

Meeting of the Educational Character Committee,
at 4pm* on Wednesday 13 February 2013,
in room 1B33, Technopark, London Road, SE1

* Tour of the Faculty of Health and Social Care for committee members at 3pm

A G E N D A

<i>Item</i>	<i>Paper</i>	<i>Presenter</i>
1. Welcome & Apologies		Chair
2. Minutes of the meeting of 10 October 2013 (for publication)	EC.01(13)	Chair
3. Matters Arising		Chair
4. Faculty pro formas (to approve)	EC.02(13)	PVC(A)
5. Undergraduate faculty monitoring reports (to note)	EC.03(13)	PVC(A)
6. Annual report on external examiners (to note)	EC.04(13)	PVC(A)
7. Statistical report on student demographics (to note)	EC.05(13)	PVC(A)
8. Report on complaints and the Office of the Independent Adjudicator (to note)	EC.06(13)	Sec
9. Any other business		Chair
10. Date of next meeting – 4pm on Wednesday 8 May 2013		Chair

Members: Steve Balmont (Chair), Barbara Ahland, Anisa Ali, Douglas Denham St Pinnock and Andrew Owen.

With: Vice Chancellor, Pro Vice Chancellor (Academic), Executive Dean – Faculty of Arts and Human Sciences, University Secretary and Governance Officer.

	PAPER NO: EC.02(13)	
Board/Committee:	Educational Character Committee	
Date:	13 February 2013	
Paper title:	Model for Faculty Information Templates	
Author:	Phil Cardew, Pro Vice Chancellor (Academic) / Mike Molan, Executive Dean, Arts and Human Sciences	
Executive sponsor:	Phil Cardew, Pro Vice Chancellor (Academic)	
Recommendation by the Executive:	For consideration and adoption (subject to any changes or enhancements required)	
Aspect of the Corporate Plan to which this will help deliver?	N/A	
Matter previously considered by:	N/A	On:
Further approval required?	N/A	On:
Communications – who should be made aware of the decision?	Executive Deans	

Executive summary

Educational Character Committee has requested a faculty briefing document to enable committee members to better understand the scope and nature of each faculty.

A model was prepared, last year, which was felt to be a little too detailed and over-long for ease of use. It was requested that the model be re-thought and presented for further comment and discussion.

The draft attached focuses on key faculty information: Personnel, Subjects/Disciplines covered. National Student Survey results, Destinations of Leavers in Higher Education survey results, progression statistics and a brief 'SWOT' analysis prepared by the Executive Dean and Faculty Management Team. All except the last are 'off the shelf'

items of information. The draft focuses only on one faculty, with thanks to Mike Molan for assistance in preparation.

The committee is requested to consider and approve the model, subject to any changes or enhancements it might require. The template will then be more widely circulated and the results brought back to the Committee (and thence updated on an annual basis).

Educational Character Committee
Faculty Briefing Document: Faculty of Arts and Human
Sciences 2012/13

Key Staff:

Dean: Professor Mike Molan

Pro Deans: Professor Suzy Kerr-Pertic; Dr Hazel Willis

Faculty Director of Research: Professor Ian Albery

Faculty Managers: Nicola Hallas & Sharon Holmes

Academic Departments

Department	Head of Department	Key disciplines
Education	Jane Courtney	Initial Teacher Training (primary)
Arts & Media	Professor Richard Sawdon-Smith	Digital film and photography; games culture; digital media arts; sonic media
Culture, Writing and Performance	Dr Jenny Owen	Drama, creative writing, media studies, journalism and arts management
Law	Andy Unger	UG & PG legal education with a strong applied focus
Urban, Environmental and Leisure Studies	Ruth Richards	Town planning Housing studies Hospitality and Tourism
Psychology	Professor Nick Braisby	UG and PG psychology with specialisms in addictions and forensic psychology
Social Sciences	Dr Dave Edwards	Criminology, sociology, development and refugee studies.

Research Centres

Centre	Centre Head	Specialisms
Centre for Educational Research	Professor Sally Inman	Citizenship, equality and sustainability; Mathematics and Numeracy Education; Education, culture and ideology; Innovation in learning and teaching
Centre for Media and Culture Research	Professor Phil Hammond	Global memory; electronic dance cultures; news coverage of post-Cold War conflicts; practice-based research on artists' books, experimental film, and photographic self-portraits.
Centre for Research in Psychology	Professor Lucy Henry	Investigative Forensic Psychology; Psychological Applications in Culture and Society; Developmental Disorders.
Weeks Centre for Social and Policy Research	Professor Yvette Taylor	Gender, sexualities and families; International Development; Crime and Criminal Justice

KPIs

NSS 2012

	Overall I am satisfied with the quality of the course	Sector overall score by JACS 3
Cinematics and Photography	57	74
Design Studies	69	77
Drama	80	82
English Studies	79	90
Imaginative Writing	58	82

Initial Teacher Training	88	85
Law	88	88
Media Studies	81	77
Planning	83	84
Politics	91	87
Psychology	84	87
Sociology	84	85
Tourism, Transport and Travel	76	79

DLHE 2010/11

Department	Total Responses	Unavailable /Refusals Etc.	%	Unemployed	%	Active	%	Active as % of those declaring (the EPI)
Arts & Media	86	18	21%	17	20%	51	59%	75%
Culture, Writing and Performance	90	19	21%	11	12%	60	67%	85%
Education	5	0	0%	0	0%	5	100%	100%
Law	59	14	24%	5	8%	40	68%	89%
Psychology	49	8	16%	8	16%	33	67%	80%
Social Sciences	74	11	15%	17	23%	46	62%	73%
Urban, Environmental and Leisure Studies	35	9	26%	10	29%	16	46%	62%
Total	398	79	20%	68	17%	251	63%	79%
Previous Year								81%

Level 4 Progression 2011/12

	UG/PG	FT/PT				Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
Arts & Media	UG	FT								66%	69%	69%
CWP	UG	FT								66%	70%	68%
Education	UG	FT								95%	80%	91%
Law	UG	FT								53%	55%	52%
Psychology	UG	FT								59%	65%	66%
SS	UG	FT								54%	62%	57%
UELS	UG	FT								69%	71%	73%

Faculty SWOT Analysis: Faculty of Arts and Human Sciences

<p>Strengths:</p> <ul style="list-style-type: none"> • Vocationally focused curriculum • Professional accreditation of qualifications • World class research • Excellent links with local schools and colleges • Improving student satisfaction ratings • Cost effective operation • Strong ITE exit survey data in Education 	<p>Opportunities:</p> <ul style="list-style-type: none"> • Instability at competitor HEIs • Existing providers withdrawing from market (e.g. Housing) • Expansion of overseas PG based on competitive pricing • Growth of USA semester abroad programme • Development of flagship Creative Arts centre and development of new programme areas • Development of Centre for the study of addictions
<p>Weaknesses:</p> <ul style="list-style-type: none"> • Retention and progression rates at L4 • Poor level of learning resources- especially in creative arts • Fragmented estates base • Poor NQT survey ratings in Education 	<p>Threats:</p> <ul style="list-style-type: none"> • Private providers in Law and Psychology • Move to Schools Direct for commissioning teacher training • Relaxation of cap on ABB/BBB numbers impacting on recruitment • LSBU league table position impacting on reputation • Lack of investment in teaching infrastructure • Decline in the mature/part-time student market

	PAPER NO: EC.03(13)	
Board/Committee:	Educational Character Committee	
Date:	13 February 2013	
Paper title:	Undergraduate Faculty Monitoring Report	
Author:	Margaret Hollins, Deputy Head of Department, Urban, Environment and Leisure Studies, AHS; Jon Warwick, Professor: Educational Development, BUS; Philip Lockett, Pro Dean (Academic), ESBE; Mary Saunders, Head of Department, Primary and Social Care, HSC	
Executive sponsor:	Phil Cardew, Pro Vice Chancellor (Academic)	
Recommendation by the Executive:	To note	
Aspect of the Corporate Plan to which this will help deliver?	Academic success, employment and student satisfaction. Ensuring that our underpinning business processes, systems, policies and investments create an environment that enables success.	
Matter previously considered by:	Quality and Standards Committee	On: 30 th January 2013
	FoB FASC	16 th January 2013
Further approval required?	No	On:
Communications – who should be made aware of the decision?	N/A	

Executive summary

The Educational Character Committee receives annual monitoring reports from each of the Faculties so that it can be made aware of any issues that are impacting on the University's educational provision.

Attachments:

- 1) Arts and Human Sciences
- 2) Business
- 3) Engineering, Science and the Built Environment
- 4) Health and Social Care

Appendix 1 – Arts and Human Sciences

Executive summary

This report from the Faculty of Arts and Human Sciences provides an overview of the quality assurance in the Faculty for the 2011/12 academic year in terms of undergraduate student recruitment and progression and student experience and satisfaction with their overall engagement with the Faculty. The focus is on Faculty developments from last year's action plan and the context and rationale for the current plan.

While there is scope to increase the National Student Survey (NSS) response rate, results show that for the Faculty overall, student satisfaction has increased. Progression benchmarks are met at year 2 but not at years 1 and 3 (final year). The current Action Plan seeks to address these issues.

The Committee is requested to note the Faculty Action Plan for 2012/13.

Faculty Annual Overview

1. The Faculty of Arts and Human Sciences assures the Quality and Standards Committee that it has fulfilled all functions required of it with respect to the annual monitoring of academic standards and quality at undergraduate programme level during the academic year 2011/2012. All programmes in the Faculty have engaged appropriately with external examiners and reference is made in this report to external examiner comments of particular significance and to the responses to these comments.
2. Where programmes have been reviewed, and new programmes validated, the Faculty Academic Standards Committee has retained appropriate oversight of the responses to the conditions imposed and recommendations made during these processes and has ensured that they have been addressed to the satisfaction of review and validation panels. The FASC has maintained oversight of proposals for collaboration with partner institutions, both in the UK and overseas, and has ensured that all conditions imposed by approval panels have been met, and approved Memoranda of Cooperation are in place, before the commencement of programmes to be delivered collaboratively.
3. The Faculty of Arts and Human Sciences comprises seven Departments: Arts and Media, Culture, Writing and Performance, Education, Law, Psychology, Social Sciences, and Urban, Environment and Leisure Studies. Subject categories (13) in

the Faculty under the Joint Academic Coding System (JACS) are Cinematics and Photography, Design Studies, Drama, English Studies, Imaginative Writing, Initial Teacher Training, Law, Media Studies, Planning and Housing, Politics, Psychology, Sociology, Tourism, Transport and Travel. Deployment of JACS in the National Student Survey (NSS) enables analysis of results by subject and provides an overall sector score benchmark, for comparison. JACS scores are referred to in paragraph 5 below.

4. 2011/12 saw the Faculty-wide rolling out of 20 credit modules consequent upon the previous year's Curriculum Modernisation Programme (CMP). The transition overall has been a smooth one. The Faculty's Action Plan for the year focused upon the promotion of clear, timely and consistent student feedback, raising the profile of the NSS to final year undergraduates and increasing NSS scores, the provision of training within the Faculty for Student Representatives to enhance the effectiveness of the student voice and ensuring student representation on Faculty committees. Section 2 of the report provides an overview of the Action Plan's implementation.

Quality Assurance at Faculty Level

5. The year's **NSS results showed improvement in assessment and feedback** with eight of the Faculty's JACS subject areas exceeding their respective overall sector JACS scores. In terms of student **response rates** to the survey, two of the Faculty's Departments met or exceeded the benchmark NSS response rate of 70%. The Faculty's Action Plan for 2012/13 seeks to extend this to all other Departments. AHS saw a general improvement in NSS scores and seeks further progress in the coming year via the 2012/13 Action Plan. Overall AHS student satisfaction has increased.
6. An enhanced **student orientation programme** has developed to include more constructive liaison with the Officers of the Student Union, building upon the student representatives training delivered jointly by the Faculty and the SU. The sessions were well attended feedback was very positive. In consequence, designated Faculty Committees had student representatives.
7. The Faculty has aligned itself more extensively with enhancing the student experience and improving student satisfaction with Faculty processes, initiatives and facilities in response to Course Board action points and in order to increase NSS scores in these areas. This is taken forward in the Faculty's Business Plan. Paragraphs 8 - 12 below provide commentary on specific initiatives.

8. **Electronic log-in and tracking of coursework submissions**, (launched September 2012) supports delivery of standard practice throughout the Faculty and Faculty-wide promulgation of agreed submission deadlines and timescales for feedback to students. This in turn has encouraged Departments to develop standardised feedback sheets in support of detailed and structured feedback to students.
9. **Improvement of learning resources and dedicated spaces**, e.g. Edric Hall improvements, new rehearsal space and upgrading of audio-visual facilities.
10. The Extenuating Circumstances (EC) Committee has sought to ensure greater clarity of documentation (forms and guidance) and robustness of procedures in **dealing with EC claims** from students in line with the changes to University practice and regulations. This is intended to make the EC claim process clearer and more user friendly for students and to ensure consistency of decision-making, at a time when the Faculty is dealing with increasing numbers of EC claims. The initiative is complementary to the 2010/11 Faculty initiative to ensure consistency in relation to Course Board paperwork and procedures.
11. The Faculty's engagement of **external contractors to process module evaluation questionnaire (MEQ) returns** has produced high quality data analysis to inform action plans more effectively.
12. The use of **external invigilators** for Faculty examinations has resulted in shorter turnaround times for students' marks and feedback. There is evidence that the Faculty's external invigilators' training programme has promoted consistency in the application of examination regulations and resulted in higher detection levels of cheating.
13. The Faculty's overall findings from its **annual undergraduate programme monitoring and scrutiny process** are that the majority of programmes merit a finding of broad confidence with conditions attached. The Faculty Academic Standards Committee (FASC) continues to monitor those programmes monitoring reports (PMRs) those with scrutiny conditions and those that have otherwise not been signed off.
14. The majority of stipulated conditions resulting from the scrutiny process related to the need for programme reports to provide **clearer and more detailed action planning** in response to data from the National Student Survey (NSS) and Destination of Leavers in Higher Education Survey (DLHE) and to actions identified

from the University's own Module Evaluation Questionnaires (MEQs) completed by students. More specific and detailed action planning to **improve retention and progression** particularly, though not exclusively, where these fell below benchmark was also identified in the reporting and scrutiny process. In other cases, a more extensive commentary as regards **progress on the previous year's action plan** was required. It was evident also that some PMRs required strengthening in terms of the articulation of **action plans at both course and year levels**. The Faculty's Action Plan for 2012/13 (below) addresses these issues in Action Points 2 (increasing NSS scores) 3 (alignment of Dept Plans and PMR action plans) and 4 (meeting progression benchmarks). The Faculty has developed an initiative to record and track progress on key activities related to enhancement of NSS scores, the NSS Action and Enhancement Plan (NSSAEP). Embedding the Faculty's NSSAEP for the next PMR round (an outcome explicitly desired in relation to Action Point 3) is intended to be a support in these respects for PMR authors.

15. **External examiners' reports, responses thereto and course board minutes** had generally been used constructively by PMR authors to inform action plans. The most robust PMRs were supported by well-focused responses to the issues raised by external examiners (EEs) and at course boards. EEs' reports continue to confirm satisfaction with standards set overall and that those standards were in line with other similar institutions. A number of reports identified areas of good practice and acknowledged improvements and innovations in terms of module delivery and assessment.
16. Several PMRs highlighted a **limited amount of DLHE data** upon which to comment due to a poor student response rate. This issue is addressed in the Faculty Action Plan 2012/13 (Action Point 5) and also supported by the Faculty's NSSAEP.

Recruitment, Retention and Progression

17. Recruitment: 1,214 Year 1 full-time undergraduate students were recruited in 2011-12.

18. There has been a decline in progression at Level 4 (Year 1) for full-time students, while Level 5 (Year 2) full time progression has increased and exceeds benchmark and Level 6 (Year 3), awards to full time students, remains reasonably constant but does not meet the benchmark, as indicated by the table below (2010 – 2011 figures in brackets, initial and updated).

FT	Benchmark	Average progress rate
L4	70%	61% (64% updated from 62%)
L5	75%	81% (77% updated from 76%)
L6 (awards)	90%	86% (87%)

19. The table below indicates overall attainment of AHS part-time students against university benchmarks, where progression at Levels 4 and 5 is down from the previous year but awards at Level 6 are up, although not meeting the benchmark. AHS undergraduate part-time numbers are very small.

PT	Benchmark	Average progress rate
L4	70%	53% (56% updated from 38%)
L5	75%	71% (78% updated from 71%)
L6 (awards)	90%	85% (82% updated from 67%)

20. Issues to explore from these Year 1 progression trends and profiles vary for the Departments and no single progression profile is common to all. All Departments need to address progression by specific ethnic groups but the particular ethnicities vary between Departments, as does the mature student age band requiring attention. Progression for male students is an issue for 2 Departments, which themselves present with a significantly different gender breakdown, one 67% male, the other 65% female. Students with qualifications other than 'A' Levels, in particular BTEC, are an issue for most but not all Departments. Progression data regarding students with disabilities, and EU, overseas and home students present particular Departments with issues to reflect upon and take action as appropriate. Progression and retention remains a key element of the 2012/13 Faculty Action Plan.

Actions for the coming year (2012/13)

21. Faculty actions are based on the undergraduate Programme Monitoring Reports (PMR) and scrutiny thereof, on the Faculty and University priority areas of progression and awards and National Student Survey (NSS) results. They are set out in the table on the next page.

AHS Action Plan 2012/13

	Action <i>(include paragraph reference(s) in report</i>	Desired Outcome	To be actioned by	Target Date	Update
1	Raise profile of NSS to final year undergraduates Paragraphs 4 and 5	At least 70% response rate in <u>all</u> Departments	Pro Dean/ FMT/CDs LSBU	April 2013	
2	Increase NSS scores in all categories Paragraphs 4,5, 8-12, and 14	All subject (JACS code) areas achieving at least 90% of NSS sector benchmarks in all 7 compulsory categories. NQT at least 90% of benchmark	Pro Dean/ FMT/CDs LSBU	Sept 2013	
3	Ensure Departmental Plans and PMRS are aligned Paragraph 14	Embedding of NSS Action and Enhancement Plan for 2012/13 PMRs	Pro Dean / HoDs / CDs	Dec 2013	
4	Implement PMR action plans to meet progression benchmarks. Paragraphs 13, 14, 18-	Progression rates in line with University benchmarks	HoDs / CDs / Course teams	October 2013	

	20				
5	Raise profile of DLHE survey to final year undergraduates Paragraphs 14 and 16	At least a 60% response rate in all Departments	Pro Dean / FMT / CDs/ LSBU	April 2013	

The Committee is requested to note the Faculty Action Plan for 2012/13.

Margaret Hollins
 Chair, Faculty Academic Standards Committee
 Faculty of Arts and Human Sciences

Appendix 2 – Business

Executive summary

This report from the Faculty of Business confirms the academic standard of the awards made within the Faculty and highlights any issues requiring action by the Faculty.

There are no specific issues that the Committee needs to give particular attention to other than the uncertainties over student recruitment as this poses a risk for the Faculty and institution as a whole. The Committee is asked to also note the improvements made in progression which will help to mitigate the risks posed by recruitment.

The Committee is requested to note the contents of this report.

Annual Overview

1. The Faculty contains a broad range of courses including IT, Accounting, Business and Management and there is also HE provision within the National Bakery School. Having undertaken a very significant curriculum modernisation process (CMP) during 2010-11, the remaining elements of Faculty provision were reviewed during 2011-12 and this included the HE provision of the National Bakery School. In addition the Faculty took the opportunity to validate its part-time undergraduate provision in the departments of Business Studies, Accounting and Finance, and Informatics within the university's Flexible Delivery Framework. Other significant developments included the end-of-cycle reviews of Accounting and Finance and also Management, the approval of an undergraduate double award in Business, Management and Marketing (with International Business Academy, Kolding, Denmark) and a new postgraduate award, the MSc Business Project Management. The Faculty Academic Standards Committee (FASC) will continue to monitor the operation of the new undergraduate curricula as they continue to be phased in this year and next.
2. No issues of standards or quality were raised by External Examiners or Professional Statutory and Regulatory Body (PSRB) representatives although Faculty quality monitoring processes did reveal an issue with the level of delivery of two modules on the BA Accounting Top-up. After investigation, the issues with that course, and its predecessor, were resolved (see paragraph 6) and although there was confusion as to the recorded credit structure of the course, there was no risk to the academic standards of the awards made on the course concerned.

Quality Assurance at Faculty Level

3. FASC met according to its agreed schedule and changes to its operational processes have now been introduced as a consequence of the CMP and the issues relating to the BA Accounting Top-up. Specifically the FASC now maintains a record of all programme and course level protocols which detail any specific variations to LSBU Academic Regulations, for example as a result of PSRB accreditation. Any amendments to the protocols must be agreed by FASC and they are reviewed annually. FASC has also reviewed the operation of its subcommittees. Although these have been operating successfully for a number of years given the extent to which both full-time and part-time provision will be changing over the next three years (due to CMP and the university's desire to move towards greater flexibility of study) FASC needs to ensure that all Faculty approval

and documentation of changes to modules and programmes is undertaken effectively and efficiently.

4. The Faculty has now completed all of the course and programme reviews relating to the CMP process and has also validated its part-time undergraduate courses within the Flexible Study Framework. No general issues relating to quality and standards have been raised in relation to either the full-time or part-time curriculum.
5. One issue of note has been raised by Exam Board Chairs and this is the number of Chair's Actions that seem to be required as a result of exam boards in March, July and September. FASC will be reviewing the cases originating at the various exam boards to try and identify common causes and take appropriate action.

Quality Assurance at Programme Level

6. Across the undergraduate programmes we are pleased to report that External Examiners confirm that appropriate standards are established for courses and modules at all levels in the Faculty, and that the appropriate external benchmark standards are in evidence. This is particularly important in the case of the Department of Accounting and Finance since issues arose regarding the credit structure of the BA Accounting Top-up and the subsequent End-of-Cycle Review of the subject area was only able to express limited confidence in the management of the quality of learning opportunities within the Department. However no threats to the academic standards of current courses within the department were identified in either the investigation of the BA Accounting Top up, or the End-of-Cycle Review and both concluded that taught courses were located securely at the appropriate levels of the Framework for Higher Education Qualifications. Five actions for the Faculty as a result of the investigation into the BA Accounting Top-up were identified and these are substantially complete. The Programme Monitoring Report for Accounting and Finance addresses the departmental issues.
7. Two minor issues were raised which cut across subject groupings: the first of these related to the marking of undergraduate dissertations and how we might encourage students to engage with the supervision process and ensure that the final mark awarded is supported by the report and its content; the second relates to the highly variable levels of English proficiency among students which is potentially confounding efforts to improve retention and progression through the CMP process. In those subject areas where this issue has been specifically identified staff will work with the available resources such as the Academic Writing Group to embed best practice within their courses and programmes.

8. Student satisfaction as measured by the NSS showed a greater level of variability than in previous years. The Department of Accounting and Finance had some outstanding results with improvements in scores across nearly all areas with most notably 88% of students on the BA Accounting and Finance and 100% of students on the FdA Accounting expressing overall satisfaction. The Department of Informatics also reported significant improvements in many areas with overall satisfaction being raised to 84%. Last year's report commented on responses from the National Bakery School which were very poor and this prompted action from the Faculty. Results for this year are significantly improved in all areas although with an overall satisfaction of 71% (the lowest in the Faculty) there is still further work to be done. On the negative side the results for the Department of Business Studies have shown a significant drop in nearly all key areas. Subsequent investigation has revealed that this was probably related to some specific issues of module delivery with one group of students and although these were resolved it was, naturally, reflected in the NSS results. Business Studies students generally were most dissatisfied with promptness of feedback (56%) and although the issue of feedback is still a weakness in most subject areas, other departments have made considerable improvements in this area.

Recruitment, Retention and Progression

9. Student recruitment for 2011-12 was relatively strong and the Faculty raised entry tariffs where possible. However the adjusted course targets have meant that compared to previous years the total number of students recruited to full-time courses was significantly reduced when compared to 2010-11 and 2009-10. Recruitment to part-time courses had dipped considerably in 2010-11 and remained low in 2011-12. The changing age profile of students on the full-time degree programmes noted in last year's report has continued to move in favour of students aged 21 or under so that now for the first time this grouping makes up more than half of our undergraduate students. The ethnic profile of students has not changed significantly and neither has the gender balance.
10. Analysis of undergraduate progression data gives the cross-Faculty progression statistics shown below. These figures are abstracted directly from the University system and so should be regarded as indicative only since no account has been taken of the subtleties of student progression between and within courses. The data shows improvement in progression rates across all courses at levels 4 and 5. This is encouraging and while the overall improvements may be small in some cases, there are courses where great improvements have been made. The BA

Business Studies for example has seen very significant improvement in level 4 progression from 50% in 09/10 to 74% this year due, in part, to increased entry tariffs and tighter entry processes but also to the effects of CMP. It is particularly pleasing to see also improvements in HND and Foundation Degree award statistics. In summary, the data does seem to confirm improving trends in retention but nevertheless further improvements are required and improving progression remains a priority for the Faculty.

Course and Level	09-10 (%)	10-11 (%)	11-12 (%)	Average (%)
All F/T Hons Degree – Level 4	49	54	59	54
All F/T Hons Degree – Level 5	72	70	75	73
All F/T Hons Degree – Level 6 (award) (Years 3 and 4)	86	86	85	85
Foundation Degrees- Level 4	54	60	63	58
Foundation Degree-Level 5 (Award)	78	74	87	81
HND – Level 4	44	52	54	51
HND – Level 5 (award)	68	76	85	78

11. The University Foundation Course underwent a planned decrease in recruitment this year although with 111 students it is still a significant course at this level. Coupled with the decrease in recruitment was a tightening of entry qualifications and as a result the percentage of students progressing on to other courses has shown a considerable improvement this year and stands at 68% (last year 39%). The International Foundation Course is very much smaller with just 16 students enrolled. Progression on to other courses is at 63% and this is very similar to the figure for last year (62%) which itself was an improvement on the previous year (58%). Thus both courses are showing an improving trend in progression. The ethnic profile of the courses remains broadly unchanged although the age distribution of students has seen a considerable increase in younger students (age 21 or under).
12. All courses and programmes held board meetings as required although student attendance has sometimes been patchy. Issues raised include inconsistency in the use of the VLE across different modules, and the allocation of lecture and tutorial

time on 10 credit modules. Although the Faculty has discouraged the use of 10 credit modules in some cases complex course structures have required their use so it is important that best use is made of the limited contact time associated with these modules. Issues relating to the consistent use of the VLE will be addressed through the introduction of the new VLE (to go live in September 2013) and associated minimum standards and staff training. Generally speaking though student feedback has been overwhelmingly positive of programmes in general and of the new 20 credit curriculum in particular.

Actions for the Next Academic Year

13. All actions from last year have been completed and for the current year the identified actions are:

	Action <i>(include paragraph reference(s) in report</i>	Desired Outcome	To be actioned by	Target Date	Update
1	Completion of staff development activities with the Dept. of Accounting and Finance (para 6).	Improved departmental understanding of QA processes at Faculty and university level.	P-D (A), CFASC, AQDO	22 nd March 2013	First session completed on 7 th September 2012.
2	Review Chair's Actions taken as a result of 2011-12 Exam Boards (para 5).	Reduced numbers of Chair's Actions.	P-D (A), CFASC	22 nd March 2013	Collation of data underway.
3	Monitor implementation of the new VLE and adherence to minimum standards (para 12).	A seamless transition to the new VLE and a uniform experience for students.	FD L&T, VLE Champions, HoDs	1 st Sep. 2013	Not started.
4	Review the operation of part-time undergraduate courses within the flexible study	Provision of truly flexible study options to students.	P-D (A), CFASC, PMs	31 st July 2013	Not started.

	framework (para 1)				
5	Review the operation of 10 credit modules and the level 4 curriculum generally (para 12).	An excellent student experience across all modules.	SGLs, CFASC	31 st July 2013	Not started.

Key: HoD – Head of Department;
P-D (A) – Pro-Dean Academic;
P-D (E) – Pro-Dean External;
FD – Cross-Faculty Director;
PM – Programme Manager;
SGL – Subject Group Leader,
CFASC – Chair of FASC,
AQDO – Academic Quality and Development Office.

Appendix 3 – Engineering, Science and the Built Environment

Executive summary

This paper is the annual report of the quality management processes for Undergraduate courses in the Faculty of Engineering, Science and the Built Environment. The paper provides an overview of the faculty and its operations.

The committee may wish to note recruitment to the Faculty, the improved progression and the action plan regarding the National Student Survey. The Faculty aims to increase recruitment for 2013/14.

The committee is requested to note this report.

Faculty Annual Overview

1. The Faculty of Engineering Science and the Built Environment assures the Quality and Standards Committee that it has fulfilled all functions required of it with respect to the annual monitoring of academic standards and quality at undergraduate programme level during the academic year 2011/2012 for all programmes. All programmes in the Faculty have engaged appropriately with external examiners and reference is made in this report to external examiner comments of particular significance and to the responses to these comments.

Quality Assurance at Faculty Level

2. The Faculty has implemented all courses that were reviewed as part of the Curriculum Modernisation Project (CMP). This involved implementing the changes in one year at all levels of our courses. The much improved progression and retention figures are good evidence that the changes made have been beneficial. There is some evidence that this large level of change may have had some impact on the NSS outcome for some courses.
3. The Faculty has placed Programme Specifications and Module Pro-Formas along with other QA documentation on SharePoint which is accessible to all ESBE staff. We will be working with the University to make this available to students, applicants and external bodies as appropriate.
4. Student access to timetables improved in 2011-12. However personalised timetables are still not available.
5. There were no other significant faculty-wide issues raised in the annual cycle of review at undergraduate level.

Quality Assurance at Programme Level

6. The Faculty has monitored its courses and programmes in a number of ways. These include End of Cycle reviews, validations, professional body visits and the Programme Monitoring Review process (PMR).

7. During 2011-12 there were five End of Cycle reviews (see Appendix 2). They all received Broad Confidence. A number of staff led these activities for the first time and the high quality of submissions was a welcome outcome.
8. Also during 2011-12 there were three external accreditation visits and all were successful.

National Student Survey - ESBE overall satisfaction

	2012 Overall I am satisfied with the quality of the course	2011 Overall I am satisfied with the quality of the course
EAS (n = 118) (r = 62)	79 ▼	82 ▼
EBE (n = 134) (r = 56)	68 ▼	73 ▼
EED (n = 179) (r = 66)	79 ▲	68 ▼
EUE (n = 144) (r = 63)	69 ▼	72 ▼

9. A summary of the NSS for ESBE is given above. These figures show no significant improvement when they are compared with the 2011 figures. A more detailed analysis shows that our degree level NSS scores are comparable with our competitors. However for many, but not all, of our HNC, HND and Foundation Degree programmes the student satisfaction scores are low, in some cases very low. The Faculty's Departments have put in place detailed plans to improve the student satisfaction. These plans have been developed and implemented with support from the Student Centre and also other faculties. We are confident our scores will be substantially higher this year.

Recruitment, Retention and Progression

10. The Faculty had a shortfall in recruitment of 200 students when compared to last year's recruitment. However our all years' student numbers were similar to last year because of improved progression. The Faculty will be reviewing its recruitment processes to increase recruitment for 2013-14.

ESBE recruitment summary 2012/2013

Course Level and Mode	Actual recruitment 2011/2012	Target recruitment 2012/2013	Actual recruitment 2012/2013
First Degree FT	687	837	570
First Degree PT	196	196	121
Other UG FT	226	226	224
Other UG PT	195	195	217
PG FT	274	274	251
PG PT	168	168	145

*Semester 2 recruitment to be added
*Semester 2 recruitment to be added

11. The Faculty identified that BTEC students in their first year of study had a significantly lower progression rate than other student backgrounds, typically around 50% compared with 65-70%. The Faculty is reviewing its first year curriculum/ admission requirements to identify ways of resolving this problem.

1st Year Undergraduate Progression

		08/09	09/10	10/11
Applied Sciences	FT	58%	61%	68%
	PT	50%	100%	100%
	Total	58%	62%	69%
Built Environment	FT	53%	60%	67%

	PT	64%	92%	68%
	Total	56%	64%	68%
Engineering and Design	FT	43%	60%	63%
	PT	61%	79%	74%
	Total	45%	63%	65%
Urban Engineering	FT	63%	68%	68%
	PT	87%	72%	82%
	Total	69%	69%	73%
ESBE Faculty Total		55%	60%	69%

11. Undergraduate full time progression has been rising at the Faculty level for the last three years.

Actions for the Next Academic Year

	Action	Desired Outcome	To be actioned by	Target Date	Update
1	Review performance of students who enter with BTEC level 3 qualifications during their first year of study	Modify curriculum/ admissions criteria to ensure all programmes are fully accessible by BTEC students	Academic Directors	April 2013	
2	To develop NSS action plans at departmental level	Improve NSS outcomes (80%+ overall satisfaction)	Heads of Department	November 2012	Completed
3	To increase student representation on Faculty committees	All appropriate Faculty Committees and Course Boards should have at least 1 student attending	PD (A), FAQSSO, HoDs, SGLs and CDs	September 2013	
4	All students to have access to personal timetables	All students to have access to personal	ICT and Faculty Timetablers	June 2013	

		timetables			
5	Further develop central electronic management and availability of QA documentation	All staff, students and external bodies have appropriate access to QA documentation	Registry with support from PD (A), FAQSSO,	June 2013	

Philip Lockett
Chair of ESBE FASC
January 2013

Appendix 4 – Health and Social Care

Executive summary

This paper highlights key aspects of the monitoring of quality in the undergraduate provision of the Faculty of Health and Social Care. Nineteen undergraduate Programme Monitoring Reports were received and reviewed.

There are no particular issues the Committee needs to give its attention.

There are no risks identified in the report to the University. The action plan reflects issues identified from the reports and actions to address or strengthen the quality of the student experience or the monitoring of the quality process.

The Committee is requested to note the report.

Summary of Faculty of Health and Social Care Faculty Monitoring Report

Quality Guarantee

1. The Faculty of Health and Social Care assure the Quality and Standards Committee that it has fulfilled all functions required of it with respect to the annual monitoring of academic standards and quality at undergraduate programme level during the academic year 2011-12. All programmes in the Faculty have engaged appropriately with external examiners and responses to the comments of individual examiners have been included in the annual monitoring reports.

Faculty Annual Overview

2. **Progress on Action Plan for 2011-12**
 - 2.2 Measures taken to improve staff awareness and student awareness of the DLHE survey, although results need to be more easily available for staff.
 - 2.3 All modules now have a proportion of blended learning within student contact hours. Generally positive feedback from students explicit within module evaluation questionnaires but greater focus needed on consistency in the articulation of blended learning in module guides.

- 2.4 Use of the new template for PMRs has improved consistency and a format for course board agendas and minutes is now in use in the Faculty to improve consistency.
- 2.5 Assessment shared drive is working well and most external examiners have welcomed the introduction of scrutiny days. Where this has not proved feasible for the external examiner other arrangements have been made.
- 2.6 Progress on agreeing slower track pathways for some part time students to allow greater flexibility for students that will fit with the university's systems.
- 2.7 Progression Analysis Tracking (PAT) data accuracy shows some improvement however there are some students who have late completion dates for a number of reasons such as delayed placements that then reflect poor completion rates at the time of completion of the PMR.
- 2.8 The strategy for blended learning has been implemented within the Faculty and a number of e-learning study days have been set up throughout the year facilitated by the Principal Lecturer (E-learning). Stilwell Virtual Learning Community has also been purchased and training in its use has been delivered however its implementation was delayed whilst IT issues were resolved. Moodle is planned to be the VLE from September 2013.

Quality and Standards at Programme and Faculty Level

3. All reports are scrutinised by FASC members using the same form. All the reports achieved broad confidence or broad confidence with conditions. The latter mostly reflected that one or more supporting documents were missing and these were corrected prior to sign off by FASC. The vast majority of external examiner reports were very positive and where any issues have been raised by external examiners these were addressed in the template response to the external examiner. There have been some very positive comments for example:
- The work presented by students is of a very high standard generally and the moderation and marking are appropriate and robust. **(Dr Gary Barrett, Pre-registration Children's Nursing)**
 - I have had no concerns regarding any aspect of the assessment procedure within any module reviewed. The variety outcome and rigour was of a high standard and staff are to be commended on the effort put in to providing

interesting and dynamic approach. **(David Marshall, Pre-registration learning disability nursing and social work)**

- For the samples I saw there were clear varieties in the assessment process for the courses as a whole. I agreed the outcomes and marks in the samples and commend the feedback of the markers in general. This feedback was of a high standard and markers managed to personalise each script, which is no easy job especially on the larger units. **(Dr Sandra Wallis, Social Work)**

3.1 LSBU was selected as one of 16 HEIs to be reviewed by the Nursing and Midwifery Council during 2012-13. The Nursing and Midwifery Council Programme Review took place on 9-10 January 2013 and confirmed that programmes of Nursing and Midwifery continue to be delivered in accordance with NMC standards. It examined the systems in place to ensure that NMC Key Risks are controlled and that quality assurance processes are effective in maintaining and enhancing programme delivery in both theory and practice. A judgement of 'good' was received for all areas. The review covered all pre-registration nursing programmes but particularly focused on adult nursing and midwifery.

Recruitment, Retention and Progression

4. Progression is normally good in the programmes and meets or exceeds the university benchmarks. As this is a key monitoring criteria for NHS London, much effort has been made in reducing attrition and improving progression. PAT data continues to be complex. For many courses this is however complemented by very robust NHS London monitoring data. Our programmes, particularly post-qualifying programmes attract a large number of students who have senior roles and often need to undertake the programmes in a slower route or need to interrupt.

Actions for the Next Academic Year

5. Key Points from Action Plan for 2012-13

- 5.1 Early warning system to be developed for external examiners whose contracts are ending in the academic year.
- 5.2 More robust system to be developed for tracking PMRs and the numerous documents necessary for inclusion as evidence.
- 5.3 Greater consistency in the articulation of blended learning in module guides.

5.4 Review PAT completion data for BA Social Work (late placements are a particular issue with this course but this is a national problem and particularly acute in London).

	PAPER NO: EC.04(13)	
Board/Committee:	Educational Character Committee	
Date:	13 February 2013	
Paper title:	External Examiner Summary Report – 2011/12	
Author:	Catherine Moss, Deputy Director, Academic Quality Development	
Executive sponsor:	Phil Cardew, PVC (Academic)	
Recommendation by the Executive:	This report is for information	
Aspect of the Corporate Plan to which this will help deliver?	3. Student Choice 4. Student Success	
Matter to be considered by:	Quality and Standards Committee	On: 6 th March 2013
Further approval required?	Academic Board	On: 20 th February 2013
Communications – who should be made aware of the decision?	Not applicable	

Executive summary

The purposes of the annual External Examiner Summary Report are to:

- confirm to Academic Board, and thus the Board of Governors that the external examining process, which is a key mechanism for assuring the standards of LSBU awards, has been carried out effectively;
- advise Academic Board of any emerging quality and standards issues that need to be addressed;
- assist Academic Board in quality enhancement by identifying areas of good practice.

The Committee is requested to note the External Examiner Summary report for 2011/12.

1. Scope of External Examiners Summary Report

- 1.1 Each year Academic Board and the Quality and Standards Committee receive a report which includes:
- an analysis of the, (approximately 200), external examiner reports received over the course of the year;
 - identification of any emerging issues relating to any aspect of the University's external examining processes;
 - external examiners' comments on what LSBU does well and suggestions for how processes can be further improved.
- 1.2 External examiner reports are divided into two sections; Part A which is a questionnaire requiring Yes/No answers to each aspect of the external examining process and Part B which asks for written comments. The annual summary report for Academic Board & QSC includes a detailed statistical breakdown of the collated answers for each of the questions in Part A and an analysis of the key issues raised in Part B.
- 1.3 The report also summarises any changes to the external examining process during the preceding year.

2. The external examining process

- 2.1 The external examining system, whereby subject experts from the University sector scrutinise the standards of the awards of their peers, is critical to the degree awarding processes of UK HEIs. The Quality Assurance Agency sets out its expectations for the operation of the system in Chapter B7 of the UK Quality Code for Higher Education. The way in which LSBU manages this process is, therefore, closely linked to the 18 indicators described in Chapter B7.
- 2.2 Although external examiners are appointed to look at both modules and programmes, the detailed part of their work is at the module level. Each external examiner is allocated approximately 15 modules within their subject area and is expected to:
- make an overall judgement on the standards required to pass modules;
 - comment on the appropriateness of the coursework briefs and exam questions to ensure that they challenge the student appropriately in terms of subject knowledge and the level of the award;
 - scrutinise student work to ensure that it is marked fairly and accurately;
 - comment on whether students are receiving appropriate feedback on their assessments.
- 2.3 The other key aspect of the external examiner role is to participate in exam boards and to confirm that the students' marks are appropriate, (at Subject Area Boards) and that the overall award or progression decision is fair and accurate for each student, (at Award and Progression Boards).

- 2.4 After the exam board, the external examiner completes their report, (as described above). Reports are submitted to the Academic Quality Development Office, (AQDO), where they are read and distributed to the relevant Faculty. The external examiner receives a formal response to their report from the Faculty, using a standard template, so as to ensure that responses are complete and consistent.
- 2.5 If an external examiner raises a serious concern, particularly with regard to standards, the report is sent to the PVC (Academic), who will require that specific action is taken.

The procedures for external examining and for exam boards are set out in the LSBU Quality Code and the Academic Regulations for Taught Programmes respectively. To ensure that the external examining role remains 'external' and thus independent, there are strict criteria governing their appointment and the length of time that they can fulfil the role at one University.

External examiners are provided with written guidance on these procedures and, for newly appointed examiners particularly, invited to attend induction events.

3 Key outcomes of the external examining process in 2011/12

3.1 *External examiners reports – Part A:*

A compilation of all of the responses to Part A of the report is attached as Appendix A. Clearly the University is aiming for a 'Yes' answer to each question and Appendix A shows generally positive responses with over 90% answering 'Yes' to most of the questions. This paints a similar picture to previous years. Although forming only a small percentage of the total, the 'No' and 'For some modules' responses are always of concern to QSC and Academic Board and, therefore, form the focus of a Faculty's response to an external examiner.

3.2 *External examiners reports – Part B:*

For 2011/12, the key issues raised by external examiners in the written comments section of their reports were:

- the clarity and consistency of internal moderation procedures (the process for checking that marking is fair and consistent across a group of assignments);
- the quality and completeness of the feedback given to students on their assessments;
- the amount of time that externals have to scrutinise student work;
- students' standard of written English, (although most external examiners comment that the same issue arises in their own institutions);
- the allocation of individual marks for group work;
- the clarity and the level of the learning outcomes for some modules.

3.3 ***Features of good practice:***

External examiners also identify and comment on areas of good practice. In the 2011/12 reports the features of good practice highlighted related mainly to the specific methodologies adopted by a Faculty or an individual programme in providing feedback to students on their assessments.

4 Changes in the external examining process in 2011/12

- 4.1 AQDO, on behalf of the External Examiners Committee, reviewed the current external examining procedures in the light of the new Chapter B7: External Examining of the UK Quality Code for HE. The Committee has consequently amended the procedures relating to the period of tenure of external examiners and the grounds for terminating an external examiner's appointment.
- 4.2 Additionally, in response to the new Chapter of the UK Quality Code, the external examiner's report has been expanded to include questions about students' learning opportunities and, for external examiners in their final year, their overall view of their period of tenure with LSBU.
- 4.3 QSC commissioned an audit of the completeness and consistency of the responses made to external examiners reports. The Committee agreed that this had been a very useful exercise and one which will be repeated regularly in future.

APPENDIX A

Subject Area Boards: all Faculties (n =210)

	Yes	No	For some modules	n/a
For newly appointed examiners (n =32)				
Were you satisfied with the information received from the AQDO on your appointment?	48	1	-	-
Were you invited to an induction session held by the Faculty or Department?	44	4	-	-
If so, did you attend?	11	32	-	-
Did you find it useful?	11	1	-	38
Did you feel adequately prepared for your role as an external examiner at LSBU?	48	2	-	-
The character of the assessment				
Did you receive Modules Guides for the modules you examine?	175	2	22	3
On the basis of the evidence you saw, were the assessments generally:				
appropriate for the outcomes of the modules?	199	0	5	-
sufficiently discriminating between strong and weak candidates?	196	0	9	-
up-to-date?	201	0	3	-
appropriately varied?	203	0	0	-
Have staff of the Department or Faculty responded to comments you made in previous years?	171	7	13	7
Are you satisfied with these responses?	170	0	-	2
Standards				
Was the standard of student work required to pass the modules comparable with that at the same level in other institutions with which you are familiar?	203	1		1
<u>IF NOT</u> , do you consider the standard required to pass modules is generally:				
higher than elsewhere?	2	-	-	-
lower than elsewhere?	0	1	-	-
The quality of student work presented for assessment				

Do you consider the overall performance of students comparable with that of their peers on similar courses elsewhere in the UK?	204	1	-	1
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The assessment process				
Do some or all of your modules have written examinations?	141	65	-	-
<u>IF YES</u> , did you see draft examination papers for comment:				
for all your modules which have written examinations?	106	-	-	-
for some of your modules which have written examinations?	22	-	-	-
for none of your modules which have written examinations?	17	-	-	-
Did you receive draft papers in reasonable time?	129	10	-	3
Were your comments acted on in the papers given to students?	122	8	-	8
Did you have the opportunity to comment on new coursework briefs for modules wholly or largely assessed by coursework?	121	32	39	1
Did you receive other coursework briefs for information?	141	28	22	2
Did you have the opportunity to see sample marked coursework:				
for all your modules?	177	-	-	-
for some of your modules?	21	-	-	-
for none of your modules?	0	-	-	-
Did you receive marking schemes or clear statements of assessment criteria?	173	2	24	1
Did you have the opportunity to see sample marked examination scripts:				
for all your modules which have written examinations?	121	-	-	-
for some of your modules which have written examinations?	12	-	-	-
for none of your modules which have written examinations?	3	-	-	-
On the basis of the evidence you saw, was there a satisfactory system of internal moderation or verification?	175	2	19	1
On the basis of the evidence you saw, was marking:				
fair?	193	1	7	-
consistent?	193	0	8	1
too generous?	4	167	28	3
too harsh?	2	182	13	-

From examples you saw, was feedback given to students: sufficient?	162	1	37	5
helpful to students in improving their performance?	152	1	38	3
consistent?	147	5	31	-
Practice-based courses				
Were you involved in the assessment of a practice-based course e.g. Nursing?	55	144	-	-
Do any of your modules involve assessments carried out in practice e.g. clinical practice?	45	15	-	-
If Yes, did you see the details of the assessments to be carried out by students?	43	5	3	-
Did you see the documentation used by students?	45	4	2	-
Did you see the details of the outcomes of these assessments?	46	5	1	-
Where students were required to produce portfolios of evidence based on practice, did you have the opportunity to sample these?	39	7	1	-
Assessment of students from partner organisations				
Were you involved in assessing the work of students based at one of LSBU's partners, either in the UK or abroad?	32	168	-	-
Did you see draft examination papers different from those taken by students at LSBU?	13	17	-	5
If the assessments for students at partner institutions were different from those at LSBU, are you satisfied that the standard set was equivalent?	20	1	-	-
Were any examination papers or assignment briefs in a language than English?	0	31	-	-
Did you receive any student work in a language than English?	0	28	-	-
If so, were you able to comment on them in the same way as for papers in English?	1	2	-	-

TABLE 2**Award and Progression Boards: all Faculties (n = 93)**

	Yes	No	n/a
1. Are you satisfied that decisions were made consistently within the University's regulations?	92	1	-
2. Are you satisfied that decisions were fair to individual students?	88	2	-
3. Was the meeting of the Examination Board efficiently conducted?	89	0	2
4. Did the Board have sufficient information to make fair decisions about:			
5. extenuating circumstances?	77	0	12
6. cases of cheating or plagiarism?	51	2	20
7. provision for students who had failed some of their modules?	84	0	5
8. application of protocols?	88	0	4
9. Was your role at the Board:			
10. clear to you?	92	0	-
11. as far as you could tell, understood by the other members of the Board?	91	0	-
12. Did the information which came before the Board enable you to judge whether the decisions made on awards and progression were comparable with those in other institutions known to you?	90	0	1
13. If so, do you believe that they were comparable?	90	1	1

	PAPER NO: EC.05(13)	
Board/Committee:	Educational Character Committee	
Date:	13 February 2013	
Paper title:	Statistical reports on student demography	
Author:	Andrew Fisher, Academic Registrar	
Executive sponsor:	Phil Cardew, Pro Vice Chancellor (Academic)	
Recommendation by the Executive:	To note	
Aspect of the Corporate Plan to which this will help deliver?	N/A	
Matter previously considered by:	N/A	On:
Further approval required?	N/A	On:
Communications – who should be made aware of the decision?	N/A	

Executive summary

This paper presents demographic statistics on enrolled students for LSBU as a whole, and broken down by Faculty. The report is intended as contextual information

The Committee is requested to note the report.

Discussion

1. This paper presents a summary of demographic statistics on enrolled LSBU students in the years 11/12 and 12/13. The 12/13 year is still underway, and a limited number of students can be expected to enrol later in the year. As these students are concentrated on specific programmes of study, they may not be completely typical of all LSBU students and the 11/12 data may be more representative of our total student body.
2. The majority of our students are female. This is typical of the HE sector as a whole: female students are the majority in almost all institutions and at all levels of study, although they remain a minority in certain disciplines, as is clearly shown in the faculty breakdown for ESBE in particular.
3. Our students cover a broad age range. The Committee will note a significant increase in the proportion of students aged 21 or under in the 12/13 data. Whilst this is partly a result of the time the data are taken (school leavers are much more likely to begin their programmes in September, and therefore the set of students we would expect to start their programmes later this year are on average older), it also reflects a real national trend in applicants to full time undergraduate programmes. Application rates from older applicants have fallen since 2009 across the sector as a whole.
4. There is no ethnic majority on campus, although White students are the largest single group. There are disciplinary differences between faculties, although these are less marked than with respect to gender. Business in particular has fewer White students and more Black and Asian students. This level of ethnic diversity is not typical of the sector as a whole, but is not untypical of the London new universities, which do tend to be very diverse in their ethnic mix, reflecting the diverse population of London itself.
5. About ten per cent of students consider themselves disabled, and we report which students are in receipt of Disabled Students Allowance because the DSA data are the data used to compare institutions in HESA performance indicators. In general, we would expect those students for whom we do not have DSA data (reported as Disabled Student Allowance unknown) not to be in receipt of DSA. Rates of disability vary significantly across the sector and by discipline, with particularly high rates of disability (often Dyslexia) typically reported in specialist art and design institutions. HESA performance indicators show that our proportion of students in receipt of DSA is in line with our subject mix and entry qualifications.
6. The Committee is requested to note the report.

LSBU Enrolment Statistics

Gender	2011/12		2012/13	
	Count	%	Count	%
Female	12600	57%	9401	53%
Male	9525	43%	8252	47%

Age bands	2011/12		2012/13	
	Count	%	Count	%
21 or under	4569	21%	5218	30%
22 to 24	4087	18%	3154	18%
25 to 39	9171	41%	6612	37%
40 and over	4298	19%	2669	15%

Ethnicity	2011/12		2012/13	
	Count	%	Count	%
Asian	1821	8%	1686	10%
Black African	4768	22%	3724	21%
Black Caribbean	1706	8%	1366	8%
Chinese	570	3%	395	2%
Not Known	326	1%	368	2%
Other	2591	12%	2140	12%
Refused	825	4%	597	3%
White	9518	43%	7377	42%

Level	2011/12		2012/13	
	Count	%	Count	%
First Degree	10175	46%	9819	56%
Other Undergraduate	7444	34%	4045	23%
Post Graduate	4506	20%	3789	21%

Disability	2011/12		2012/13	
	Count	%	Count	%
Disability (Disabled Student Allowance unknown)	200	1%	237	1%
Disability (No DSA)	939	4%	687	4%
Disability (In receipt of DSA)	1196	5%	713	4%
No Disability	19790	89%	15594	88%
Not Known	-	-	422	2%

Student Fee Status	2011/12		2012/13	
	Count	%	Count	%
EU	1543	7%	1073	6%
Home	18709	85%	15108	86%
Overseas	1873	8%	1472	8%

Faculty	2011/12		2012/13	
	Count		Count	
Arts and Human Sciences	4925	22%	4242	24%
Business	4883	22%	4078	23%
Engineering, Science and The Built Environment	5203	24%	4821	27%
Health & Social Care	6951	32%	4464	25%

Statistical Breakdown by Faculty		11/12		12/13	
Faculty	GENDER	Count	%	Count	%
Arts and Human Sciences	Female	3105	63%	2651	62%
	Male	1820	37%	1591	38%
Business	Female	2354	48%	1851	45%
	Male	2529	52%	2227	55%
Engineering, Science and The Built Environment	Female	1129	22%	1096	23%
	Male	4074	78%	3725	77%
Health & Social Care	Female	5930	85%	3772	84%
	Male	1021	15%	692	16%

		11/12		12/13	
Faculty	Disability	Count	%	Count	%
Arts and Human Sciences	Disability (DSA Nk)	71	1%	83	2%
	Disability (No DSA)	250	5%	208	5%
	Disability (Rec DSA)	361	7%	218	5%
	No Disability	4243	86%	3683	87%
	Not Known	-	-	50	1%
Business	Disability (DSA Nk)	41	1%	34	1%
	Disability (No DSA)	123	3%	96	2%
	Disability (Rec DSA)	147	3%	101	2%
	No Disability	4572	94%	3668	90%
	Not Known	-	-	179	4%
Engineering, Science and The Built Environment	Disability (DSA Nk)	52	1%	44	1%
	Disability (No DSA)	190	4%	181	4%
	Disability (Rec DSA)	226	4%	156	3%
	No Disability	4735	91%	4330	90%
	Not Known	-	-	110	2%
Health & Social Care	Disability (DSA Nk)	36	1%	73	2%
	Disability (No DSA)	367	5%	200	4%
	Disability (Rec DSA)	453	7%	237	5%
	No Disability	6095	88%	3872	87%
	Not Known	-	-	82	2%

Faculty	Bands	11/12		12/13	
		Count	%	Count	%
Arts and Human Sciences	21 or under	1524	31%	1702	40%
	22 to 24	955	19%	708	17%
	25 to 39	1617	33%	1285	30%
	40 and over	829	17%	547	13%
Business	21 or under	1332	27%	1494	37%
	22 to 24	1252	26%	888	22%
	25 to 39	1659	34%	1245	31%
	40 and over	640	13%	451	11%
Engineering, Science and The Built Environment	21 or under	1138	22%	1394	29%
	22 to 24	1214	23%	1057	22%
	25 to 39	2363	45%	1969	41%
	40 and over	488	9%	401	8%
Health & Social Care	21 or under	560	8%	627	14%
	22 to 24	650	9%	494	11%
	25 to 39	3445	50%	2089	47%
	40 and over	2296	33%	1254	28%

Faculty	Ethnicity	11/12		12/13	
		Count	%	Count	%
Arts and Human Sciences	Asian	431	9%	465	11%
	Black African	892	18%	791	19%
	Black Caribbean	549	11%	432	10%
	Chinese	33	1%	33	1%
	Not Known	38	1%	35	1%
	Other	525	11%	465	11%
	Refused	198	4%	151	4%
	White	2259	46%	1870	44%
Business	Asian	585	12%	553	14%
	Black African	1247	26%	1038	25%
	Black Caribbean	302	6%	251	6%
	Chinese	383	8%	240	6%
	Not Known	85	2%	175	4%
	Other	750	15%	640	16%
	Refused	217	4%	171	4%
	White	1314	27%	1010	25%
Engineering, Science and The Built Environment	Asian	476	9%	433	9%
	Black African	976	19%	939	19%
	Black Caribbean	289	6%	288	6%
	Chinese	75	1%	67	1%
	Not Known	58	1%	90	2%
	Other	708	14%	665	14%
	Refused	219	4%	185	4%
	White	2402	46%	2154	45%

Health & Social Care	Asian	323	5%	232	5%
	Black African	1591	23%	941	21%
	Black Caribbean	552	8%	390	9%
	Chinese	78	1%	55	1%
	Not Known	142	2%	68	2%
	Other	581	8%	369	8%
	Refused	190	3%	87	2%
	White	3494	50%	2322	52%

Faculty	STUDENT_STATUS	11/12		12/13	
		Count	%	Count	%
Arts and Human Sciences	EU	309	6%	220	5%
Arts and Human Sciences	Home	4308	87%	3741	88%
Arts and Human Sciences	Overseas	308	6%	281	7%
Business	EU	560	11%	377	9%
Business	Home	3406	70%	3028	74%
Business	Overseas	917	19%	673	17%
Engineering, Science and The Built Environment	EU	453	9%	356	7%
Engineering, Science and The Built Environment	Home	4262	82%	4055	84%
Engineering, Science and The Built Environment	Overseas	488	9%	410	9%
Health & Social Care	EU	193	3%	117	3%
Health & Social Care	Home	6601	95%	4242	95%
Health & Social Care	Overseas	157	2%	105	2%

	PAPER NO: EC.06(13)	
Board/Committee:	Educational Character Committee	
Date:	13 February 2013	
Paper title:	Report on OIA cases and internal complaints	
Author:	Janet Lewis, University Student Relations Officer	
Executive sponsor:	James Stevenson, University Secretary	
Recommendation by the Executive:	To note the annual report to the committee on internal complaints and cases referred to the Office of the Independent Adjudicator	
Aspect of the Corporate Plan to which this will help deliver?	Student Success: student choice, value for money.	
Matter previously considered by:	Executive	16 January 2013
Communications – who should be made aware of the decision?	Executive, Pro Deans and other senior staff who resolve complaints	

Executive summary

This is the annual report to the Educational Character Committee on: (i) complaints raised by students under the internal complaints procedure; and (ii) cases taken by students to the Office of the Independent Adjudicator (OIA). The annual report of the academic board includes a report on complaints and OIA cases and is noted by the Board of Governors each year.

Statistics are provided for both categories below. The main reason that students give for their complaint is now “academic” (in previous years this was “finance”).

Action by the Executive:

The Executive continues to monitor the issues that arise from complaints by twice yearly reporting. In addition, a twice yearly meeting of the pro deans responsible for handling complaints in their faculty is held in order to share good practice and encourage continuous improvement.

Consideration is being given to formal mediation as means to provide early dispute resolution in the more complex cases.

The Committee is requested to note this report.

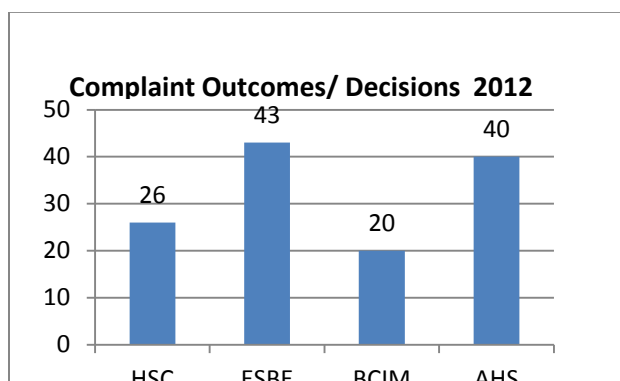
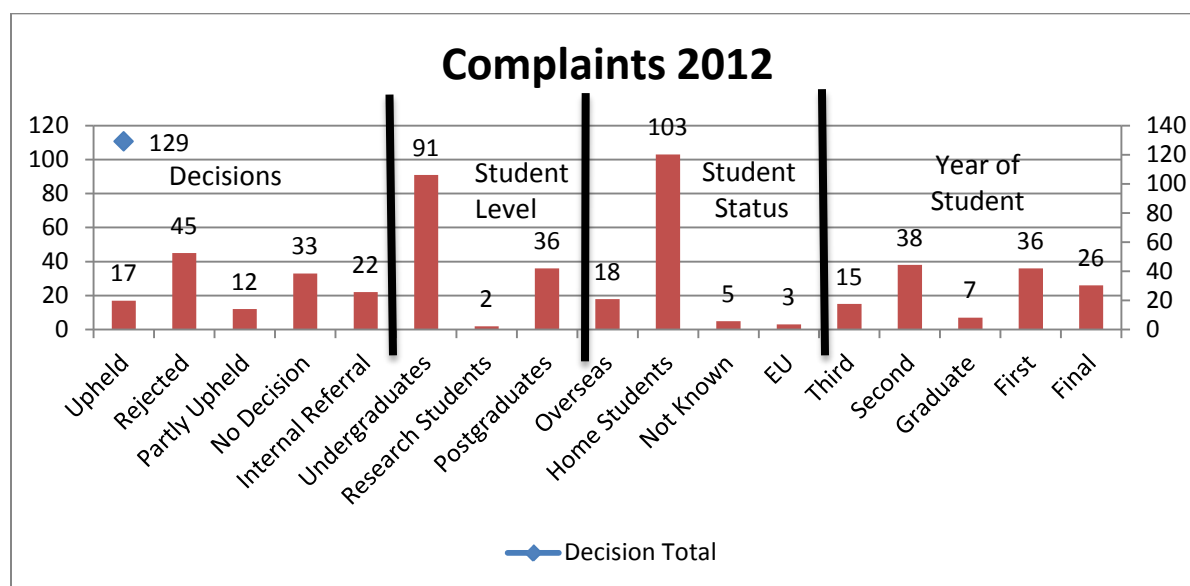
1. LSBU internal complaints procedure

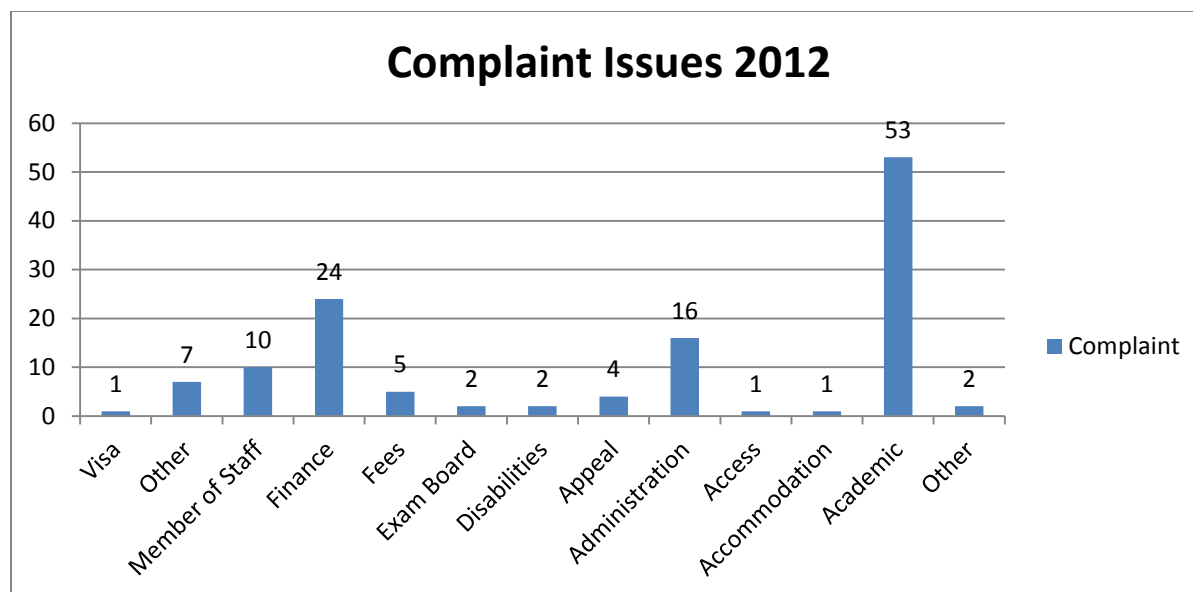
1.1 In 2012, students reported 129 formal complaints under the internal complaints procedure.

The comparable number in previous years is:

Academic year	2009 – 2010	2010 – 2011	2011 – 2012
Complaints received	123	111	46

The analysis of complaints for 2012 is as follows:





1.2 Background to complaints

In the first instance complaints are directed to the Faculty/Department where the issue arose and investigated by a senior member of staff in that Faculty/Department. An explanation is then sent to the student.

Sometimes students will re-frame a failed academic appeal and submit it as a complaint

If the student is not satisfied with the response, they may request progression of a complaint to the next level under the complaints procedure. There are three levels. After completion of all levels, if a student remains unsatisfied then they are entitled to take the matter to the OIA (see below).

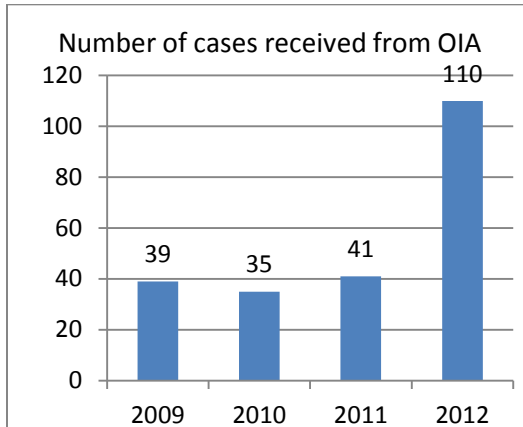
The issues most commonly complained of have in the past been fees and finance. However, for 2012 this has not been the case and the main issue has been “academic”.

As a reminder for committee members, the broad categories of complaint are listed in the appendix below.

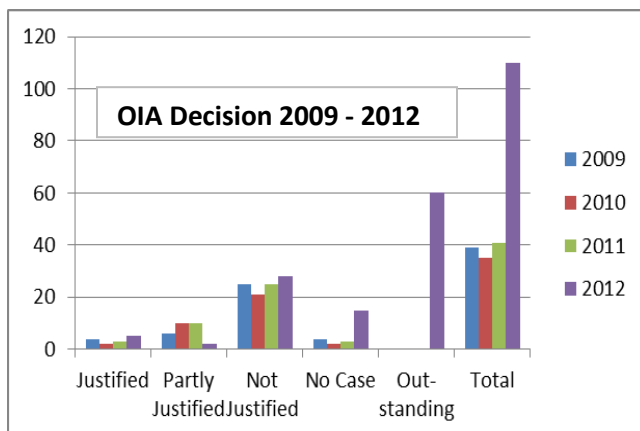
2. Cases taken by students to OIA 2012

Cases taken by students to the Office of the Independent Adjudicator normally arise from two sources: (i) from unsuccessful academic appeals; or (ii) dissatisfaction with the outcome of an internal complaint. OIA is a free service for students.

2.1 The following chart shows the case level rising in 2012:

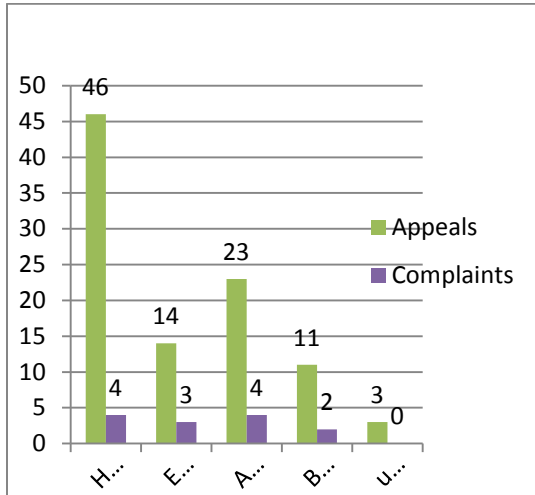


2.2 However, the following chart shows that there is not a comparable increase in the number of “justified” outcomes to cases. The low level of “justified” cases is an indicator that LSBU is, in the vast majority of cases, following procedure fairly and reasonably.



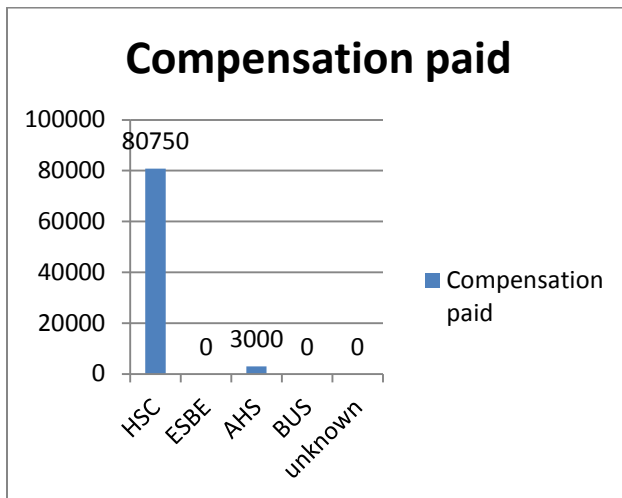
2.3 Complaints by faculty

The chart below shows the breakdown of OIA cases between academic appeals and internal complaints by faculty:



The Faculty of Health and Social Care had the highest number of OIA complaints, the majority of which were as a result of a failed appeal. This is due to a combination of faculty, placement and academic process which when in certain circumstances combined to contributed to the overall OIA decision. HSC students who have failed academically also lose out financially (loss of bursary).

2.3 The level of compensation paid is as follows:



The amount in HSC is a single case which was decided by a formal mediation procedure.

APPENDIX

The broad categories of student complaint are:

1. Academic

This relates to students having failed modules due to a particular reason such as supervision, marking process not being followed, lack of guidance, no access to on-line teaching materials and are usually submitted in cases of failed appeals.

2. Financial

Complaints arise because the student may not understand the financial implications when they sign the enrolment form. They may not realise that they have entered in to a legal contract.

Other aspects of this area of complaint include:

- Late payment charges of £25 for every instalment missed (max £100) in accordance with tuition fee regulations. Students often dispute why they have to pay such charges.
- Early withdrawal charges 25%. Students who leave soon after enrolment encounter problem.
- Payment methods: instalment payments not meeting criteria / career development loans.
- Discounts: students dispute eligibility for a discount.
- Payment for repeat units: the student loan company (SLC) refuses to pay for repeat tuition fees and the debt falls to the student to pay. They may not have the resources to pay and are prevented from re-enrolling or are excluded.
- Tuition fee assessment: students dispute the fee status (“home” or “overseas”) that the university applies to them and claim they should be classified at the cheaper “home” rate.
- Outstanding debt: former students who owe money offer various reasons for not paying, which include: not receiving value for money; loss or change of job; or illness. This situation mainly affects home students who pay their own fees or are sponsored by their employer, usually part-time undergraduate or post-graduate.

3. Failed expectations

Students may believe that their experience has fallen short of their own expectations about their course. This may be as a result of incorrect information being provided to a student prior to starting, or at interruption/withdrawal stage and in response to an individual student's circumstances or change of circumstances.

4. Conflict with a member of staff

Unfortunately, this sometimes may occur as a result of a clash of personalities or conflicting information provided to the student, students also use this method to reframe a failed appeal to fit within the remit of the University Complaints Procedure.

5. Perceived lack of support from the university, including:

- Supervision: the student perceives problems with access to or the response from staff; or from learning resources, e.g. Blackboard (the online information portal for students) or learning materials.
- Field trips / residential courses: sometimes issues are raised about field trips and teaching residential courses, e.g. costs or ability to attend.
- DDS students believing their support need to be greater than previously agreed with DDS and implemented by Faculty
- Student expectations – individual student expectations can prove to be problematic, as what one student sees as good support/encouragement/contact- time another student would disagree.

6. Problems with placements

Placements are mandatory for a number of professional courses and have to be passed to enable the student to progress or awarded. Placement issues arise mainly from students in the Health Faculty who are on NHS placements; and in the Arts & Human Sciences Faculty who are on teaching placements. Placement issues can be complex and are often not a result of any wrong doing by the University.

7. Lack of expected career progression

Unfortunately, where a student does not progress in their chosen field/career, they may accuse the University of perceived wrongs whilst a student and believe these to be the reason for not attaining an award or a higher classification, thereby, preventing them from the progression they seek. As a failed student or a

graduate they submit a complaint stating lack of supervision, perceived discrimination etc., as issue(s) of their complaint.

8. Immigration matters

Continuing International students require a confirmation of acceptance for study (CAS) number to enable them to renew their visa. On occasion, the university is not able to allocate a CAS where there is a question over the student's academic ability or where the student owes the university money and they are in "bad financial standing" and the situation can cause problems for the student(s) in this situation, however the university has Tier 4 Highly Trusted Status criteria, and this has to be maintained to ensure the University keeps its status.

9. Enrolment

Problems arise where students have completed enrolment and have subsequently withdrawn quite early in their studies. The withdrawal reason differs for each individual however they all discover they are liable for the 25% early withdrawal charge (approx. £2000 for new student financing system) which they then proceed to challenge through the complaints procedure.