

### **Student Experience Committee Meeting**

2.00 - 4.00 pm on Wednesday, 11 October 2017  
in 1B16 - Technopark, SE1 6LN

### **Agenda**

<i>No.</i>	<i>Time</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.		Welcome and apologies		PB
2.		Declaration of interests		PB
3.		Minutes of the previous meeting	3 - 6	PB
4.		Matters arising	7 - 8	PB
5.		Annual Work Plan	9 - 12	JK
<b>Items to discuss</b>				
6.		Estates matters	Verbal update	CR
7.		Student-led projects update	13 - 50	SWe
8.		Review and evolution of course-based communities	51 - 54	SB
9.		Educational Framework update	To Follow	SW
10.		National Student Survey	To Follow	SW
11.		National Teaching Fellowship nominations - approval process	55 - 66	SWe
12.		LLR student experience	67 - 72	AC
13.		Academic year structure 2018/19	73 - 82	SW, ST
14.		Student Wellbeing Initiatives	83 - 84	KC, RH
15.		Items from students (as required)		SA
16.		Terms of reference and membership	85 - 88	JK

**Date of next meeting**  
**2.00 pm on Wednesday, 31 January 2018**

Members: Pat Bailey (Chair), Sodiq Akinbade, Kat Colangelo, Kirsteen Coupar, Mel Godfrey, Patricia Godwin, Gary Francis, Dawn Ingleson, Paul McCardle, David Mead, Indira Patel, Samantha Robson, Carol Rose, Seth Stromboli, Shân Wareing and Saranne Weller

In attendance Joe Kelly, Steve Baker, Claire Freer, Alison Chojna, Rosie Holden and Sue Turnbull

Apologies James Emmett



**Minutes of the meeting of the Student Experience Committee  
held at 2.00 pm on Wednesday, 3 May 2017  
1B16 - Technopark, SE1 6LN**

**Present**

Pat Bailey (Chair)  
Sodiq Akinbade  
Kirsteen Coupar  
Mel Godfrey  
Elena Marchevska  
David Mead  
Seth Stromboli  
Shân Wareing  
Saranne Weller

**Apologies**

Carol Rose  
Steve Baker

**In attendance**

Joe Kelly  
Jamie Jones  
Emily Rubython  
Helen Olukoga (for Steve Baker)

**1. Welcome and apologies**

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

**2. Declaration of interests**

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

**3. Minutes of the previous meeting**

The committee approved the minutes of the previous meeting held on 1 February 2017.

**4. Matters arising**

Minute 8: the committee noted its agreement not to implement the HEA Student Learning Compass (SLC). The committee noted that an alternative approach has now been identified through the London Employers Career Group and that the review of the SLC will now not take place in January 2018.

## 5. **Items from students (as required)**

There were no items from students.

## 6. **Course-based societies and School activities**

The committee received a verbal update on the 44 course-based societies which now exist and noted their positive impact on student experience. The committee noted the advantages of student / staff interaction within the groups, and also the need to manage an appropriate level of staff involvement. A number of challenges were identified, including student recruitment and available funds.

The committee agreed to review the Academic Framework to detail the role of the societies more concretely, and to raise the issue of funds with the Deans.

## 7. **Part-time student issues - task and finish group report**

The committee noted an update on the work of the task and finish group which has been identifying responses to issues raised by part-time students, including:

- Buildings
- Timetabling
- Catering
- Registration
- Academic issues (feedback, supervision, lab access, Exam Board timings)
- Library (especially opening hours)
- Technical support (especially evenings/weekends)
- Engagement with the University community, linked to ...
- Communications (both academic and non-academic)
- Continuing Professional Development (CPD)

A report from the task and finish group will be discussed at the meeting of the Academic Board on 7 June.

## 8. **LSBU Educational Framework**

The committee discussed an update on the LSBU Educational Framework. The Centre for Research Informed Teaching is currently finalising a range of Graduate Attributes (GA) which appropriately describe LSBU graduates. The GAs will align the circumstances from which students come to LSBU, with the knowledge, skills, capabilities, behaviours, practices and personal and professional character qualities which they acquire during their time at LSBU.

The attributes are being defined and finalised in consultation with students, staff, employers, professional bodies, and other stakeholders.

It is envisaged that the GAs will be embedded at course level, at construction and validation stages, and that the pedagogic principles of the Educational Framework will support their delivery.

**9. Student mental health**

The committee discussed a verbal update on the working group for student mental health. The working group's recommendations include, increased peer support, technological support, opportunities for enhancing the student voice, and a student mental health council.

The committee agreed that the report should be presented to the Operations Board with a bid for funding resources.

**10. Postgraduate Taught Experience Survey**

The committee discussed a verbal update on the Postgraduate Taught Experience Survey (PTES). The committee noted that in response to the survey, an event has been organised, on 24 May 2017, to support improvements in how dissertations are supervised. The event will be attended by course directors, module convenors, and is open to all staff who supervise students doing dissertations at all levels.

The committee discussed issues around staff workload, student expectations, and variations by subject. It noted that improved documentation and procedures for supervision may also be useful in monitoring reports submitted to UK Visas and Immigration.

**11. New Student Survey reports (UG and PG) 2016**

The committee discussed the report on New Student Surveys (UG and PG). The committee noted the report's recommendations, in particular; the need to gain a more nuanced understanding of different student segments, to maximise the opportunities presented through word of mouth marketing, and to improve enrolment and timetabling.

**12. LSBU Offer to Interrupted Students**

The committee discussed the report on LSBU's Offer to Interrupted Students. The committee noted the number of interrupted students continues to grow and is currently around 500. The committee noted that the Offer encourages students to resume their studies by providing support in key areas across the university. The committee noted the benefit to LSBU income of interrupted students returning rather than withdrawing. The committee approved the proposal.

**13. Retention Working Group proposal**

The committee discussed the terms of reference for a Retention Working Group, focusing on improving student retention rates. The committee was

informed that LSBU was also required to report under its Access Agreement, from the Office for Fair Access, which covers a number of similar issues, including, re-enrolment, engagement and attendance, appeals and complaints, and interrupted and withdrawn students. The committee noted that further consideration was needed to determine whether one committee would be sufficient to cover all the issues in question, or whether two committees would be necessary. The committee recommended that student representation be included.

14. **Any other business**

There were no items.

**Date of next meeting  
2.00 pm, on Wednesday, 11 October 2017**

**Confirmed as a true record**

..... (Chair)

**STUDENT EXPERIENCE COMMITTEE - WEDNESDAY, 3 MAY 2017  
ACTION SHEET**

<b>Agenda No</b>	<b>Agenda/Decision Item</b>	<b>Action</b>	<b>Date Due</b>	<b>Officer</b>	<b>Action Status</b>
6.	Course-based societies and School activities	Course-based societies: (i) review societies within context of Academic Framework, (ii) raise funding issue with Deans		Pat Bailey	To do
7.	Part-time student issues - task and finish group report	Part-time students report to Academic Board, 7 June		Pat Bailey	Completed
9.	Student mental health	Student mental health recommendations to Ops Board for resources		Kirsteen Coupar	Completed

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## Student Experience Committee - Annual Work Plan 2017-18

Agenda Item	Consider By	Date	Decision By	Date	Lead Officer
<b>OCTOBER 2017</b>					
<b>Regular items</b>					
Educational Framework update			Student Experience Committee	11 Oct 2017	
Items from students (as required)			Student Experience Committee	11 Oct 2017	
Student-led projects update			Student Experience Committee	11 Oct 2017	
Estates matters			Student Experience Committee	11 Oct 2017	Carol Rose
Terms of reference and membership			Student Experience Committee	11 Oct 2017	
National Student Survey			Student Experience Committee	11 Oct 2017	
National Teaching Fellowship nominations - approval process			Student Experience Committee	11 Oct 2017	Saranne Weller
<b>Non-regular items</b>					

Agenda Item	Consider By	Date	Decision By	Date	Lead Officer
<b>JANUARY 2018</b>					
<b>Regular items</b>					
Educational Framework update			Student Experience Committee	31 Jan 2018	
Items from students (as required)			Student Experience Committee	31 Jan 2018	
Student-led projects update			Student Experience Committee	31 Jan 2018	
Estates matters			Student Experience Committee	31 Jan 2018	Carol Rose
Student Support and Employment annual report			Student Experience Committee	31 Jan 2018	Kirsteen Coupar
Student EDI report			Student Experience Committee	31 Jan 2018	
National Teaching Fellowship nominations - approval / notice of nominees			Student Experience Committee	31 Jan 2018	Saranne Weller
<b>Non-regular items</b>					

Agenda Item	Consider By	Date	Decision By	Date	Lead Officer
<b>MAY 2018</b>					
<b>Regular items</b>					
Educational Framework update			Student Experience Committee	2 May 2018	
Items from students (as required)			Student Experience Committee	2 May 2018	
Student-led projects update			Student Experience Committee	2 May 2018	
Estates matters			Student Experience Committee	2 May 2018	Carol Rose
Review of student representation on student societies / university networks			Student Experience Committee	2 May 2018	
<b>Non-regular items</b>					

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	CONFIDENTIAL
Paper title:	Student-led Projects Update
Board/Committee:	Student Experience Committee
Date of meeting:	11 October 2017
Author:	Dr Saranne Weller
Purpose:	<p>To summarise</p> <ul style="list-style-type: none"> <li>• the outcomes of the Student-led Projects for 2016/17</li> <li>• the evaluation of the 2 year piloting of the scheme</li> </ul> <p>To make recommendations for future iterations of the scheme</p>
Recommendation:	<p>The committee is asked to note the outcomes of the previous round of Student-Led Projects and the evaluation of the scheme.</p> <p>The committee is asked to comment on the recommendations of the scheme and approve proposed next steps<sup>3</sup></p>

## Executive Summary

The Student-led Projects are a collaboration between the University and the LSBU Student Union (SU). The pilot scheme has been running for two years and is based on models of students-as-change-agents schemes operated by a number of UK universities. They are intended to provide a student voice. In 2016/17 the projects run by the SU with support and funding from the Centre for Research Informed Teaching. Four projects were commissioned and three projects were delivered on the following themes:

- Timetabling and Course Organisation
- Digital Environment at LSBU
- Assessment and Feedback

Project outcomes were presented by the student researchers and facilitated by the President of the SU, Temi Ahmadu at the Staff Conference on 17 May 2017. This paper summarises the outcomes of the research and student recommendations for the projects. In addition, students participating on the Student-led Projects scheme from 2015-17 were asked to evaluate on their experience and this paper reports on the conclusions of that evaluation. Recommendations are made for future schemes.

## Student-led Projects Update

### 1. Introduction

1.1 The Student-led Projects were launched in the 2015/6 and were a collaboration between the University and the LSBU Student Union (SU). In the first year of the scheme the University allocated funding to support a graduate intern to coordinate the work. In the first year of the pilot, four projects were delivered and presented to the University via the Student Experience Committee.

1.2 In 2016/17 the oversight of scheme was passed from the Deputy Vice Chancellor's Office to the Centre for Research Informed Teaching (CRIT). CRIT worked in collaboration with the SU to recruit and support the student researchers to undertake projects related to topic areas identified by the Deputy Vice Chancellor, the President of the SU and the CRIT Director. The 2016/17 topics were:

- Timetabling and Course Organisation
- Digital Environment at LSBU
- Assessment and Feedback
- Extracurricula student life

1.3 The SU led on the recruitment of the students and CRIT provided the funding for the scheme and research support if required. CRIT applied for a graduate intern to support the delivery of the scheme but was not successful in securing an internship. Significant workload therefore fell on the SU to facilitate the delivery of the projects. Funding for the £250 bursary for students was ring-fenced from the £35K funding held by CRIT to support curriculum development in 2016/17. This funding has not been allocated in the 2017/18 budget round.

1.4 It was decided that the presentation of the research outcomes at the Staff Conference, in addition to presentation via University committees, provided both a wider audience for the student projects and enhanced the student researchers learning experience in the delivery of the projects. Three projects were delivered at session of the Staff Conference on 17 May 2017: Timetabling and Course Organisation; Digital Environment at LSBU and Assessment and Feedback. Five students delivered the three projects to time and received the bursary.

1.5 At the end of the 2016/17 scheme an evaluation survey was circulated to all student participants who completed the projects during the two year pilot. The results of this survey are reported in this paper to inform recommendations for any future student feedback projects.

## **2. Structure and outcomes of 2016/17 student-led projects**

- 2.1. Following recruitment in the autumn and spring 2016/17 by the SU, the Student-led Projects commenced in February 2017. An initial meeting facilitated by the Director of CRIT outlined the aims and objectives of the scheme and supported the development of the specific research questions within the topics and guidance on data collection and ethical research. The meeting was also attended by the SU President and Vice President Education as well as the Deputy Vice Chancellor. This demonstrated both the collaboration and senior level support for the projects from both the University and the SU. Additional sessions at the mid-point and the end of the projects was also scheduled but the students were not able to attend these meetings. In addition a project proposal form was offered as a way to help shape the projects and provide an opportunity for constructive feedback on the proposed research design. Again the student researchers chose not to use this to support their research.
- 2.2. Project support and guidance was therefore wholly offered by the SU President and the SU. This led to the delivery of three projects at the Staff Conference in May 2017. The Project presentations for two of the projects are included in full in the Appendix and the third project presentation will be available shortly.
- 2.3. Each of the projects drew on data collected from between 70 and 95 students per project. The key findings and recommendations for the projects are summarised below.
- 2.4. The “Timetabling Issues at LSBU” project report aimed to investigate the impact of timetabling on student satisfaction, learning and well-being. The project identified that timing of sessions in the timetable constituted the most significant issue for students (60.5%) with classroom size not adequate (20%) or classroom facilities not adequate (4%). Gaps between timetabled sessions was rated both positively (42%) and negatively (53%). The project team recommended that the scheduling of sessions across the day and across the week should be more flexible and should take account of the working commitments of full-time students. It was also requested that feedback-related concerns should be listened to and responded to more promptly.
- 2.5. The “Students View of the Digital Environment at London South Bank University” reported a very high level of student satisfaction with the university digital environment (91% satisfied or very satisfied). The aspects of the digital environment most valued were the communication features, the data analytical tools, the computer aided design tools and library resources.

### **3. Evaluation of the Student-led Projects**

3.1 Following the completion of the 2016/17 projects at the Staff Conference, a survey was circulated to the student researchers who were still at the University from across the two years of the pilot (two students were no longer at the University and one student completed projects in both years of the pilot). Six participants completed the survey. The aim of the evaluation was to explore the students' perception of the impact of participating in the scheme individually and in terms of affecting change in the University. The survey also asked students to contextualise the Student-Led Projects within other existing student voice mechanisms. All outcomes should be understood in the context of the small number of respondents.

3.2 Key findings from the survey were:

- 5 out of 6 respondents believed it was likely or very likely that the Student-led project outcomes would lead to change
- There was wide variation in students' confidence in the perceived impact of MEQ and NSS but there was strong support for the perceived impact of feedback opportunities based on relationships (e.g. discussion with tutor, course representatives). 5 out of 6 students believed discussing specific issues about teaching and learning with a tutor was likely or very likely to lead to change and 6 out of 6 students believed that Course Representatives were likely or very likely to lead to change.
- Students strongly believed that participation in the projects improved their employability.

3.3 However, qualitative open text responses suggest significantly less evidence of the impact of student voice in practice and this was inclusive of the Student-led Projects:

- "We were never informed about any possible changes"
- "Speaking to the tutors about issues with the module but nothing was acted upon it"
- "We suggested having the same event twice so more students can make it. I am not aware if such a proposal was implemented"
- "The student feedback projects had good aims but not seen any action results from the findings"
- "I think the university board took the feedback seriously but there was not enough follow [through] like they set plans in motion but once implemented they fell apart"

3.4 The survey also identified the way respondents believed outcomes of student voice activity would lead to change:



- “we were required to hold a presentation in front of the executives at the university. This meant we had to collate all our findings...and explain the areas that the university could improve upon”
- “I feel that a board meeting with students and lecturers will action this change”
- “I fed back to the university board...so as a result of this the board authorised the introduction of more course led subject societies”
- “The university needs to do more to increase student engagement”
- “The staff in higher positions [need] to ensure changes are implemented properly”

3.5 The projects also raise a number of practical issues. The financial regulations for payment of a bursary at the University mean that individual students must be employed as temporary staff within the HR system to be paid. The lack of an intern to support and manage the day-to-day needs of the student researchers including the management of the ethics of the projects and appropriate support for ensuring the validity of the data placed significant burden on the SU to support the scheme. Finally the balance of the relationship between the SU and the University creates ambiguity in terms of who “owns” the scheme, including who has access to the student researchers during the projects, and who has responsibility for acting on the recommendations of the projects. These issues would need to be resolved in any future iteration of the scheme.

#### **4. Recommendations**

4.1 The experience of the delivery of the Student-led Projects and the evaluation of the student experience suggest a numbers of areas for improvement in the aims and infrastructure for future iterations of the scheme. It should be noted that the reduction of the funding allocation to CRIT in 2017/18 means CRIT would need to review the allocation of funding available within the existing budget to fund the student bursary scheme. Such a decision would need to take into account other priorities for CRIT in the current institutional climate.

4.2 It is recommended that if the project runs in its current form going forward then the aims, roles and responsibilities of the scheme should be fully articulated. For example:

- There should be clarity in terms of whether the projects are commissioned by the University or are fully student or SU-initiated.
- Reporting structures for the projects should also be clarified within the University.
- Projects should operate within ethical approval and support for the validity of research questions, data collection and outcomes.

- There should be an implementation plan for fully responding to the outcomes of the research projects. This may be likely to include the SU and the University in collaboration.
- Allocation of an intern or equivalent for the duration of the project would better support the delivery of a full range of projects.

Examples of similar schemes and their operating structure include the Students-as-Change Agents scheme at Exeter (<http://www.exeter.ac.uk/academic-skills-engagement-team/student-engagement/change/>).

4.3 It is suggested, however, that the Committee might wish to consider alternative models for the student projects for future iterations either running alongside the existing scheme or as an alternative scheme. For example, central to embedding the LSBU Educational Framework in the University curriculum, an alternative undergraduate research internship scheme could provide an opportunity to build the research-informed teaching culture within the University and help to augment the final year dissertation. These researcher schemes normally include increased opportunities for student conference presentation and publication. The British Council for Undergraduate Research has published a guide to establishing these schemes (<http://www.bcur.org/wp-content/uploads/2015/05/Developing-Undergraduate-Research-20151.pdf>) and this could also improve progression into postgraduate education.

# Timetabling & Course Organisation

...

Student Feedback Project

# The Team

Azka Akhtar

Farhad Ahmad

Rishi Garg

# Checklist

The team individually looked at different issues surrounding timetabling.

The following areas were explored:

- Impact on Student Experience
- Impact on teaching methods and techniques
- Impact on the efficiency and effectiveness of the students

# Student Experience

- Impact on mental wellbeing
- Impact on part-time students
- Impact on full-time students
- Impact on student life experience at LSBU
- Impact on overall satisfaction of students

# Teaching

- Impact on learning experience
- Impact on teaching
- Satisfaction levels of learning experience
- Impact on class environment

# Efficiency & Effectiveness

- Impact on efficiency on the students with regards to academics
- Impact on efficiency on the students with regards to their routine(Job, kids, etc.)



# Next Steps

- Creation of survey
- Survey to be undertaken by students of all schools across LSBU
- Findings from survey results
- Recommendations and improvements to be made per analysis of results

# DATA

- The survey was done by 73 students
- 95% of them were Full-time and 5% were Part-time
- 80% people said that the Timetabling had affected In-class Learning while the remaining 20% did not feel so.
- 20% people felt that Timetabling issues had impacted their Mental well being, while 60% felt that it did not and the rest of 15% were not sure.

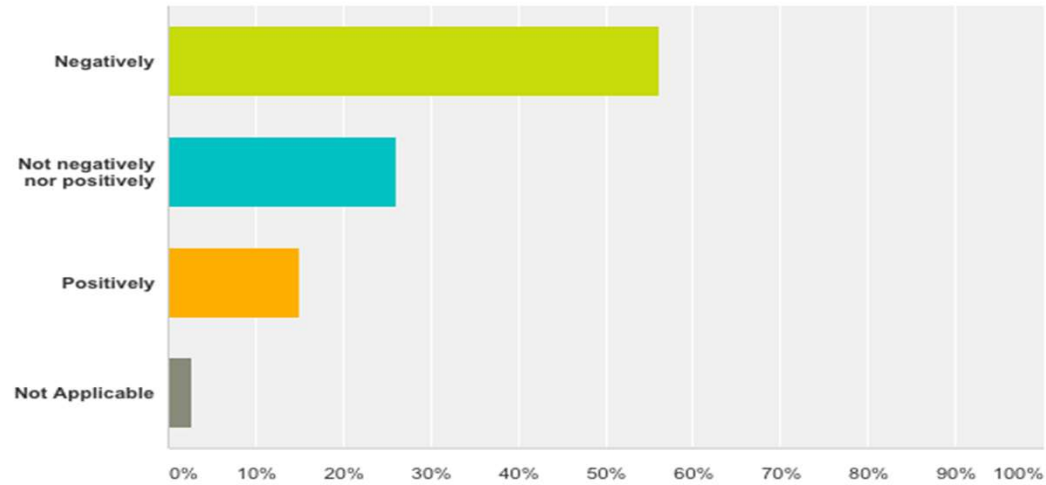
Q2

Customize

Export

### Have you faced Timetabling Issues? If so, how did that impact your student life?

Answered: 73 Skipped: 0



Answer Choices	Responses
Negatively	56.16% 41
Not negatively nor positively	26.03% 19
Positively	15.07% 11
Not Applicable	2.74% 2
Total	73

Comments (0)

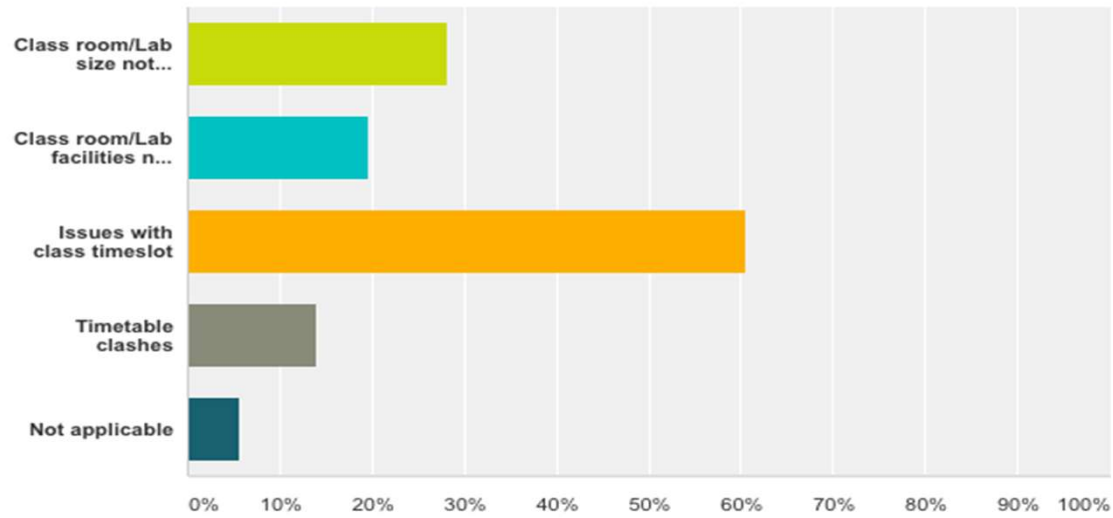
Q3

Customize

Export

### What kind of issues did you face?

Answered: 71 Skipped: 2



Answer Choices	Responses
Class room/Lab size not adequate	28.17% 20
Class room/Lab facilities not adequate	19.72% 14
Issues with class timeslot	60.56% 43
Timetable clashes	14.08% 10
Not applicable	5.63% 4

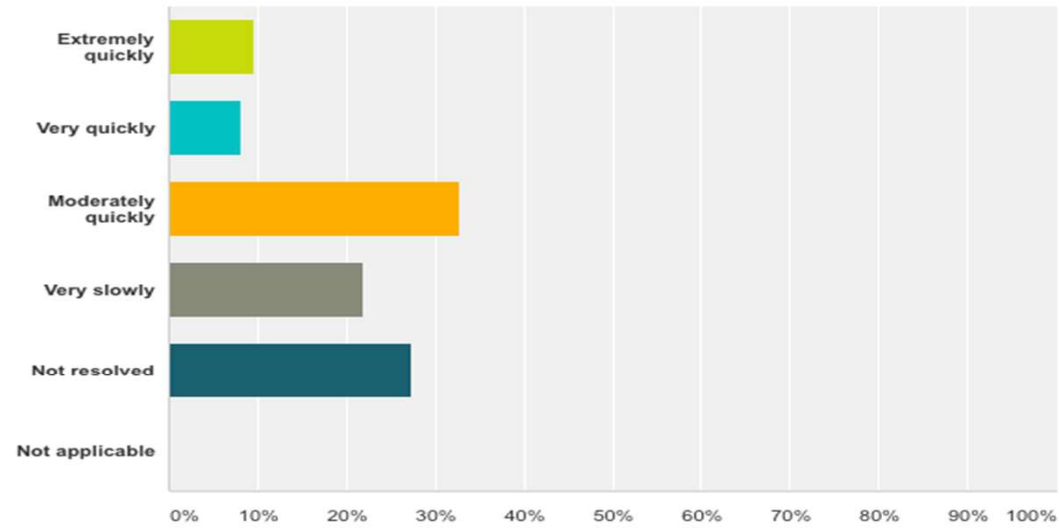
Total Respondents: 71

Q4

Customize Export

### How quickly were the issues resolved?

Answered: 73 Skipped: 0



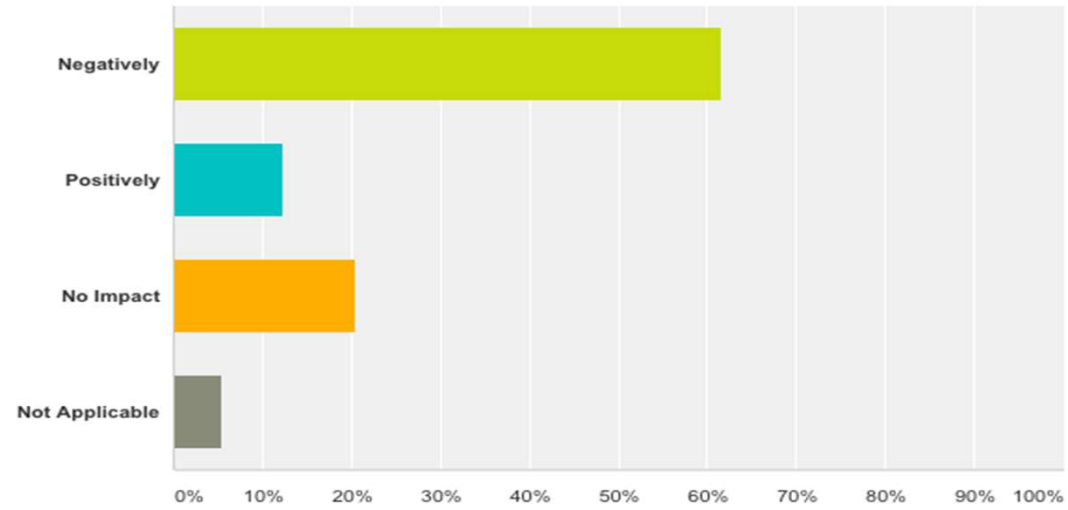
Answer Choices	Responses
Extremely quickly	9.59% 7
Very quickly	8.22% 6
Moderately quickly	32.88% 24
Very slowly	21.92% 16
Not resolved	27.40% 20
Not applicable	0.00% 0
Total	73

Q7

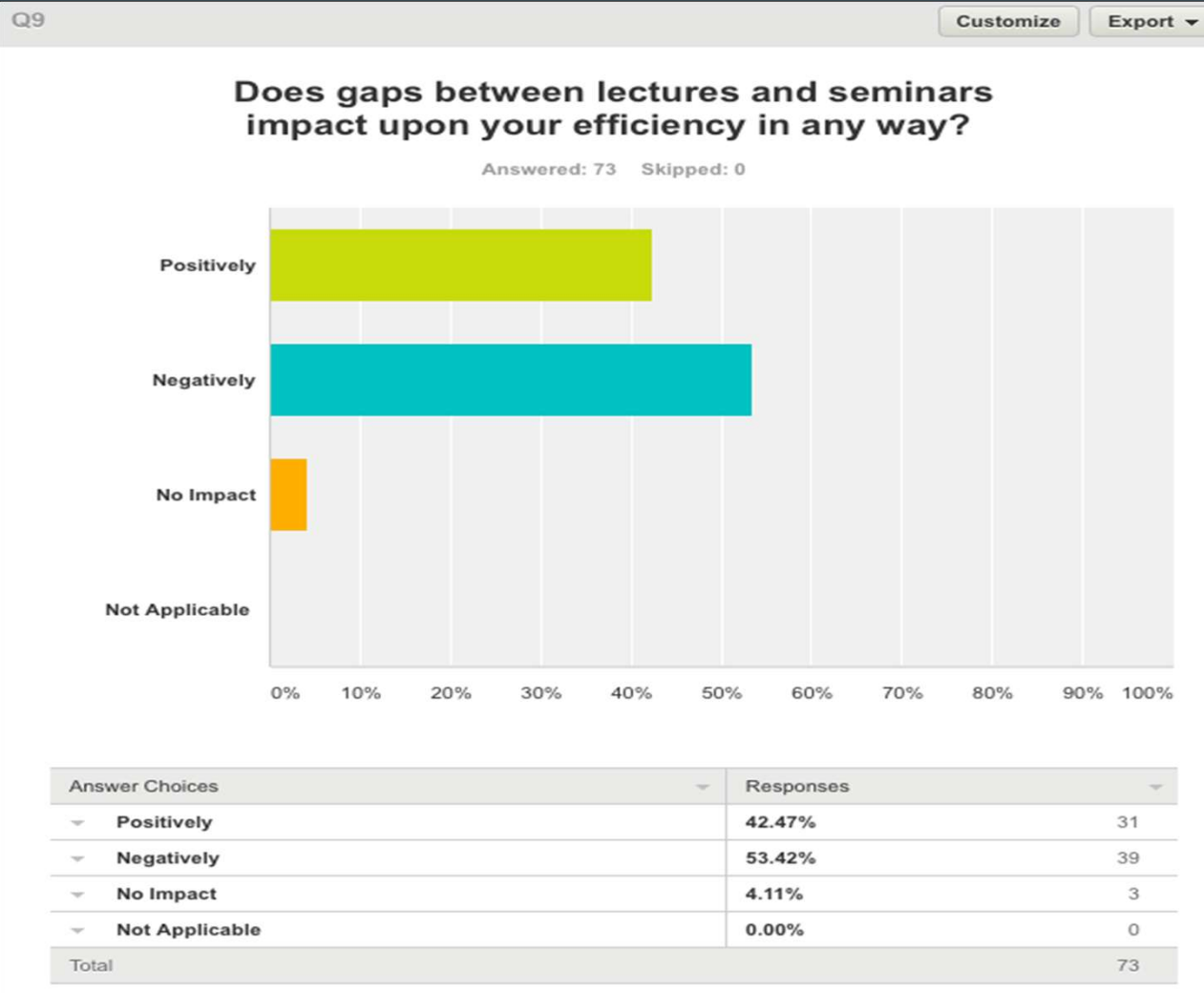
Customize Export

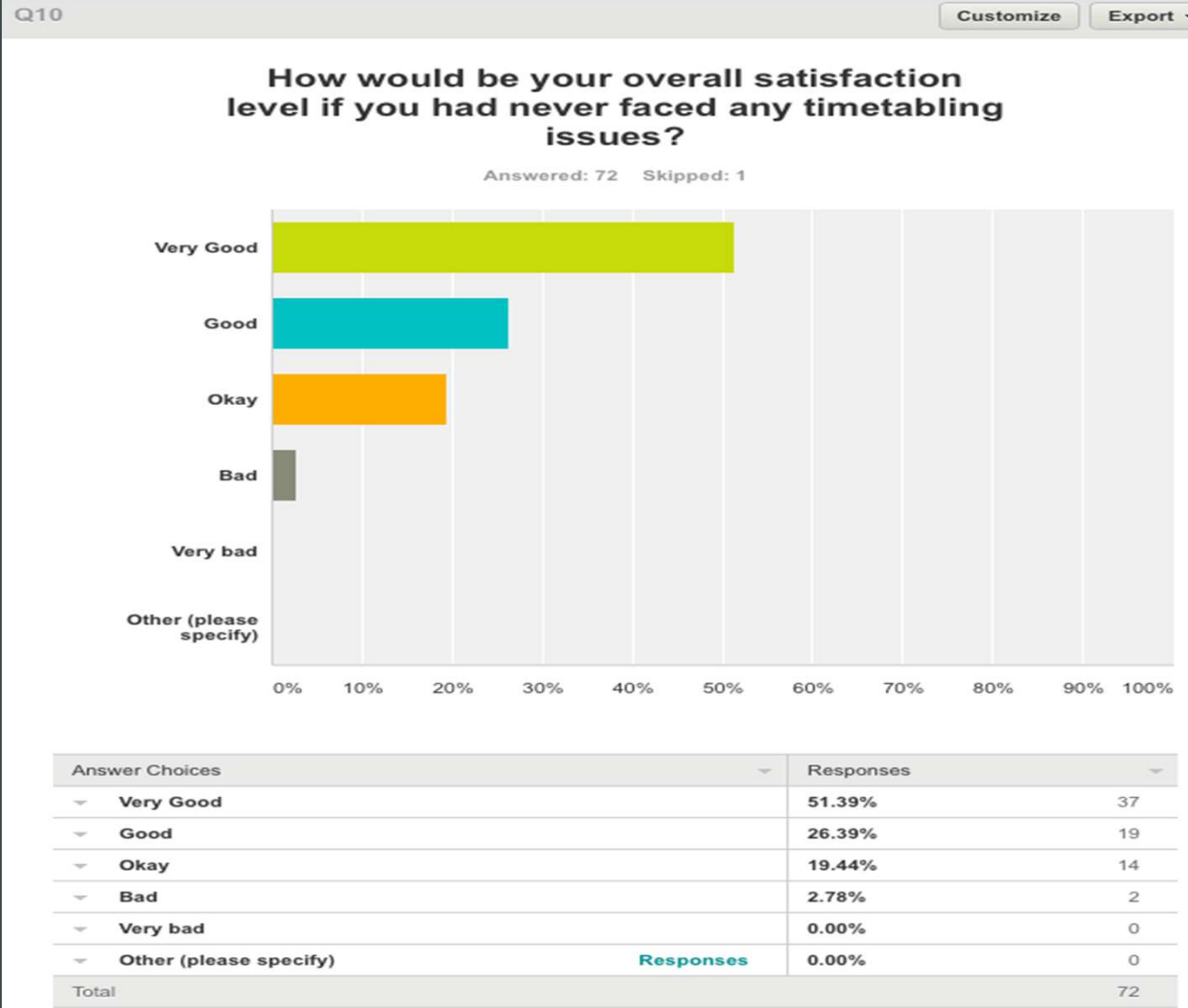
### In what way has timetabling impacted upon your efficiency?

Answered: 73 Skipped: 0



Answer Choices	Responses
▼ Negatively	61.64% 45
▼ Positively	12.33% 9
▼ No Impact	20.55% 15
▼ Not Applicable	5.48% 4
Total	73







# Recommendations

- Flexibility in time table changes
- Shorter gaps between classes
- Classes should be evenly spread across the week
- Working students should be thought about
- Students' concerns and issues with timetabling should be heard with timely responses

Thank you for listening



**London  
South Bank  
University**

# *Students View of the Digital Environment at London South Bank University*

**Timothy Olugbenga Akinosun**

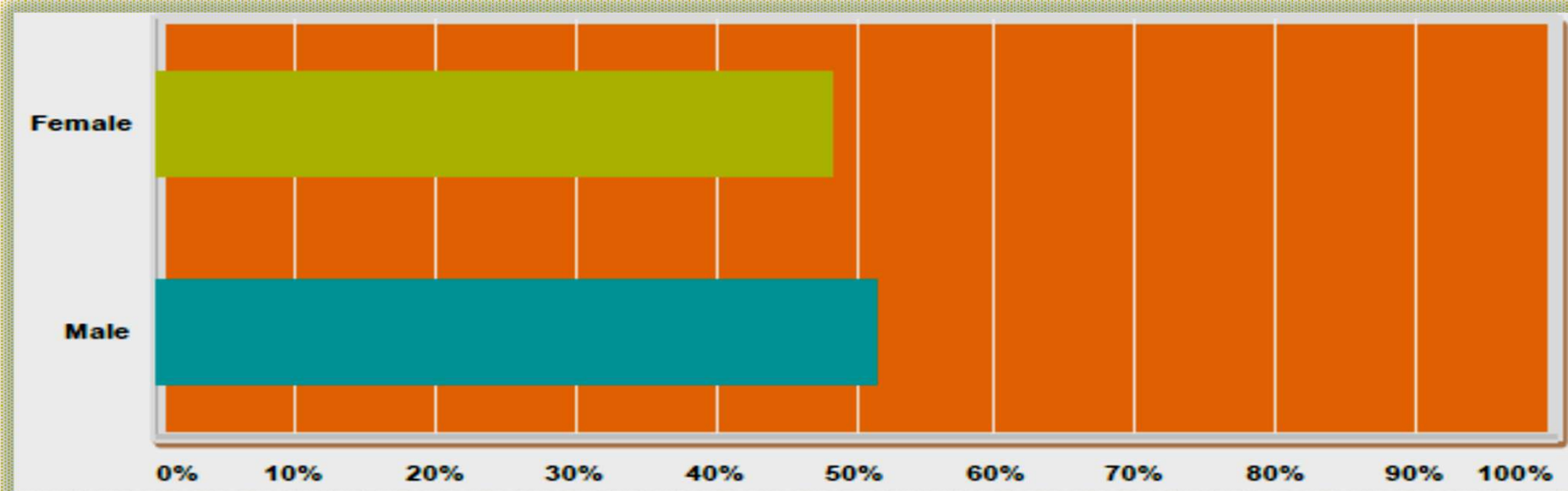
*Department of Food Science, School of Applied Sciences.*

**LSBU ID: 3200452**



Answer Choices	% Responses	Numbers of students
Female	48.42%	46
Male	51.58%	49
Total		95

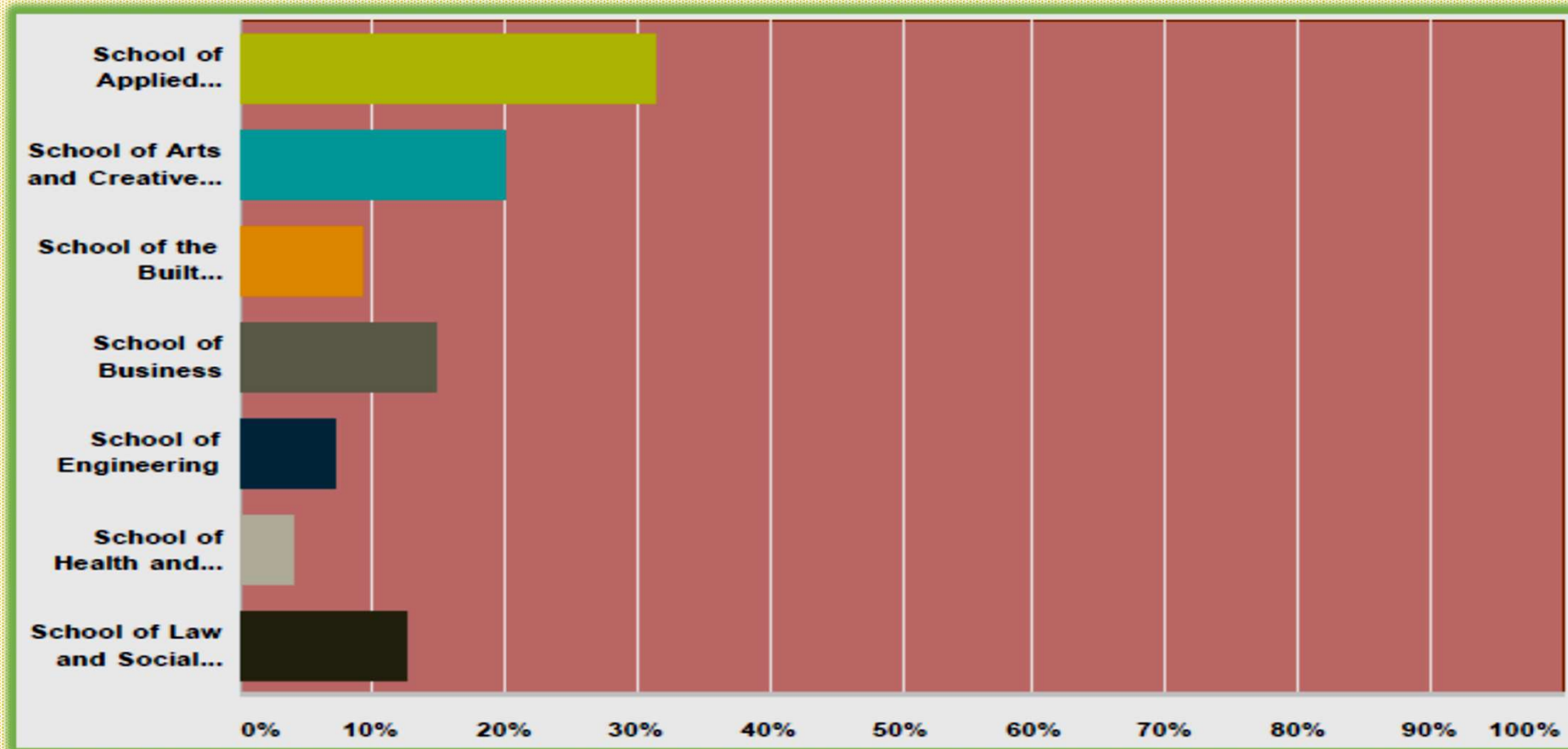
*Table 1. Responses from male and female LSBU students*





<b>Answer Choices</b>	<b>% Responses</b>	<b>Numbers of students</b>
<b>School of Applied Sciences</b>	<b>31.58%</b>	<b>30</b>
<b>School of Arts and Creative industries</b>	<b>20.00%</b>	<b>19</b>
<b>School of the Built Environment and Architecture</b>	<b>9.47%</b>	<b>9</b>
<b>School of Business</b>	<b>14.74%</b>	<b>14</b>
<b>School of Engineering</b>	<b>7.37%</b>	<b>7</b>
<b>School of Health and Social Care</b>	<b>4.21%</b>	<b>4</b>
<b>School of Law and Social Sciences</b>	<b>12.63%</b>	<b>12</b>
<b>Total</b>		<b>95</b>

*Table 2. Responses from students of the different schools at LSBU*

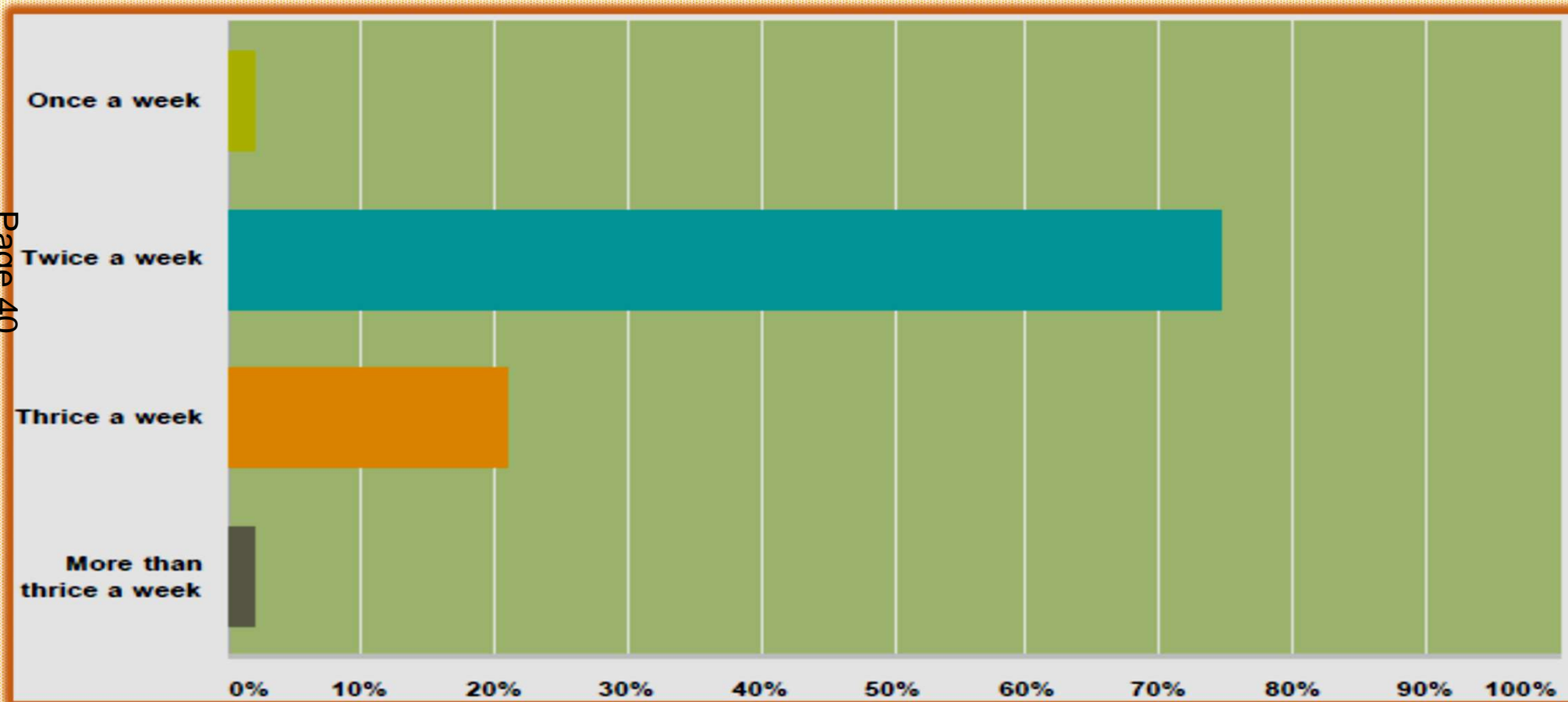


*Figure 2. Responses from students of the different schools at LSBU*



<b>Answer Choices</b>	<b>% Responses</b>	<b>Numbers of students</b>
Once a week	2.11%	2
Twice a week	74.74%	71
Thrice a week	21.05%	20
More than thrice a week	2.11%	2
<b>Total</b>		<b>95</b>

*Table 3. Responses for weekly use of digital facilities at the LRC and Library*



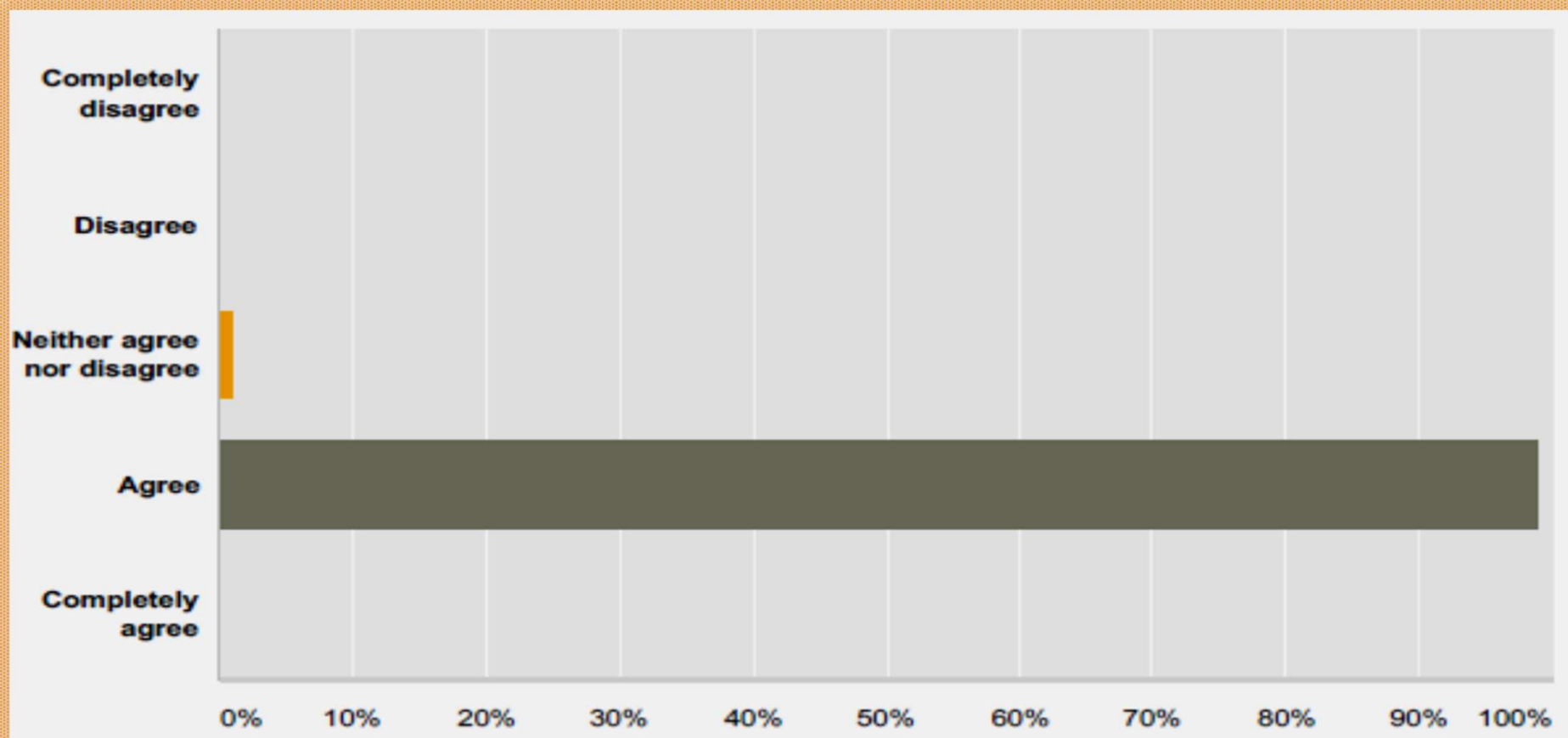
*Figure 3. Responses for weekly use of digital facilities at the LRC and Library*





Answer Choices	% Responses	Numbers of students
Completely disagree	0.00%	0
Disagree	0.00%	0
Neither agree nor disagree	1.05%	1
Agree	98.95%	94
Completely agree	0.00%	0
Total		95

*Table 4. Supportiveness of the LSBU DE to the learning experience of students*

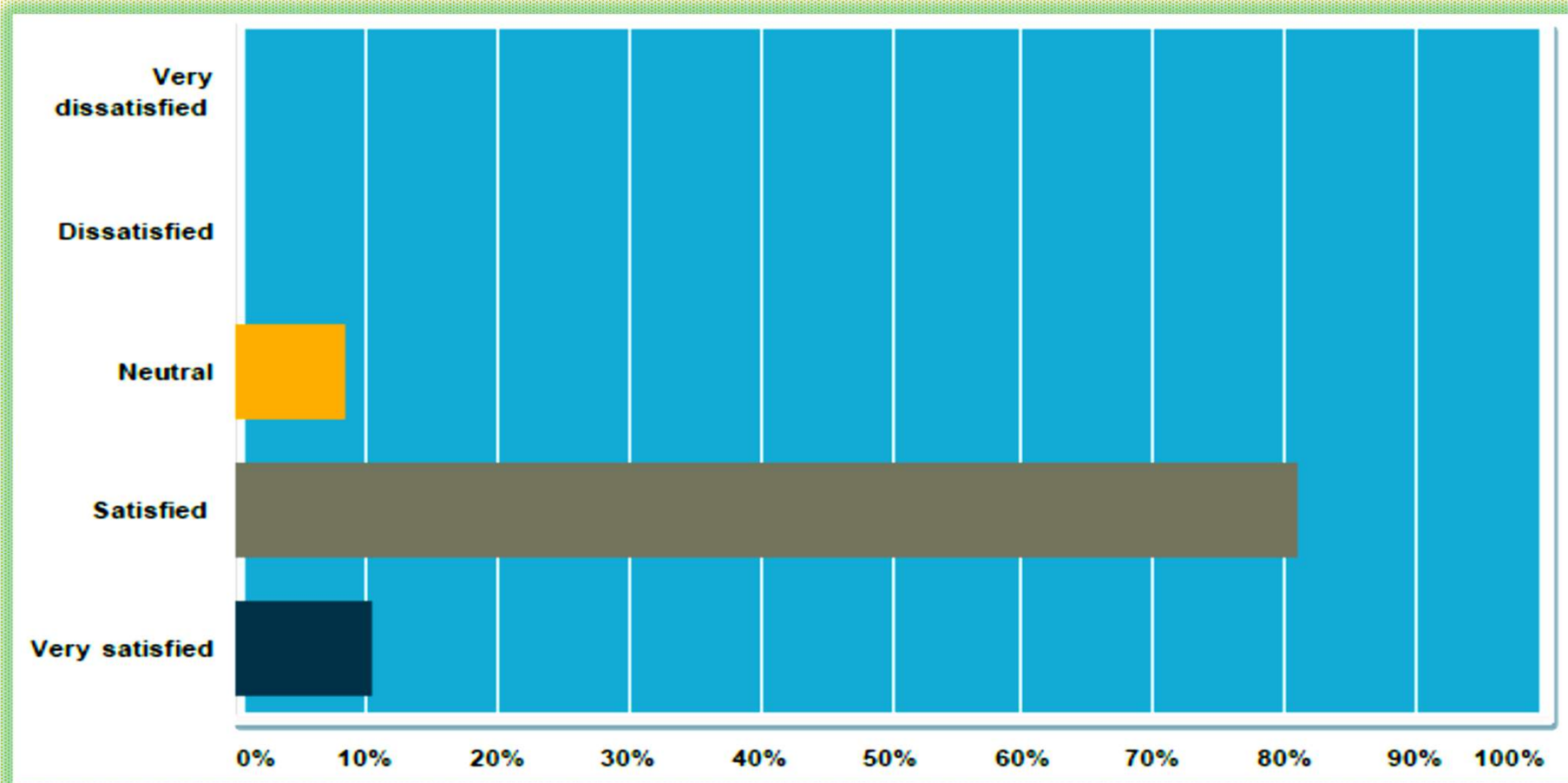


*Figure 4. Supportiveness of the LSBU DE to the learning experience of students*



<b>Answer Choices</b>	<b>% Responses</b>	<b>Numbers of students</b>
<b>Very dissatisfied</b>	<b>0.00%</b>	<b>0</b>
<b>Dissatisfied</b>	<b>0.00%</b>	<b>0</b>
<b>Neutral</b>	<b>8.42%</b>	<b>8</b>
<b>Satisfied</b>	<b>81.05%</b>	<b>77</b>
<b>Very satisfied</b>	<b>10.53%</b>	<b>10</b>
<b>Total</b>		<b>95</b>

*Table 5. Level of satisfaction of students with the LSBU DE*

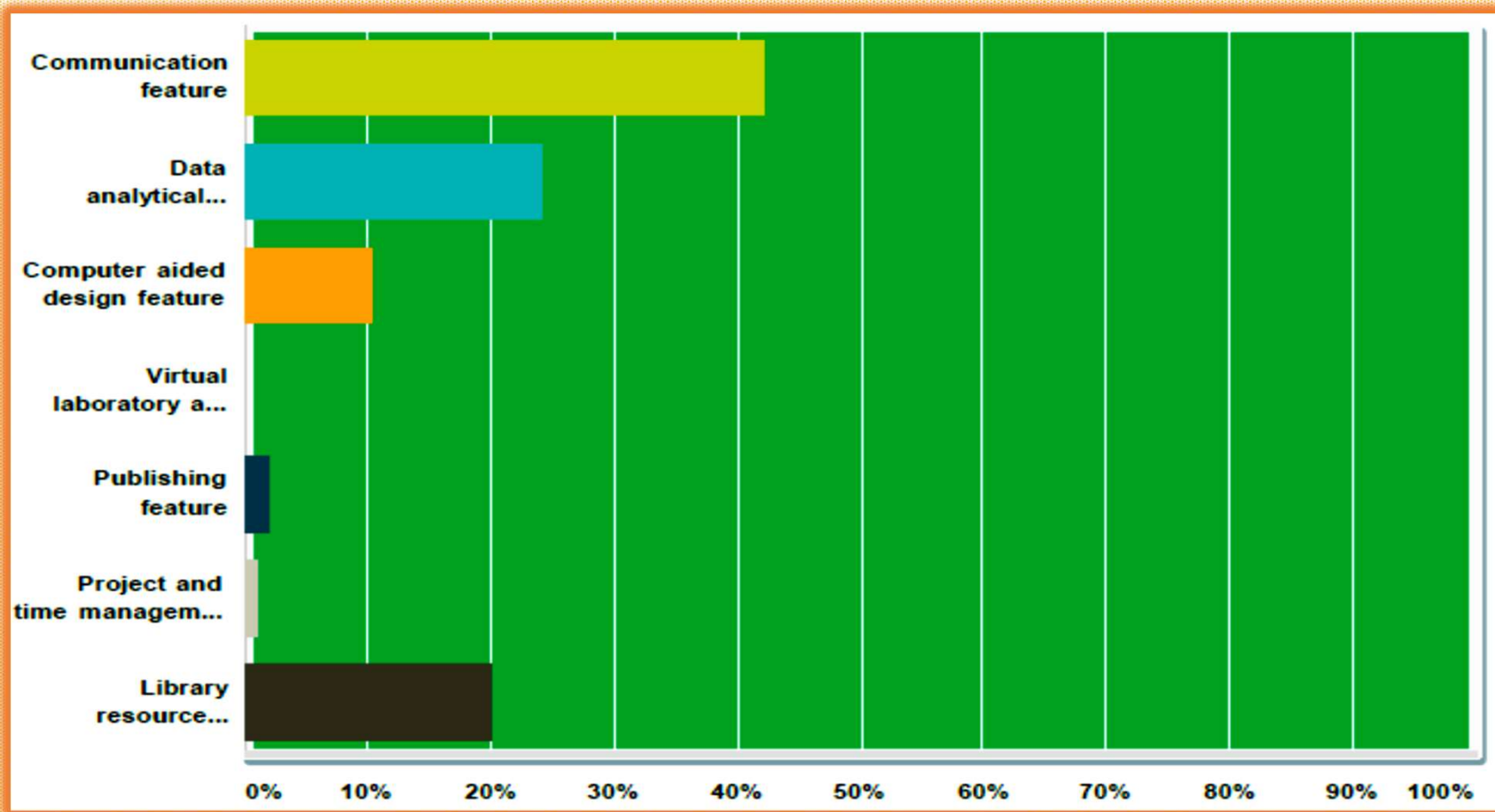


*Table 5. Responses for weekly use of digital facilities at the LRC and Library*



<b>Answer Choices</b>	<b>% Responses</b>	<b>Numbers of students</b>
Communication feature	42.11%	40
Data analytical feature	24.21%	23
Computer aided design feature	10.53%	10
Virtual laboratory and workshop feature	0.00%	0
Publishing feature	2.11%	2
Project and time management feature	1.05%	1
Library resource feature	20.00%	19
<b>Total</b>		<b>95</b>

*Table 6. Most important feature of the LSBU DE*

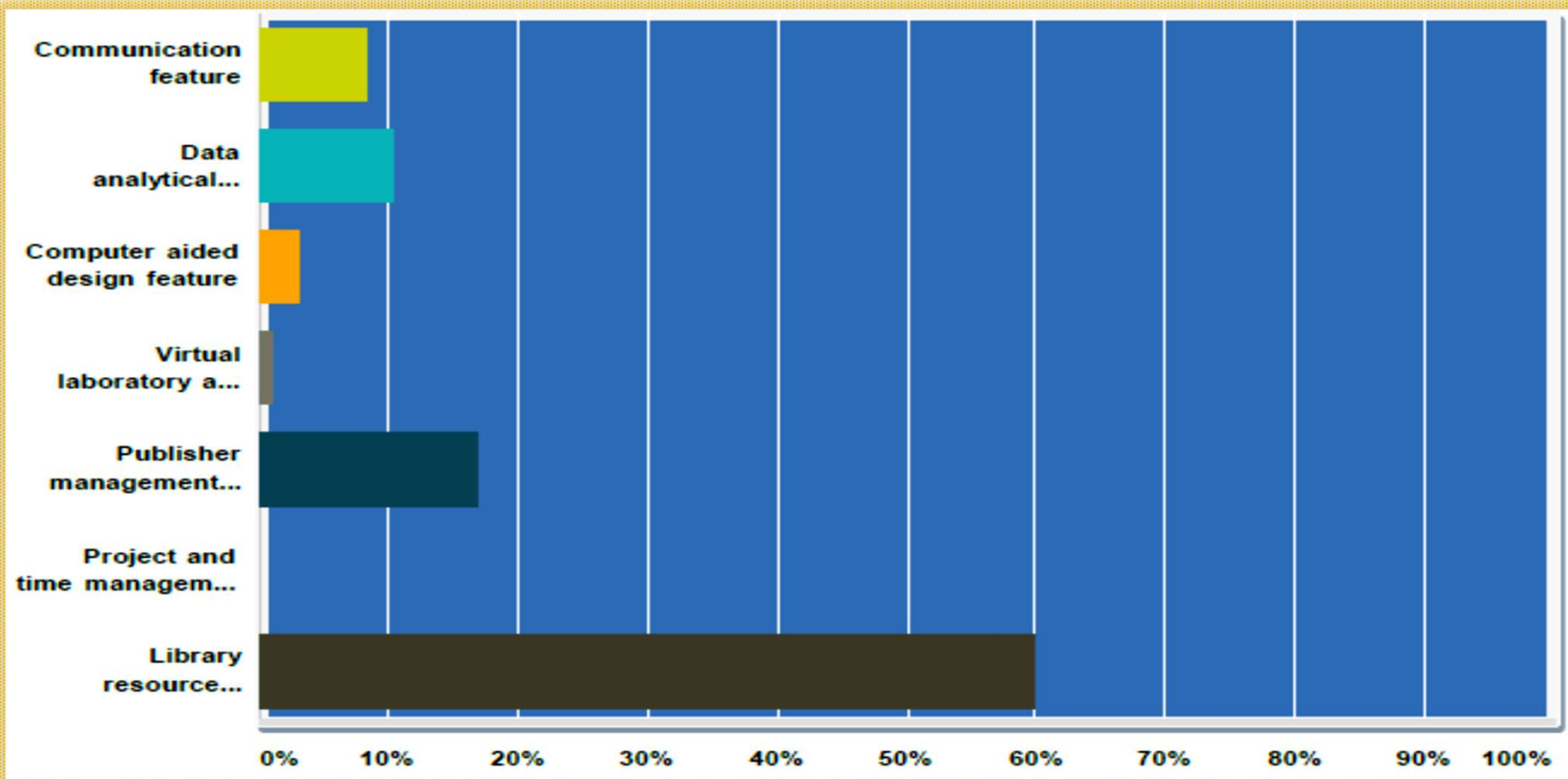


*Figure 6. Most important feature of the LSBU DE*



<b>Answer Choices</b>	<b>% Responses</b>	<b>Numbers of students</b>
Communication feature	8.42%	8
Data analytical feature	10.53%	10
Computer aided design feature	3.16%	3
Virtual laboratory and workshop feature	1.05%	1
Publisher management feature	16.84%	16
Project and time management feature	0.00%	0
Library resource feature	60.00%	57
<b>Total</b>		<b>95</b>

*Table 7. DE feature with the need for more improvement*



*Figure 7. DE feature with the need for more improvement*





## ***CONCLUSION***

- *About 81% of students are satisfied with the DE at LSBU and an additional 10% of students are very satisfied!*
- *57 % of students want improvements in the digital environment connected with the e-library resource*
- *Finally, about 99% of the students agree that the digital environment at London South Bank University is supportive to their learning experience*



**London  
South Bank  
University**

*Digital Environment at London South Bank University*

***THANK YOU!!!***

	<b>CONFIDENTIAL</b>
Paper title:	Review and evolution of course based communities.
Board/Committee:	Student Experience Committee
Date of meeting:	11 October 2017
Author:	Steve Baker, CEO LSBU Students' Union
Purpose:	Update on Academic Communities
Recommendation:	Union to continue its plan to develop these groups Schools to decide if/how they would like to financially support these groups.

## **Executive Summary**

Evidence shows that student groups and engagement programmes, often called Student Societies, are proven to increase retention, as well as raising engagement, attainment, and overall award classification. Student-led Societies, provide not only the opportunity for students, to engage with their peers from other courses, backgrounds, and cultures, but clear improvements in 'creating a sense of belonging and community', which are critical elements for a student to feel ownership, success and value for their own time in Higher Education.

The Students' Union has been developing this project and this report is a summary of activity so far and information on the next steps for this academic year.

# Review and Evolution of Course Based Communities.

## How were groups up for the diversity of subjects?

All Schools submitted information on the categories of group they felt would make the appropriate groups for their School.

Schools took individual perspectives on this and we worked with them to ensure that we do not lose sight of the objective to give every student a group to join linked to their discipline in some way.

## What's gone well.

Overall the process created 44 in academic groups in year 16/17 groups and we started developing the communities. Prior to this project we had 11 academic groups.

### School of Built Environment and Architecture

Possible active societies: 7 In year active societies: 6

### School of Applied Science

Possible active societies: 5 In year active societies: 5

### School of Health and Social Care

Possible active societies: 7 In year active societies: 6

### School of Arts and Creative Industries

Possible active societies: 5 In year active societies: 3

### School of Business

Possible active societies: 7 In year active societies: 2

### School of Engineering

Possible active societies: 5 In year active societies: 4

### School of Law and Social Science

Possible active societies: 8 In year active societies: 2

Over the year the project saw 28 of the possible 44 Groups engage to some degree which is a very positive step in the right direction. However, in the crossover period between academic years this number of actives groups has reduced to 15 out of a possible 42.. This drop off is relatively normal in term of student life cycle and we are now working for the platform of 15 groups as follows.

### School of Built Environment and Architecture

Possible active societies: 10 Current Active societies': 2

### School of Applied Science

Possible active societies: 5 Current Active societies': 1

### School of Health and Social Care

Possible active societies: 9 Current Active societies': 4

### School of Arts and Creative Industries

Possible active societies: 2

Current Active societies': 2

### **School of Business**

Possible active societies: 4

Current Active societies': 1

### **School of Engineering**

Possible active societies: 6

Current Active societies': 3

### **School of Law and Social Science**

Possible active societies: 6

Current Active societies': 2

Over the year, the program has encouraged other students to set up their own academic groups which we have now adopted into this category of Societies. This is how the number of possible Societies has grown from our original ideas.

Going forward we will monitor all groups to ensure they are progressing with an annual review at the end of the academic year to ascertain whether we should disband inactive groups or continue to find new members and leaders.

### **Schools Championship**

Alongside this project we also ran the Schools Championship which held 3 successful inter school events over the year. The format of promotion and delivery worked well and all 3 events were well attended and we will be continuing this program for the forthcoming year to support the Academic Communities project.

### **What has been problematic?**

In terms of the Course groupings the process of agreeing them with Schools took longer than expected and did mean we had to change the original structure to accommodate the individual needs of the School.

This was much more challenging for us to support as we could not offer the same support across the board as groups had very different requirements.

We did agree for an amount of funding from each School to support the admin of the program but did not agree how the funding would come to the Union. Therefore last year's program was run with the resources for all Union activity.

### **Plans for 2017/18**

This year our plan is to work directly with students to establish the first stages of Leaders and members. Once we have these initial groups established as independent Societies the Union will then facilitate the liaison with the School to build on the Student and School relationship.

So far, all active Societies were offered space at our Freshers Fayre and this has proven to be a good springboard for initial student engagement this year.

We have engaged in a program of digital communication with all students other students related to the inactive groups, inviting them to become a leader or join as a member and are currently monitoring up take with a view the training and development and first Society events.

So far this has been a productive first step with 37 students indicating that they wish to take up leadership roles within the inactive Societies. We are continuing our communications at this stage with a view to enabling these students to develop their Society plans over the next 3 weeks.

In the first instance group membership is free, additional events or activities can be paid for or free depending on the group and its development ideas. We are open to how we go forward with this either as a process that can be delegated to the Union or as a form of funding that the school can release on a case by case basis.

In terms of funding, our next stage of development is working with the students to develop plan for their group and at this stage we would like to facilitate discussion with the schools to enable the financial support of the Society as per of requirements of the students as they develop. If Schools could allocate funding for this activity we believe it would empower the new leaders to commit to their new volunteering roles.

### **Academic Society Conference**

We are considering running a conference where academic societies are invited to attend, participate and present to develop learning and understanding. Promoting best practice across the student movement towards academic based societies and put the focus of personal and professional development towards the heart of the groups.

Our intention is that this event will be able to showcase our most successful academic groups as such as Law and Occupational Therapy Society that have brought success and sustainability. We believe that this event may also assist with the summer retention cycle.

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	CONFIDENTIAL
Paper title:	National Teaching Fellowship Scheme Nominations – Approval Process
Board/Committee:	Student Experience Committee
Date of meeting:	11 October 2017
Author:	Dr Saranne Weller Director, Centre for Research Informed Teaching
Purpose:	To summarise a new process for the nomination and support for potential LSBU National Teaching Fellow and CATE nominations
Recommendation:	Comment and approval of proposed new process

## **Executive Summary**

The Higher Education Academy (HEA) has indicated that the National Teaching Fellowship Scheme (NTFS) will continue after the proposed merger of the HEA with the Leadership Foundation in Higher Education and the Equality Challenge Unit (ECU). This means we are now seeking nominations for National Teaching Fellow (NTF) and the Collaborative Award for Teaching Excellence (CATE) for 2018.

In previous years LSBU has been successful in its nominations for National Teaching Fellowship but a more systematic approach to the identification, support for longer term profile building and nomination of potential nominees will enable the university to identify strong candidates for nomination, to provide transparency in the way nominees are selected and put in place mechanisms to support future (next two to three years) nominees to build their profile.

This paper provides an overview of the proposed nomination process for comment and approval. The Committee is asked to:

- Make amendments to and approve the proposed NTFS nomination process and expressions of interest forms
- To identify appropriate representation on the proposed nomination selection panel

## **National Teaching Fellowship Scheme Nominations – Approval Process**

### **1. Introduction**

- 1.1 The National Teaching Fellowship Scheme (NTFS) has recently announced the 2017 National Teaching Fellows (NTF) and the finalists for the Collaborative Awards for Teaching Excellence (CATE).
- 1.2 The NTF recognises individuals who have made an outstanding impact on student learning and the teaching profession while the CATE recognises collaborative work and innovation in teaching and learning that positively impacts on the student experience. In each year the University is able to nominate up to 3 individuals for NTF and 1 team for the CATE. In 2017 the University nominated 2 individuals for the NTF and did not nominate for the CATE award. Our nominees on this occasion were not successful. Both awards within the scheme are highly competitive but can have a significant impact on the careers of individuals as well as facilitate innovation and evidence the University's support for recognition of excellent teachers and teaching.
- 1.3 In previous years, nominations have emerged as a result of self-nomination or identification of an individual engaging in other activities such as HEA Fellowship. The existing ad hoc process of selection is not transparent and does not enable us to support potential nominees to build a profile over a period of time. A systematic approach to nomination, including explicit support from the nominees' School and line manager, as well as mechanisms for identifying and supporting the building of a claim over time will improve the competitiveness of our nominees for the NTF and CATE.

### **2. The criteria for the awards**

- 2.1 The criteria for nominations for NTF are:
- Criterion 1: Individual excellence  
Evidence of enhancing and transforming the student learning experience commensurate with the individual's context and the opportunities afforded by it
  - Criterion 2: Raising the profile of excellence  
Evidence of supporting colleagues and influencing support for student learning; demonstrating impact and engagement beyond the nominee's immediate academic or professional role
  - Criterion 3: Developing excellence  
Evidence of the nominee's commitment to her/his ongoing professional development with regard to teaching and learning and/or learning support



2.2 CATE nominations should demonstrate excellent practice, team-working and the team's dissemination plan in relation to the following criteria:

- Criterion 1: Collaborative Excellence  
Evidence of enhancing and transforming the student learning experience commensurate with the team's context and the opportunities afforded by it.
- Criterion 2: Dissemination and impact of excellence  
Evidence of supporting colleagues and influencing support for student learning; demonstrating impact and engagement beyond the team's immediate academic or professional role.

Teams will also need to have shown they are working in collaboration with direct student involvement in their work.

2.3 Further information on the NTF and CATE awards are available from the HEA: NTF (<https://www.heacademy.ac.uk/individuals/national-teaching-fellowship-scheme/NTF>) and CATE (<https://www.heacademy.ac.uk/individuals/national-teaching-fellowship-scheme/CATE>).

2.4 All staff in academic or professional roles on full-time, part-time and fixed terms contracts are eligible for nomination if they can demonstrate excellence in relation to the award criteria.

### 3. Proposed nomination process

3.1 In the last round of nominations the deadline for the uploading of nominations to the HEA was April 2017 and it is likely this timeline will be repeated in 2018 although it is currently unconfirmed. The process of drafting, reviewing and redrafting the nomination can take a significant amount of time once a nominee has been identified. It is proposed that the following nomination process and timeline is put in place to provide a more structured mechanism for the identification and selection of nominees:

Monday 16 October 2017	Call for expressions of interest for NTF and CATE open (Appendix A and Appendix B)
Monday 20 November 2017	Call for expressions of interest for NTF and CATE closes
Friday 1 December 2017	Selection panel on behalf of SEC selects up to three University nominees for NTF and 1 team nominee for CATE for nomination for the 2018 NTFS
31 January 2018	SEC to note and formally approve University nominees
December-April 2018	Mentoring and support for preparation of nomination and claim documentation provided by CRIT

3.2 This timescale is on the basis of the previous dates for call and submission of nominations for NTF and CATE but this may be altered by the HEA.

3.3 It is recommended that all nominees must normally hold or be working towards Senior Fellowship of the Higher Education Academy (D3) prior to nomination. All expressions of interest should normally be supported by their line manager and School Dean (or in the case of Deans an appropriate member of University Executive).

3.4 It is proposed that the selection panel will report back to the SEC in January 2018. The proposed selection panel would comprise:

- Director, Centre for Research Informed Teaching (Selection Panel Chair)
- 1 Director of Education and Student Experience
- LSBUSU Vice President: Education
- Director (or representative) Student Support and Employment
- Head of Library and Learning Resources (or representative)
- 1 Previous National Teaching Fellow

Nominees from academic and professional services roles relevant to teaching are equally eligible for nomination if their role impacts on teaching excellence. The selection panel will need to include representation from staff familiar with these roles.

21.09.17

## Appendix A: Expression of Interest Form for National Teaching Fellow (NTF)

### Applicant information

Name and title			
Job title			
Email		Telephone	
School and Division			

Do you currently hold Fellowship of the HEA?  Yes  No

If Yes, please indicate which level.

- Associate Fellow     
  Fellow     
  Senior Fellow     
  Principal Fellow

### Criterion 1: Individual Excellence

*Provide an account of how you have promoted and transformed the student learning experience in your own practice.*

*Maximum 200 words*

*Provide three examples of evidence that demonstrates the impact of your individual teaching excellence*

**Criterion 2: Raising the profile of excellence**

*Provide an account of how you have supported colleagues and influenced the support for student learning in (and, if appropriate, beyond) your immediate academic or professional role institution*

*Maximum 200 words*

*Provide three examples of evidence that demonstrates the impact of your support of colleagues or influence on student learning*

**Criterion 3: Developing excellence**

*Provide an account of your commitment to your ongoing professional development with regard to teaching and learning and/or learning support*

*Maximum 200 words*

*Provide three examples of evidence that demonstrates the impact of your ongoing professional development*

### Your one minute elevator pitch

*Provide a brief statement of what your unique selling point as an educator is that makes your claim for teaching excellence stand out*

*Maximum 100 words*

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Is your Dean or Director of Professional Service aware and supportive of this expression of interest?  Yes  No

### Line manager support

Name and title			
Job title			
Email		Telephone	
Signature			

All completed expressions of interest should be submitted to [crit@lsbu.ac.uk](mailto:crit@lsbu.ac.uk) by **Monday 20 November 2017**.

**Appendix B: Expression of interest form for Collaborative Award for Teaching Excellence (CATE)**

**Team leader information**

Name and title			
Job title			
Email		Telephone	
School and Division			

Do you currently hold Fellowship of the HEA?  Yes  No

If Yes, please indicate which level.

- Associate Fellow       Fellow       Senior Fellow       Principal Fellow

**Team member information\***

Name and title			
Job title			
Email		Telephone	
School and Division			

Name and title			
Job title			
Email		Telephone	
School and Division			

Name and title			
Job title			
Email		Telephone	
School and Division			

\*Add further sections for additional team members as required.

**Thematic area of focus**

- |  |  |  |  |
|--|--|--|--|
| <input type="checkbox"/> Assessment & Feedback | <input type="checkbox"/> Retention Technology & Social Media | <input type="checkbox"/> Employability | <input type="checkbox"/> Staff Development |
| <input type="checkbox"/> Students as Partners  | <input type="checkbox"/> Other, please specify _____         |  |  |

**Criterion 1: Collaborative Excellence**

*Provide an account of how the team has enhanced and transformed the student learning experience commensurate with the team’s context and the opportunities afforded by it. This is likely to include:*

- *aims, objectives and rationale for the team’s approach*
- *how the team works together collaboratively*
- *how students have been directly involved in the team*

*Maximum 350 words*

*Provide three examples of evidence that demonstrate how the collaborative working has impacted on student learning*


## Criterion 2: Dissemination and impact of excellence

*Provide an account of how the team has supported colleagues and influenced the support for student learning beyond the teams' immediate academic or professional role. This is likely to include:*

- *a coherent plan of dissemination with objectives*
- *stakeholder engagement in the dissemination process (to include the engagement of students)*
- *details of evaluation and the measurement of impact*

*Maximum 350 words*

*Provide three examples of evidence that demonstrates the impact or potential impact of your current and intended dissemination plans*

Is your Dean or Director of Professional Service aware and supportive of this expression of interest?  Yes  No

### Line manager support

Name and title			
Job title			
Email		Telephone	
Signature			

All completed expressions of interest should be submitted to [crit@lsbu.ac.uk](mailto:crit@lsbu.ac.uk) by **Monday 20 November 2017**.





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	CONFIDENTIAL
Paper title:	LLR student experience
Board/Committee:	Student Experience Committee
Date of meeting:	11 October 2017
Author:	Alison Chojna
Purpose:	Information / comment
Recommendation:	The committee is requested to review the report.

## **Executive Summary**

Over the course of 2016/17, Library and Learning Resources introduced a number of new services/resources to improve the student experience. This paper outlines ten of the more significant developments from 2016/17, as well as plans for the current academic year.

## Introduction

Library and Learning Resources (LLR) takes a continuous improvement approach to service delivery, frequently reviewing services and resources in response to user feedback. Student comments are systematically reviewed from a wide range of sources, including Module Evaluation Questionnaires (MEQs), NSS results, course board feedback, comment cards, user surveys, feedback walls, etc. This information is then collated and used as an evidence base to plan improvements.

In addition, LLR staff continuously horizon scan within the HE sector and beyond to ensure that our offer remains contemporary.

As a result, a number of improvements were introduced in 2016/17, some big and some small. This paper seeks to highlight ten of the more significant improvements, as well as outlining early plans for 2017/18

## Improvements in 2016/17

### Group Room Upgrades

Over the summer, the eleven group study rooms in the LRC and Perry Library have been upgraded by replacing standalone PCs with collaborative technology desks. The desks allow students to connect devices to display on the screen or download an app to display multiple screens concurrently. The desks also feature a height adjustable station at the end to ensure maximum accessibility. In addition, the rooms were all redecorated, writing walls refreshed and new computer chairs introduced.



### Summer weekend opening in the Perry Library

Following changes in study patterns in recent years, there has been increasing demand for the Perry Library to remain open at times when it has traditionally closed. Historically the Perry Library has closed for ten weekends over the summer but for the first time this year, the Library remained opened at weekends from the beginning of August onwards. Usage was higher than anticipated, with occupation peaking at 396 users one Sunday in August. Therefore, we expect the Perry Library to remain open throughout the summer in coming years.

## **Live Chat**

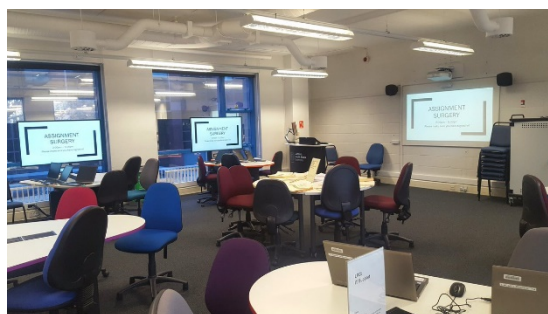
Between 10,000-15,000 enquiries are answered across Havering Library, the LRC and Perry Library every month. To meet contemporary expectations, Perry Library and Havering Library introduced a Live Chat enquiry service in Spring 2017. Usage continues to grow and this service will be expanded to the LRC from October 2017.

## **Availability of software expanded**

Following requests from students to open the LRC 24 hours to match the Perry Library opening, we worked with the Students Union and discovered that the actual need was access to Engineering and Architectural software which had previously only been available in the LRC. Therefore, over the course of the year, 45 high-spec PCs were introduced to the Perry Library so that students had access to the software at times to suit.

## **Perry Library Training Room upgrade**

In January 2017, the Perry Library Training Room was upgraded from a PC lab layout to an interactive, collaborative teaching space. Feedback from students has been overwhelming positive as classes are now able to be delivered with collaborative learning techniques and making full use of digitally enhanced learning. All LLR teaching activity is now being reimagined in light of the new facilities.



## **HEAR badged workshops**

In 2016/17, LLR training provision was extended further to include HEAR badged practical workshops on social media. Working closely with the Employability Team, a three-part course was developed to introduce students to various social media platforms and support in creating an online profile. They were very well received by attendees and ran several times over the year.

## **Changes to fines policy**

From August 2016, the way the libraries fine for overdue books changed. Rather than fine on all books as soon as they become overdue, the libraries now only fine on overdue books that other library users are waiting for. This means that fines are only issued when another library user is negatively impacted by the late return of a book, although these fines are now higher to encourage early return of the items.

As a result, in 2016/17 the amount students paid in library fines was half that of 2015/16.

## **Lynda.com**

From September 2016, LLR launched Lynda.com for students. Lynda.com is a leading online learning platform and video library of top quality courses in business, software, technology and creative skills. Lynda.com is available across all devices and videos are downloadable to watch offline.

Take-up has been excellent across students and staff, with over 2,000 users registering in the first year.

## **E-book changes**

The e-book market continues to be volatile with publishers still adjusting to a digital environment. Feedback from students is that it's frustrating to find there is an e-book available, only to be unable to access it because another student is reading it at that time (single-user model). Therefore, in 2016/17 the library switched the purchasing model to a credit model where available, which allows multiple concurrent users. It is still the case that many publishers will only sell under a single-user model so the change hasn't been universal. However, where a credit model is available this is now the preferred option.

In addition, the supplier of the primary e-book platform was changed to one with much better functionality and a more contemporary experience.

## **Availability of power**

Over the summer of 2017, all the outdated study carrels in the Perry Library were replaced with desks with integral power. Now roughly 95% of study spaces have power sockets, meaning students can charge devices wherever they happen to sit. This has been a long-running source of frustration for students so will be a very positive change.

## **New for 2017/18**

### **Digital Skills Centre**

The new Digital Skills Centre in the LRC will open to students in October 2017. In collaboration with the Employability Team, the Digital Skills Training Team (DSTT) has reviewed the current qualifications on offer to ensure that they are in demand by employers. As a result, the range of qualifications will be expanded beyond the current Microsoft Office Specialist offering to include qualifications from the British Computer Society at a range of levels.

Students will be able to undertake an initial assessment with an experienced trainer to ensure they embark on the most appropriate course for their needs.

From January 2018, the Digital Skills Centre will also open to members of the public from the local community.

### **OneDrive for Students**

OneDrive for students will be launched in semester one 2017/18, resolving any online storage issues and providing greater accessibility. Students will have access to 1TB of storage space, which can be accessed at any time, on any device.

The LRC Team are working with ICT Innovation and Transformation to ensure that support is available for students, should they need it.

### **JISC Student Digital Experience Tracker**

LLR are working with CRIT to launch the JISC Student Digital Experience Tracker in 2017/18. The tracker is a brief survey to gather students' expectations and experiences of technology, which will help us to better understand the student experience, as well as benchmark against other institutions in the sector.

### **Academic Complete e-book trial**

A one-month trial of the Academic Complete e-book package has been arranged for October 2017. The package contains 145,000+ scholarly e-book titles available on an unlimited access and download model. The month-long trial will be used to determine whether usage levels of the collection represent value for money before a purchasing decision is made.

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	CONFIDENTIAL
Paper title:	Academic year structure 2018/19
Board/Committee:	Student Experience Committee
Date of meeting:	11 October 2017
Author:	Sue Turnbull, Project Manager, Education and Student Experience
Purpose:	To update SEC on the progress of the Academic Year Planning Group and to seek feedback on proposals for 2018/19
Recommendation:	SEC to: <ul style="list-style-type: none"> <li>• Provide feedback on the proposal for 2018/19</li> <li>• Provide Feedback on the identified issues / potential areas for improvement</li> <li>• Endorse the approach to identifying areas for improvement for future years</li> </ul>

## 1. Executive Summary

- 1.1. The Academic Year Planning Group (AYPG) has reviewed the current structure of the academic year and proposes that an inter-semester break would benefit staff and students alike. This would give staff time to mark and process results and enables a break between exams and semester start, in particular for January start students.
- 1.2. In order to implement this change it is proposed that the Easter break is reduced from three weeks to two as outlined in paragraph 4 of this document. The AYPG seeks feedback from SEC on this proposal.
- 1.3. The AYPG also seeks feedback on the proposed areas for improvement for longer term academic year planning as outlined in Appendix 1 and endorsement of the long term approach to deciding priority areas for change as in paragraph 5 of this document.

## 2. Background

- 2.1. The Academic Year Planning Group has been meeting since late 2016 with a purpose of:
  - Agreeing the academic year dates for future years (currently done a minimum of 10 months prior to the start of the academic year)

- Identifying changes to the academic year structure that will improve student experience and/or improve our efficiency/effectiveness
- 2.2. The group includes representatives from Schools as well as PSGs to ensure that any changes will not negatively affect any one service or School.
- 2.3. In past years the Academic Year structure has been rolled over in the same format each year. A few issues with this structure have been raised, in particular that some aspects of the structure may negatively affect the student experience.

### **3. Progress to Date**

- 3.1. The AYPG has reviewed the structure of the Academic Year and several issues/potential areas for improvement have been identified. These are listed in **Appendix 1**.
- 3.2. LSBU has a diverse student body, meaning that what works best for some students may be a disadvantage for others. Before decisions are made on these suggested improvements, the Student Union will undertake research with our student body to understand how the structure of the academic year affects student satisfaction, success and retention.
- 3.3. The AYPG has identified one area of improvement that we hope can be implemented more quickly than the others, for the 2018/19 academic year that has some very clear benefits to both students and staff. This change is outlined below.

### **4. Proposal: 2018/19**

- 4.1. It is proposed that in 2018/19 one small change to the academic year is made which is to introduce an inter-semester break after exams week in January. This would be enabled by reducing the length of the Easter break from three weeks to two weeks.
- 4.2. The introduction of an inter-semester break would allow time for change-over of cohorts for January start courses and give staff time to complete marking before going back to teaching.
- 4.3. This proposal is currently being considered by the academic year planning group, as well as key stakeholders across the university before a final decision is made.

- 4.4. A high level representation of the proposal can be found in Appendix 2 and detailed assessment and room booking calendars are attached to this document.

## **5. Long Term Plan**

- 5.1. Following completion of consultation with students on how the academic year is structured and the impact it has on student experience, success and retention the AYPG will meet again in November to consider the outcomes and agree on the next steps for the group.
- 5.2. Once this research is complete the AYPG will consider all findings and agree preferred options for the long-term future of the academic year structure. Depending on the scope of the proposed changes it is likely a wider consultation with staff and students will be required before any further changes are implemented.

## **Appendix 1: Identified Potential Issues / Areas for Improvement**

### **1. Introduction of an inter-semester break between semester 1 and semester 2**

Semester one finishes the Friday before semester 2 starts on the Monday. Some of the issues caused by this are:

- There is no break for academic staff after exams to allow them to mark papers resulting in some results being issued late
- Accommodation has less than 24 hours to turn around accommodation for January start students
- January start students do not know if they have passed the previous year before they start the next year and cannot reenrol.
- Enrolment and reenrolment for January start students has to happen in the first week of teaching

### **2. Students do not know if they have passed semester 1 when they have to pay their next fee instalment**

September starts students pay their fees in three instalments. The second instalment is due in early January. At this time students have only just returned after Christmas break and have not yet taken their first exams. It has been suggested that the combination of being at home for a while, not knowing how well they are doing and having to pay fees may push some student's to withdraw from their studies.

### **3. Semester 1 exams could be moved to before Christmas**

Related to point 2, it is thought that moving exams to before the Christmas break would increase retention as students would know how well they were doing before they paid their second fee instalment. This would also mean that students did not have a break between learning and exams, which may improve performance.

### **4. Lack of clarity as to whether the university has 'reading/independent learning weeks' and associated timetabling issues**

Some courses do implement a break from study during each semester for independent learning. This has created confusion across the university as the guidance given is that we should not have independent learning weeks. As we do not officially have these weeks, at times the timetable does not reflect the break. This is therefore picked up on through our attendance monitoring system creating extra work for that team and may cause visa issues for Tier 4 students.

### **5. Our Student's get their results later than other universities**

We have heard from some students that they receive their results later than peers at other universities. Those students who have raised this issue have said that they feel this may hinder their chances of being successful at getting graduate opportunities.

#### **6. Too many exams**

It is believed by some that we have too many exams for some courses. This causes unnecessary stress to our students. It is suggested we work toward implementing alternative assessment methods.

#### **7. Resits are late in the year**

Resits are in August which means that graduating students won't get their results until September

#### **8. The need to align with School holidays**

It has been suggested that if we aligned our teaching with school holidays this would benefit our students and aid retention as many of our students are parents and struggle to find child care during half terms.

## Appendix 2: 2018/19 Proposal

Academic Year	Week Number	Week Beginning (Mon)	Current Schedule	18/19 Proposal
2018/19	1	30/07/18	Summer Break	Summer Break
	2	06/08/18	Summer Break	Summer Break
	3	13/08/18	Summer Break	Summer Break
	4	20/08/18	Summer Break	Summer Break
	5	27/08/18	Summer Break	Summer Break
	6	03/09/18	Summer Break	Summer Break
	7	10/09/18	Summer Break & Enrolment	Summer Break & Enrolment
	8	17/09/18	Welcome Week	Welcome Week
	9	24/09/18	Semester 1: Teaching Week 1	Semester 1: Teaching Week 1
	10	01/10/18	Semester 1: Teaching Week 2	Semester 1: Teaching Week 2
	11	08/10/18	Semester 1: Teaching Week 3	Semester 1: Teaching Week 3
	12	15/10/18	Semester 1: Teaching Week 4	Semester 1: Teaching Week 4
	13	22/10/18	Semester 1: Teaching Week 5	Semester 1: Teaching Week 5
	14	29/10/18	Semester 1: Teaching Week 6	Semester 1: Teaching Week 6
	15	05/11/18	Semester 1: Teaching Week 7	Semester 1: Teaching Week 7
	16	12/11/18	Semester 1: Teaching Week 8	Semester 1: Teaching Week 8
	17	19/11/18	Semester 1: Teaching Week 9	Semester 1: Teaching Week 9
	18	26/11/18	Semester 1: Teaching Week 10	Semester 1: Teaching Week 10
	19	03/12/18	Semester 1: Teaching Week 11	Semester 1: Teaching Week 11
	20	10/12/18	Semester 1: Teaching Week 12	Semester 1: Teaching Week 12
	21	17/12/18	Christmas Break	Christmas Break
	22	24/12/18	Christmas Break	Christmas Break
	23	31/12/18	Christmas Break	Christmas Break
	24	07/01/19	Semester 1: Teaching Week 13 (mop-up/revision)	Semester 1: Teaching Week 13 (mop-up/revision)
	25	14/01/19	Semester 1: Exams	Semester 1: Exams
	26	21/01/19	Semester 1: Exams	Semester 1: Exams
	27	28/01/19	Semester 2: Teaching Week 1	Inter-Semester Break
	28	04/02/19	Semester 2: Teaching Week 2	Semester 2: Teaching Week 1
	29	11/02/19	Semester 2: Teaching Week 3	Semester 2: Teaching Week 2
	30	18/02/19	Semester 2: Teaching Week 4	Semester 2: Teaching Week 3
	31	25/02/19	Semester 2: Teaching Week 5	Semester 2: Teaching Week 4
	32	04/03/19	Semester 2: Teaching Week 6	Semester 2: Teaching Week 5
	33	11/03/19	Semester 2: Teaching Week 7	Semester 2: Teaching Week 6
	34	18/03/19	Semester 2: Teaching Week 8	Semester 2: Teaching Week 7
	35	25/03/19	Semester 2: Teaching Week 9	Semester 2: Teaching Week 8
	36	01/04/19	Semester 2: Teaching Week 10	Semester 2: Teaching Week 9
	37	08/04/19	Semester 2 Break & Semester 1 Resits	Semester 2: Teaching Week 10
	38	15/04/19	Semester 2 Break (Easter)	Semester 2 Break & Semester 1 Resits
	39	22/04/19	Semester 2 Break (Easter)	Semester 2 Break
	40	29/04/19	Semester 2: Teaching Week 11	Semester 2: Teaching Week 11
	41	06/05/19	Semester 2: Teaching Week 12	Semester 2: Teaching Week 12
	42	13/05/19	Semester 2: Teaching Week 13 (mop-up/revision)	Semester 2: Teaching Week 13 (mop-up/revision)
	43	20/05/19	Semester 2 Exams	Semester 2 Exams
	44	27/05/19	Recess & Revision Week	Recess & Revision Week
	45	03/06/19	Semester 2 Exams	Semester 2 Exams
	46	10/06/19	Summer Break	Summer Break
	47	17/06/19	Summer Break	Summer Break
	48	24/06/19	Summer Break	Summer Break
	49	01/07/19	Summer Break	Summer Break
	50	08/07/19	Summer Break	Summer Break
	51	15/07/19	Summer Break	Summer Break
	52	22/07/19	Summer Break	Summer Break
2019/20	1	29/07/19	Summer Break	Summer Break
	2	05/08/19	Summer Break	Summer Break
	3	12/08/19	Summer Break	Summer Break
	4	19/08/19	Semester 2 Resits	Semester 2 Resits
	5	26/08/19	Summer Break	Summer Break
	6	02/09/19	Summer Break	Summer Break
	7	09/09/19	Summer Break	Summer Break

Note that term dates are used by Student Finance only

LSBU Assessment Calendar 2018/2019 (Staff Version)			
Week Nos	Dates	Key Activities	
7	Fri	14-Sep-2018	Welcome Week (including Enrolment and Induction) Begins
8	Mon	17-Sep-2018	Autumn Term Begins
8	Fri	21-Sep-2018	Welcome Week (including Enrolment and Induction) Concludes
9	Mon	24-Sep-2018	Semester 1 starts
			Late Enrolment
			Dispatch wholly assessed Semester 1 new coursework briefs to subject area External Examiners
12	Fri	19-Oct-2018	Publish coursework submission and return dates
			Publish schedule of Exam Boards
13	Fri	26-Oct-2018	Submit exam timetable requirements for Semester 1 to the Exams and Conferments Office
			Finalise Exam Board dates with External Examiners
16	Fri	16-Nov-2018	Dispatch Semester 1 draft examination papers to External Examiners
19	Fri	07-Dec-2018	Submit approved and print-ready Semester 1 exam papers plus resit versions to the the Exams and Conferments Office
20	Fri	14-Dec-2018	Autumn Term ends
21	Mon	17-Dec-2018	Christmas Vacation
22	Mon	24-Dec-2018	Christmas Vacation
23	Mon	31-Dec-2018	Christmas Vacation
24	Mon	07-Jan-2019	Spring Term begins
25	Mon	14-Jan-2019	<b>Semester 1 Exams week 1</b>
25	Fri	18-Jan-2019	Dispatch wholly assessed Semester 2 new coursework briefs to External Examiners
26	Mon	21-Jan-2019	<b>Semester 1 Exams week 2</b>
			Semester 2 Enrolment
26	Fri	25-Jan-2019	Semester 1 ends
27	Mon	28-Jan-2019	Inter-Semester Break
28	Mon	04-Feb-2019	Semester 2 begins Moderation for all levels
28	Fri	08-Feb-2019	Deadline for submission of marks to student administrators for entry onto QL
29	Mon	11-Feb-2019	Subject Area Boards for Semester 1 to be held this week
30	Mon	18-Feb-2019	Marks released to students this week
30	Fri	22-Feb-2019	Submit exam timetable requirements for Semester 2 to the Exams and Conferments Office
32	Fri	08-Mar-2019	Dispatch Semester 2 draft examination papers to External Examiners
36	Fri	05-Apr-2019	Deadline for appeals relating to delivery of Semester 1 modules
			Spring Term ends for Student Finance purposes but teaching continues until Friday 12 April
38	Mon	15-Apr-2019	Easter Vacation <b>Resit examinations and submission of coursework for Semester 1 modules</b>
39	Mon	22-Apr-2019	Easter Vacation
40	Mon	29-Apr-2019	Summer Term starts
40	Fri	19-Apr-2019	Submit approved and print-ready Semester 2 exam papers plus resit versions to the the Exams and Conferments Office
			Deadline for submission of Sem 1 resit marks to Administrators for entry onto QL
41	Mon	06-May-2019	May Day Bank Holiday
41	Fri	12-May-2019	Deadline for publication of Sem 1 resit marks to students
43	Mon	20-May-2019	<b>Semester 2 Exams Week 1</b>

**Note that term dates are used by Student Finance only**

44	Mon	27-May-2019	Revision Week Spring Bank Holiday on Mon 28-May-2019
45	Mon	03-Jun-2019	<b>Semester 2 Exams Week 2</b>
45	Fri	07-Jun-2019	Semester 2 ends Summer Term ends
46	Mon	10-Jun-2019	Complete internal marking/moderation
47	Mon	17-Jun-2019	Submit all marks to course administrators to be entered onto QL Dispatch sample marked exam/coursework scripts to External Examiners
48	Mon	24-Jun-2019	Subject Area Boards until Thu 28-Jun-2019
48	Fri	28-Jun-2019	Student Administrators prepare verified marks for Award and Progression Boards. Results that are ratified are released to students.
49	Mon	01-Jul-2019	Award and Progression Boards Exams and Conferments Team enter awards onto SRS Student Administrators enter exam board decisions onto QL for continuing students without Semester 2 resits
50	Fri	12-Jul-2019	Publish ratified results to students. Publish all referred/deferred coursework briefs to students.
51	Mon	15-Jul-2019	<b>Resit examinations and submission of coursework for semester 2 modules for HSC only</b>
51	Fri	19-Jul-2019	Exam Board Chairs verify and sign Exam Board minutes
1	Fri	02-Aug-2019	Deadline for appeals relating to delivery of Semester 2 modules
2	Thu	08-Aug-2019	Clearing begins (Date to be confirmed)
4	Mon	19-Aug-2019	<b>Resit exam period for all Semester 2 modules and exceptional 3rd attempts for HSC only</b>
5	Mon	26-Aug-2019	Summer Bank Holiday
5	Wed	28-Aug-2019	Submit all referred/deferred coursework marks to Student Administrators to be entered onto QL
6	Mon	02-Sep-2019	Resit Exam Boards until Thu 05-Sep-2019.
7	Mon	09-Sep-2019	Final date for entry of post-resit award and progression decisions on QL
7	Tue	10-Sep-2019	Post-resit results released to students
8	Mon	16-Sep-2019	Enrolment and Induction
		October 2019	Graduation Ceremonies (Dates to be Confirmed)



**Room Booking and Timetabling Calendar 2018/2019**

Week Number	Date	Terms	Semesters
7	10-Sep-2018		Welcome Week starts Friday 14th September
8	17-Sep-2018	T1	Welcome Week concludes Friday 21st September
9	24-Sep-2018	T1	S1
10	01-Oct-2018	T1	S1
11	08-Oct-2018	T1	S1
12	15-Oct-2018	T1	S1
13	22-Oct-2018	T1	S1
14	29-Oct-2018	T1	S1
15	05-Nov-2018	T1	S1
16	12-Nov-2018	T1	S1
17	19-Nov-2018	T1	S1
18	26-Nov-2018	T1	S1
19	03-Dec-2018	T1	S1
20	10-Dec-2018	T1	S1
21	17-Dec-2018	Christmas Vacation	
22	24-Dec-2018		
23	31-Dec-2018		
24	07-Jan-2019	T2	S1
25	14-Jan-2019	T2	S1 Exams
26	21-Jan-2019	T2	S1 Exams
27	28-Jan-2019	T2	Inter-Semester Break
28	04-Feb-2019	T2	S2
29	11-Feb-2019	T2	S2
30	18-Feb-2019	T2	S2
31	25-Feb-2019	T2	S2
32	04-Mar-2019	T2	S2
33	11-Mar-2019	T2	S2
34	18-Mar-2019	T2	S2
35	25-Mar-2019	T2	S2
36	01-Apr-2019	T2	S2
37	08-Apr-2019		S2
38	15-Apr-2019	Easter Vacation	S1 Resits
39	22-Apr-2019		
40	29-Apr-2019	T3	S2
41	06-May-2019	T3	S2
42	13-May-2019	T3	S2
43	20-May-2019	T3	S2 Exams
44	27-May-2019	T3	Revision Week
45	03-Jun-2019	T3	S2 Exams
46	10-Jun-2019		
47	17-Jun-2019		
48	24-Jun-2019		Subject Area Boards
49	01-Jul-2019		Award and Progreession Boards
50	08-Jul-2019	Summer Vacation	
51	15-Jul-2019		S2 Resits HSC Only
52	22-Jul-2019		
1	29-Jul-2019		
2	05-Aug-2019		
3	12-Aug-2019		
4	19-Aug-2019		S2 Resits (3rd attempts for HSC)
5	26-Aug-2019		
6	02-Sep-2019		Award and Progression Boards to 05/09/2019
7	09-Sep-2019		Welcome Week starts Friday 13th September
8	16-Sep-2019	T1	Welcome Week concludes Friday 20th September

The standard academic teaching periods are shown here using the following abbreviations:

Semester 1 = 9-20, 24	S1
Semester 2 = 28-37, 40-42	S2

First Term = 8-20	T1
Second Term = 24-36	T2
Third Term = 40-45	T3

For Non-standard periods specify the particular week numbers, e.g.

If you require weeks seven to nine inclusive enter: **7-9**

If you require weeks seven to nine inclusive plus weeks 18 and 20: **7-9,18,20**

Individual weeks are abbreviated as follows (eg): **20**

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	CONFIDENTIAL
Paper title:	Student Support and Employment Interactive tool for Academics and Student Wellbeing Initiatives
Board/Committee:	Student Experience Committee
Date of meeting:	11 October 2017
Author:	Kirsteen Coupar, Director of SSE Rosie Holden, Head of Wellbeing
Purpose:	To share information on new initiatives aimed to support academic staff in dealing with student disclose of life challenges and crises. To share information of new student wellbeing initiatives
Recommendation:	None

## Executive Summary

Student Support and Employment have created an interactive tool for OurLSBU which gives academic and staff in PSGs access to information which allows them to safely manage situations where students disclose personal situations and challenges such as self-harm, financial hardship, suicidal thoughts, eating disorders, family challenges etc. This tool gives information on the immediate response that is needed to contain risk, details on who to refer the student to, how to effect that referral and what will happen for that student once they are referred.

## Student Wellbeing

There is not one member of the LSBU community, student or staff, who doesn't have emotional and mental health needs – ever single one of us has the right to feel valued, respected, known, and cared for. With these foundations of wellbeing in place, and with support available when things aren't going well, we can all demonstrate the very best of which we are capable. Student Wellbeing would like to share our positive, proactive approach to mental health and a range of initiatives and interventions we've introduced to support our students including

- Wellbeing Wednesdays
- Thrive! Podcast and staying well guides
- Improved safety concern response
- External partnerships with Southwark Wellbeing Hub and Wandsworth and Westminster Mind
- 24/7 online support
- Staff resources and training, including having conversations with students about emotional and mental health
- Embedded content in course teams
- Inclusive practice workshops and collaboration with academic staff
- Student Wellbeing champions
- Halls ambassador and halls wellbeing meetings

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	CONFIDENTIAL
Paper title:	Review of membership, Terms of Reference and Schedule of Work
Board/Committee:	Student Experience Committee
Date of meeting:	10 October 2017
Author:	Joe Kelly, Governance Officer
Purpose:	Review
Recommendation:	The committee is requested to review the Terms of Reference and recommend any amendments to the Academic Board.

## **Executive Summary**

The Student Experience Committee's Terms of Reference are approved by Academic Board and are reviewed annually by the committee.

The committee is requested to review the TOR and recommend any amendments to the Academic Board.

## **Appendix 1 Terms of Reference**

### **Student Experience Committee**

#### **Terms of Reference**

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

#### **1. Remit**

1.1 The remit of the Committee is to:

- 1.1.1 oversee the effective delivery of the learning pathway programme
- 1.1.2 review university data for student satisfaction, and have oversight of action in response, including feedback to students
- 1.1.3 align academic staff development with programme delivery and student learning
- 1.1.4 oversight of university processes which identify and disseminate innovation and good practice in learning and teaching
- 1.1.5 approve annual nominations for Teaching Fellowship Awards
- 1.1.6 have institutional oversight of student equality, diversity and inclusivity data, and review and advise on the effectiveness of change initiatives
- 1.1.7 Oversee university processes for engagement with students and incorporating student opinion into planning and decision making
- 1.1.8 Provide an opportunity for students to raise issues

#### **2. Membership**

2.1 Membership consists of the following:

- Deputy Vice Chancellor (chair)
- Pro Vice Chancellor (Education and Student Experience)
- President, Students' Union
- Vice President of Academic Affairs, Students' Union (or alternate) (x1)
- Nominated Students' Union representatives (x3)

- Nominated school academic staff representatives (x3)
- Director of Student Support and Employability (or alternate)
- Director of Estates and Academic Environment (or alternate)
- Director of Academic Related Resources (or alternate)
- Director of Marketing and Student Recruitment (or alternate)
- Director of the Centre for Research Informed Teaching
- Up to two co-opted Students Union representatives

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

2.3 A quorum consists of at least 5.

2.4 The committee meets four times per year.

### **3. Reporting Procedures**

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

*Approved by the Academic Board on 8 July 2015*

#### **Current membership**

Pat Bailey (Chair)	Deputy Vice Chancellor
Sodiq Akinbade	SU President
Kat Colangelo	Co-opted SU rep
Kirsteen Coupar	Director of Student Support and Employability
James Emmett	Nominated SU rep
Mel Godfrey	Staff rep
Patricia Godwin	SU VP Education
Gary Francis	Staff rep
Dawn Ingleson	Staff rep
Paul McCardle	Nominated SU rep
David Mead	Director of Academic Related Resources
Indira Patel	Nominated SU rep
Samantha Robson	Co-opted SU rep
Carol Rose	Director of Estates
Seth Stromboli	Deputy Director Marketing, Recruitment and Admissions
Shan Wareing	Pro Vice Chancellor (Education & Student Experience)
Saranne Weller	Director of the Centre for Research Informed Teaching

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