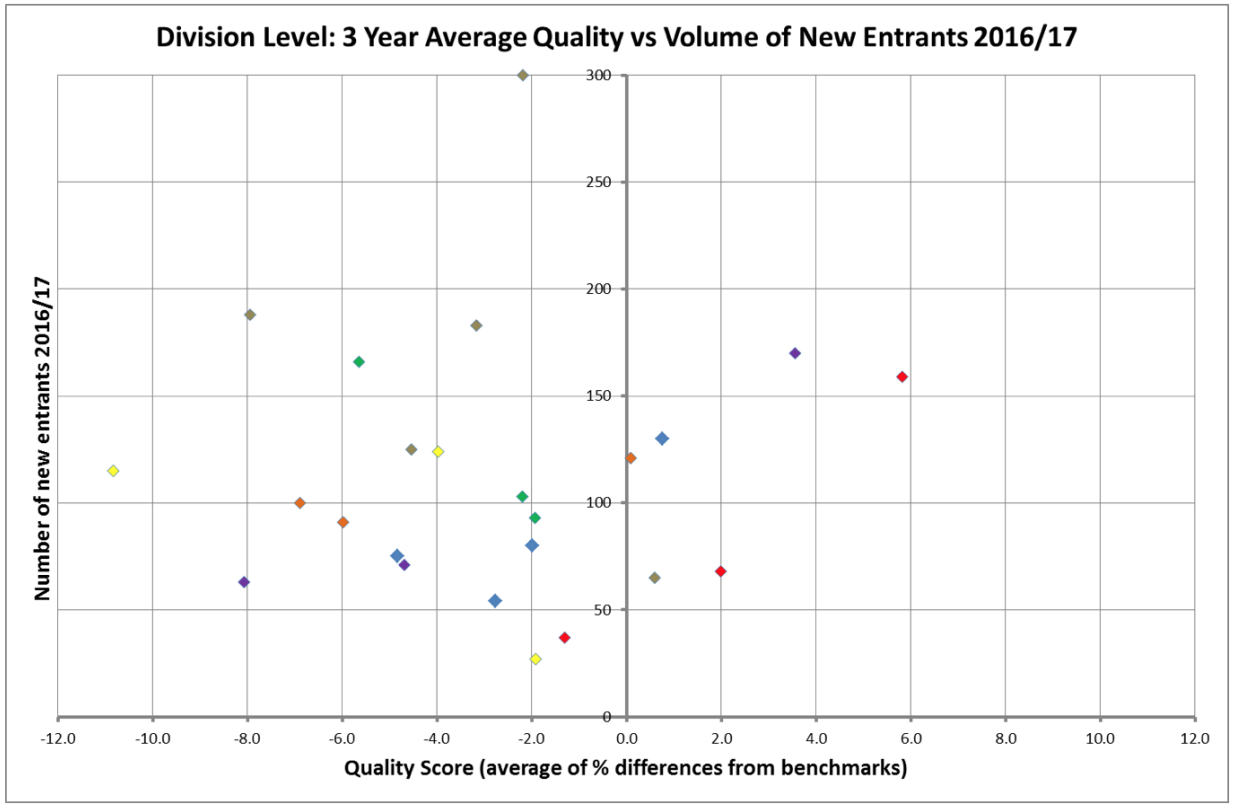
- Key courses for action/review in terms of volume/quality: BA (Hons) Housing; BA (Hons) Urban and Environmental Planning

3.7 Business

- Exercise somewhat academic for Business as all undergraduate programmes were revalidated for September 2016 start – hence data is largely historic
- Two worst performing programmes (Business Studies, and Business Administration) no longer exist
- Only programme still recognisably in existence is BA Accounting and Finance which has excellent NSS but is under pressure from private providers in London.
- Key courses for action/review in terms of volume/quality: none

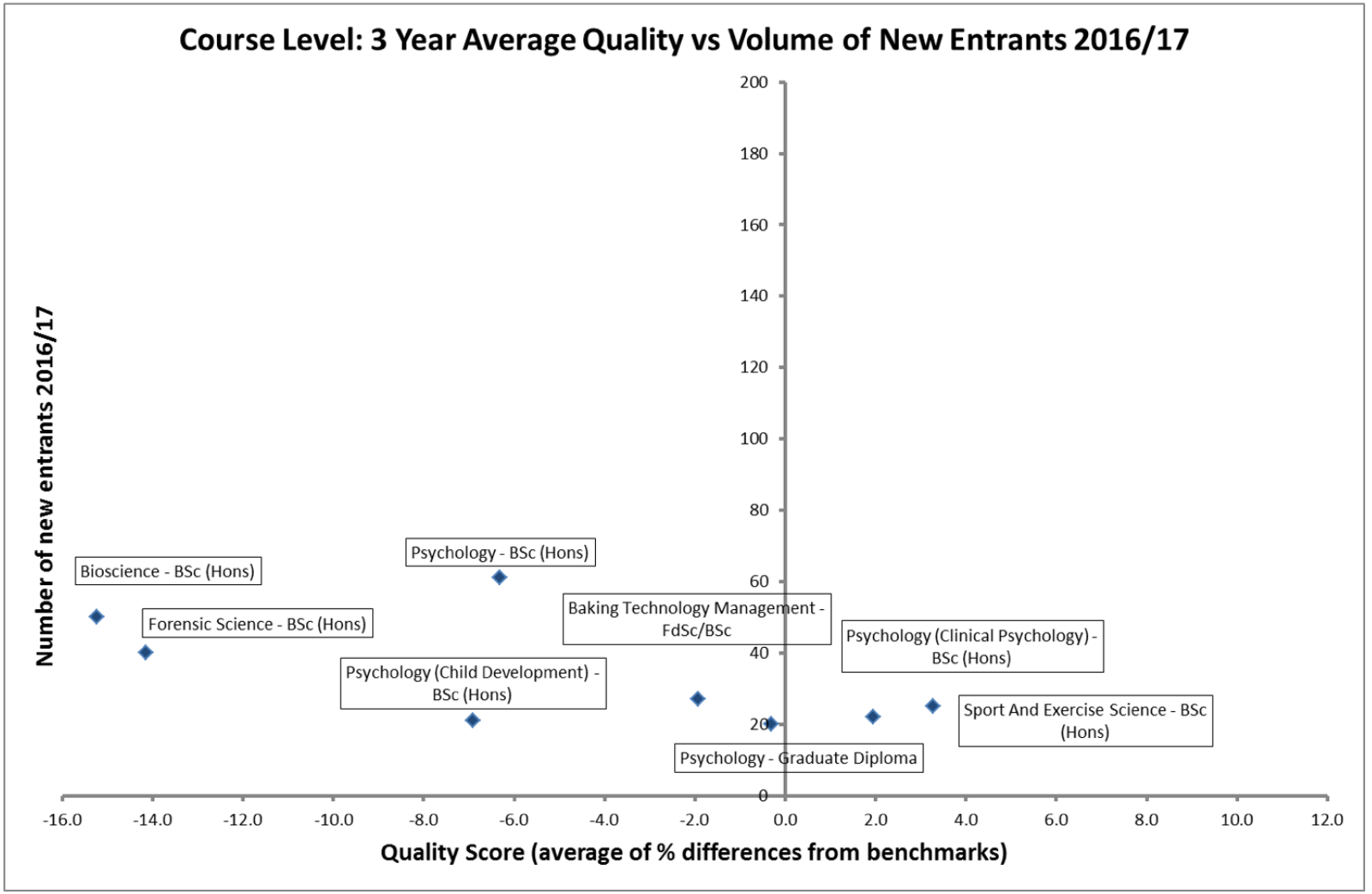
Appendix 1

Schools : Average Quality Score vs Volume

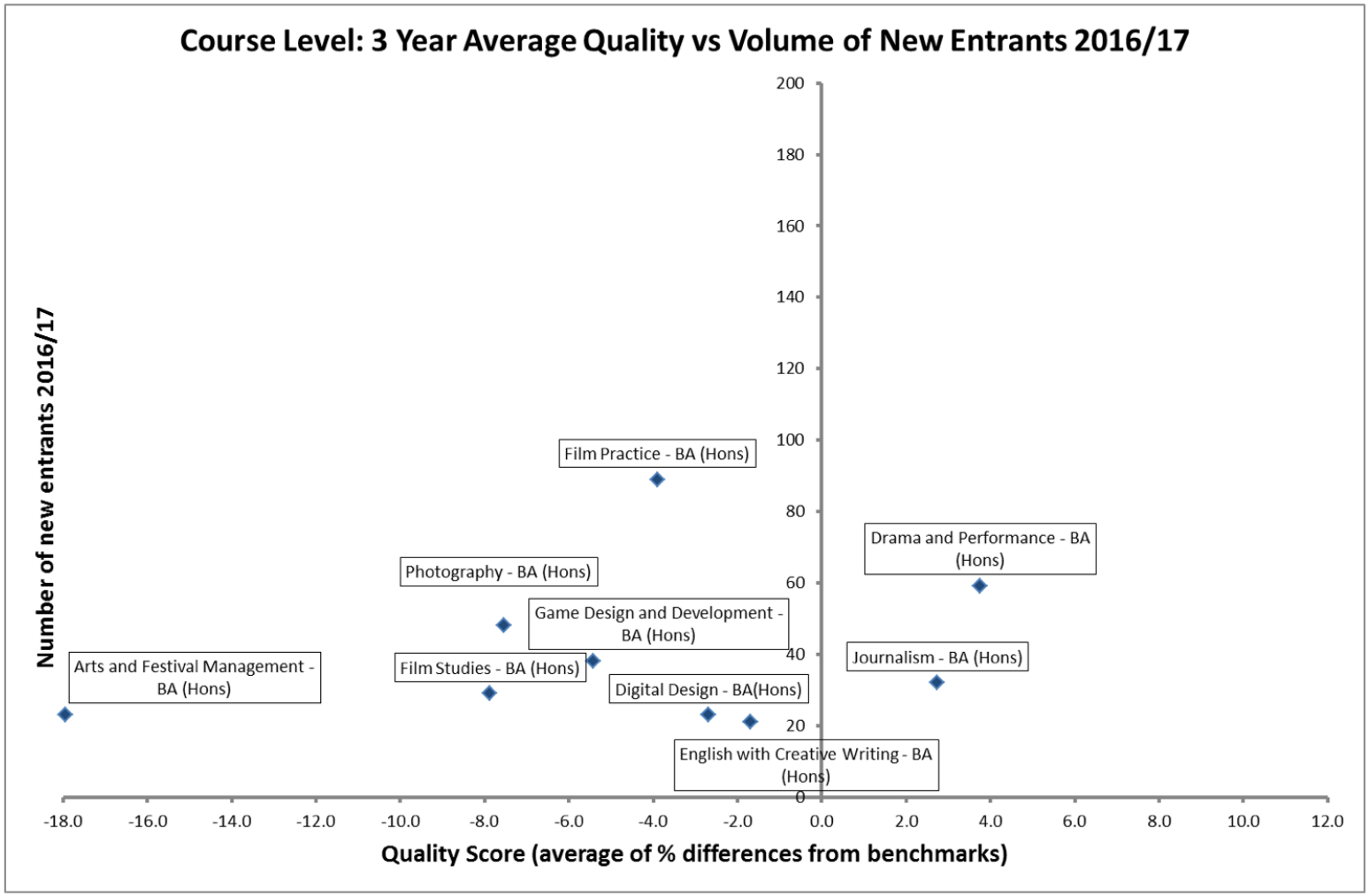


Legend: APS: Yellow ACI: Green BEA: Purple BUS: Red
Eng: Blue HSC: Light Brown LSS: Orange

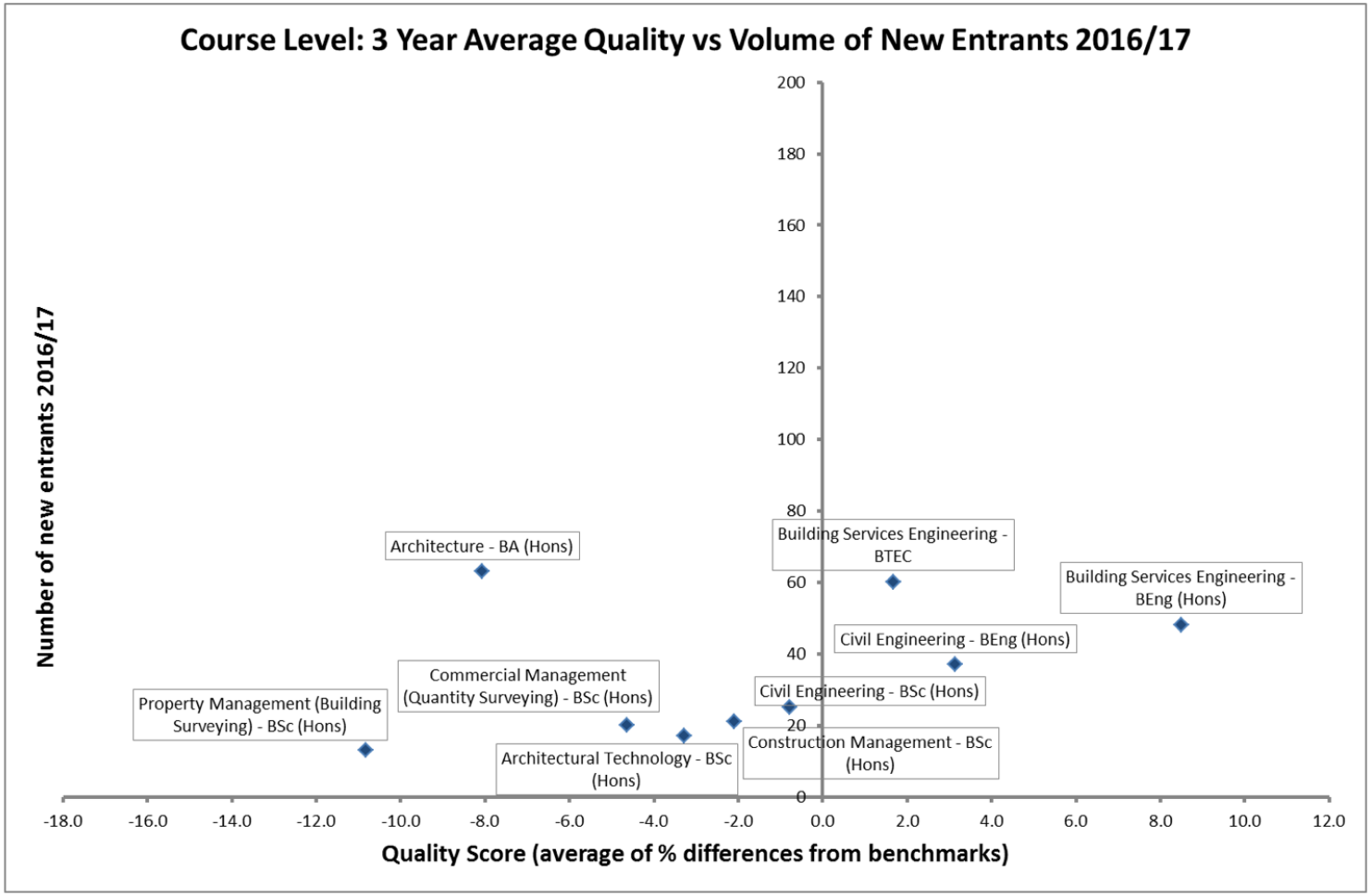
APPLIED SCIENCE



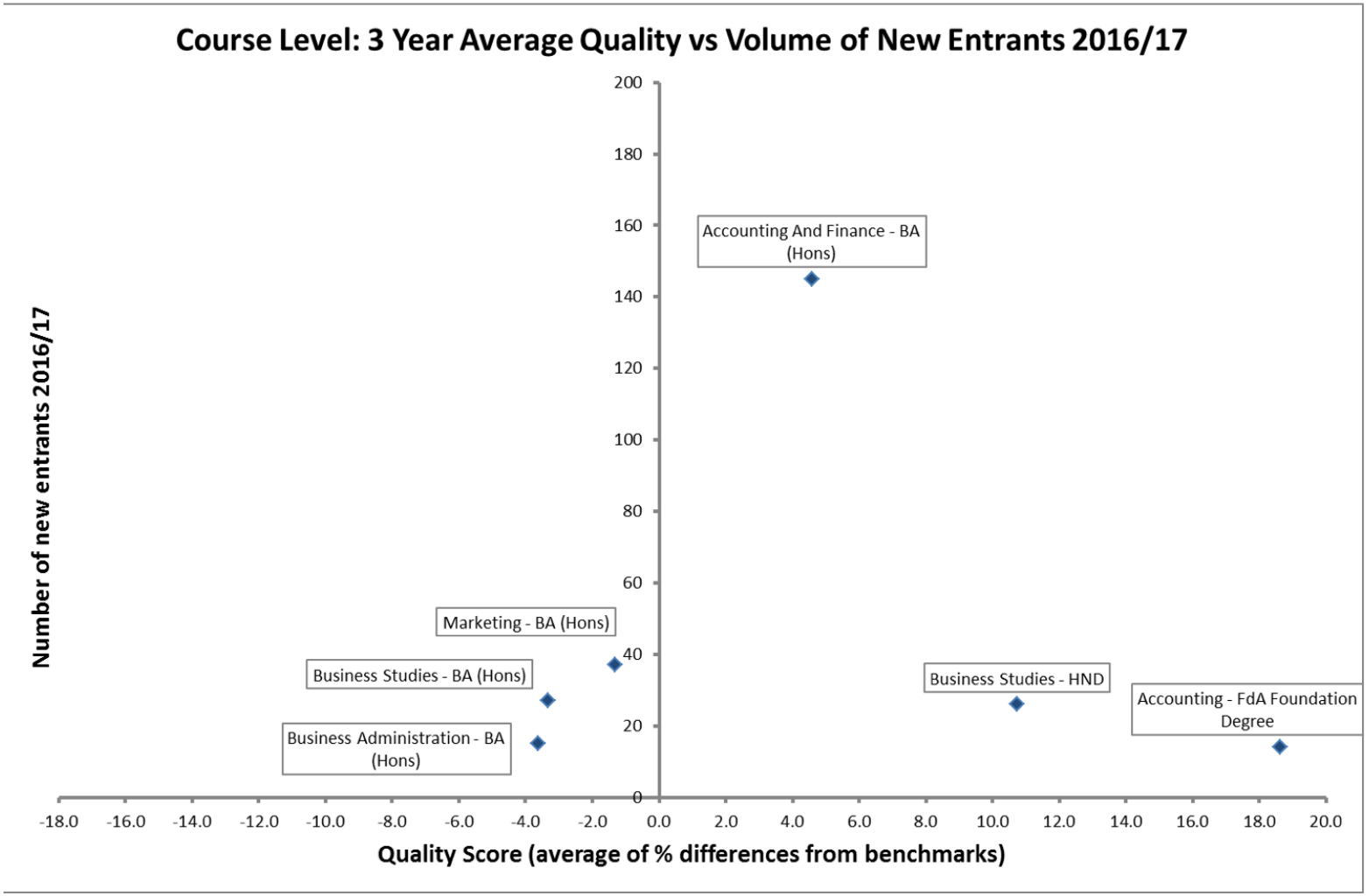
ARTS AND CREATIVE INDUSTRIES



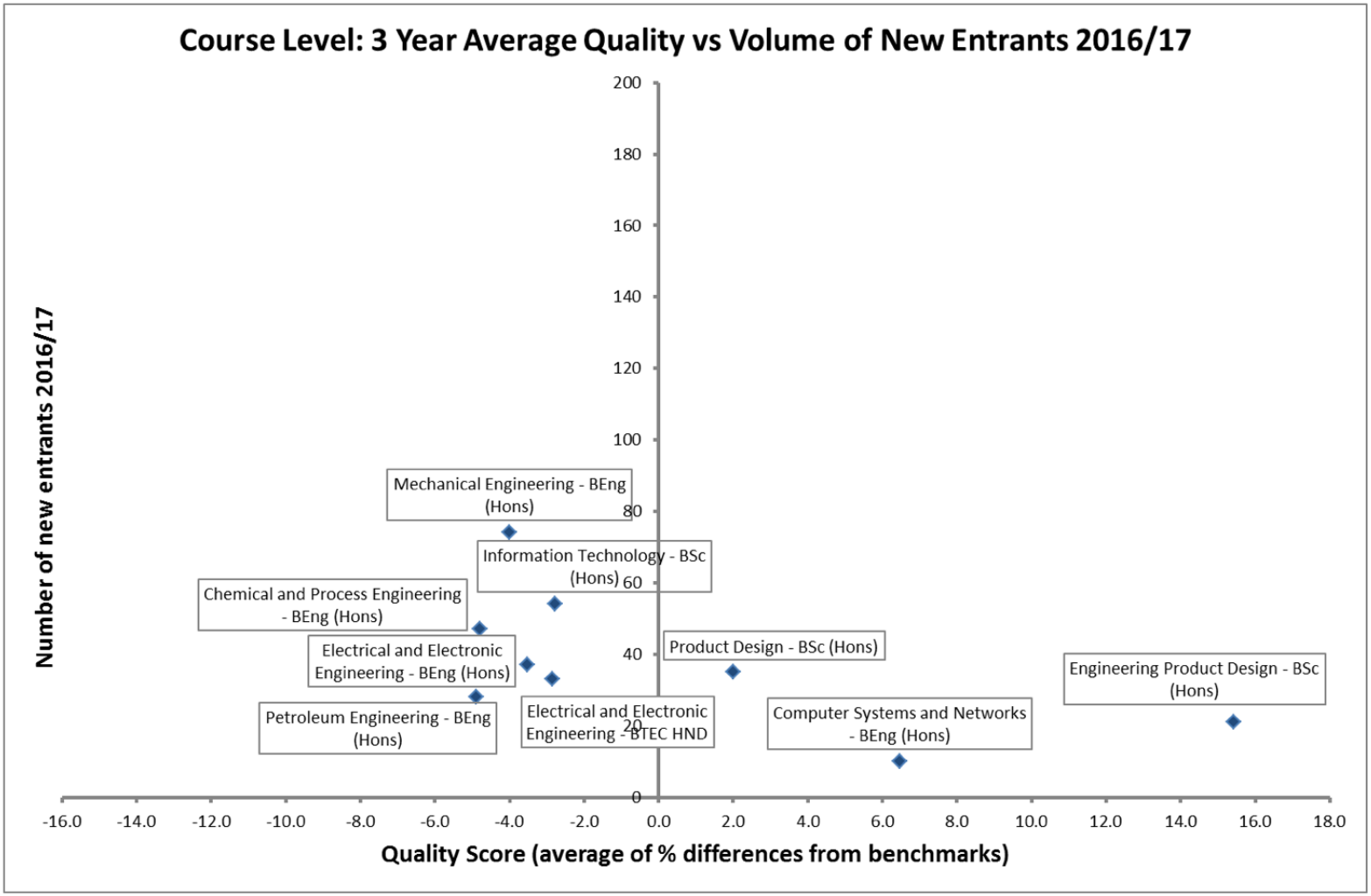
BUILT ENVIRONMENT AND ARCHITECTURE



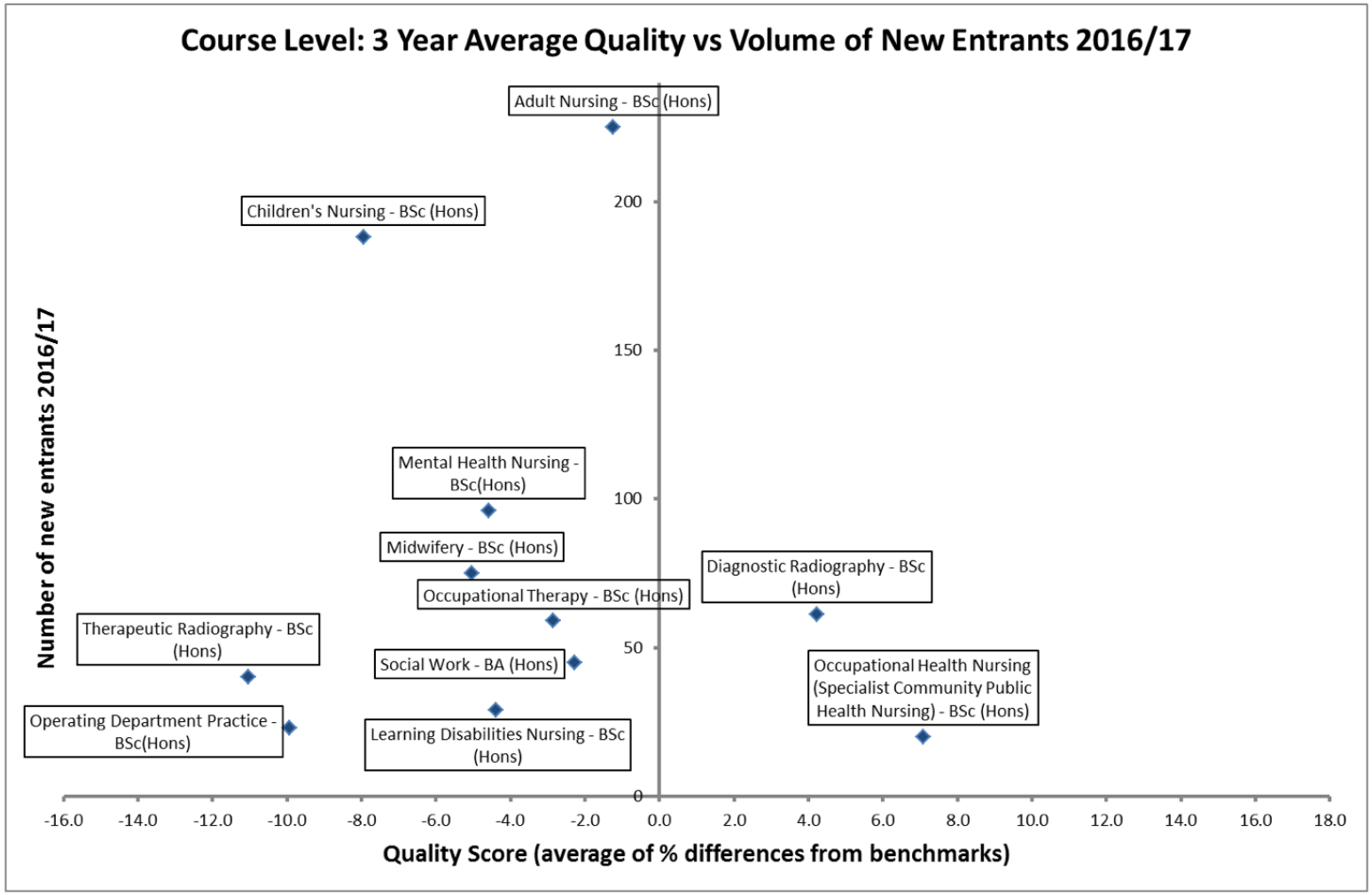
BUSINESS


Course Level: 3 Year Average Quality vs Volume of New Entrants 2016/17
Number of new entrants 2016/17
200
180
160
140
120
100
80
60
40
20
0
Accounting And Finance - BA (Hons)
Marketing - BA (Hons)
Business Studies - BA (Hons)
Business Administration - BA (Hons)
Business Studies - HND
Accounting - FdA Foundation Degree
-18.0
-16.0
-14.0
-12.0
-10.0
-8.0
-6.0
-4.0
-2.0
0.0
2.0
4.0
6.0
8.0
10.0
12.0
14.0
16.0
18.0
20.0
Quality Score (average of % differences from benchmarks)

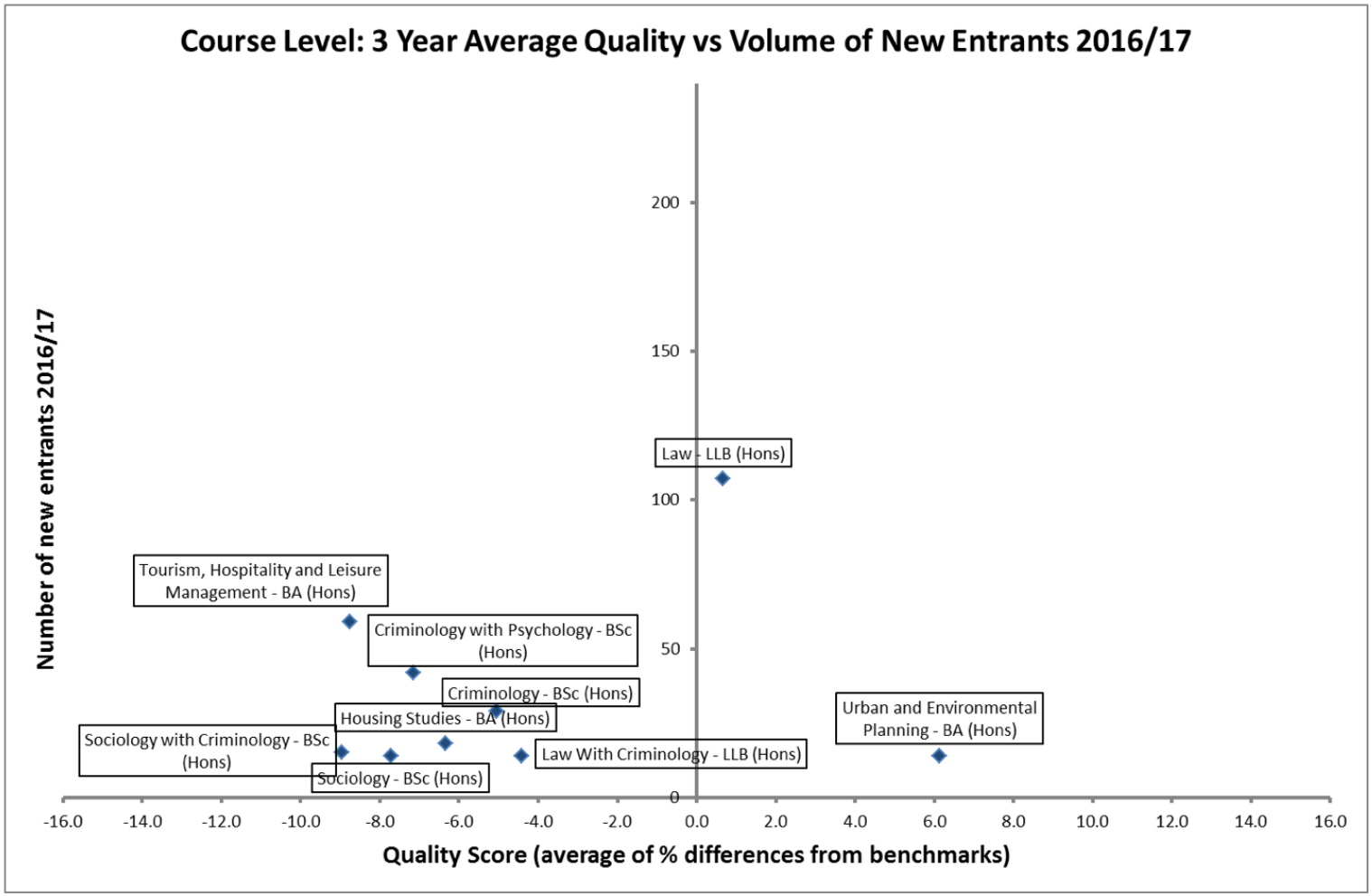
ENGINEERING



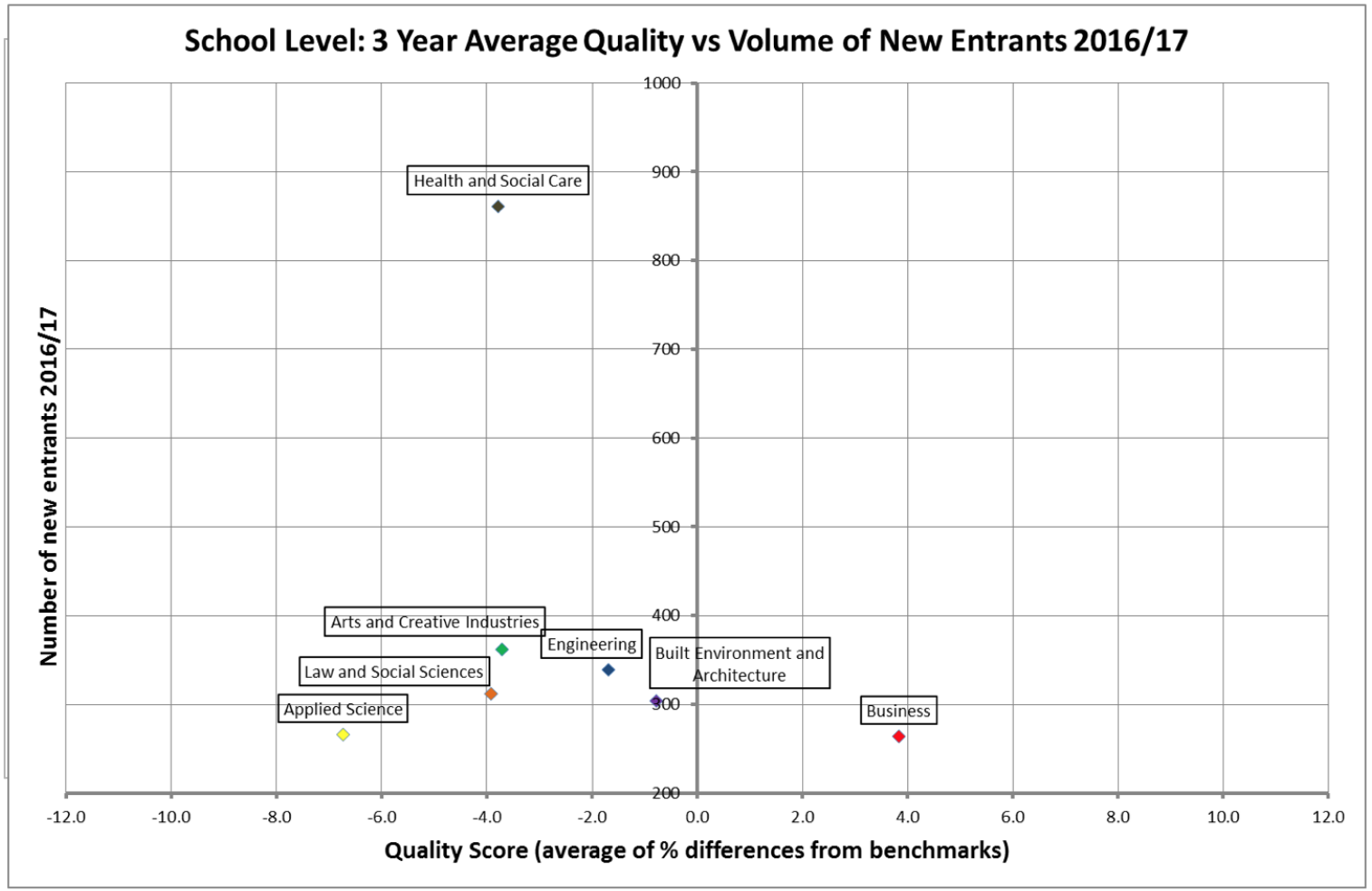
HEALTH AND SOCIAL CARE



LAW AND SOCIAL SCIENCES



School: Average Quality Score vs Volume



Legend: APS: Yellow ACI: Green BEA: Purple BUS: Red
Eng: Blue HSC: Light Brown LSS: Orange

Division Scores:

Division	School	Weighted Average	2016/17 Entrants
Human Sciences	School of Applied Science	-10.83	115
Food Sciences	School of Applied Science	-1.92	27
Psychology	School of Applied Science	-3.98	124
Arts & Performance	School of Arts and Creative Industries	-2.20	103
Creative Technologies	School of Arts and Creative Industries	-1.93	93
Film & Media	School of Arts and Creative Industries	-5.65	166
Civil & Building Services Engineeri	School of Built Environment and Architecture	3.56	170
Construction, Property & Surveying	School of Built Environment and Architecture	-4.69	71
Architecture	School of Built Environment and Architecture	-8.07	63
Accounting, Finance & Economics	School of Business	5.82	159
Business & Enterprise	School of Business	1.99	68
Management, Marketing & People	School of Business	-1.31	37
Computer Science & Informatics	School of Engineering	-2.77	54
Chemical & Petroleum Engineering	School of Engineering	-4.83	75
Electrical & Electronic Engineering	School of Engineering	-1.99	80
Mechanical Engineering & Design	School of Engineering	0.75	130
Adult Nursing & Midwifery	School of Health and Social Care	-2.19	300
Children's Nursing	School of Health and Social Care	-7.95	188
Allied Health & Sciences	School of Health and Social Care	-3.17	183
Primary & Social Care	School of Health and Social Care	0.59	65
Mental Health & Learning Disability	School of Health and Social Care	-4.54	125
Law	School of Law and Social Sciences	0.09	121
Social Sciences	School of Law and Social Sciences	-6.89	100
UELS	School of Law and Social Sciences	-5.98	91

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Paper title:	Research and Enterprise Institutes; Research Centres and Research Groups – a strategy to enhance LSBU's research environment.
Board/Committee	Academic Board
Date of meeting:	7 June 2017
Author:	Gurpreet Jagpal, Director Research Enterprise and Innovation Graeme Maidment, Associate Director Research, and Head of London Doctoral Academy Karl Smith, REF Coordinator and Impact Manager
Executive/Operations sponsor:	Paul Ivey, Pro-Vice Chancellor (Research & External Engagement)
Purpose:	To note the revised structure for Institutes; Centres and Groups as part of the strategic plan to enhance and increase engagement in research activity across LSBU and help optimise position LSBU's REF2021 submission.

Executive Summary

Current QR allocations across LSBU are based on an out-dated model informed by the RAE of 2008/REF 2014. These allocations are not forward looking and leave the institution in a vulnerable position for REF2021. Having conducted a 'mini-REF' exercise in 2015 we were unable to amend the QR distribution model as the review did not tie-in with the budget setting process.

In 2016 we conducted AURA (Annual University Research Audit), a much more comprehensive review of LSBU's research activity, encompassing publications, research students & projects and esteem measures. Alongside this review, we asked all 7 schools to provide an overview of 'planned' activity and funding priorities that would prepare us well for REF2021, but also ensure research opportunity for all, so providing a strong foundation for REF2028.

Using the findings of AURA, and through consultation with Deans and Directors of Research and Enterprise; REI have received and appraised applications from Schools for Research Centres and Research Groups. In addition, through discussions across LSBU cross-disciplinary Research and Enterprise Institutes have been proposed to address Grand Challenge opportunities. This paper outlines the key findings of AURA; the Institutes, Centres and Groups proposed, the appraisal of these and the key recommendations to move alignment of QR funding to strategically support School

plans for Research Centres and Groups.

Alongside QR funding, REI have reviewed the £1m Research Investment Pot which for the previous two years has been used to support PhD studentships and permanent staff posts (some of which we believe not to be research related). The paper describes the proposal to use the £1m research investment pot in a strategic, accountable and appropriate way to support LSBU's research ambitions.

Considering the issues highlighted and the associated missed opportunities, this paper proposes the organisation of research and enterprise institutes, research centres and groups, and the allocation of QR and research investment funding to realise:

1. A strategic research environment, placing LSBU in the strongest position for both the second (2021) and subsequent REFs;
2. A research framework that encourages colleagues to work together in teams to cohere around strategic themes and both collaborate and support each other to form beacons of Research Excellence, address grand challenges and form impactful partnerships with external stakeholder;
3. A fair and accountable research funding allocation system that rewards past success, but provides research opportunity for all and strategically supports robust plans, optimises REF2021 preparations and adds value to LSBU's international brand.

Section 1: Background

1.1. REF2014 Performance

- LSBU performed commendably in the 2014 REF. Its GPA scores for the Outputs and Impact elements were 2.49 and 2.83, respectively, as shown in Appendix 1,
- Table .
- However, it underperformed in research environment (GPA 2.23), No. researchers submitted (101.65 FTE; 116 members of staff) and research degrees awarded (95.5).

1.2 Allocation of QR funds: Present Approach and Ramifications

QR funds have been distributed to Schools based on the UOA performance in RAE2008, current allocations as follows:

- ACI - £88,082
- APS - £315,526
- BEA - £150,000
- BUS - £53,078
- ENG - £529,338
- HSC - £363,427
- LSS - £266, 742

Whist we agree that past success must be rewarded, there is no significant oversight with respect to the use of QR funds. In particular, on identifying and reporting that expenditure is targeted at optimal positioning for:

1) exploiting timely funding opportunities such as the Grand Challenge Research Fund;
2) growing research activity across LSBU so all schools and academic staff have opportunity to develop their research activity.
3) REF 2021.

The REF 2021 is likely to exhibit substantive differences in process from the first REF 2014 and one possibility is the obligatory submission of all research-active staff, with the definition of research-active being any staff member returned with a HESA activity code of ‘Academic professional’ and an ‘Research only’ or ‘Teaching and research’ employment function. A further expected departure concerns the Environment element, which rather than being appraised solely at Unit of Assessment level, will also comprise an Institutional element.

At present, we cannot identify if QR funds are being used in a way that looks forward and ensures that LSBU is best placed to achieve its research ambitions, including responding to the REF changes.

1.3 QR and Research Investment pot: an opportunity for strategically oriented development

QR funding and the research investment pot presents a viable and potent resource for positioning LSBU. However, it is vital to harness its full capability to add value to LSBU's research. Thus, it must be used to not only direct Schools towards more strategically directed activities but also, engender more coherency at an institutional level. This latter aim is vital for fostering inter-School research to address the Grand and Global Challenge themes and provide evidence to REF 2021 that there is a coherent strategic research environment.

Section 2: Our approach

2.1 Annual University Research Audit (AURA)

To better understand the University's research-base and expedite preparations for REF 2021, the AURA was delivered in the autumn of 2016.

AURA comprises an on-line portal for self-assessment and reporting of published research outputs and planned research publications. The data is centrally managed and collected via the University's accepted manuscript, upload system: Symplectic. Key data findings from the inaugural AURA include:

- No. of Research outputs published between 1st Sept 2015 & 31st August 2016: **338.**
- No. of researchers reporting ≥ 1 published research output in AURA period: **131**.
- No. planned publications: **665.**
- No. researchers proposing to produce research outputs between 1st Sept 2016 & 31st Dec 2019: **192.**
- Total No. published and planned outputs **1003.**
- 52.5 % of all outputs were self-assessed as 3*-4*. The overall GPA for all outputs was **2.40.**

Levels of AURA completion varied across Schools, with various extenuating factors, coupled with the relatively short submission window, inhibiting completion rates greater than 70%. Hence, AURA data has strongly informed these proposals, but it has not been the de-facto determinant.

2.2 Overview of proposals

From AURA, discussions with Deans, Directors of Research and Enterprise, and academics, consideration of both the organisational structures adopted by other HEI's and the current funding landscape, and a degree of horizon scanning, we have devised a revised formulation for the university's research structure and environment, comprising:

- Four pan-university, Research and Enterprise Institutes, each with a 0.6 FTE academic lead;
- REF oriented, School hosted, centrally funded Research Centres;
- Academic led, agile, centrally supported Research Groups;
- Centrally supported, research environment development programs, encompassing REF 2021 strategy support; pre and post award research funding support; doctoral studentships, the London Doctoral Academy and sabbaticals.

2.3 Research and Enterprise Institutes – expansion / additional support

Two institutes – Sustainable Communities and Health and Wellbeing - are well established and have to date focussed on securing enterprise income. An additional two – Creative and Digital Economy and Global Challenges – have been created as part of the 2016/17 strategy to grow enterprise income;

To ensure that the university can rapidly respond to and exploit timely funding opportunities, the focus of the institutions has expanded from enterprise to encompassing Grand Challenge oriented research. These will be newly focused on both research and enterprise activity.

2.4 Research Centres and Groups

LSBU has many Research Centres/Groups and associated research interests: see the University web-site. However, many of those listed online are now defunct or inactive. Moreover, there is no oversight regarding their management and resourcing. Further, there is no direct measure of their outputs or performance. We therefore propose the establishment of Research Centres and Groups:

2.4.1 Research Centres: key aims:

- Develop as externally facing beacons of leading edge, timely research with an international reputation for achievement and innovation
- Provide critical mass for REF 2021 UoA submissions
- Act as local (*i.e*. School level), accountable conduits for the allocation and stewardship of central funds for developing the research environment and building research excellence
- Catalyse and support collaborations, especially in response to funding opportunities
- Working with the Research Groups, enable academics to work as teams, to exchange advice with and learn from their peers and support the development of early career researchers.

2.4.2 Research Groups: key aims:

- Provide an inclusive research environment, especially for academics without a traditional research background AND/OR who are not core members of Centres
- Develop grass-roots led research activity, on focused themes
- Catalyse new internal research collaborations
- Feed into the Research Centre of the parent School
- Provide nuclei for research around emerging areas.

2.4.3 Development of the research environment

The key initiatives that we propose to enhance the LSBU research environment are:

- **Research sabbaticals**: piloted in 2016 and these received much support from academics, we plan to expand provision of this buy-out scheme to enable academics to produce ambitious, well-reasoned, research outputs and goals
- **Bid development support**: a key finding from our work on Research Group and Centre development is that there is strong demand for bid writing support. Moreover, this activity offers a high return on investment, especially when targeted towards disciplines with historically low levels of funding income
- **The London Doctoral Academy**: this will provide a central space (in physical terms) for research students to meet, get support and training and will act as the outward facing hub for marketing of doctoral study opportunities
- **Research studentships**: match-funded by the Schools, these studentships will deliver multiple benefits: research outputs for submission to REF 2021; opportunities for new staff to develop supervision experience; dynamic human resources to conduct leading edge research.

Section 3: Summary of Proposed Research Centres and Groups:

3.1 Research Centres – application development and review

- Research Centre applications were invited from all seven of the Schools, with application templates and guidelines produced by REI.
- These were distributed to Schools on December 9th, 2016, with a deadline for submission of Jan 30th, 2017.
- 17 applications were received, with the number of applications proposed by each school varying from 1 to 6. There were subjected to Red-Amber-Green (RAG) analysis by the panel using 4 principal criteria:
    - Theme: Fundability; timeliness; strategic value
    - Track Record: Funding; Research outputs; Management/leadership
    - Collaborations, Partnerships and Impact potential
    - Development plans: profile; staff; outputs; funding.
- The results of the Centre RAG analysis and AURA were fed back to and discussed with School Deans and Directors of Research between 21st Feb 2017 and 10th Mach 2017. All Schools were invited to submit, at their discretion, revised proposals in response to the panel's feedback.
- On March 20th, 2017, panel members Graeme Maidment, Karl Smith and Sarah Plant met with the appointed external reviewer, Prof. Tracey Reynolds, (University of Greenwich) to agree final scores for 14 final applications received.

3.2 Research Centres – results

Our principal conclusion is that these 14 Centres should be supported, full details in Appendix 2, table 2.

- ACI
    - The Centre for Research in Digital Stroymaking
    - Centre for the Study of the Networked Image
- APS
    - Centre for Addictive Behaviours Research
    - Sport and Exercise Science Research Centre
- BEA
    - Centre for Civil and Building Services Engineering
    - Centre for Construction Management, Economics and Integrated Delivery
- BUS
    - London Centre for Business and Entrepreneurship Research
- ENG
    - Centre for Air Condition and Refrigeration Research

    - Robotics
    - Energy and the Environment
    - Advanced Materials
    - Biomedical Engineering and Communications
- HSC
    - Centre for Applied Research in Health and Social Care Improvement and Innovation
- LSS
    - Centre for Social Justice and Global Responsibility

3.3 Groups – summary and results

Research Group applications were invited from all the Schools, with application templates and guidelines produced and distributed by REI. Research Group applications were reviewed internally and scored. The proposed 33 Research Groups and their scores are detailed in appendix 3, table 3, summary as follows:

- ACI
    - Digital Performance
    - Games
    - Space, Place, Art, Culture, and Environment
    - Practice-As-Research in Arts
    - Journalism Futures
    - Sonic(s)
- APS
    - Developmental Cognition
    - Food, Nutrition and Health
    - Lived Experiences of Distress
    - Psychology and Pedagogy
- BUS
    - Digital Economy
    - Entrepreneurial Skills Development and Experiential Learning
    - Business Ethics and Corporate Social Responsibility
    - Intercultural Management
    - Economic and Financial Modelling
- ENG
    - Big Data & Informatics Research Group
    - Design, Manufacturing and Vehicle Dynamics
- HSC
    - Mental Health and Intellectual Disability
    - Allied and Integrated Health
    - Education and Professional Development in Practice
    - Children, Young People and Families Health and Wellbeing
    - Long-Term Conditions and Ageing
    - End of Life Care
    - Risk, resilience and expert decision making
    - Health Promotion
    - Women's Health

- LSS
    - Gender and Sexualities
    - Crime and Justice Research Group
    - Critical autism/disability studies
    - Sustainability – Policy, Practice and Pedagogy
    - Tourism and Social Justice
    - Space and Place
    - Education and Social Justice

Section 4: Proposed Allocation of QR and Research Investment Pot funding:

4.1 Principles

- Allocate levels of funding to Schools similar to those provided in 16/17, but with identified deliverables and milestones with respect to research volume and quality commitments.
- QR funding to go to Centres via Schools, with due recognition of both success in REF 2014 and, research development plans and targets.
- Investment pot to be used to support Research Groups via Schools and research environment development initiatives administered by REI.

4.2 Proposed Budget

• QR	£1,800,000
• Investment Pot	£1,000,000
• Total	£2,800,000

4.3 Funding priorities requested by Centres and Groups

Several common themes emerged from the applications, including:

- Bid development support
- Studentships
- Seed funding for new projects
- Support for seminar series
- External profiling – branding materials, profile and website
- Travel/ conference support
- Equipment

4.4 Funding formula for Centres and Groups

The following funding formulae have been proposed:

- *Centres = (50% 16/17 QR + no people in each centre x £7.5k/person) x quality factor*
- Groups = £1.5K per person in each Group

Appendix 1

UoA	FTE Staff	Total Staff No.	Research Degrees Rewarded	Research Outputs (GPA)	Impact (GPA)	Environment (GPA)	Overall (GPA)
3 - Health	14.60	17	9.9	2.7	3.00	2.00	2.67
4 - Psychology, Psychiatry and Neuroscience	9.80	11	6.7	2.26	2.60	1.75	2.25
15 - General Engineering	33.50	35	36.2	2.61	2.90	2.10	2.59
19 - Business and Management Studies	9.25	10	19.8	1.57	2.60	1.88	1.83
22 - Social Work and Social Policy	14.90	18	14.1	2.71	2.50	2.75	2.67
26 - Sport and Exercise Sciences, Leisure and Tourism	9.40	11	5.2	2.77	3.30	2.75	2.87
36 - Communication, Cultural and Media Studies, Library and Information Management	10.20	14	3.6	2.28	2.80	2.50	2.42
Total / Average GPA (FTE weighted)	**101.65**	**116**	**95.5**	**2.49**	**2.83**	**2.23**	**2.52**

Table 1: Key results for LSBU in the 2014 REF

Appendix 2

School	Arts & Creative Industries		Applied Sciences		Built Environment & Architecture	
Centre	The Centre for Research in Digital Storymaking	Centre for the Study of the Networked Image	Centre for Addictive Behaviours Research	Sport and Exercise Science Research Centre	Centre for Civil and Building Services Engineering (CCiBSE)	Centre for Construction Management, Economics and Integrated Delivery (CMEID)
Mission statement (abbreviated)	Making and studying stories across different digital media.	Seeking serious answers and solutions to pressing problems of visual communication, especially in relation to the use of and impacts of computer visualisation systems, in our time.	Increasing our understanding and knowledge of how addictive behaviours operate so that we can change and manage them for the benefit of the individuals affected and those who treat these behaviours.	To improve knowledge and drive innovation that helps to ensure that everyone has access to solutions for sustainable health and resilience to environmental and lifestyle challenges	To work collaboratively to deliver the necessary transformation of our Built Environment across Buildings, Energy and Infrastructure to deliver a sustainable society under climate change scenarios.	The research centre is best placed to address areas of importance in the UK construction, and international construction markets.
Leader	Dr Elena Marchevska	Prof. Andrew Dewdney	Dr Katya Mileva	Prof. Ian Albery	Prof Andy Ford; Assoc Prof. Issa Chaer	Prof. Herbert Robinson
No. staff (head	13.0	6.0	11.0	11.0	8	13.0

count)						
Theme:	Green	Green	Green	Green	Green	Green
Track Record:	Green	Green	Green	Green	Green	Amber
Collaborations	Green	Green	Green	Green	Green	Green/amber
Development plans:	**Green**	**Green**	**Green**	**Green**	**Green**	**Amber**

School	Business	Engineering		
Centre	London Centre for Business and Entrepreneurship Research	Robotics	Energy and the Environment	Centre for Air Conditioning and Refrigeration Research (CARR)
Mission statement (abbreviated)	We focus on five applied research areas important for modern entrepreneurship and which align with the challenges of contemporary management.	Pioneers in the development of robotics for industrial inspection tasks. The Centre also researches the geometrical aspects of mechanisms and robots. The Centre also embraces control and system analysis, pivotal to the Research Centre aims.	To carry out research that supports sustainable chemical technologies, renewable sources of energy, clean technology, enhanced oil recovery and explosion and fire safety in industry and the home.	Our research is focused on targeting the needs of future generations and minimise the environmental impact and carbon emissions associated with Refrigeration, Air Conditioning and Heat Pumps (RACHP)
Leader	Dr Karin Moser	Prof. Tariq Sattar	Basu Saha	Prof. Judith Evans Secretariat: Dr Metkel Yebiyo
No. staff (head count)	12.0	8.0	11.0	9.0

Theme: Fundability; timeliness; strategic value	Red	Green	Green	Green/Amber
Track Record: Funding; Research outputs;	Amber	Green	Amber	Green
Management/leadership	Amber	Green	Green	Green
Stakeholder links: Collaborations, Partnerships and Impact potential	Red	Green	Green	Green
Development plans: profile; staff; outputs				

School	**Engineering**		**Health & Social Care**	**Law & Social Sciences**
Centre	Advanced Materials	Biomedical Engineering and Communications	Centre for Applied Research in Health and Social Care Improvement and	Centre for Social Justice and Global Responsibility

			Innovation	
Mission statement (abbreviated)	To conduct applied research relating to advanced materials and sustainability, with a strong focus on nanomaterials and nanotechnology.	To research a broad range of areas relating to biomedical engineering, Energy applications, wireless communication systems, imaging and information technologies.	Improving the quality and effectiveness of the health and social care that service users receive so that the population can lead happier, healthier lives.	We seek to critically examine the sources, nature and impact of social injustice, inequality and exclusion nationally and throughout the world.
Leader	Prof Hari Reehal	Prof. Mohammad Ghavami	Prof. Jane Wills	Prof. Craig Barker & Dr Cait Beuamont (interim)
No. staff (head count)	9.0	10.0	14.0	10.0
Theme: Fundability; timeliness; strategic value	Green	Green	Green	Green
Track Record: Funding; Research outputs; Management/leadership	Green	Green	Green	Amber/Green
Stakeholder links: Collaborations, Partnerships and Impact potential	Green	Green	Green	Amber/Green
Development plans: profile; staff; outputs	Green	Green	Green	Amber/Green

Appendix 3 – ACI

School	**Arts and Creative Industries**					
Group name	Digital Performance	Games	Space, Place, Art, Culture, and Environment	Practice-As-Research in Arts	Journalism Futures	Sonic(s)
lead	Dr Maria Chatzichristodoulou	Dr Siobhán Thomas	Dr Leon Betsworth	Dr Elena Marchevska	Prof Lizzie Jackson	Prof. Hillegonda C Rietveld
No. members	6	3	5	13	5	5
Score	Green	Green	Amber	Green	Green	Green

Appendix 3 – APS

School	**Applied Science**			
Group name	Developmental Cognition	Food, Nutrition and Health	Lived Experiences of Distress	Psychology and Pedagogy
lead	Dr Jamie Smith-Spark	Dr Adam Cunliffe	Professor Paula Reavey	Dr Janice Brown
No. members	4	10	3	6
Score	Green	Green	Green	Green

Appendix 3 – BUS

School	**Business**				
Group name	Digital Economy	Entrepreneurial Skills Development and Experiential Learning	Business Ethics and Corporate Social Responsibility	Intercultural Management	Economic and Financial Modelling

lead	Prof. Karin Moser	Jon Warwick	Cherry Cheung	Rea Prouska	Gurjeet Dhesi
No. members	4	3	3	6	6
Score	Amber	Amber	Green	Amber	Green

Appendix 3 – ENG

School	**Eng**	
Group name	BIG DATA & INFORMATICS RESEARCH GROUP	Design, Manufacturing and Vehicle Dynamics
lead	E. Banissi	D. Andrews
No. members	7	6
Score	Green	Green

Appendix 3 – HSC

School	**HSC**								
Group name	Mental Health and Intellectual Disability	Allied and Integrated Health	Education and Professional Development in Practice	Children, Young People and Families Health and Wellbeing	Long-Term Conditions and Ageing	End of Life Care	Risk, resilience and expert decision making	Health Promotion	Women's Health
lead	Professor Sally Hardy	Prof Nicola Robinson	Dr Louise Terry	Dr's Bertha Ochieng & Dr Carol Chamley	Dr Nicola Thomas	Dr SH Cedar	Dr Andrew Whittaker	Susie Sykes	Dr Sarah Church
No. members	6	12	9	4	5	3	12	6	6
Score	Amber	Green	Green	Green	Green	Green	Green	Green	Green

Appendix 3 – LSS

School	**Law and Social Science**						
Group name	Gender and Sexualities	Crime and Justice Research Group	Critical autism /disability studies	Sustainability – Policy, Practice and Pedagogy	Tourism and Social Justice	Space and Place	Education and Social Justice
lead	Helen Easton; Christine Magill	Dr Chris Magill	Prof. Nicola Martin	Prof Ros Wade	Duncan Tyler	Phil Pinch; Manuela Madeddu	Prof. Nicola Martin
No. members	10	10	4	12	2	6	11
Score	Green	Green	Green	Green	Amber	Green	Green

	CONFIDENTIAL
Paper title:	University Ethics Panel update: Decentralisation of ethics application processes
Board/Committee:	Academic Board
Date of meeting:	7 June 2017
Author:	Shushma Patel
Purpose:	For information and discussion
Recommendation:	

Executive Summary

Background

In March 2016 the Academic Board agreed the implementation of changes to the management of applications for ethical approval. In main this entailed the transfer of oversight of ethical approval of doctoral and staff research/enterprise activities to School-based systems (with the exception of specific categories of activities – which would go to the newly created University Ethics Panel – the UEP).

As set out in 'Research Ethics at School Level', the Academic Board agreed the following:

- That, based on the guiding principles outlined on page 4, Schools design their own ethics approval systems
- An annual audit of SEP activities and development and maintenance of basic documentation (application forms and guidance etc.) which would fall under the remit of the UEP
- Staff training and development for ethics to be prepared by the UEP and delivered collaboratively with Schools and ODST. Responsibility for training at UG, masters and doctoral to devolve to School level
- UEP to undertake a bi-annual audit of approximately 10% of School decisions

This report sets out progress to date with implementation of the revised system.

UEP/SEP overview to May 2017

1. **Processes and ethics application management (implementation of decentralised processes)**
   In the inaugural meeting of the UEP, which took place in November 2016, all Schools were required to submit their processes and Terms of Reference to the UEP. The quality of the documentation was mixed – with the Schools requiring varying degrees of work in order to meet the guiding principles set out by the Academic Board.
   Admin support to the UEP was provided by the Research, Enterprise and Innovation (REI) Compliance & Systems team. All the documentation that had been submitted was reviewed, and any 'good practice' documentation to support the Schools where there may be gaps was circulated. Compliance & Systems will have concluded this by the end of May 2017.

2. **Application processing: administration and data quality**
   Decentralising management of ethics applications to the Schools was to be enabled through the Grade 4 administrative role within each School providing support for this function. However, currently only 3 of the 7 Schools have this support in place. In the remaining Schools the School Ethics Co-ordinators cover administration. It should be investigated why this support is lacking and also clarity on the administrators' responsibilities in relation to managing ethics applications.

   The knock on effect of the above is that there have been issues of incompleteness and inaccuracies in the data captured by the Schools. REI Compliance & Systems have faced constant delays in the obtaining quarterly ethics application data for research degree students. Academic Board had agreed that Schools could develop their own approaches. The initial guidelines developed by REI Compliance & Systems were rejected by the Schools in favour of developing their own individual approaches. A more consistent/standard approach for reporting must be implemented across the Schools.

   REI Compliance & Systems were originally requested to provide basic administrative support for UEP meetings and managing exceptional applications that fall outside of the remit of the School Ethics Panels. The support delivered to date has exceeded this in terms of obtaining quarterly ethics applications from Schools. There is a concern that this support will not be sustainable due to changing resource levels in the team.

3. **Ethics training and development for staff**
   There continues to be a demand for ethics training from PGR staff in general. This has been addressed through recruitment of the new Research Environment Co-ordinator post which, in collaboration with the Information Compliance Officer,

will develop new training (ensuring compliance with the General Data Protection Regulation which comes into force in May 2018). Training will be delivered with ODST. The UEP will look at the delivery of specialist reviewer and ethics co-ordinator training to support staff carrying out these functions, once new training has been developed. Currently the UEP members are supporting the School Ethics Panels when queries arise.

4. **Response to changing Data Protection legislation**
   UEP has met with the Information Compliance Office to discuss the implications of the incoming General Data Protection Regulation in May 2018 on the LSBU Code of Practice, general guidance and management of ethics. Work to make necessary changes (to guidance, applications document set, training etc.) in order to bring LSBU to compliance with the requirements of the new legislation will coordinated by the Chair of the UEP.

Service levels to Q2 2016/17

RBoS agreed a 6-week SLA for completion of ethics applications for research degree students. Establishing a service level was identified as a priority given that the PRES had identified significant complaints around ethics application management. Currently these are the only applications where service levels are being evaluated.

Table 1 below shows that from Q1 to Q2 the percentage of applications managed within the agreed service standard sits at around the 50% mark. This is lower than can be considered acceptable. This figure has remained relatively stable from Q1 to Q2.

Table 1 – Q2 Service Level (cumulative frequency)

	% Complete in 1 to 42 Days	% Complete in 43 to 60 Days	% Complete in 61 to 90 Days	% Complete in 90+ Days
ACI	50%	100%	100%	100%
ASC	29%	57%	71%	100%
BEA	0%	0%	0%	0%
BUS	100%	100%	100%	100%
ENG	0%	0%	0%	0%

HSC	100%	100%	100%	100%
LSS	50%	100%	100%	100%
UEP	100%	100%	100%	100%
Q2 total	**53%**	**84%**	**89%**	**100%**
Q1 total	**50%**	**67%**	**92%**	**100%**

The UEP has since requested that this standard reflect delays waiting for student amendments. However the data to permit this analysis is not available from Schools at this point. Any significant level of student amendments would, however, suggest that additional Supervisor and student training is required.

UEP review of SEP performance

The Academic Board stipulated that the UEP conduct a bi-annual audit of SEP decisions – reviewing approximately 10% of submissions from each School. The audit process, which was discussed at the March 2017 UEP meeting, has been agreed. This first audit commences in June and concludes in September.

The audit, which will be conducted by members of the UEP, will look at applications from the point of: quality of the review; application processing against the agreed SLA; processing of applications in accordance with the detail of the LSBU Code of Practice. It will also look at the completeness of Schools documented processes and ethics document sets. (Although as indicated, it is clear that there are issues that need to be addressed so that a more standard approach is being implemented by the Schools.)

The audit reports will also provide the opportunity for UEP members to record opinion on how the management of ethics has gone to date within the School they represent.

	CONFIDENTIAL
Paper title:	LSBU Academic Regulations for 17 18
Board/Committee	Academic Board
Date of meeting:	7 June 2017
Author:	Janet Bohrer
Purpose:	To approve
Recommendation:	Academic Board to approve the list of awards for the non FHEQ qualifications to be updated in light of developments against non HE award criteria when updating for 2018 19 list

Executive Summary

Academic Regulations are approved by the Academic Board before the start of each Academic Year. For 2017-18 minimal changes to the **Academic Regulations** are being proposed these can be seen in the tracked changes or detailed in the comments boxes in the paper attached. These changes are for further discussion and agreement specifically paras 1.29, 1.31 and 1.36 with the suggested removal of the terms ‘referral’ and ‘deferral’ and making reference to ‘capped’ and ‘uncapped’ marks only.

A tracked changes version is required to be approved by Academic Board as once agreed which changes we wish to make we will submit a tracked version of last year’s Academic Regulations to the Plain English Campaign so we try to retain our Crystal Mark.

The issues and comments discussed during the year about the Academic Regulations 2016-17, and the proposed action / discussion points were provided to QSC in tabular format and the attached tracked changed version subject to discussion about paras 1.29, 1.31 and 1.36 provided to Academic Board for final approval. .

It is the Academic Board that approves all awards offered by LSBU and these are detailed in the **List of Awards** tables. There are two additions from the 2016/17 version:

- The National Award for Special Educational Needs Co-ordination which is a level 7 award and approved by the chair of QSC
- Doctor of Philosophy by Published Work which is a level 8 award and is in addition to the Doctor of Philosophy by Prior Publication also a level 8 award and approved by the Chair of Research Committee

For information in the additional information for the Integrated Masters the following text has been added

> 'May be awarded with Merit or Distinction or in the case of an MEng (Hons) will be classified. For further details see the Assessment and Examinations Procedure'

The level for awards that are not detailed on the FHEQ has been removed as this could be potential confusing and it is suggested given the current external landscape that Academic Board recommend that these awards are considered against non HE award criteria before the 2018/19 list of awards is presented to next year's Academic Board.

To note specific apprenticeships have not been added to the List of Awards as the embedded LSBU qualification is already part of the table.

Academic Board are asked to approved the additional information to be provided alongside the Academic Regulations which details the **Honorary Awards** that we confer

For information Academic Board have been provided with an additional **accountability table** that shows which committee and who is responsible for the Academic Regulations and associated Procedures and Research Code of Practice.

London South Bank University: Academic Regulations

These regulations are approved by the Academic Board of London South Bank University. They were last updated in June 2017.

1.1 The academic regulations guarantee the standards of our awards, including research degrees. The academic regulations (including any changes made to the regulations) are the responsibility of our Academic Board. They apply to all academic awards that we have the right to make under powers granted through the Further and Higher Education Act, 1992. The awarding powers allow us to:

a) grant degrees, diplomas, certificates and other academic awards to students who have successfully completed courses which we have set, approved, monitored and reviewed and who have passed our assessment;

b) grant honorary degrees and awards to students in line with criteria and conditions which we set;

c) grant Edexcel awards under licence from Pearson (the company that owns the awards); and

d) withdraw any academic and honorary award we have granted, if there is a good reason for this.

1.2 University procedures and the Research Degrees Code of Practice explain how we will apply the academic regulations.

1.3 All staff and students must keep to our academic regulations. We treat all students fairly and equally, and take strict measures to avoid bias in our processes. We make reasonable adjustments to our processes when necessary to make sure that a student is not disadvantaged because of their disability, pregnancy, maternity (whether they are pregnant or have recently given birth), or other characteristics protected by law.

1.4 We are allowed to use our discretion when applying the academic regulations in exceptional circumstances, as long as any variation is reasonable, is agreed by a member of our executive team and is clearly recorded. There will be cases where we may have to alter the way we apply procedures for other regulatory reasons, for example to meet the requirements of different professional bodies. This might also apply, for example, to apprenticeship schemes, because of specific visa requirements, or because a course is delivered in partnership with another organisation. Please see your course specification for the relevant details for the award you are studying for.

1.5 We have a responsibility to the Home Office to check that all students enrolled and studying in the UK have the right to do so. Before you enrol and while you are studying with us, we have the right to ask to see documents which show your right to remain in the UK. We can take action to suspend or exclude you if you fail to show us documents which can prove this. In all cases, the Home Office's rules take priority over our regulations. Please see further details about our procedures relating to immigration regulations on our website .

Comment [jnb1]: Needs link

List of awards

1.6 The different types of awards we make are approved by the Academic Board. All our awards have the appropriate approval and monitoring arrangements. For details of awards offered and the progression criteria for each, see List of Awards. Any award can be made as an 'aegrotat' (a certificate stating that you were, and are likely to remain, too ill to take the exam) and can be awarded posthumously (after your death if you die while studying with us or after completing your course). For details on how we assess taught awards, please see the Assessment and Examinations Procedure. For research degrees you should read the academic regulations with the Research Degrees Code of Practice.

Comment [JW2]: Needs link

Comment [JW3]: Needs link

Comment [JW4]: Needs link

Research degrees

1.7 We may propose programmes of research in any approved field of study. All proposed programmes will lead to scholarly research that will be assessed by examiners. All proposed research programmes will be considered for research degree registration on their academic merits and without referring to the concerns or interests of any associated funding body. We encourage co-operation with industrial, commercial, professional or research establishments for the purposes of research leading to research degree awards. These organisations are known as 'collaborating establishments' and will be recorded on your thesis and certificate.

1.8 Each research degree should demonstrate research ability and, where this applies, original contribution to knowledge (specific details are in the Research Degrees Code of Practice).

Comment [JW5]: Needs link

Comment [AD6]: This text can be found in the research degrees CoP

University admissions and enrolment

1.9 We use admissions criteria to admit students to courses if we consider them to have a reasonable expectation of completing the award and achieving the required standard. We consider applicants based on their previous attainment (for example, qualifications and experience) and evidence of potential.

1.10 You must have a suitable standard of English. Please see the Admissions and Enrolment Procedure for more details.

Comment [JW7]: Needs link

1.11 Once you have enrolled at the university you must keep to the conditions set out in the Admissions and Enrolment Procedure (link above).

1.12 If you are in the School of Health and Social Care, your studies involve contact with patients or service users and you are enrolled on any course that involves registration to practise as a professional, you must keep to the Fitness to Practise Procedure.

Comment [JW8]: Needs link

1.13 If you have an appeal or complaint about admissions, you should contact the Head of Admissions. Please see the Complaints and Appeals about Admissions Procedure.

Comment [jnb9]: Needs link

Varying a course or transferring to a different course

1.14 If you are on a taught course, we may allow you to transfer from one course to another within the university. We will give permission only on the recommendation of the director for the course you want to transfer to and you must keep to the conditions set out in the Changing Courses Procedure.

Comment [JW10]: Needs link

1.15 In exceptional circumstances, we may allow you to vary your course by swapping a module for a module from another course. We will usually give permission on the recommendation of the course director by an exam board.

1.16 In cases of complicated judgements about course transfers or variations, a panel of senior university staff may be responsible for making the decision.

University assessment and examinations

1.17 The assessment method, criteria for assessment and marking scheme we use are based on learning outcomes and reflect the credit level of the module. We will assess your progress within or at the end of each module (or both). We do not allow the same allocation of credit to be used to meet the requirements of more than one academic award at the same level ('double counting'). You should not receive more than one allocation of credit for achieving a learning outcome unless you are on an approved progression pathway such as an apprenticeship scheme where qualifications build up and contribute to the final award.

1.18 Alternative assessment arrangements can be approved by the Quality and Standards Committee for students from other higher-education providers who are taking modules at our university which do not contribute to a qualification we award. There are more details in the Assessment and Examinations Procedure.

Comment [JW11]: Needs link

Coursework

1.19 All work we assess must be in English, unless the examination paper or coursework specifies another language. There are details of the processes for handing in coursework and handing in coursework late in the Assessment and Examination Procedure (link above).

Examinations

1.20 A summary of the rules for examination candidates is displayed in every examination room. These rules apply to all examinations. You must make sure you are familiar with the examination rules. Please see the Assessment and Examinations Procedure (link above).

Circumstances outside your control

1.21 If you believe that your assessed work has been negatively affected by circumstances outside your control (extenuating circumstances), you can draw these circumstances to the attention of the award and progression examination board by making a claim for extenuating circumstances. Please see the Extenuating Circumstances Procedure.

Comment [JW12]: Needs link

Examination boards

1.22 Decisions about assessment outcomes for students must be made by an examination board. These decisions must be consistent with the academic regulations, and with any local rules which apply, based on other regulatory requirements, for example from a professional, statutory and regulatory body (PSRB) or apprenticeship scheme requirements, set out in the relevant course specification.

1.23 External examiners report on university standards and student achievement in relation to those standards. They do not moderate or adjust the marks of individual students.

1.24 Examination boards may be 'single tier' (they deal with decisions about outcomes, progression and award in a single meeting) or 'two tier' (they deal with decisions about assessment outcomes separately from decisions about progression awards). For more details about the role of examination boards please see the Assessment and Examinations Procedures.

Comment [JW13]: Needs link

Progression and award

1.25 Progression means a student can move to a higher stage level of study. If you have passed all the modules in one stage of study you can progress to the next stage. If you have failed any modules within the stage of study you can progress to the next stage if your failure has been compensated or condoned. (You may be awarded a pass by compensation if you have not met all the requirements to pass a

Comment [AD14]: Replace level with Stage as requested to help clarity for part time students

module but your overall performance, and your performance in the failed module, meets criteria previously approved by the Quality and Standards Committee. If we award a compensated pass , the module mark is recorded as a pass mark on your transcript. We may condone a pass if you can prove that your work was affected by circumstances outside your control. If we condone a failed module, the mark will stay the same, but you will be credited with a pass on your transcript.) You can progress to the next stage while still needing to complete one 20-credit module from the first semester and one 20-credit module from the second semester or equivalence for part time study. You must have passed all relevant modules (or had any failures condoned or compensated) before you can receive an award.

Comment [AD15]: Shân confirmed that the intent is not for the module mark to be raised to the pass mark. The procedure should continue as currently i.e. the marks remain the same but a 'Compensated Pass' is recorded against the module on the Student's record which will reflect on the transcript.

Comment [AD16]: This only applies to FT Students. What applies to PT Students? Added or equivalence for part time study

1.26 Whether you are eligible to progress to a higher stage of study or receive an award depends on whether you have built up the necessary amount of credit at the required stage of the course modules. There may be extra requirements for an award specified by a PSRB. These will be included in the examination board rules and set out in the relevant course specification.

1.27 If you have built up the necessary credit within the time allowed, you are eligible for the award you are enrolled for, unless we decide to withhold the award for reasons relating to academic misconduct or because you owe us money.

Attempts at assessment

1.28 If you do not successfully complete the assessment for a module during, or immediately after, the first time you take part in that module, we will allow you to try to complete the assessment at a future date. This is a resit opportunity. Please see the Assessment and Examinations Procedure.

Comment [jnb17]: Needs link

1.29 If we have accepted your claim for extenuating circumstances, the marks for this assessment resit opportunity will not be capped.

1.30 If you have not made a claim for extenuating circumstances or if we have not accepted your claim, the marks for this assessment resit opportunity is capped at the pass mark.

1.31 If you have not completed the module's assessment requirements to the necessary standard after the resit opportunity, we may allow you to repeat that module. Repeating a module involves registering for that module again and a further attempt at completing the assessment. The marks will not be capped unless as a result of a referral see 1.30 above. You will not be allowed to repeat any assessed component of the module which you have already successfully completed. You will normally have to pay a fee for repeating the module.

1.32 You are not usually allowed to register more than twice on any module including deferral and referral opportunities. Please see the Assessment and Examinations Procedure (link above).

Marks and results

1.33 Your marks and results are confidential and we will release them only to you (or, if you are an apprenticeship student, to you and your employer). However, the fact that we have made an award, and its classification, are not confidential. For full details about marks and results please see the Assessment and Examinations Procedure.

Comment [JW18]: Needs link

Copyright

1.34 If you take notes during lectures you must use these only for the purpose of private study. You must not record lectures without the lecturer's permission. If a lecturer agrees that you can record during a lecture, you must keep to any conditions the lecturer sets, and must not use the recording for anything except private study.

Interrupting, suspending or ending your registration

1.35 You can apply for an interruption from your studies at any time. If we agree to an interruption of studies, this means that you will stop attending your course temporarily. You will usually start attending your course again in the next academic year at the beginning of the semester in which the interruption began. Students that interrupt after the fourth week of a semester will normally be deemed to have made an attempt at their assessments for that semester. Subsequent marks will therefore be capped on their return. If students are not attending in the normal semester pattern, this will apply after the fourth week of active teaching. Students may apply for extenuating circumstances in the semester when they interrupt in order to ensure that their marks are uncapped on their return. The maximum period of interruption is two years. In exceptional circumstances, we may agree to further interruptions. Interruptions of studies must be within any period of enrolment, which we will not automatically extend when we agree to an interruption.

1.36 The appropriate award and progression examination board records our decision to agree to an interruption of studies. The examination board will also consider the results of any modules which you completed before the interruption started, and will decide if these should be capped at the pass mark or not (see 1.28 to 1.31 above). If you have completed some, but not all, assessments for a module before interrupting your studies, the marks for these assessments will be carried forward. You will need to complete all the assessments for any module (or modules) which you did not complete before the interruption started.

1.37 If you want to apply to interrupt your studies, please see the Interruption, Suspension and Withdrawal Procedure.

Comment [jnb19]: Needs link

1.38 In exceptional circumstances, we may decide it is appropriate to interrupt your studies. In these cases the appropriate Director of Education and Student Experience will make the decision, and you will have the right to appeal against the decision through the Pro-Vice Chancellor (Education and Student Experience). The

maximum period of interruption to your studies in these circumstances would be until the beginning of the next academic year or the next registration point, whichever is sooner.

1.39 If you are a research student and ill-health or other circumstances outside your control prevent you from making progress with your research, you can apply to interrupt your studies, normally for six months. In exceptional cases, we may allow you to interrupt your studies for a period of one year. You must normally provide written evidence to support your application for a period of interruption. If you want to interrupt your research, please see the Research Code of Practice.

Comment [JW20]: Needs link

1.40 In some circumstances, we may have to exclude or suspend students. This may apply if you:

- fail to keep to the terms of a visa – see Immigration Regulations;
- have committed a disciplinary offence – see the Student Disciplinary Procedure;
- are unfit to study at the moment, but may be reasonably expected to be fit to study again in the future – see the Fitness to Study Procedure.

Comment [JW21]: Needs link

Comment [JW22]: Needs link

Comment [JW23]: Needs link

Please see the Interruption, Suspension and Withdrawal Procedure (link above).

1.41 If we suspend you during a semester, you will not be considered to have made an attempt at any uncompleted assessments for that semester. The relevant award and progression board will decide whether to allow opportunities for deferral or referral (see 1.28 to 1.31 above).

1.42 If you have been suspended, you will normally continue your studies in the following academic year at the beginning of the semester in which the suspension took place. We may ask to see evidence (for example, a medical certificate) before allowing you to enrol and continue your studies – see the Admissions and Enrolment Procedure.

Comment [JW24]: Needs link

1.43 You may decide to withdraw from your course. This means permanently leaving the course before successfully completing it. Once you have withdrawn from a course you will not normally be allowed to enrol onto that course again – see the Interruption, Suspension and Withdrawal Procedure (see link above).

Comment [AD25]: This apply to students withdrawn by the Examination Board and students withdrawn due to lack of attendance.

Should this also apply to students who submit a withdrawal form due to personal circumstances?

See suggested change please check

1.44 An award and progression examination board may decide to end your studies and withdraw you from your course if you have tried every way possible of completing the course – see the Assessment and Examinations Procedure.

1.45 If an examination board has ended your studies, or you have been excluded or suspended, you can appeal to the Pro-Vice Chancellor (Education and Student Experience).

Comment [JW26]: Needs link

Complaints and appeals

1.46 A complaint is an expression of dissatisfaction about something we have done or have failed to do, or our standards of service, on or off campus, which you have not been able to deal with through informal processes. You can make a complaint on your own or with a group of students. Please see the Student Complaints Procedure.

Comment [JW27]: Needs link

Employers who sponsor students and whose employees are on an apprenticeship programme at LSBU can make a complaint. Please see the Employer Complaint Procedure.

Comment [AD28]: New procedure Needs link

1.47 You can use our Appeals Procedure to appeal against our decisions relating to administering the marking process, your progression on a course and awarding qualifications. This includes decisions made by examination boards about circumstances outside your control and decisions taken through the academic misconduct process. During the appeals process, 'academic judgement' refers to the judgement of an academic member of staff about their subject of academic expertise. You cannot appeal against academic judgement.

1.48 You must be aware of, and follow, our regulations and procedures. You cannot appeal against a decision because you did not understand or were not aware of course or university regulations. This includes regulations relating to extending a date for submitting coursework, making a claim for extenuating circumstances within the deadline, finding out examination results or interrupting your studies.

1.49 We will provide an independent advice service, usually through the students' union. This will support you with understanding our policies, regulations and procedures.

1.50 We keep to the regulations of the Office of the Independent Adjudicator (OIA). At the end of the internal appeal or complaints process, we will issue a 'Completion of Procedures' letter which gives you a right to appeal to the OIA. The OIA review the way we apply our processes and consider whether our decision has been reasonable in the circumstances.

1.51 We will keep details of the appeal and relevant documents on file until after you have completed your course.

1.52 The University Secretary is responsible for working with the Office of the Independent Adjudicator and making sure that we follow their recommendations and observations.

Notes

Please see our glossary, which is a separate document, for definitions of the key terms used in the academic regulations.

Comment [AD29]: Needs link

Details about our quality and enhancement processes are in our Academic Quality and Enhancement Manual.

Comment [AD30]: Needs link

The Examinations and Conferments Office publishes a university-wide timetable. It is your responsibility to be aware of this.

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University Foundation Certificate		120 credits, minimum of 20 credits at level 4 Not currently part of the Framework for Higher Education Qualifications
Certificate in Lifelong Learning (CertLL)		at least 30 credits at Level 4 or above Not currently part of the Framework for Higher Education Qualifications
Certificate of Education		120 credits at Level 4 or above Not currently part of the Framework for Higher Education Qualifications
Diploma in Lifelong Learning (DipLL)		120 credits at Level 4 or above Not currently part of the Framework for Higher Education Qualifications
University Certificate		60 credits, with a maximum of 20 credits at Level S and a minimum of 40 credits at Level 4 Not currently part of the Framework for Higher Education Qualifications
University Certificate of Competence		60 credits, with a minimum of 10 credits at Level 4 Not currently part of the Framework for Higher Education Qualifications
Advanced Certificate in Lifelong Learning		at least 30 credits at Level 5 Not currently part of the Framework for Higher Education Qualifications
Certificate of Higher Education (CertHE)	Level 4	120 credits, with a maximum of 40 credits at Level S and a minimum of 80 credits at Level 4

		May be awarded with Merit or Distinction
Diploma in Professional Studies	Level 5	
Diploma of Higher Education (DipHE)	Level 5	240 credits, with a maximum of 40 credits at Level S and a minimum of 80 credits at level 5 May be awarded with Merit or Distinction
Foundation Degree (FdA, FdSc, FdEng)	Level 5	240 credits, with a maximum of 40 credits at Level S and minimum of 80 credits at Level 5 May be awarded with Merit or Distinction
Higher National Certificate (HNC)	Level 5	120 credits, with a maximum of 60 credits at Level S and minimum of 60 credits at Level 4 An Edexcel Foundation award conferred under licence
Higher National Diploma (HND)	Level 5	240 credits, with a maximum of 60 credits at Level S and a minimum of 60 credits at Level 5 An Edexcel Foundation award conferred under licence
University Diploma		60 credits, with a maximum of 20 credits at Level S and a minimum of 40 credits at Level 5 Not currently part of the Framework for Higher Education Qualifications
Bachelors Degree with Honours (BA, BEd, BSc, BEng, LLB)	Level 6	360 credits, with a maximum of 40 credits at Level S and a minimum of 80 credits at Level 6 The University may confer

		Bachelors degrees with the following Honours classifications: • First Class Honours Second Class Honours, Upper Division • Second Class Honours, Lower Division • Third Class Honours For further details see the Assessment and Examinations Procedure
Graduate Certificate	Level 6	60 credits, with a maximum of 20 credits at Level S and a minimum of 40 credits at Level 6 May be awarded with Merit or Distinction
Graduate Diploma	Level 6	120 credits, with a maximum of 40 credits at Level S and a minimum of 80 credits at Level 6 May be awarded with Merit or Distinction
Professional Graduate Certificate in Education	Level 6	120 credits at Level 6
Unclassified Bachelors degree	Level 6	a minimum of 300 credits, with a maximum of 40 credits at Level S and a minimum of 60 credits at level 6 May be awarded with Merit or Distinction
University Advanced Diploma		60 credits, with a maximum of 20 credits at Level S and minimum of 40 credits at Level 6 Not currently part of the Framework for Higher Education Qualifications

BTEC Advanced Professional Diploma	Level 7	40 credits at Level 7
Certificate in Management (CM)	Level 7	60 credits, with a maximum of 20 credits at Level 6 and a minimum of 60 credits at Level 7
Diploma in Management Studies (DMS)	Level 7	120 credits, with a maximum of 40 credits at Level 6 and minimum of 80 credits at Level 7
Integrated Masters for example MEng (Hons)	Level 7	480 credits, with a maximum of 40 credits at Level S and a minimum of 120 credits at Level 7 May be awarded with Merit or Distinction or in the case of an MEng (Hons) will be classified For further details see the Assessment and Examinations Procedure
Masters (MA, MEd, MEM, MEng (not integrated), MSc, MRes, LLM, MBA, MPA, MVA, MTech)	Level 7	180 credits, with a maximum of 40 credits at Level 6 and a minimum of 140 credits at Level 7 May be awarded with Merit or Distinction
Master of Architecture (MArch)	Level 7	60 credits, with a maximum of 20 credits at Level 6 and a minimum of 40 credits at Level 7 May be awarded with Merit or Distinction
Postgraduate Certificate (PgCert)	Level 7	60 credits, with a maximum of 20 credits at Level 6 and a minimum of 40 credits at Level 7 May be awarded with Merit or Distinction
Postgraduate Certificate in Education	Level 7	120 credits, with a minimum of 60 credits at Level 7
National Award for Special Educational Needs Co-ordination	Level 7	60 credits at level 7

Postgraduate Certificate in Lifelong Learning		at least 30 credits at Level 7 Not currently part of the Framework for Higher Education Qualifications
Postgraduate Diploma (PgDip)	Level 7	120 credits, with a maximum of 40 credits at Level 6 and minimum of 80 credits at Level 7 May be awarded with Merit or Distinction
Master of Philosophy (MPhil)	Level 7	Non recruiting See specific regulations for research degrees
Master by Research (MA(Res), MSc(Res)	Level 7	180 credits, with a maximum of 40 credits at Level 6 and a minimum of 140 credits at Level 7 May be awarded with Merit or Distinction See specific regulations for research degrees
Professional Doctorate (EdD, DBA, D.Nursing, D.Health and Social Care, D.Occupational Therapy, D.Optometry, D.Physiotherapy, D.Radiography)	Level 8	540 credits, with a minimum of 360 credits at Level 8 See specific regulations for research degrees
Doctor of Philosophy (PhD)	Level 8	See specific regulations for research degrees
Doctor of Philosophy by Published Work	Level 8	See specific regulations for research degrees
Doctor of Philosophy by Prior Publication	Level 8	See specific regulations for research degrees
Higher Doctorates may be awarded with the following		See specific regulations for research degrees

titles: Doctor of Engineering (DEng) Doctor of Laws (LLD) Doctor of Letters (DLitt) Doctor of Science (DSc) Doctor of Technology(DTech)		

LSBU Honorary Awards

Honorary Awards are conferred by LSBU based on the recipient's "exceptional services to the University". There should preferably be some connection, whether academic, professional or personal, between the awardee and the University or its geographic area. This may be local residence, former membership of the University, or sympathy with the mission or stakeholders of the University. Evidence of prior engagement with the University will also be taken into account. LSBU will normally make up to 8 honorary awards of each year.

Eligibility

An honorary award will not normally be conferred on:

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

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

Further points taken into account when making an award

1. The University will consider the conferment of an honorary award to someone who already possesses such awards from other UK institutions, dependent on the number of previous awards.
2. In making awards, the University aims for a reasonable balance between the Schools. It also aims at a gender and ethnicity balance.
3. The University does not normally accept a re-nomination after two previous unsuccessful attempts, unless there has been a long interval since the previous nomination and there is a significant change in the case being put forward.
4. Honorary awards (Degrees and Fellowships) are not mutually exclusive, although instances where both awards are made to the same individual are expected to be rare.
5. Fellowships and doctorates are of equal standing but awarded in recognition of different kinds of contribution.
6. DUniv recipients are entitled to use the letters DU LSBU (Hon.) after their name and may be referred to as Dr, but this must always be in conjunction with "(Hon.)" after the surname.
7. All nominations for honorary awards must be treated with the strictest of confidence. There must be no contact with the nominee prior to the nomination being considered by the Honorary Awards Committee.

8. The University will solicit nominations for honorary awards from Staff, Alumni (or alumni consultative group), Students, the Board of Governors. Where a member of the Awards Committee nominates they must declare an interest and take no part in the formal determination of that candidate
9. The Board of Governors may revoke the award of an honorary degree if good reasons have been clearly demonstrated.

Expectations of Awardees

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

(a) address the congregation at the Graduation Ceremony at which their award is conferred
(b) be prepared to be involved in University events or promotional activities
(c) be an ambassador for the University

Anti-Bribery

Honorary awards are not made in exchange for financial support. There is adequate separation and transparency between the processes of making awards and accepting financial gifts. LSBU has three robust and separate policies and processes with regards to the acceptance of donations (gifts), the making of honorary awards; and bribery: the Gift Acceptance Policy (regarding donation); the Procedures and Criteria for the Selection of Recipients of Honorary Awards; and the Anti-Bribery Policy.

Award Criteria

Honorary Degrees

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

Honorary Fellowships

LSBU may award Honorary Fellowships to recognise individuals who have

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

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

DUniv

LSBU may award DUniv to recognise individuals who have:

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

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Accountability for LSBU Academic Regulations and Procedures http://www.lsbu.ac.uk/about-us/policies-regulations-procedures

	Associated documents	Committee Approval	Sign Off	Author	Further Advice	External Body
Academic Regulations		Academic Board	Chair of Academic Board: Pat Bailey	Academic Quality Enhancement	Senior Academic Quality - Olu Adamolekun Academic Quality – Diana Ankrah	HEFCE/OfS, OIA, CMA, QAA
	List of awards	Academic Board	Chair of Academic Board: Pat Bailey	Academic Quality Enhancement	Senior Academic Quality - Olu Adamolekun Academic Quality – Diana Ankrah	HEFCE/OfS, OIA, CMA, QAA
	Glossary	Quality and Standards Committee	Chair of Quality and Standards Committee: Shan Wareing	Academic Quality Enhancement	Senior Academic Quality - Olu Adamolekun Academic Quality – Diana Ankrah	
	Translation Scale (x2)	Quality and Standards Committee	Chair of Quality and Standards Committee: Shan Wareing	Academic Quality Enhancement	International Office Gemma Proudly	

	Academic Quality and Enhancement Manual	Quality and Standards Committee	Chair of Quality and Standards Committee: Shan Wareing	Academic Quality Enhancement	Deputy Director Academic Quality - Sally Skillet-Moore	
	Honorary Awards	Academic Board	Chair of Academic Board: Pat Bailey	Director Strategic Stakeholder Engagement Mike Simmons		
Admissions and Enrolment Procedure		Quality and Standards Committee	Chair of Quality and Standards Committee: Shan Wareing	Academic Quality Enhancement	Head of Admissions – Jeremy Rowe / Registry Lisa Upton	CMA
	Enrolment declaration	Quality and Standards Committee	Chair of Quality and Standards Committee: Shan Wareing	Gov- legal	Solicitor Antonia Goodyer	
Assessment and Examinations Procedure		Quality and Standards Committee	Chair of Quality and Standards Committee: Shan Wareing	Academic Quality Enhancement	Senior Academic Quality - Olu Adamolekun Academic Quality – Diana Ankrah	

	Extenuating Circumstances Procedure	Quality and Standards Committee	Chair of Quality and Standards Committee: Shan Wareing	Academic Quality Enhancement / Head of Student Administratio n	Jamie Jones	OIA
	Academic Misconduct	Quality and Standards Committee	Chair of Quality and Standards Committee: Shan Wareing	Gov- legal	Irina Bernstein / Nicola Mitchell	OIA
Complaints						
	Complaints and Appeals about Admissions Procedure	Quality and Standards Committee	Chief Marketing Officer: Nicole Louis	Gov- legal	Irina Bernstein / Nicola Mitchell	CMA
	Student Complaints Procedure	Quality and Standards Committee	Chair of Quality and Standards Committee: Shan Wareing	Gov- legal	Irina Bernstein / Nicola Mitchell	OIA, CMA
	Student Appeals Procedure	Quality and Standards Committee	Chair of Quality and Standards Committee: Shan Wareing	Gov- legal	Irina Bernstein	OIA

	Employer Complaint	Quality and Standards Committee	Chair of Quality and Standards Committee: Shan Wareing	Gov- legal	Nicola Mitchell	Skills Funding Agency
Changing of Courses Procedure		Quality and Standards Committee	Chair of Quality and Standards Committee: Shan Wareing		TBC	
Fitness to Practice		Quality and Standards Committee	Dean PVC Health and Social Care: Warren Turner	Gov- legal	Irina Bernstein / Sue Mullaney	
Fitness to Study		Quality and Standards Committee	Chair of Quality and Standards Committee: Shan Wareing	Head of Student Administratio n- Jamie Jones	Rosie Holden	
Interruption, Suspension, Withdrawal Procedure		Quality and Standards Committee	Chair of Quality and Standards Committee: Shan Wareing	Academic Quality Enhancement	Head of Student Administration Jamie Jones	
Student Disciplinary Procedure		Quality and Standards Committee	Chair of Quality and Standards	Gov- legal – Irina Bernstein	Irina Bernstein	

			Committee: Shan Wareing			
Research Degrees Code of Practice		Research Committee	Chair of Research Committee: Paul Ivy	Louise Campbell	John Harper - Engineering & Business Mina Drago (Cosima) - Other Schools	
Tuition Fees Regulations			Head of Finance: Richard Flatman	Andrew Ratajczak		
Immigration Regulations			PVC Research and External Engagement	Gov-legal	Neil Gillet	

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	CONFIDENTIAL
Paper title:	Link-Tutor: their roles and responsibilities and inconsistencies of how the role is used potentially resulting in a risk to academic quality
Board/Committee	Academic Board
Date of meeting:	7th June 2017
Author:	Mandy Maidment, Janet Bohrer
Executive/Operations sponsor:	Professor Shan Wareing, Chair of QSC
Purpose:	Discussion
Recommendation:	Recommendation that link tutors should be added to the risk register.

Executive Summary

Quality and Standards Committee asked Academic Board to discuss the possible risks associated with the link-tutor role as follows:

- Consistency of approach across Schools especially where there is institution to institution partnerships
- Agreement in how the role is recognised in terms of workload allocation and in terms of promotion criteria
- Clarity of the responsibilities of link tutors compared to other arrangements with staff such as providing flying faculty and different demands of the role during the life cycle of a collaboration
- Development of staff to feel both supported and enabled in their link-tutor role.

The title link-tutor may not be reflective of the role and responsibilities. Increasingly it appears there are HR and Quality Issues if university wide practises are not endorsed and monitored.

Break down of the goodwill that current link tutors are showing would result in damaging the relationships that LSBU is currently establishing and therefore it is recommended that link tutors should be added to the risk register.

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	CONFIDENTIAL
Paper title:	LSBU Board and Academic Board Strategy Day, 26 April 2017
Board/Committee:	Academic Board
Date of meeting:	7 June 2017
Author:	Governance Team
Purpose:	For discussion
Recommendation:	

Executive Summary

A joint session of the LSBU Board of Governors and Academic Board was held at the Board Strategy Day, 10.00am - 1.00pm, on 26 April 2017.

Topics covered included:

- The external environment
- Student experience in higher education
- Apprenticeships

Notes from the joint session are attached.

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Joint Board and Academic Board strategy day notes – 26 April 2017

H10, Waterloo Road

The Chair welcomed governors, Academic Board members and Executive members to the meeting.

External policy environment (session 1)

The Vice Chancellor presented a review of the external policy environment.

The meeting noted opportunities and threats, in relation to the following:

- Higher Education Research Bill (HERB), including: TEF and differentiation, Office for Students (OfS), 'challenger' institutions, and the impact of increasing fees on LSBU's demographic.
- Regulatory environment, including: multiple regulators, data protection, Competition and Markets Authority, Institute for Apprenticeships.
- "Brexit", including: staff and student recruitment, loss of access to Horizon 2020 and European Social Funds.
- Industrial Strategy, including: emphasis on skills and apprenticeships, translational research, devolution and funding drain.
- International, including: threats around policy and process, opportunities for partnerships in Europe, internationalisation potential limits.
- Research, including: low numbers of research active staff, partnerships, increased R&D fund, postdoctoral loans, HERB and REF2021.
- Recruitment, including: increased competition, fees increases, London cost of living, changes to NHS bursaries.

LSBU's response is to:

- Establish LSBU as a leader in professional and technical education; and
- Establish LSBU as 'anchor institution' supporting broad educational and enterprise offer.

The meeting discussed the opportunities in relation to:

- Additional research and enterprise partnerships;
- The range of potential educational pathways and partnerships; and
- Apprenticeships (discussed in more detail in session 3 below).

The student experience in higher education (session 2)

The Pro Vice Chancellor for Education and Student Experience (PVC(ESE)) outlined a vision of an integrated learning "ecosystem" across both virtual and physical environments.

A short video produced by LSBU students' union was played to the meeting in which students commented on their learning experience at LSBU, identifying pro and cons, and their preferences for development.

The presentation highlighted seven principles to improve the student experience in line with the vision.

- Adaptable: The physical and technological environments should be adaptable.
- Seamless: an integrated single 'sign on' across LSBU applications, and the integration and exchange of data between systems.
- Experimental: digital and physical spaces for exploring digitally enhanced learning, teaching and assessment.
- Automated: develop the range of automated tasks to reduce workload, improve consistency, lower training barriers, and focus on important tasks.
- Collaborative and social: create digital and physical spaces to enable working across boundaries, and facilitate collaboration between groups of learners, teachers, and employers.
- Device agnostic: environment should be WiFi enabled, mobile friendly, and enable use of a range of devices, both LSBU and privately owned.
- Industry standard: use industry standard tools, e.g. Office 365, to build tools for learning which are intrinsically part of the working environment.

The meeting supported the approach to modernise the digital and physical environments to better meet student expectations and competition from other institutions.

The meeting emphasised that developing the digital environment and infrastructure should be led by the Educational Framework and teaching and learning strategies, and not by a focus on any one particular tool, e.g. lecture capture.

The Chair of the Board of Governors requested a report to the Board in autumn 2017 on initial developments and early wins.

Apprenticeships (session 3)

The Director of Corporate Affairs gave a presentation on the development of LSBU's Apprenticeship programmes.

The meeting noted that LSBU is making progress in developing programmes, and that apprenticeships:

- support LSBU strategic objectives: student success, real world impact, and access to opportunity.
- offer access to significant new income streams.
- offer the opportunity for LSBU to become a leader in professional and technical education, and gain government, sector and industry acknowledgement for quality provision.

The important difference for the educational approach is that apprenticeships are driven by employers, who are stakeholders as well as the student. In addition, the students may have considerable professional experience and knowledge in their field.

Present

Board of Governors:	Jerry Cope (Chair), Andrew Owen (Vice-Chair), David Phoenix, Steve Balmont (*for sessions 4 and 5*), Shachi Blakemore, Michael Cutbill, Douglas Denham St Pinnock, Neil Gorman, Hilary McCallion, Mee Ling Ng and Jenny Owen, Tony Roberts
Additional members of the Academic Board:	Sodiq Akinbade, SU Stephen Barber, Reader and Programme Manager, Business Craig Barker, Dean of Law & Social Science Janet Bohrer, Director of Academic Quality Development Office Kirsteen Coupar, Director of Student Services Gurpreet Jagpal, Director of Enterprise Janet Jones, Dean of Arts & Creative Industries Lesley Roberts, Head of Skills for Learning Warren Turner, Dean PVC Health & Social Care
Members of the Executive:	Mandy Eddolls, Executive Director of Organisational Development and Human Resources Richard Flatman, Chief Finance Officer Paul Ivey, Pro Vice Chancellor (Research and External Engagement) Ian Mehrtens, Chief Operating Officer James Stevenson, University Secretary & Clerk to the Board of Governors Shân Wareing, Pro Vice Chancellor, Education and Student Experience
With:	Stuart Bannerman, Director of International Michael Broadway, Deputy University Secretary Joe Kelly, Governance Officer Mike Simmons, Director of Corporate Affairs Sally Skillett-Moore, Deputy Director, Teaching Quality and Enhancement
Apologies:	Temi Ahmadu, student governor, Ian Albery, Acting Dean of Applied Sciences Pat Bailey, Deputy Vice Chancellor Charles Egbu, Dean of Built Environment & Architecture Carol Hui, independent governor David Mba, Dean of Engineering Kevin McGrath, independent governor Mike Molan, Pro Vice Chancellor (Enhancement), Dean of Business Shushma Patel, Director of Education and Student Experience, Engineering Calvin Usuanlele, student governor

Paper title:	Key Performance Indicators
Board/Committee	Academic Board
Date of meeting:	7 June 2017
Author:	John Baker **–** Corporate & Business Planning Manager
Executive/Operations sponsor:	Pat Bailey – Deputy Vice Chancellor
Purpose:	To present the latest performance figures for the University KPIs for the 16/17 cycle, as at May 19th 2017.
Recommendation:	That Academic Board considers the recent results for this cycle, and identifies ways in which Schools might: • Respond to current results, or • Contribute to University initiatives undertaken to improve the performance against other KPI targets.

Executive Summary:

The report presents the latest performance figures for the Corporate KPIs.

Notes on results:
KPIs 8,9,17, 20, 21 & 22 – Finance Data: Financial forecast figures are provided to reflect the data in the management accounts from May Ops board (period – end April 2017).

KPI 3 - ISB net promoter %: The result has stayed static at 77%.

KPI 19 - Engagement %: The result shared at the staff conference shows 62%, on target.

KPI 26 – Guardian League Table: LSBU has climbed 15 places and is now at 92.
KPI 27 – Complete University Guide: LSBU has climbed 7 places and is now at 108.
Further details overleaf.

Where no new results have been received, the column remains grey, and the 15/16 column indicates the most recent institutional performance against this metric.

The Committee is requested to note the report.

2018 Complete University Guide (CUG):
LSBU's Performance
In the 2018 Complete University Guide, LSBU improved its rank by 7 places, moving from 115/127 to 108/129. LSBU increased its score from 443 in the 2017 table to 536 in the 2018 publication (93 point increase), an increase of 21% (the sixth largest increase). It should be noted that average scores increased consistently across the table (only 18 out of 127 institutions didn't increase their score). It is unclear if this reflects a methodical change or a clustering of scores.

How close to the top 100?
In the 2017 table, 99th position was held by South Wales, with a score of 515 (72 greater than LSBU's 2017 score). In the 2018 table, 99th place is held by Birmingham City, with a score of 567 (31 greater than LSBU). Therefore LSBU is making good progress towards an appearance in the top 100.

How can we improve our ranking?
NSS scores have the highest weighting in the table, so this is the main factor on which we should focus. Analysing the results in more detail, it is apparent that optimisation of staff and finance HESA returns to improve spend per student and SSRs can have a significant impact, and increasing the % of students who achieve good honours results is another potential area for improvement. All of these are areas that also have impact on other league tables (but with varying weighting and/or methodology).

Conclusion
This ranking publication represents a significant milestone in terms of evidencing that LSBU has made progress in improving its competitive performance. The 2015 publication (published in 2014) saw LSBU ranked 120/123, and we are now 108/129. Small improvements in performance going forward have the potential to have a significant impact on future rankings, with the top 100 in this table a realistic prospect in the 2019 publication (published April 2018); NSS results, due to be announced in July/August, are crucial to this end.

2018 Guardian League Table
LSBU's improvement means LSBU now sits above Greenwich, Hertfordshire, East London and Westminster from within our aspirational group.

All measures showed improvement, albeit small in most areas. The biggest single change in terms of score related to graduate outcomes (improvement of 7.9 % points and improvement of rank of 11 places against this measure). There will similar improvement next year, which is likely to have an even greater impact.
The most significant movement in terms of rank was against the value added measure (23 places). This was despite a relative modest improvement in score. This

improvement is as a result of LSBU increasing the number of firsts/2:1s in 2015/16. The measure itself looks at actual levels of first/2:1s compared to predicted levels based upon tariff on entry of students.

Despite maintaining spend per student levels and SSRs, LSBU saw a lowering of rank against these measures. This is due to the sector as a whole increasing spend. The 2018 table used a new tariff calculation method, making comparisons difficult.

LSBU Rank by Measure

Measure	2017	2018	Movement
Satisfied with course Rank	107	99	8
Satisfied with teaching Rank	106	102	4
Satisfied with feedback Rank	82	85	-3
Student to staff ratio Rank	79	84	-5
Spend per student/10 Rank	76	78	-2
Average entry tariff Rank	115	113	2
Value added score/10 Rank	78	55	23
Career after 6 months Rank	57	46	11

Potential performance in next year's 2019 league table:

Positive:

- **Career after 6 months**: 2017 DLHE shows an increase to 82% in graduate level employment. based upon 2018 table this would see LSBU ranked 18th for this measure (46th in 2018 table).

Opportunities:

- **Satisfaction with course, teaching and feedback**: The NSS represents the single biggest opportunity (and risk) for LSBU to build upon the 2018 improvement in the overall table. The 2017 results published in August, will be crucial in determining league table performance in the coming year. An increase of a few percentage points in areas of lower student satisfaction (Health, Applied Sciences and Engineering) would have a very positive impact.
- **Value added**: LSBU's improved score and ranking in 2018, was based upon an increase of 3 percentage points of students gaining first/2:1s. A further increase would also be expected to improve performance in this measure. This measure looks to have significantly contributed to the improvement (increase of 38 overall places) in West London's overall performance.

Neutral:

- **SSR, Spend per student and tariff**: PPA will work with Registry, HR and Finance to ensure 2016/17 HESA returns appropriately reflect levels of resource and student tariff, but it is unlikely that there will be a significant movement in performance against these measures.

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			Report Date		19th May 2017	Benchmark	Past Performance Baselines			Target	Forecast	Result	Indicator	DoT	Ambition
Out comes	#	Corporate Strategy Goals	20/20 Success Measures	#	Key Performance Indicators	Competitor Group 12/13 average	13/14	14/15	15/16	16/17			17/18		20/21
Student Success	1	**Teaching and Learning**	Top 50% of universities for graduate employment / starting salaries.	1	**Graduate level employment** (EPI population)	n/a (local indicator)	49%	68%	76%	77%	81.8%		78%	↑	80%
	2	**Student Experience**	Top quartile of all universities in NSS	2	**NSS scores – overall satisfaction**	81.7%	80%	82%	82%	84%			87%		89%
				3	**International Student barometer (% recommending LSBU)**	not available	72.40%		77%	78%		77%	79%	→	81%
				4	**PGT experience (% satisfaction)**	not available	77%	74%	74%	76%			77%		82%
				5	**Student Staff Ratio**	21.2	17.2:1	16.4:1	17:1	17.5:1			17:5		18:1
Real World Impact	3	**Employability**	95% students in employment / further study (EPI)	6	**DHLE entry to employment or further study** (EPI)	88.5%	85.5%	90.2%	90.4%	92%	94.6%		94%	↑	95%
			Top 10 UK universities for student start ups	7	**Number of Student start ups**	47.86	1	30	50	70			90		150
	4	**Research & Enterprise**	Top 50% UK for Research & Enterprise Income	8	**Research Income** (non Hefce)	£6.1	£1.8	£2.0	£1.9	£2.6	£2.4		£2.8	↑	£6.0 m
				9	**Enterprise Income**	not available	£8.4m	£8.1	£7.8	£9.9	£9.3		£13.0	↑	£15.0 m
Access to Opportunity	5	**Access**	Top London Modern for LPN recruitment	10	**% recruitment from low participation neighbourhoods**	6.4%	7.4%	7.7%	8.4%	7.5-8.5%		9.2%	8.4%	↑	9.0%
				11	**% FT UG students (excluding HSC contract) recruited before Clearing**	not available	73.6%	71.8%	71.8%	72%		71%	75%	↓	90%
				12	**First Degree Completion** (at or above benchmark)	-3.13%	-9.5%	-7 %	-5.8%	-4%			-2%		+3%
			Exceed expectations on completion	13	**Year 1 progression**	not available	69.9%	73.1%	77.2%	79%			81%	↑	85%
				14	**Good Honours**	62.2%	61.0%	61.2%	66.4%	63-67%			60 - 65%		63 - 67%
				15	**PGT completion**	not available	54.8%	61.5%	58.7%	65%			75%		85%
	6	**International**	4 QS Stars	16	**QS Star Rating**	not available	2 (prov.)	3 stars	3 stars	3		3 stars	4	→	4
				17	**Overseas student income (millions)**	£29.5m	£9.3 m	£11.2	£9.8	£10.7	£11.2		£11.5	↑	20m
Strategic Enablers	7	**People and Organisation**	Rated as a good employer	18	**Appraisal completion %**	not available	37%	90%	91%	95%			95%		95%
				19	**Average Engagement Score as as %**	70%	-		58%	62%		62%	66%	↑	75%
	8	**Resources & Infrastructure**	Grow our income by 25% to £170m annually, deliver an operating surplus of 5% and an EBITDA margin of 15%	20	**Surplus as % of income**	9.6%	2.3%	0.9%	2.4%	0.7%	0.9%		0.7%	↓	5.0%
				21	**Income (£m)**	£188.2m	£134.8m	£140.8m	£138.2	£144.5m	£144.6		£152.6m	↑	£170.0m
				22	**EBITDA margin** (EBITDA expressed as % of income)	9.20%	11.4%	9.2%	11.8%	11.7%	11.7%		13.0%	↓	15.0%
			Student satisfaction with facilities & environment in top UK quartile	23	**Student satisfaction ratings with facilities & environment**	82.7%	83.0%	87.7%	90.0%	90.0%			90.0%		90%
				24	**ICS Service Index %**	-	-	68%	76%	78%		66%	75%	↓	80%
League Tables		**Overall**	Top London Modern university (excl UAL)	25	**Times - League table ranking**	92.3	122/123	120 / 127	120 / 128	115			110		80
				26	**Guardian – League table ranking**	87.1	112/116	111 / 119	107 / 119	102		92 / 121	97	↑	86
				27	**Complete University Guide – League table ranking**	85	120/123	119 / 126	115 / 127	110		108 / 129	105	↑	93

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	CONFIDENTIAL
Paper title:	Emeritus professor appointments
Board/Committee:	Academic Board
Date of meeting:	7 June 2017
Author:	Jennifer Hackett, Evelyn Grace
Purpose:	For information
Recommendation:	The committee is requested to note the new emeritus professors

Executive Summary

Emeritus professors appointed since 2016

- Professor Mary Lovegrove (HSC)
- Professor Nicola Crichton (HSC)
- Pamela Eakin (HSC)
- Joan Curzio (HSC)
- Professor Keith Popple (HSC)
- Professor Lesley Baillie (HSC)

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	CONFIDENTIAL
Paper title:	Sub-committee reports
Board/Committee:	Academic Board
Date of meeting:	7 June 2017
Author:	Sub-committee Chairs
Purpose:	For information and approval
Recommendation:	The committee is requested to note the reports. The committee is requested to approve the inclusion of the role of Associate Director of Research as a member of Quality and Standards Committee.

Executive Summary

Quality and Standards Committee, 22 March 2017

The committee discussed:

- Course specifications update
- Validations update
- Annual Course Monitoring Reports update
- Attainment Gap update and Race Equality Charter
- Validations and January starts (School of Business)
- Quality and standards issues arising in Schools
- British College of Applied Studies update
- Schools' reporting requirements to Quality and Standards Committee
- International collaborations
- Minutes from the Schools' Academic Standards Committee
- Postgraduate Taught Experience update

Committee approvals:

- Student Halls of Residence Complaints Procedure

Committee recommendations:

- The committee recommended to Academic Board, the inclusion of the role of Associate Director of Research as a member of Quality and Standards Committee

Quality and Standards Committee, 24 May 2017

The committee discussed:

- Review of academic regulations
- Annual academic audit report
- Validations update
- Support for supervision
- Review of Quality and Standards Committee
- Postgraduate research

The committee noted:

- Annual report on student appeals and academic misconduct
- Inter/national partnerships
- Schools' annual course monitoring reports
- Schools' Academic Standards Committee minutes

Committee approvals

- Student Exchange Procedures
- Employer Complaints Procedure

Research Committee, 10 May 2017

The committee discussed:

- Research landscape including related responses to EU, UKRI and HEFCE
- Monitoring of research grants and awards: updates and strategy
- Open Access Compliance

The following appointments to the committee were noted:

Post-doctoral representatives

- Magda Tyzlik-Carver (ACI)
- Claire Benson (ENG)

Students' Union PGR representative

- Lucy Ogbenjuwa (BEA)

Committee recommendations

- The committee recommended the revised terms of reference to Academic Board.

Student Experience Committee, 3 May 2017

The committee discussed:

- Course-based societies and student activities
- Part-time student issues – update
- Graduate Attributes / LSBU Educational Framework
- Student mental health

- Postgraduate Taught Experience survey
- New student survey reports
- LSBU Offer to Interrupted Students
- Retention working group proposal

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