

## Meeting of the Student Experience Committee

2.00 pm on Wednesday, 10 October 2018  
in 1B16 - Technopark, SE1 6LN

### Agenda

<i>No.</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
<b>Items to discuss</b>			
5.	Estate matters	9 - 10	SM
6.	Timetabling focus group	11 - 12	PC
7.	Welcome Week - Students' Union feedback	13 - 14	SR
8.	Welcome Week - review planning	15 - 16	SB
9.	Student Lifestyle Survey	17 - 18	SR
10.	Student led projects update	19 - 20	SB
11.	Items from students (as required)	21 - 22	NK
12.	Be Safe at LSBU	23 - 44	RH
<b>Items to note</b>			
13.	National Student Survey	45 - 72	SW
14.	National Teaching fellowship awards update	73 - 74	PB
15.	Terms of reference and membership	75 - 80	PB

**Date of next meeting**  
**2.00 pm on Wednesday, 30 January 2019**

**Members:** Pat Bailey (Chair), Steven Brabenec, Kat Colangelo, Kirsteen Coupar, Gary Francis, Dawn Ingleson, Nelly Kibirige, David Mead, Samantha Robson and Shân Wareing

**Apologies:** Carol Rose

**In attendance:** Steve Baker, Patrick Callaghan, Rosie Holden, Joe Kelly and Sacha Marshall-Ocana (for Carol Rose)

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**Minutes of the meeting of the Student Experience Committee  
held at 2.00 pm on Wednesday, 2 May 2018  
1B16 - Technopark, SE1 6LN**

**Present**

Pat Bailey (Chair)  
Sodiq Akinbade  
Steven Brabenec  
Kat Colangelo  
Kirsteen Coupar  
Samantha Robson  
Carol Rose  
Shân Wareing  
Saranne Weller

**Apologies**

James Emmett  
Patricia Godwin  
Gary Francis  
Dawn Ingleson  
David Mead  
Indira Patel  
Steve Baker

**In attendance**

Claire Freer

**1. Welcome and apologies**

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

**2. Declaration of interests**

No members declared a conflict of interest with any item on the agenda.

**3. Minutes of the previous meeting**

The committee approved the minutes of the meeting held on 31 January 2018.

**4. Matters arising**

6. Start of term issues – complete

9. Student Union Bar – following queries regarding the opening hours of the SU Bar the committee were advised that it would be possible to shift the

opening hours of the bar so that it could be open later (last orders would be at 10:30 and the bar closed at 11pm). Due to the cost of security, required after 9:00pm, it would not be possible change the hours every day but it was proposed that opening hours be changed on three days. The SU were requested to discuss on which days they would like change the hours and advise Carol Rose after the meeting.

#### 11. Student Support and Employment annual report

Sexual violence – resourcing disclosures and reporting mechanisms.

- The document has been widely circulated.
- Budgeting issues were a constraint.
- Looking at possible online reporting tools that could be adopted.

Mental Health:

- Resourcing is an issue and the costs are impacting other services.
- It would be necessary to review funding going forward.
- There was a huge awareness increase across the sector which was driving uptake which was putting pressure on existing services.

#### 5. **Estates matters**

The Director of Estates provided an update on estates matters, noting the following:

- Timetabling. It was hoped that timetables would be released earlier for the 2018/19 year.
- Campus redevelopment. Due to the redevelopment of London Road there would be an impact on catering services across the campus. Over the summer the Grads Café would be refurbished and extended, creating a better space and more seating, and to allow a wider selection of catering to be served.
- SU Offices – there would be some alternations to the space over the summer.
- Learning and Resource Centre and Perry Library – the LRC would be merged into the Perry Library site over the summer. It was not anticipated that this would have an impact on the services provided. Changes were being made to allow for the use of the west entrance to the library. Ellior would also be taking over the running of the library café and additional outdoor seating would be created.

A question was raised regarding the possibility of providing microwave facilities for students. An agreement had been made to provide such facilities but a suitable location was still to be agreed. Possible locations, and the need to manage the expectations of use were discussed.

#### 6. **Induction and Enrolment Process for New Students**

The Director of Marketing provided an update on the work underway to improve the induction and enrolment process for new students. The delivery of welcome week had also been transferred to the marketing team so that the

whole process, from initial enquiry to being fully enrolled, was one seamless process. Changes would include:

- Linking in to academic planning earlier in the cycle so that communications could be sent out to new students during the summer.
- Publishing information regarding welcome week and activities on the public LSBU website so that new students could access the information prior to registration and without needing to know how to navigate LSBU's internal systems.
- Flexibility to enrolment. The team were looking at how enrolment could be more flexible, for example allowing certain groups of students to enrol early over the summer (part-time students or apprenticeships).
- Reviewing pre-enrolment processes.
- Improving staff engagement with Welcome Week and registration and increasing the number of staff volunteers.

The committee discussed the need to ensure that the SU activities were integrated into the process and how to bring the 'magic' and LSBU's identity into the process. It would be important to ensure that there were clearly designated spaces for Welcome Week activities and that new students could move more easily across the campus regardless of what stage in the enrolment process they were at. The committee also noted the need to ensure that the focus was not just on recent school leavers and full-time students but also mature and part-time students.

## **7. Educational Framework update**

The Director of CRITT provided an update on the educational framework, which had now been in place for three years. Inclusive teaching had been included into the framework and it was hoped that it would encourage staff to be more flexible in their teaching approach. A review of assessment methods was also underway to review the reliance on examinations and to identify alternative appropriate methods of assessment.

The framework had been embedded into the new course specification document, which would be used for all new course validations and any revalidations going forward.

Work was underway to review the professional development offering for academic staff and to map this to the educational framework. The Achieve Scheme for staff had been re-launched, which would provide a development and recognition framework and included teaching observation and mentoring systems.

## **8. Student-led projects update**

The SU President provided an overview on the three student led projects underway and the initial results that had been collated. Work was underway to finish collating and analysing the data. The final findings and recommendations would be presented by the students at the Staff Conference in June.

9. **Student Support and Employment annual report (detailed review)**

An update was provided under Matters arising.

10. **Committee Effectiveness Review**

A committee effectiveness review survey would be launched following the meeting. All committee members were encouraged to provide their feedback. The Committee Chair and would review the results of the survey. Any adjustments to the committee structure or workplan would be made ahead of the new academic year.

11. **Any other business**

Designated mental health days:

The SU Wellbeing Officer tabled a proposal for students to be allowed to take designate mental health days. The committee discussed the benefits of such a system and how it could be delivered. The Committee Chair would discuss the proposal with the Wellbeing Team and the PVC, Education and Student Experience.

**Date of next meeting  
2.00 pm, on Wednesday, 10 October 2018**

**Confirmed as a true record**

..... (Chair)

**STUDENT EXPERIENCE COMMITTEE - WEDNESDAY, 2 MAY 2018  
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>
4.	Matters arising	SU Bar - to agree and advise Estates on which days the bar opening hours will be extended		Kat Colangelo, Samantha Robson	To do
5.	Estates matters	Estates and SU to agree locations for microwave facilities		Carol Rose, Samantha Robson	To do
11.	Any other business	Student mental health days: DVC to discuss with Wellbeing and the PVC Education and Student Experience		Pat Bailey	To do

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# Agenda Item 5

	INTERNAL
Paper title:	Estate Matters
Board/Committee:	Student Experience Committee
Date of meeting:	10 October 2018
Author(s):	Carol Rose, Director of Estates
Purpose:	For Discussion
Recommendation:	The Committee is requested to note the update.

## **Executive Summary**

A verbal update will be provided on key developments and issues regarding the Estate that may impact the student community.

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	INTERNAL
Paper title:	Timetabling Focus Group
Board/Committee:	Student Experience Committee
Date of meeting:	10 October 2018
Author(s):	Professor Patrick Callaghan, Dean of Applied Science, Co-Lead Timetabling Operational Effectiveness Review
Purpose:	For Discussion
Recommendation:	The Committee is requested to provide its views and experience of timetabling in the University.

## **Executive Summary**

The Timetabling Operational Effectiveness Review Group is seeking to improve how timetabling is conducted at LSBU. As part of the discovery phase of its work, the Group seeks, through a focus group with the SEC, to understand its views and experience of how timetabling operates at LSBU.

To enable a productive and effective discussion on the issue, the Co-lead will conduct a focus with the SEC, guided by several socratic questions, designed to elicit from SEC members, its considered views and experience of timetabling at LSBU.

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# Agenda Item 7

	INTERNAL
Paper title:	SU Induction/Welcome Feedback
Board/Committee:	Student Experience Committee
Date of meeting:	10 October 2018
Author(s):	Samantha Robson, VP Welfare & Equalities, James Walsh, Head of Representation & Advice and Steve Baker, CEO Students' Union
Purpose:	For Discussion
Recommendation:	The committee is requested to review the information provided, in order to inform their approaches and practices going forward.

## **Executive Summary**

The Union has collected its feedback from the welcome period and will present its findings for discussion and feed into the next process of 'Welcome' development.

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	INTERNAL
Paper title:	Welcome Week – review planning
Board/Committee:	Student Experience Committee
Date of meeting:	10 October 2018
Author(s):	Steven Brabenec, Director of Marketing and Recruitment
Purpose:	For Discussion
Recommendation:	The committee is requested to note the interim update the welcome week review planning.

## **Executive Summary**

The Director of Marketing and Recruitment will provide a high level update on the successes of this year's Welcome Week and outline the review process that will be implemented to review the changes made in 2018 and to identify key learnings and areas of improvement for next year.

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	INTERNAL
Paper title:	Student Lifestyle Survey Feedback
Board/Committee:	Student Experience Committee
Date of meeting:	10 October 2018
Author(s):	Samantha Robson, VP Welfare & Equalities and James Walsh, Head of Representation & Advice
Sponsor(s):	Shan Wareing, PVC Education and Student Experience
Purpose:	For Discussion
Recommendation:	The committee is requested to review the information provided, in order to inform their approaches and practices going forward.

## Executive Summary

The Students' Union commissioned a national piece of research looking at the lifestyles of our student body.

Key lines of enquiry examined:

1. Student Satisfaction
2. Extra-curricular activities & employability
3. Accommodation, Food & Transport
4. Student Wellbeing

This work carried out by an external research agency draws together the experiences of LSBU students and benchmarks them against the national picture. It is hoped that this research will aid understanding of how our students' lifestyles are both in tune and divergent to the national picture, giving insight into areas where we can strengthen the LSBU difference, and areas that require a difference in approach to sector norms.

The Union will present the finding from this report for discussion with a view to informing our approaches and support to meet the needs of our students on and off campus.

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	INTERNAL
Paper title:	Student-led Projects update
Board/Committee:	Student Experience Committee
Date of meeting:	10 October 2018
Author(s):	Steve Baker, CEO Students' Union
Sponsor(s):	Pat Bailey, Deputy Vice Chancellor
Purpose:	For Information
Recommendation:	The committee is requested to support the continuation of the student-led projects scheme for 2018/19.

## **Executive Summary**

The Student-led Projects are a collaboration between the University and the LSBU Student Union (SU). The scheme has been running for three 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.

Project outcomes of the 2017/18 scheme were presented by the student researchers and facilitated by the President of the SU, Sodiq Akinbade, at the Staff Conference on 13 June 2018.

The committee is requested to support the continuation of the student-led projects scheme for 2018/19.

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# Agenda Item 11

	INTERNAL
Paper title:	Items from Students (as required)
Board/Committee:	Student Experience Committee
Date of meeting:	10 October 2018
Author(s):	Nelly Kibirige, President, Students' Union
Sponsor(s):	Pat Bailey, Deputy Vice Chancellor
Purpose:	Student members are invited to raise any unexpected matters or issues that have taken place since the last meeting, which impact the student experience, including proposed remedies and future actions.

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	INTERNAL
Paper title:	Be Safe at LSBU
Board/Committee:	Student Experience Committee
Date of meeting:	10 October 2018
Author(s):	Rosie Holden, Head of Wellbeing
Sponsor(s):	Pat Bailey, Deputy Vice Chancellor, Shân Wareing, Pro Vice Chancellor
Purpose:	For Approval
Recommendation:	<p>The Student Experience Committee is requested to:</p> <ul style="list-style-type: none"> <li>- Approve the model of sexual violence response and awareness raising.</li> <li>- Approve the proposed commitment statement, or refer to appropriate Board for approval</li> </ul>

## Executive Summary

LSBU made a successful bid for Catalyst funding from HEFCE/OfS to run a time limited Student Safeguarding project reviewing and developing our response to sexual violence.

This paper is an outcome of that successfully completed project and proposes a practical model of case management, risk assessment, specialist support and culture change.

A current Organisational Effectiveness project is underway to ensure that staff and student policies work together. To create an additional and specific sexual violence/misconduct policy containing different aspects of other extant policies would not in itself be of benefit. This paper proposes publishing a clear and visible commitment statement which sits across all existing policies and developing practical and workable processes that underpin the new proposed model of response.

The number of students accessing the Mental Health and Wellbeing team where sexual violence was a presenting concern increased by 49% between the 16/17 and 17/18 academic years. The number of reports of sexual misconduct to Student Disciplinary increased by 133% between the 16/17 and 17/18 academic years.

Getting our response to a report of sexual violence wrong carries significant risk to the reporting student, to the reported student, to the criminal justice process, and to the institution. It is neither possible nor reasonable for every member of staff to be trained as expert first responders. LSBU is therefore committed to creating a body of expertise within the University where students can be directed for a safe and supportive response; Sexual Violence Liaison Support (SVLS) based within the Mental Health and Wellbeing team.

This paper proposes a risk panel to assess and manage risk for reporting student, reported student, the University community and the criminal justice process. The risk panel's role includes identifying any appropriate temporary actions under the Student Disciplinary process.

A case management process is proposed that pulls together specialist response (SVLS), internal investigation (staff/student disciplinary), risk assessment, and interaction with external stakeholders including the police and specialist support. As far as possible, the proposed model balances risk for LSBU and gives students, staff, the university and the criminal justice process, the best chance of appropriate outcomes.





**London  
South Bank  
University**

EST 1892

## Be Safe at LSBU

### Responding to sexual violence – a model of case management, risk assessment, and specialist support

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Author:

Rosie Holden, Head of Wellbeing

October 2018

## Executive summary

LSBU made a successful bid for Catalyst funding from HEFCE/OfS to run a time limited Student Safeguarding project reviewing and developing our response to sexual violence. This paper is an outcome of that successfully completed project and proposes a practical model of case management, risk assessment, specialist support and culture change. It is likely that increased awareness will result in an increase in reporting – there is a risk that the current level of resource will be insufficient to meet increased demand. If that is the case, additional resource will need to be identified, or if no resource is available, we will need to revert to an alternative response, Safe Pathways, which is outlined at the end of this paper.

The number of students accessing the Mental Health and Wellbeing team where sexual violence was a presenting concern increased by 49% between the 16/17 and 17/18 academic years. The number of reports of sexual misconduct to Student Disciplinary increased by 133% between the 16/17 and 17/18 academic years.<sup>1</sup>

Getting our response to a report of sexual violence wrong carries significant risk to the reporting student, to the reported student, to the criminal justice process, and to the institution. It is neither possible nor reasonable for every member of staff to be trained as expert first responders. LSBU is therefore committed to creating a body of expertise within the University where students can be directed for a safe and supportive response; Sexual Violence Liaison Support (SVLS) based within the Mental Health and Wellbeing team.

This paper proposes a risk panel to assess and manage risk for reporting student, reported student, the University community and any potential criminal justice process. The risk panel's role includes identifying any appropriate temporary actions under the Student Disciplinary process.

A case management process is proposed that pulls together specialist response (SVLS), internal investigation (staff/student disciplinary), risk assessment, and interaction with external stakeholders including the police and specialist support. As far as possible, the proposed model balances risk for LSBU and gives students, staff, the university and the criminal justice process, the best chance of appropriate outcomes.

I am confident in the model proposed here – I believe it to be appropriate, safe, considered, and sector leading. I am extremely proud of the hard work that has gone into the creation of this model, particularly the dedication, care, and commitment from colleagues in Wellbeing, Student Disciplinary, Halls, , Students' Union, Security, Health and Safety, GovLegal, Schools, Communications, and HR. LSBU's internal response to a current complex sexual violence case was very recently highlighted by the Metropolitan Police as an example of very good work; we have been invited to speak at national events to share our experience of planning and delivering a safe model of specialist support, and are leading a project with Universities UK to develop a sector wide risk assessment tool.

## Proposed sexual violence commitment statement:

At LSBU we take the safety and wellbeing of our staff and students very seriously and we do not tolerate sexual misconduct. We strive to create an environment where all members of the University community feel safe and respected. We know that sexual violence is an issue of international concern and one affecting all universities.

### **Our Commitment**

- We are committed to creating and promoting a positive and safe culture for all members of our community.
- We are committed to taking all steps within our power to prevent, tackle and respond appropriately to incidents of sexual violence affecting our students, staff and those who use our facilities and services.
- We are committed to ensuring students are clear about their options, reporting protocols and receive appropriate support if they have experienced sexual violence.
- We work in partnership with students and local organisations to improve our knowledge and understanding of sexual violence in our community and the impact of our work to prevent and tackle this.



## Introduction – context and risk

Sexual violence is any unwanted sexual act or activity. There are many different kinds of sexual violence, including but not restricted to: rape, sexual assault, child sexual abuse, sexual harassment, rape within marriage / relationships, forced marriage, so-called honour-based violence, female genital mutilation, trafficking, sexual exploitation, and ritual abuse.<sup>2</sup>

There is no excuse for sexual violence; it can never be justified, it can never be explained away and there is no context in which it is valid, understandable or acceptable.<sup>3</sup>

In 2016, a taskforce established by Universities UK to examine violence against women, harassment, and hate crime affecting university students published its report 'Changing the Culture' along with supporting guidance for universities handling alleged student misconduct which may also constitute a criminal offence. UUK makes clear recommendations that place responsibility on universities to ensure an effective response to incidents of sexual violence.

In response to UUK's Changing the Culture report, LSBU committed to delivering an initial project, part funded by HEFCE, to address and develop our student safeguarding strategy in responding to sexual violence.

LSBU committed to working in partnership with students and local organisations to change the culture of our organisation, creating a community of students and staff confident and empowered to challenge hate, harassment and sexual assault if it occurs and to clearly demonstrate that they are not tolerated at LSBU. The delivery of the project was focused on providing training, awareness and support to staff and students, using a multi-agency approach, to harness the expertise of local specialist organisations and work in collaborative partnership with our students.

This paper is an outcome of that successfully completed project and proposes a practical and sustainable model of case management, risk assessment, specialist support and culture change.

## Aims of the proposal

LSBU is committed to taking all steps within its power to prevent, tackle and respond appropriately to incidents of sexual violence affecting our students, staff and those who use our facilities and services.

### Outcomes

1. Foster a culture where sexual violence is not tolerated and is actively challenged.
2. Ensure students are clear about their options, reporting protocols and receive appropriate support if they have experienced sexual violence.
3. Ensure University staff and Students' Union officers are clear about how to respond to and support students if they have been affected by sexual violence.
4. Improve our knowledge and understanding about the prevalence of sexual violence in our community and the impact of our work to prevent and tackle this.

Nationally, the number of people reporting, and seeking support for, sexual violence are significantly on the rise.

Over the last 5 years, reports of rape to the police have gone up from 16,000 a year to more than 41,000.<sup>4</sup>

Reports of sexual violence against men and boys has more than tripled over the last 5 years.<sup>5</sup>

12.1% of adults have experienced sexual assault (20% of women and 4% of men).<sup>6</sup>

One in two trans people experience sexual violence at some stage in their lives.<sup>7</sup>

1 in 10 LGBTQ+ people have said the hate crime they experienced involved some form of sexual violence (9%)<sup>8</sup>

An estimated 26 per cent of women and 15 per cent of men aged 16 to 59 had experienced some form of domestic abuse since the age of 16.<sup>9</sup>

London accounts for 15% of all recorded sexual offences across England and Wales.<sup>10</sup>

So too are the numbers of students who have experienced sexual violence, and who are reporting to their universities.

Revolt Sexual Assault survey: 62% of students and graduates report experiencing sexual violence (70% of female respondents and 26% of male respondents)<sup>11</sup>

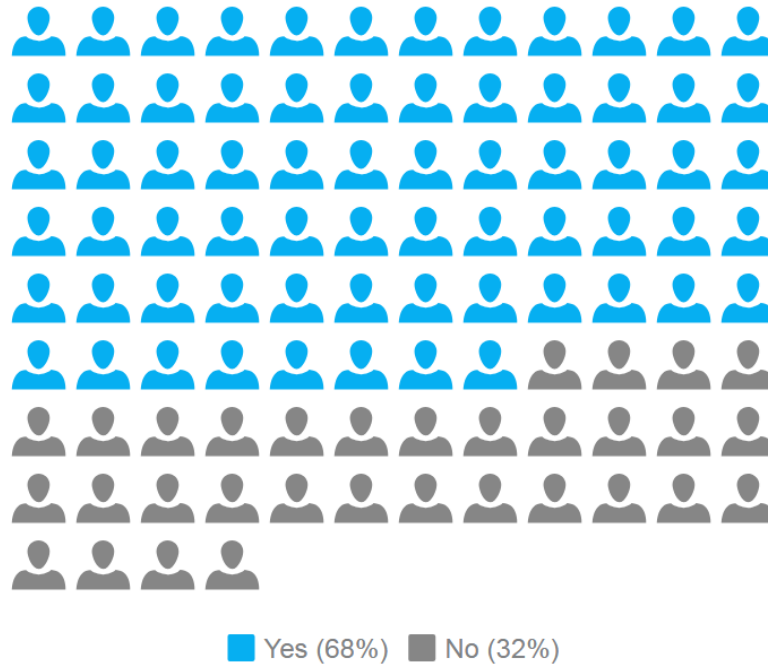
NUS survey: 68% of women students report experiencing verbal or physical sexual harassment<sup>12</sup>

NUS survey: 14% of women students report experiencing physical or sexual assault <sup>13</sup>

Revolt Sexual Assault survey: 25% students skipping lectures, tutorials, changing or dropping certain modules<sup>14</sup>

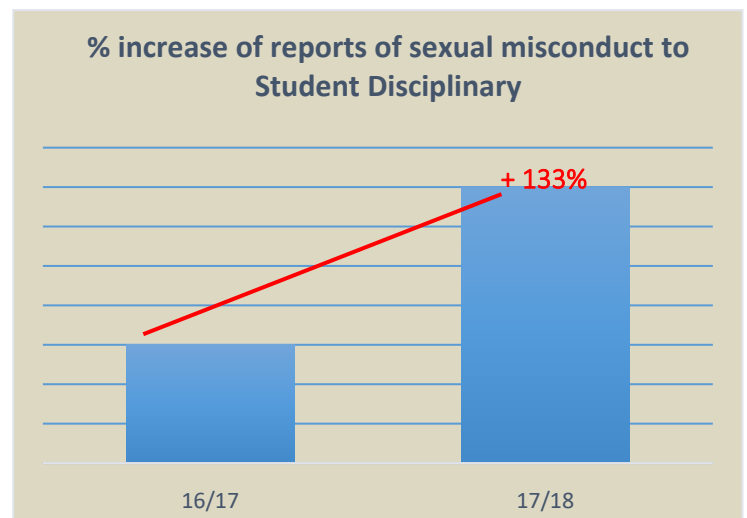
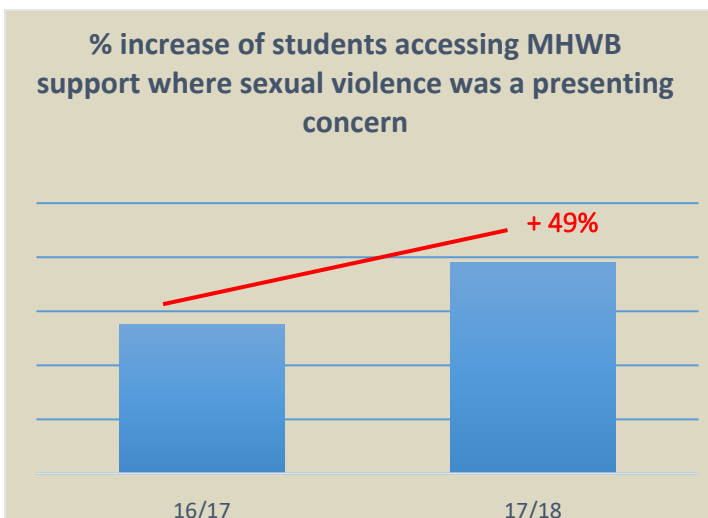
Revolt Sexual Assault survey: 16% student suspending their studies or dropping out of their degree<sup>15</sup>

NUS survey: **68%** of respondents experienced sexual harassment – this is equivalent to **12,053** LSBU students.



Reports of sexual violence at LSBU are similarly rising.

The number of students accessing the Mental Health and Wellbeing team where sexual violence was a presenting concern increased by 49% between the 16/17 and 17/18 academic years<sup>16</sup>. The number of reports of sexual misconduct to Student Disciplinary increased by 133% between the 16/17 and 17/18 academic years.



Without a safe and effective response, there is risk.

### Risk to students

- Students will lack confidence in the University to effectively support and respond
- Unintentional creation of a culture that tolerates sexual violence
- Inadequate support/response having negative impact on student safety, wellbeing and study (for example students withdrawing when appropriate support might have enabled them to continue with their studies, significant impact on mental health)

### Risk to future criminal proceedings

- Victims of sexual violence may wish to report to the police at the time or at any time in the future – this could be years
- It is extremely likely that a university's contemporary response, including notes, emails, support given, any internal investigation, will end up in court. Getting it wrong will jeopardise a student's future criminal case.

### Risk to staff

- Unintentional creation of a culture that tolerates sexual violence
- Inadequate guidance on what to do leaves staff vulnerable to doing the wrong thing – staff may feel individually responsible for a student's disclosure, affecting their own wellbeing
- Negative impact of non-joined up policies (HR/student complaint) in cases of alleged staff/student sexual violence

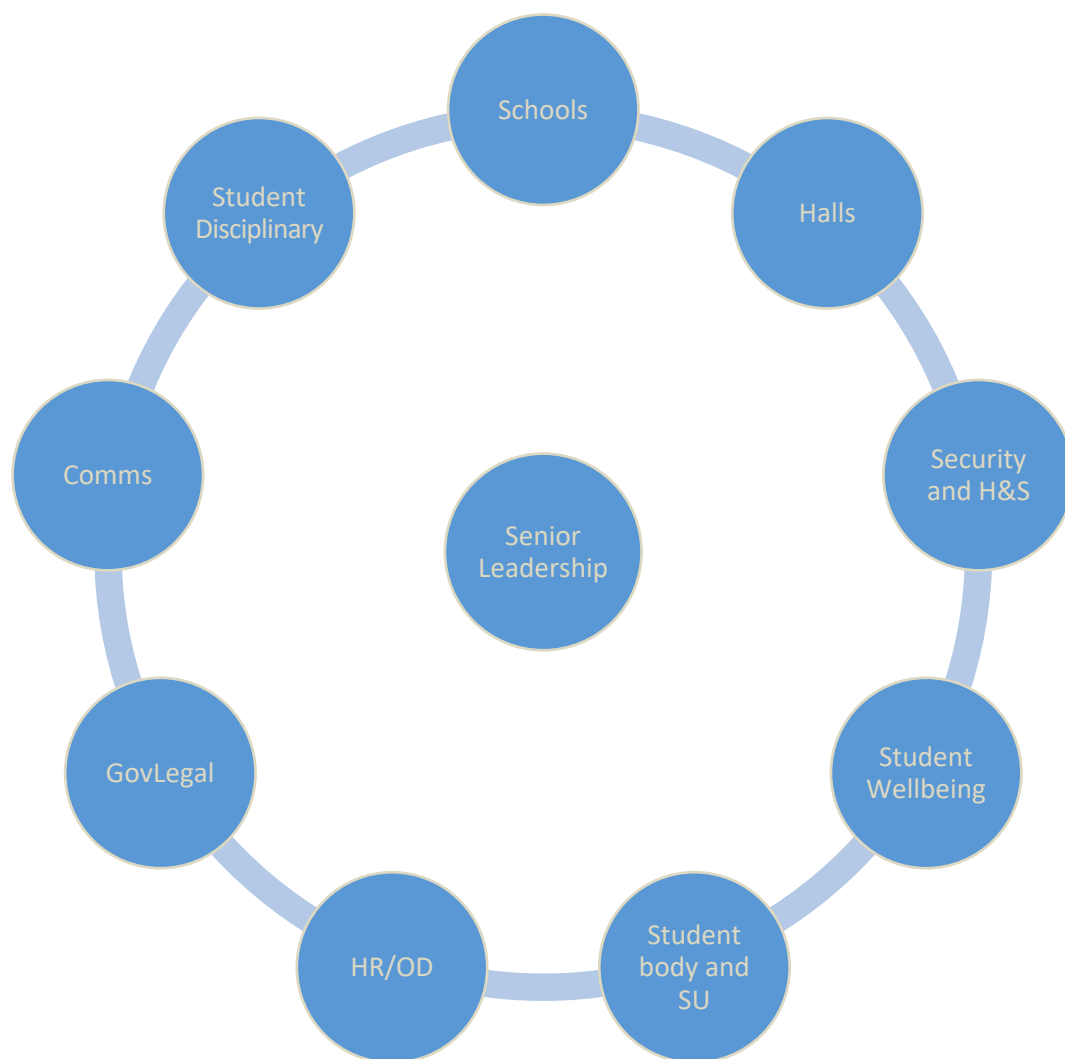
### Risk to institutional reputation

- Exposed mishandling of disclosure, support, and investigation in the court will damage LSBU's reputation
- Mishandling could also leave LSBU open to criminal proceedings from both reporting and reported students

It is imperative that the University puts in place an effective and safe response to sexual violence and drives a change in culture across the whole institution.

Areas to consider:

- Disclosure and staff training
- Support
- Central reporting
- Investigation and risk management
- Prevention and awareness



Be Safe at LSBU – a model of case management, risk assessment, specialist support and culture change

#### Policy/commitment statement

The Student Safeguarding project undertook a review of all existing policies and procedures which are relevant to responding to sexual violence to consider whether they were fit for purpose and whether a new policy was required. The policies reviewed were:

- Safeguarding Policy
- Equality Diversity and Inclusion policy
- Data Protection policy
- Student Charter
- Speak Up policy
- Student Complaints procedure



- LSBU Disciplinary procedure (Students)
- LSBU Disciplinary procedure (Staff)
- Consensual Sexual Relations Between Academic Staff and Students
- Fitness to Practise procedure
- Interruption – suspension- withdrawal procedures
- Records Management Policy

The review concluded that the policies themselves are fit for purpose and effectively work together. To create an additional and specific sexual violence/misconduct policy containing different aspects of other extant policies would not in itself be of benefit. Rather, the outcome of the review was to publish a clear and visible commitment statement which sits across all existing policies and to develop practical and workable processes that underpin the new proposed model of response.

Proposed sexual violence commitment statement:

At LSBU we take the safety and wellbeing of our staff and students very seriously and we do not tolerate sexual misconduct. We strive to create an environment where all members of the University community feel safe and respected. We know that sexual violence is an issue of international concern and one affecting all universities.

#### **Our Commitment**

- We are committed to creating and promoting a positive and safe culture for all members of our community.
- We are committed to taking all steps within our power to prevent, tackle and respond appropriately to incidents of sexual violence affecting our students, staff and those who use our facilities and services.
- We are committed to ensuring students are clear about their options, reporting protocols and receive appropriate support if they have experienced sexual violence.
- We work in partnership with students and local organisations to improve our knowledge and understanding of sexual violence in our community and the impact of our work to prevent and tackle this.

## Reporting – ‘Report and Support’

At the time of the project’s commencement, there was no clear place for students to report an incident of sexual violence, and no clear place for students to access support.

A central and safe online platform was identified, ‘Report + Support’, a system initially designed by the University of Manchester in collaboration with their Students’ Union. LSBU has joined a group of universities who are leading the way in their response to sexual violence by introducing Report + Support here on our campus.

Report + Support at LSBU will be launched in September 2018 and has four main functions:

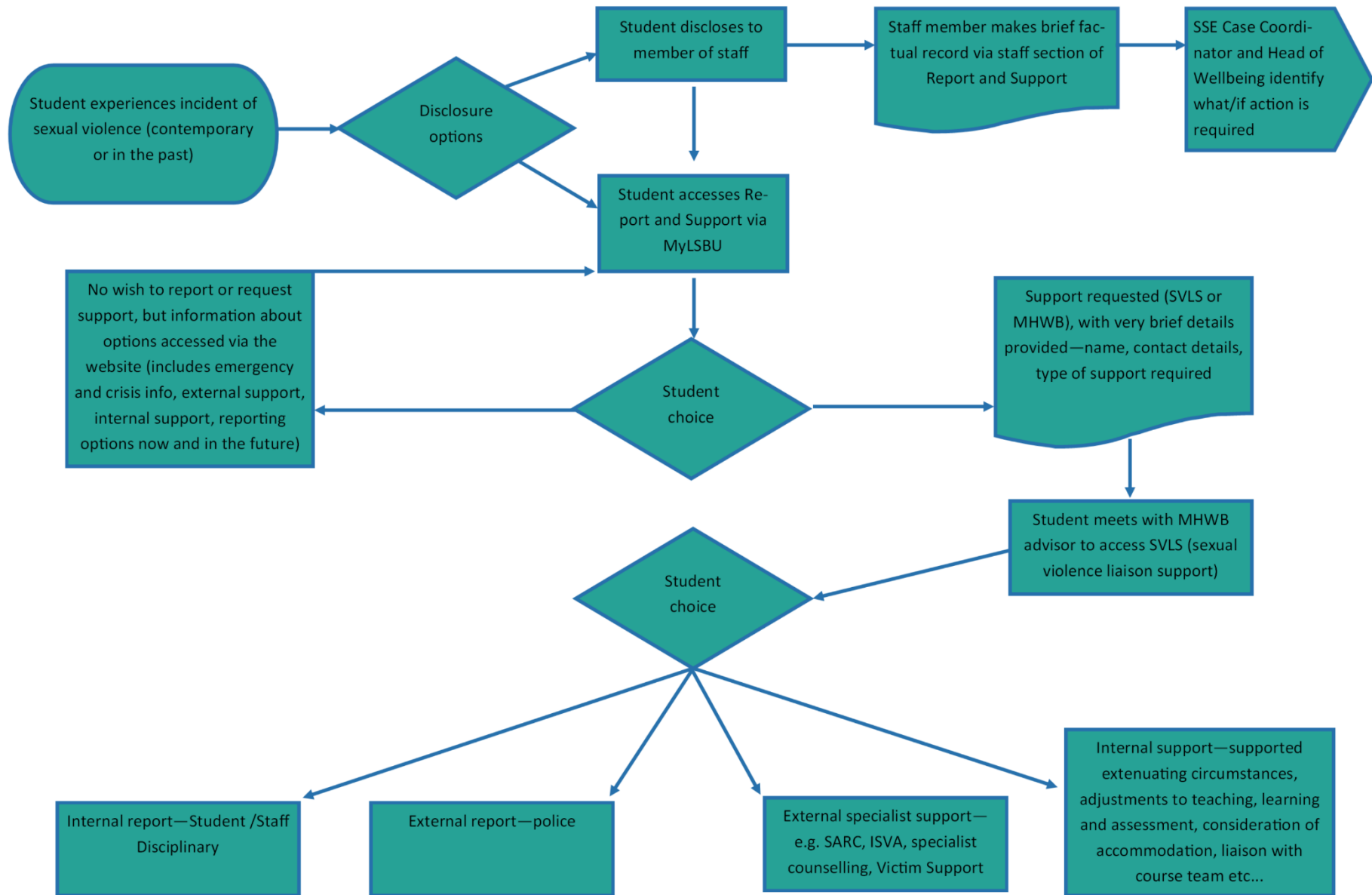
- 1) Access to critical support information for students who have experienced sexual violence or hate crime – this allows students to access support even if they do not want to report an incident to the University.
- 2) Ability to make a report of sexual violence or hate crime – students share their contact details so that LSBU can follow up with an offer of specialist support that includes the option to report to internal processes such as student or staff disciplinary. Staff who have received a disclosure from a student make their record via Report + Support. All reports centrally logged.
- 3) A home for all awareness raising activity and campaign material including videos, training sessions available to students, events, and the Students’ Union led partnership with Good Night Out.
- 4) A central reporting system for LSBU to effectively track and measure reports of sexual violence and hate crime, including metrics for students accessing specific support pages.

A considered decision has been made by LSBU that we will not offer anonymous reporting at this time. Anonymous reporting can create risk without the ability to take action to mitigate that risk. Rather, we will offer students the option to report an incident with their contact details for follow up, risk assessment, and to access specialist support, or alternatively, to access clear support information about the options available if they have experienced sexual violence or hate crime but would not like to make a report/share their contact details with the university. Report + Support allows the number of clicks on different support articles to be measured – this means we can capture information about the types of issues that may be affecting our students (the benefit of anonymous reporting), while at the same time, we don’t create additional risk by taking detailed information without the ability to act.

Report + Support is a key part of LSBU’s case management and response, acting as the gateway for accessing specialist support, and a case management and reporting hub.

A work flow for reporting and access to support follows.





## Response and support – specialist sexual violence support

### Why is specialist sexual violence support required?

Getting our response to a report of sexual violence wrong carries significant risk to the reporting student, to the reported student, to the criminal justice process, and to the institution.

If a student shares that they have experienced sexual violence, we want to ensure that our response is supportive and safe, and that we give accurate and up to date advice. The very personal nature of sexual violence, a crime that takes away control from the victim, and the way in which sexual violence traverses the criminal justice process, means that a misinformed or misjudged response can do additional harm to individuals and create added risk to the institution. For example, promising confidentiality, asking a well-intentioned question that later jeopardises a criminal case, making an assumption about a student that damages their trust in the University to support them, or incorrectly assessing risk.

As professional staff within a University, we hold a particular responsibility when receiving reports of sexual violence. The first person that someone tells is known as the 'first responder' and any notes or records are known as the 'first report' - a police investigation will include this as key evidence.

Three-quarters of all adult service users contacted Rape Crisis Centres about sexual violence that took place at least 12 months earlier and the average length of time between an incident of sexual violence and telling someone is 7 to 8 years for women and 27 years for men.<sup>1</sup> All relevant University records, including any key first records are recoverable and likely to be used as evidence for the criminal justice process years and years after an incident occurred. It is clear, then, how important it is that our actions, support, and record keeping are safe and appropriate, for students' safety and wellbeing, for the criminal justice process, and for the reputation of the University.

It is neither possible nor reasonable for every member of staff to be trained as expert first responders. LSBU is therefore committed to creating a body of expertise within the University where students can be directed for a safe and supportive response; Sexual Violence Liaison Support (SVLS) based within the Mental Health and Wellbeing team. This model of support is accredited by expert sexual violence response organisation LimeCulture<sup>2</sup> who to date have trained staff 27 UK universities in this area. It is envisaged that providing SVLS will take 10% of the Mental Health and Wellbeing advisor resource – by creating expertise within an existing team, no additional staff resource is required.

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<sup>1</sup> <https://rapecrisis.org.uk/statistics.php>

<sup>2</sup> <https://limeculture.co.uk/>

### Sexual Violence Liaison Support (SLVL) – provided for students by Mental Health and Wellbeing team

- Non-emergency, one-to-one, appointment based support
- Appointments available Monday to Friday, 9am – 5pm and within a maximum of three working days from request
- Advisers trained by external specialists LimeCulture
- Accessed through Report and Support online reporting
- Supportive response – safe receipt of disclosure
- Risk assessment and management, escalating where necessary
- Appropriate and accurate information – supporting the student to make choices about what to do next including external and internal reporting
- Specialist external support - referral pathways and information sharing
- Practical support to maximise chances of remaining and succeeding in study
  - Supported extenuating circumstances without the need to re-explain or disclose confidential or traumatising information to another team
  - Reasonable adjustments to study and assessments – additional time in exams, short term assignment extensions
  - Liaison with course team (at wish of student)
  - Consideration of suitability of placement location
  - Liaison with halls of residences
- Supporting the student during an internal investigation, for example Student Disciplinary
- Liaising with ISVA services (Independent Sexual Violence Adviser) to ensure that internal and external support are aligned (without duplicating or replacing external specialist support)
- Support for reported student (always provided by a different adviser)
- Secure and accurate record keeping

See appendix for proposed job description for a member of staff offering SVLS.

### Risk Management and Investigation

This model proposes a risk panel to assess and manage risk for reporting student, reported student, the University community and any potential criminal justice process. The risk panel's role includes identifying any appropriate temporary actions under the Student Disciplinary process.

The risk panel comprises GovLegal representation, the Director of Education and Student Experience / HR representation as appropriate, Disciplinary Officer and Head of Wellbeing. By having consistent panel membership, a depth of learning and expertise is developed; decision-making is continually reviewed and best practice learned from.

A risk assessment tool based on DASH and MARAC checklists<sup>17</sup> will be used as a starting point – LSBU has signalled to Universities UK that we would like to work them and other interested institutions to develop a much-needed university specific risk assessment tool to be used across the sector.

The panel will be convened by the SSE Case coordinator and meet initially and for review panels as required. The panel is quorate with a minimum of two members and panel decisions can be reached remotely.

As identified in the policy review, much work has already been done by LSBU to ensure that its procedures, including the Student Disciplinary procedure<sup>3</sup> meets the recommendations of University UK's report 'Changing the Culture'.<sup>4</sup>

The current process of investigation under Student Disciplinary sees Local Investigating managers responsible for interviewing students who are either reporting having experienced behaviour that may constitute sexual misconduct, or who are reporting as having demonstrated behaviour that may constitute sexual misconduct. Members of staff are being asked to carry out complex and skilled work without appropriate training – this creates four main areas of risk:

- 1) Risk to the wellbeing of the students being interviewed
- 2) Risk to the future criminal justice process by asking questions which inadvertently affect a criminal case
- 3) Risk to the wellbeing of the members of staff acting outside of their expertise
- 4) Risk to the University's reputation and the possibility of being open to criminal proceedings from a reported or reporting student

Expert guidance recommends that specialist resource is bought in for such cases – for example, a specialist provider is contracted to carry out interviews with the students – a recording or transcript is then used by LSBU in its investigations. This is a clear action which effectively mitigates, as far as possible, the four risk areas identified above and as such is recommended as crucial for a successful model of response at LSBU.

### Case Management

The structure of a university is complex and so too are its policies. With so many different components of an internal response to a report of sexual violence, and with each person/team working to different, potentially conflicting, priorities, there is the possibility for uncoordinated action that creates risk in the four areas previously identified; risk to students, to the criminal justice process, to staff, and to institutional reputation.

Again, there is no deadline for reporting sexual violence to the police. All relevant University records, including any key first records are recoverable and likely to be used as evidence for the criminal justice process – this could be at any time including years and years after an incident occurred.

Risk can only be effectively mitigated with case management (a specific responsibility within LSBU to coordinate our collective response).

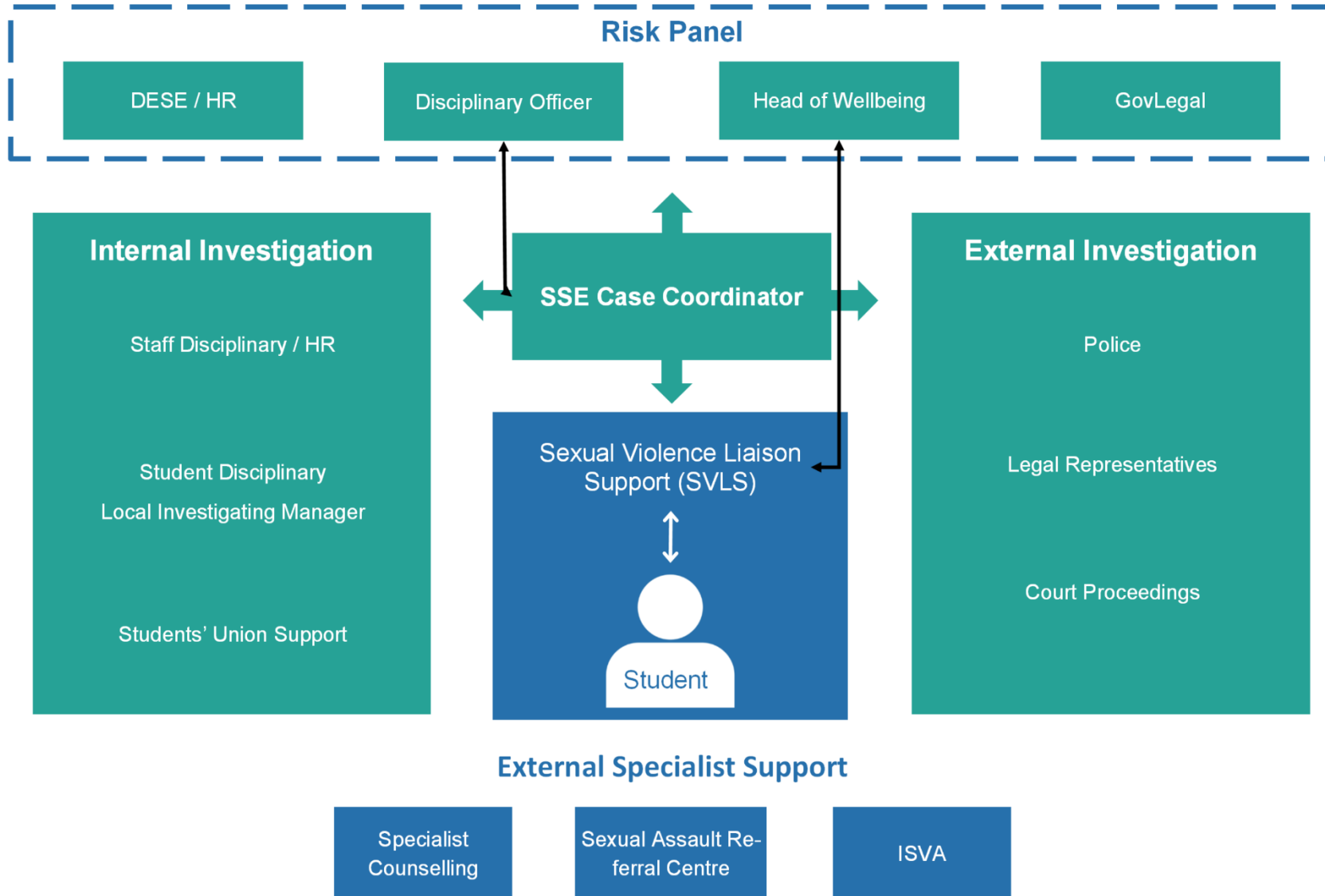
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<sup>3</sup> [http://www.lsbu.ac.uk/\\_\\_data/assets/pdf\\_file/0020/84350/disciplinary-procedure.pdf](http://www.lsbu.ac.uk/__data/assets/pdf_file/0020/84350/disciplinary-procedure.pdf)

<sup>4</sup> <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/changing-the-culture-final-report.aspx>

A case management process is proposed that pulls together specialist response (SVLS), internal investigation (staff/student disciplinary), risk assessment, and interaction with external stakeholders including the police and specialist support. As far as possible, the proposed model balances risk for LSBU and gives students, staff, the university and the criminal justice process, the best chance of appropriate outcomes.

### Sexual Violence Case Management at London South Bank University





## Staff Training

It is absolutely critical that staff expected to carry out this specialist and complex work on behalf of the University are appropriately trained and re-trained and that funding is ring-fenced for this purpose. Specialist staff should be trained at least once every two years, with the opportunity for annual refresher training. Staff investigating under disciplinary processes should not be expected to carry risk without appropriate training in how to conduct an investigation.

## Campaigns, awareness, and ongoing culture change

Alongside our model of response is a programme of student-led awareness activity.

Current activity includes:

- Strong and sector leading relationship with Good Night Out and Students' Union supported by LSBU – train the trainer champions for student leaders
- Student created video resource to encourage bystander intervention and culture change – video will be shared nationally via Good Night Out
- Partnership with local organisations including Ministry of Sound
- Be Safe at LSBU campaign – clear campaign being launched during Safe and Secure week at beginning of new academic year
- Look After Your Mate training - student peer support –empowering friends to look after each other and help in times of need, while caring for their own wellbeing
- Rolling communications calendar with scheduled messages coordinated with national campaigns to raise awareness
- Partnership working with other universities to share best practice

## Resource required to deliver model

All required human resource for this model has been identified and sourced within existing teams in Student Support and Employment primarily Student Wellbeing, Student Disciplinary, and Schools. Aspects of required operational expenditure have also been found from within existing SSE funds. All opex funding for the 18/19 academic year has been identified. There are ongoing annual costs which need to be secured in order for this model to be sustainable, namely funding for training, supervision, specialist interview services, and system costs.

### Staffing

Role and representative grade	Estimated proportion	Estimated annual cost (no on-costs or weighting)
Mental Health and Wellbeing Adviser 3.6 FTE Grade 7	10%	£ 11,520
Mental Health and Wellbeing Manager 1FTE Grade 8	15%	£ 6,078
SSE Case Coordinator 1FTE Grade 7	30%	£9,600
Head of Wellbeing and Project Lead 1FTE Grade 9	30%	£14,400

Be Safe at LSBU: Responding to sexual violence – a model of case management, risk assessment, specialist support and culture change

Disciplinary Officer and Deputy Director of SSE 1FTE Grade 10	20%	£11,600
Senior School/HR Representative 7FTE Grade 10	5%	£19,950
School Local Investigating Manager 7FTE Grade 9	10%	£33,600

Plus additional staffing from Security and Halls of Residence in particular

Estimated annual total	£106,748
Total funding already identified	£106,748
Total outstanding	£0

Operational expenditure

Item	Cost
Training budget	Annual £5,000 – identified for 18/19
Taxi account for students to access sexual assault referral centres/police station	Annual £500 – identified for 18/19
Report and Support system (one off cost of £9,995 already paid for with project funding)	Annual £3,000 – identified for 18/19
Secure CRM licence for support and disciplinary records	One off £10,530 + vat Annual £2,630 + vat identified for 18/19
SVLS comfort items (tea, water, tissues)	Annual £100
Resources (design and printing of leaflets, material, guides for staff and students)	Annual £2,500 – identified for 18/19
Clinical supervision for MHWB advisers providing support	Annual £500
Specialist interview services for very complex cases	Annual £2,500 – identified for 18/19

Estimated total	£29,366
Total funding already identified	£13,236
Total outstanding	Annual £16,130 – identified for 18/19

Future demand – risk and proposal

This model has been planned and created by taking resource from existing activity. As such there is a limit to the demand that the model can take before it becomes unsafe. The number of reports received, the pressure on specialist support, and the welfare of the staff delivering the support, will be closely monitored. If demand increases beyond safe capacity, additional resource will be sought and if none is available, the model will be scaled back to referrals out to external specialists only. While this is not in any way ideal, and carries risk to students, the institution, and the criminal justice process, it is far safer than attempting to

deliver a model of support with inadequate resource (harming students and staff in the process).

I propose that this ‘last resort’ alternative would be called Safe Pathways and use the Report and Support system to link students with external support in as timely and safe a way as possible. The Mental Health and Wellbeing team would continue to offer emotional support to any student that requires it but would not offer ‘Sexual Violence Liaison Support’ as identified in this paper.

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<sup>1</sup> From Wellbeing and Student Disciplinary records

<sup>2</sup> <https://rapecrisis.org.uk/sexualviolenceoverview.php>

<sup>3</sup> Ibid.

<sup>4</sup> <https://rapecrisis.org.uk/news/a-crisis-in-rape-crisis>

<sup>5</sup> <https://www.bbc.co.uk/news/uk-england-42906980>

<sup>6</sup> Office for National Statistics, 2018

<sup>7</sup> Office for National Statistics, 2015

<sup>8</sup> Galop Hate Crime Survey 2016

<sup>9</sup> Office for National Statistics, 2018

<sup>10</sup> Mayor of London LCPF Co-Commissioning Workshop, 2017

<sup>11</sup> <https://revoltsexualassault.com/wp-content/uploads/2018/03/Report-Sexual-Violence-at-University-Revolt-Sexual-Assault-The-Student-Room-March-2018.pdf>

<sup>12</sup> <https://www.nusconnect.org.uk/resources/hidden-marks-a-study-of-women-students-experiences-of-harassment-stalking-violence-and-sexual-assault>

<sup>13</sup> Ibid.

<sup>14</sup> <https://revoltsexualassault.com/wp-content/uploads/2018/03/Report-Sexual-Violence-at-University-Revolt-Sexual-Assault-The-Student-Room-March-2018.pdf>

<sup>15</sup> Ibid.

<sup>16</sup> From Wellbeing and Student Disciplinary records

<sup>17</sup> DASH: The Domestic Abuse, Stalking and Honour Based Violence (DASH 2009) Risk Identification, Assessment and Management Model, MARAC: Multi-Agency Risk Assessment Conference

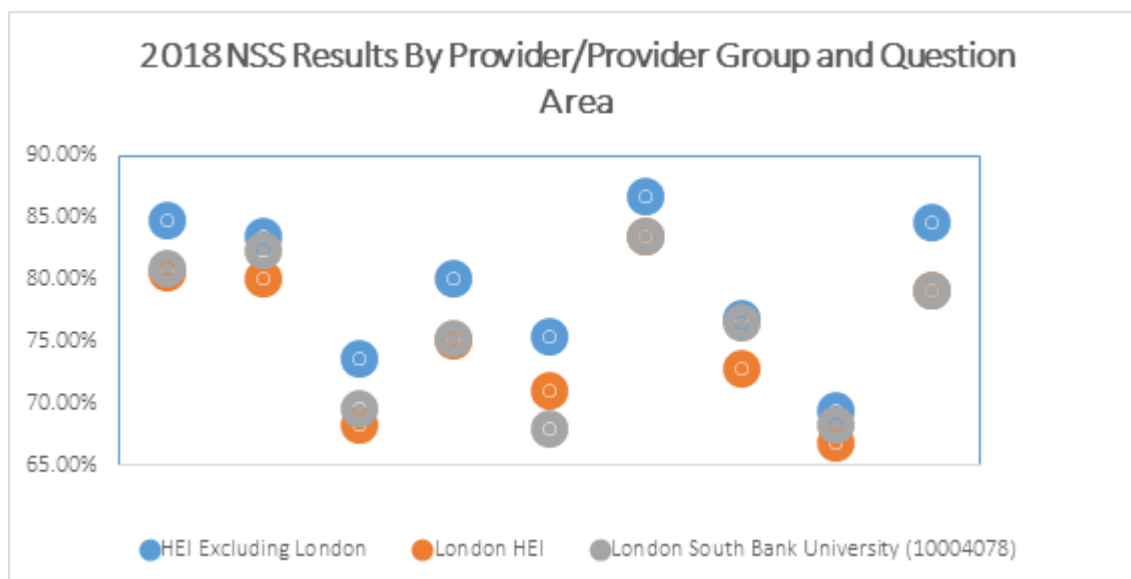
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	INTERNAL
Paper title:	National Student Survey Update
Board/Committee:	Student Experience Committee
Date of meeting:	10 October 2018
Author(s):	Shân Wareing, PVC Education and Student Experience
Purpose:	For Information
Recommendation:	The committee is requested to note the National Student Survey Results for 2018

## Executive Summary

### 2018 National Student Survey Results – London South Bank

LSBU saw a decline in its overall satisfaction of 3% in 2018 compared to 2017 which is disappointing. Sector wide, all NSS question areas declined for the second year in a row after a trend of steady increases for the previous 10+ years. LSBU saw declines against all question areas in excess of the national average. The decline in NSS scores will have an impact on TEF scores and league tables. This impact is currently being modelled.



The graph above shows LSBU’s results in comparison to the sector and London higher education institution averages. As can be seen, London consistently has lower NSS scores than nationwide, and LSBU has results in line, or above the London

average for each question set in the 2018 NSS, with the exception of Organisation. LSBU has consistently received poor scores against questions relating to organisation and management in the NSS. These questions relate to course organisation, timetabling, and communication of changes. This area of the NSS, as well as other question areas and other forms of student and staff feedback have been a significant driver in establishing LEAP.

In response to the decline in results, the Provost is leading a working group involving the Students' Union, and a number of new initiatives have been established across the university and in the Schools to improve students' experience.



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# 1. LSBU level of study comparison: % agree scores

	First degree			Other undergraduate		
	% Agree	% Agree : Previous year	% Change	% Agree	% Agree : Previous year	% Change
The teaching on my course	80.7%	83.3%	-2.6%	81.9%	74.6%	7.4%
Learning opportunities	82.0%	83.4%	-1.4%	85.2%	76.7%	8.5%
Assessment and feedback	68.7%	71.1%	-2.4%	75.7%	70.2%	5.6%
Academic support	74.7%	79.5%	-4.8%	79.1%	76.4%	2.7%
Organisation and management	67.5%	70.7%	-3.2%	69.5%	66.8%	2.7%
Learning resources	83.9%	87.2%	-3.3%	80.0%	84.2%	-4.2%
Learning community	76.6%	78.5%	-2.0%	76.4%	74.3%	2.1%
Student voice	68.4%	71.4%	-3.0%	68.6%	64.3%	4.2%
Overall Satisfaction	78.8%	82.0%	-3.2%	78.3%	74.2%	4.0%

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1,717	First degree
150	Other undergraduate



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## 2. LSBU All Students performance compared to Sector: % agree scores

	LSBU			Sector		
	% Agree	% Agree : Previous Year	% Change	% Agree	% Agree : Previous Year	% Change
The teaching on my course	80.8%	82.7%	-1.9%	84.1%	84.6%	-0.4%
Learning opportunities	82.3%	83.0%	-0.7%	83.1%	83.6%	-0.5%
Assessment and feedback	69.3%	71.0%	-1.8%	73.1%	73.3%	-0.2%
Academic support	75.1%	79.3%	-4.2%	79.5%	79.9%	-0.4%
Organisation and management	67.7%	70.4%	-2.7%	74.7%	75.4%	-0.7%
Learning resources	83.6%	87.0%	-3.4%	85.6%	85.4%	0.2%
Learning community	76.6%	78.3%	-1.7%	76.8%	77.6%	-0.8%
Student voice	68.4%	70.9%	-2.5%	69.5%	69.5%	0.0%
Overall Satisfaction	78.8%	81.5%	-2.7%	83.5%	84.3%	-0.8%

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### 3. Aspirational Group Performance

	The teaching on my course	Difference from Prev. year	Learning opportunities	Difference from Prev. year	Assessment and feedback	Difference from Prev. year	Academic support	Difference from Prev. year	Organisation and management	Difference from Prev. year	Learning resources	Difference from Prev. year	Learning community	Difference from Prev. year	Student voice	Difference from Prev. year	Overall Satisfaction	Difference from Prev. year
The University of East London	84.8%	0%	86.6%	0%	75.1%	-1%	79.6%	1%	78.9%	3%	85.2%	1%	79.4%	-2%	73.1%	0%	84.8%	0%
University of Hertfordshire	84.1%	0%	83.8%	1%	71.6%	1%	80.4%	3%	73.9%	-1%	87.0%	1%	78.5%	0%	72.4%	2%	83.4%	0%
City, University of London	81.6%	0%	80.5%	-1%	70.4%	2%	78.4%	2%	77.6%	1%	88.2%	1%	74.6%	1%	71.4%	4%	82.0%	0%
London South Bank University	80.8%	-2%	82.3%	-1%	69.3%	-2%	75.1%	-4%	67.7%	-3%	83.6%	-3%	76.6%	-2%	68.4%	-3%	78.8%	-3%
Middlesex University	77.8%	-3%	79.3%	-3%	68.6%	-2%	74.0%	-4%	68.8%	-3%	85.6%	-2%	73.6%	-4%	64.0%	-6%	77.2%	-3%
Kingston University	80.8%	2%	81.2%	1%	72.4%	2%	78.2%	3%	71.6%	0%	85.8%	0%	77.1%	2%	70.6%	0%	80.3%	0%
The University of Westminster	76.7%	-2%	78.7%	-1%	65.1%	-3%	73.3%	-1%	71.8%	-3%	84.6%	0%	72.7%	-2%	65.4%	-3%	74.9%	-5%
The University of Greenwich	80.2%	0%	81.8%	1%	73.2%	2%	79.4%	2%	71.9%	1%	85.6%	0%	77.4%	2%	69.9%	0%	79.4%	0%

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# 4. School performance : Weighted Average % agree scores

	Applied Sciences	Arts and Creative Industries	Built Environment and Architecture	Business	Engineering	Health and Social Care	Law and Social Sciences
<b>The teaching on my course</b>	78.0%	81.9%	75.1%	77.7%	75.6%	86.1%	80.5%
Staff are good at explaining things.	82.6%	86.7%	77.5%	86.8%	77.9%	87.5%	83.3%
Staff have made the subject interesting.	76.2%	85.2%	74.8%	71.1%	69.4%	83.2%	76.0%
The course is intellectually stimulating.	78.0%	79.5%	73.0%	74.1%	80.6%	88.1%	82.4%
My course has challenged me to achieve my best work.	75.2%	76.2%	75.0%	78.8%	74.5%	85.8%	80.3%
<b>Learning opportunities</b>	73.5%	83.2%	74.8%	82.3%	75.6%	88.5%	83.0%
My course has provided me with opportunities to explore ideas or concepts in depth.	70.9%	82.4%	76.5%	81.8%	72.4%	85.6%	81.9%
My course has provided me with opportunities to bring information and ideas together from different topics.	75.6%	85.7%	77.3%	84.3%	79.1%	86.6%	87.3%
My course has provided me with opportunities to apply what I have learnt.	74.0%	81.4%	70.5%	80.7%	75.3%	93.3%	79.9%
<b>Assessment and feedback</b>	59.5%	72.8%	66.3%	66.2%	68.9%	73.7%	66.9%
The criteria used in marking have been clear in advance.	62.2%	74.8%	65.9%	74.4%	69.0%	73.6%	69.6%
Marking and assessment has been fair.	57.5%	69.3%	68.2%	68.8%	69.0%	70.1%	67.2%
Feedback on my work has been timely.	51.5%	61.9%	65.4%	57.1%	67.1%	79.0%	61.8%
I have received helpful comments on my work.	66.9%	85.2%	65.5%	64.6%	70.7%	72.0%	69.0%
<b>Academic support</b>	68.9%	80.2%	70.0%	74.6%	75.3%	76.7%	75.3%
I have been able to contact staff when I needed to.	76.9%	83.1%	74.3%	78.5%	83.2%	78.5%	77.9%
I have received sufficient advice and guidance in relation to my course.	68.5%	80.0%	71.5%	76.6%	74.6%	77.4%	75.2%
Good advice was available when I needed to make study choices on my course.	61.3%	77.4%	64.2%	68.6%	68.0%	74.3%	72.8%
<b>Organisation and management</b>	65.4%	72.5%	63.0%	75.2%	70.1%	63.7%	74.4%
The course is well organised and is running smoothly.	57.3%	63.8%	55.7%	70.7%	63.8%	54.6%	72.1%
The timetable works efficiently for me.	71.1%	78.1%	67.5%	78.5%	70.7%	70.4%	75.5%

Become what you want to be



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## 4. School performance : Weighted Average % agree scores

	Applied Sciences	Arts and Creative Industries	Built Environment and Architecture	Business	Engineering	Health and Social Care	Law and Social Sciences
Any changes in the course or teaching have been communicated effectively.	67.8%	75.6%	65.8%	76.4%	75.9%	66.1%	75.8%
<b>Learning resources</b>	<b>81.8%</b>	<b>77.1%</b>	<b>76.0%</b>	<b>88.4%</b>	<b>82.6%</b>	<b>87.1%</b>	<b>83.4%</b>
The IT resources and facilities provided have supported my learning well.	79.1%	72.6%	65.8%	87.2%	78.4%	84.7%	83.6%
The library resources (e.g. books, online services and learning spaces) have supported my learning well.	84.6%	79.2%	82.8%	90.2%	86.0%	90.1%	84.3%
I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to.	81.8%	79.4%	79.3%	87.7%	83.5%	86.6%	82.3%
<b>Learning community</b>	<b>67.1%</b>	<b>77.4%</b>	<b>70.3%</b>	<b>76.0%</b>	<b>77.9%</b>	<b>82.6%</b>	<b>70.8%</b>
I feel part of a community of staff and students.	58.7%	68.5%	56.3%	64.4%	70.5%	75.1%	65.0%
I have had the right opportunities to work with other students as part of my course.	75.5%	86.3%	84.4%	87.7%	85.3%	90.1%	76.6%
<b>Student voice</b>	<b>61.2%</b>	<b>73.8%</b>	<b>59.4%</b>	<b>68.7%</b>	<b>68.8%</b>	<b>70.5%</b>	<b>67.5%</b>
I have had the right opportunities to provide feedback on my course.	76.8%	86.5%	73.5%	79.7%	79.3%	87.4%	79.0%
Staff value students' views and opinions about the course.	66.8%	80.9%	64.3%	73.6%	70.7%	73.0%	72.7%
It is clear how students' feedback on the course has been acted on.	52.2%	72.1%	53.2%	62.8%	61.9%	62.6%	60.2%
The students' union (association or guild) effectively represents students' academic interests.	49.0%	55.6%	46.6%	58.8%	63.4%	59.1%	57.9%
<b>Overall Satisfaction</b>	<b>72.7%</b>	<b>77.5%</b>	<b>72.5%</b>	<b>78.3%</b>	<b>74.0%</b>	<b>82.9%</b>	<b>83.3%</b>
Overall, I am satisfied with the quality of the course.	72.7%	77.5%	72.5%	78.3%	74.0%	82.9%	83.3%



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## 5. School performance : Weighted Average % agree scores with YoY trend

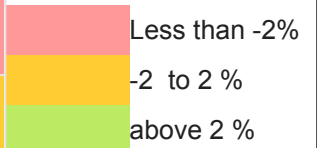
	Applied Sciences	YoY Change	Arts and Creative Industries	YoY Change	Built Environment and Architecture	YoY Change	Business	YoY Change	Engineering	YoY Change	Health and Social Care	YoY Change	Law and Social Sciences	YoY Change
The teaching on my course	78.0%	▼ -0.9%	81.9%	▼ -2.1%	75.1%	▼ -4.4%	77.7%	▼ -9.1%	75.6%	▲ 0.1%	86.1%	▲ 1.9%	80.5%	▼ -5.0%
Learning opportunities	73.5%	▲ 1.4%	83.2%	▼ -2.2%	74.8%	▼ -3.7%	82.3%	▼ -0.4%	75.6%	▼ -1.2%	88.5%	▲ 0.8%	83.0%	▼ -4.0%
Assessment and feedback	59.5%	▼ -8.0%	72.8%	▼ -10.3%	66.3%	▼ -0.3%	66.2%	▼ -4.2%	68.9%	▼ -1.0%	73.7%	▲ 3.9%	66.9%	▼ -8.0%
Academic support	68.9%	▼ -6.9%	80.2%	▼ -5.5%	70.0%	▼ -7.6%	74.6%	▼ -7.1%	75.3%	▼ -3.4%	76.7%	▼ -3.1%	75.3%	▼ -2.7%
Organisation and management	65.4%	▼ -6.9%	72.5%	▼ -3.2%	63.0%	▼ -4.9%	75.2%	▼ -6.5%	70.1%	▲ 2.5%	63.7%	▼ -0.2%	74.4%	▲ 2.5%
Learning resources	81.8%	▼ -3.1%	77.1%	▼ -6.3%	76.0%	▼ -10.9%	88.4%	▼ -2.2%	82.6%	▲ 2.6%	87.1%	▼ -1.0%	83.4%	▼ -6.1%
Learning community	67.1%	▼ -3.8%	77.4%	▼ -3.1%	70.3%	▼ -7.4%	76.0%	▼ -3.0%	77.9%	▼ -1.2%	82.6%	▲ 1.6%	70.8%	▼ -7.4%
Student voice	61.2%	▼ -2.0%	73.8%	▼ -1.2%	59.4%	▼ -8.8%	68.7%	▼ -6.7%	68.8%	▼ -0.9%	70.5%	▲ 0.3%	67.5%	▼ -7.7%
Overall Satisfaction	72.7%	▲ 0.2%	77.5%	▼ -3.4%	72.5%	▼ -6.7%	78.3%	▼ -10.7%	74.0%	▼ -1.6%	82.9%	▼ -0.2%	83.3%	▼ -1.5%



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# 6. School performance : Difference of average % agree scores from Sector subject scores

	Applied Sciences	Arts and Creative Industries	Built Environment and Architecture	Business	Engineering	Health and Social Care	Law and Social Sciences
<b>The teaching on my course</b>	-7.6%	-1.1%	-7.7%	-2.9%	-5.6%	0.2%	-3.7%
Staff are good at explaining things.	-7.7%	-1.2%	-8.7%	-0.4%	-7.2%	-1.2%	-5.7%
Staff have made the subject interesting.	-7.8%	0.6%	-3.7%	-6.0%	-6.3%	-1.2%	-5.9%
The course is intellectually stimulating.	-9.0%	-0.7%	-11.6%	-5.5%	-3.1%	2.6%	-2.7%
My course has challenged me to achieve my best work.	-5.9%	-2.8%	-6.9%	0.2%	-5.9%	0.6%	-0.4%
<b>Learning opportunities</b>	-8.2%	-0.3%	-7.4%	0.7%	-4.7%	1.0%	0.0%
My course has provided me with opportunities to explore ideas or concepts in depth.	-12.3%	-1.7%	-5.2%	-0.1%	-7.2%	0.0%	-3.0%
My course has provided me with opportunities to bring information and ideas together from different topics.	-8.4%	1.7%	-7.1%	-0.4%	-2.7%	0.4%	2.3%
My course has provided me with opportunities to apply what I have learnt.	-3.9%	-0.8%	-9.9%	2.5%	-4.1%	2.6%	0.6%
<b>Assessment and feedback</b>	-13.6%	-1.3%	-3.2%	-6.0%	0.8%	-0.9%	-6.5%
The criteria used in marking have been clear in advance.	-11.7%	3.8%	-4.3%	0.2%	0.1%	-1.8%	-4.0%
Marking and assessment has been fair.	-15.2%	-2.4%	-3.0%	-3.5%	-3.2%	0.8%	-5.0%
Feedback on my work has been timely.	-21.5%	-12.5%	-0.5%	-15.2%	2.6%	-0.5%	-12.2%
I have received helpful comments on my work.	-6.2%	6.0%	-5.1%	-5.5%	3.6%	-2.1%	-5.0%
<b>Academic support</b>	-10.6%	0.0%	-9.2%	-4.3%	-2.8%	-3.2%	-2.6%
I have been able to contact staff when I needed to.	-9.1%	-1.9%	-10.8%	-6.8%	-2.0%	-4.3%	-6.2%
I have received sufficient advice and guidance in relation to my course.	-9.5%	1.2%	-6.9%	-1.4%	-2.2%	-2.2%	-2.0%
Good advice was available when I needed to make study choices on my course.	-13.4%	0.5%	-9.9%	-4.8%	-4.3%	-3.2%	0.3%



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# 6. School performance : Difference of average % agree scores from Sector subject scores

	Applied Sciences	Arts and Creative Industries	Built Environment and Architecture	Business	Engineering	Health and Social Care	Law and Social Sciences	
<b>Organisation and management</b>	-11.0%	1.2%	-11.1%	-2.2%	-3.2%	-3.5%	-1.2%	
The course is well organised and is running smoothly.	-14.8%	0.7%	-10.9%	-4.2%	-1.9%	-4.6%	0.6%	
The timetable works efficiently for me.	-7.5%	-0.4%	-11.4%	0.3%	-7.6%	-1.3%	-3.0%	
Any changes in the course or teaching have been communicated effectively.	-10.7%	3.2%	-11.0%	-2.7%	0.0%	-4.7%	-1.1%	
<b>Learning resources</b>	-4.7%	-6.2%	-8.8%	2.4%	-2.4%	-1.1%	-1.6%	
The IT resources and facilities provided have supported my learning well.	-5.6%	-6.8%	-15.7%	2.7%	-5.4%	-1.4%	1.1%	
The library resources (e.g. books, online services and learning spaces) have supported my learning well.	-2.4%	-6.9%	-4.3%	3.4%	1.2%	-0.5%	-2.8%	
I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to.	-5.9%	-5.1%	-6.3%	1.2%	-2.9%	-1.6%	-3.2%	
<b>Learning community</b>	-8.6%	0.1%	-9.7%	-1.1%	-1.0%	1.0%	-2.4%	
I feel part of a community of staff and students.	-8.4%	-3.3%	-15.2%	-3.7%	1.1%	1.1%	-0.9%	
I have had the right opportunities to work with other students as part of my course.	-8.9%	3.6%	-4.2%	1.5%	-3.2%	0.9%	-3.8%	
<b>Student voice</b>	-9.0%	5.1%	-9.5%	-1.8%	0.8%	-0.9%	-0.9%	
I have had the right opportunities to provide feedback on my course.	-8.1%	4.8%	-9.7%	-3.8%	-4.0%	0.9%	-3.5%	
Staff value students' views and opinions about the course.	-9.5%	4.8%	-10.8%	-1.5%	-2.5%	-2.7%	-2.6%	
It is clear how students' feedback on the course has been acted on.	-8.7%	11.2%	-8.4%	0.2%	1.9%	-1.1%	0.9%	

Less than -2%  
 -2 to 2 %  
 above 2 %

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## 6. School performance : Difference of average % agree scores from Sector subject scores

	Applied Sciences	Arts and Creative Industries	Built Environment and Architecture	Business	Engineering	Health and Social Care	Law and Social Sciences	
The students' union (association or guild) effectively represents students' academic interests.	-9.5%	-0.4%	-9.0%	-2.3%	8.0%	-0.6%	1.4%	
<b>Overall Satisfaction</b>	<b>-12.5%</b>	<b>-2.5%</b>	<b>-9.8%</b>	<b>-4.5%</b>	<b>-7.1%</b>	<b>-0.1%</b>	<b>-0.6%</b>	Less than -2%
Overall, I am satisfied with the quality of the course.	-12.5%	-2.5%	-9.8%	-4.5%	-7.1%	-0.1%	-0.6%	-2 to 2 %
								above 2 %



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# 7. Courses based on avg. % agree scores for 9 areas

Course Title	School / PSG	The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Overall Satisfaction	Average of all question areas	Number of Respondents (fpe)	Rank
FdSc Nursing Associate - Children and Young People	School of Health and Social Care	96%	100%	88%	100%	90%	92%	96%	87%	100%	94.4%	13	1
BSc (Hons) Learning Disabilities Nursing	School of Health and Social Care	99%	100%	84%	92%	78%	98%	95%	90%	100%	92.9%	20	2
BSc (Hons) Psychology - Child Development	School of Applied Sciences	93%	88%	77%	93%	95%	95%	93%	75%	100%	89.9%	14	3
BSc (Hons) Operating Department Practice	School of Health and Social Care	94%	92%	93%	96%	82%	94%	82%	75%	88%	88.6%	17	4
BEng (Hons) Electrical Engineering and Power Electronics FT	School of Engineering	88%	90%	88%	85%	88%	94%	91%	88%	88%	88.5%	16	5
BA/BSc (Hons) Sound Design	School of Arts and Creative Industries	93%	95%	82%	90%	83%	88%	82%	82%	93%	87.7%	14	6
BSc (Hons) Adult Nursing	School of Health and Social Care	92%	94%	83%	87%	73%	95%	90%	79%	92%	87.0%	200	7

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## 7. Courses based on avg. % agree scores for 9 areas

		The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Overall Satisfaction	Average of all question areas	Number of Respondents (fpe)	Rank
BA (Hons) Drama and Performance	School of Arts and Creative Industries	97%	94%	76%	88%	78%	86%	83%	83%	95%	86.8%	40	8
BA (Hons) Housing Studies	School of Law and Social Sciences	88%	84%	78%	89%	91%	98%	93%	66%	93%	86.8%	15	9
FdSc Nursing Associate - Adult	School of Health and Social Care	95%	94%	84%	87%	81%	79%	87%	81%	84%	85.6%	55	10
BA (Hons) Social Work	School of Health and Social Care	89%	94%	82%	86%	80%	92%	82%	72%	86%	84.9%	22	11
BSc (Hons) Occupational Therapy	School of Health and Social Care	92%	91%	81%	80%	80%	79%	85%	79%	88%	84.0%	34	12
BA (Hons) Education Studies (Work Based)	School of Law and Social Sciences	91%	100%	76%	82%	75%	81%	79%	77%	95%	84.0%	20	13
BA (Hons) English with Creative Writing	School of Arts and Creative Industries	91%	89%	81%	87%	82%	81%	81%	75%	90%	84.0%	29	14
BSc (Hons) Psychology - Clinical	School of Applied Sciences	88%	80%	75%	93%	87%	90%	80%	72%	90%	83.8%	10	15
LLB (Hons) Law	School of Law and Social Sciences	88%	88%	69%	84%	86%	92%	75%	75%	92%	83.1%	51	16

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## 7. Courses based on avg. % agree scores for 9 areas

		The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Overall Satisfaction	Average of all question areas	Number of Respondents (fpe)	Rank
BA (Hons) Accounting and Finance (with placement)	School of Business	86%	89%	73%	80%	83%	90%	83%	76%	86%	82.9%	97	17
FdSc Health	School of Health and Social Care	88%	90%	92%	77%	74%	92%	73%	72%	85%	82.6%	13	18
BEng (Hons) Computer Systems and Networks Engineering	School of Engineering	80%	80%	78%	86%	77%	93%	85%	72%	90%	82.3%	10	19
BSc (Hons) Psychology	School of Applied Sciences	85%	78%	81%	77%	89%	88%	72%	78%	87%	81.8%	31	20
BSc (Hons) Architectural Technology	School of Built Environment and Architecture	84%	72%	87%	81%	77%	91%	83%	74%	84%	81.5%	19	21
BSc (Hons) Diagnostic Radiography	School of Health and Social Care	96%	91%	76%	84%	59%	81%	84%	64%	90%	80.4%	40	22
BA (Hons) Politics	School of Law and Social Sciences	94%	81%	73%	86%	89%	66%	75%	68%	92%	80.3%	12	23
BSc (Hons) Engineering Product Design	School of Engineering	87%	97%	60%	92%	67%	74%	81%	73%	85%	79.4%	13	24

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## 7. Courses based on avg. % agree scores for 9 areas

		The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Overall Satisfaction	Average of all question areas	Number of Respondents (fpe)	Rank
BA (Hons) Tourism, Hospitality and Leisure Management	School of Law and Social Sciences	70%	87%	79%	81%	78%	84%	75%	75%	76%	78.4%	21	25
BEng/BEng (Hons) Civil Engineering	School of Built Environment and Architecture	84%	77%	74%	78%	69%	79%	80%	78%	82%	78.0%	40	26
BEng (Hons) Mechanical Engineering	School of Engineering	81%	77%	83%	84%	69%	80%	76%	72%	80%	77.9%	44	27
BA (Hons) Film Studies	School of Arts and Creative Industries	83%	74%	78%	72%	79%	74%	82%	75%	84%	77.7%	19	28
BEng (Hons) Chemical and Process Engineering	School of Engineering	77%	74%	64%	83%	61%	88%	92%	78%	78%	77.2%	32	29
BSc (Hons) Product Design	School of Engineering	88%	93%	67%	80%	73%	84%	77%	56%	73%	76.9%	15	30
BA(Hons) Film Practice	School of Arts and Creative Industries	80%	83%	70%	84%	76%	79%	69%	72%	77%	76.8%	36	31
BA (Hons) Business Studies	School of Business	82%	81%	68%	72%	71%	90%	80%	62%	80%	76.3%	35	32

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# 7. Courses based on avg. % agree scores for 9 areas

		The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Overall Satisfaction	Average of all question areas	Number of Respondents (fpe)	Rank
BA (Hons) Game Cultures	School of Arts and Creative Industries	82%	80%	65%	84%	53%	86%	96%	77%	53%	75.2%	15	33
BSc (Hons) Midwifery	School of Health and Social Care	83%	88%	58%	71%	66%	86%	74%	73%	76%	75.0%	59	34
BSc (Hons) Civil Engineering	School of Built Environment and Architecture	82%	84%	49%	69%	75%	84%	74%	64%	94%	74.9%	17	35
BSc (Hons) Occupational Health Nursing (SCPHN) - PT	School of Health and Social Care	81%	83%	79%	63%	58%	78%	71%	60%	83%	72.9%	12	36
BSc (Hons) Economics	School of Business	70%	71%	48%	81%	81%	86%	57%	69%	93%	72.8%	14	37
HND Electrical and Electronic Engineering - PT	School of Engineering	75%	64%	75%	81%	69%	77%	71%	67%	75%	72.6%	12	38
BA (Hons) Architecture	School of Built Environment and Architecture	80%	86%	72%	79%	55%	68%	76%	64%	70%	72.1%	33	39
BSc(Hons) Health and Social Care: Administration and Management	School of Health and Social Care	85%	73%	67%	69%	53%	91%	73%	72%	60%	71.5%	15	40

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## 7. Courses based on avg. % agree scores for 9 areas

		The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Overall Satisfaction	Average of all question areas	Number of Respondents (fpe)	Rank
BA (Hons) Business Administration	School of Business	75%	76%	68%	73%	73%	89%	67%	64%	59%	71.5%	27	41
BA(Hons) Photography	School of Arts and Creative Industries	80%	75%	66%	81%	61%	74%	74%	66%	67%	71.5%	24	42
BEng (Hons) Electrical and Electronic Engineering	School of Engineering	66%	68%	70%	67%	74%	89%	70%	69%	68%	71.2%	19	43
BEng(Hons) Petroleum Engineering	School of Engineering	69%	72%	61%	65%	72%	85%	78%	70%	67%	71.0%	46	44
BSc (Hons) Criminology with Psychology	School of Law and Social Sciences	81%	64%	56%	62%	59%	87%	76%	63%	83%	70.2%	13	45
BA (Hons) Education Studies	School of Law and Social Sciences	74%	77%	59%	68%	54%	83%	65%	60%	81%	69.0%	37	46
BSc/BSc (Hons) Sport and Exercise Science	School of Applied Sciences	82%	77%	62%	77%	59%	89%	47%	56%	70%	68.8%	10	47
BA (Hons) Marketing	School of Business	60%	78%	52%	63%	63%	88%	68%	64%	65%	67.0%	20	48
BSc (Hons) Children's Nursing	School of Health and Social Care	75%	82%	59%	57%	35%	82%	77%	57%	78%	66.7%	103	49
BSc (Hons) Mental Health Nursing	School of Health and Social Care	72%	80%	60%	60%	50%	82%	71%	54%	69%	66.4%	59	50

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# 7. Courses based on avg. % agree scores for 9 areas

		The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Overall Satisfaction	Average of all question areas	Number of Respondents (fpe)	Rank
HND Building Services Engineering	School of Built Environment and Architecture	74%	81%	64%	72%	53%	68%	63%	52%	71%	66.3%	31	51
BSc (Hons) Sociology	School of Law and Social Sciences	68%	90%	63%	55%	79%	70%	45%	54%	64%	65.3%	14	52
BSc (Hons) Commercial Management (Quantity Surveying)	School of Built Environment and Architecture	66%	70%	61%	58%	61%	76%	62%	44%	68%	62.7%	22	53
BSc (Hons) Criminology	School of Law and Social Sciences	70%	67%	51%	63%	67%	71%	55%	58%	62%	62.7%	21	54
BA(Hons) Digital Design	School of Arts and Creative Industries	62%	78%	65%	52%	70%	53%	63%	57%	53%	61.5%	15	55
BA (Hons) Multimedia Journalism	School of Arts and Creative Industries	49%	69%	68%	63%	56%	59%	66%	68%	56%	61.4%	18	56
BSc (Hons) Bioscience	School of Applied Sciences	63%	67%	39%	51%	53%	79%	66%	62%	63%	60.3%	19	57
BSc (Hons) Construction Management	School of Built Environment and Architecture	59%	61%	61%	54%	66%	79%	54%	38%	71%	60.2%	14	58

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# 7. Courses based on avg. % agree scores for 9 areas

		The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Overall Satisfaction	Average of all question areas	Number of Respondents (fpe)	Rank
BSc (Hons) Therapeutic Radiography	School of Health and Social Care	70%	72%	52%	54%	35%	80%	78%	46%	52%	59.8%	27	59
FdSc Baking Technology Management	School of Applied Sciences	68%	69%	48%	61%	48%	85%	61%	41%	57%	59.7%	14	60
BSc (Hons) Information Technology (with Placement)	School of Engineering	62%	61%	53%	50%	65%	68%	60%	42%	56%	57.3%	25	61
BSc (Hons) Quantity Surveying PT	School of Built Environment and Architecture	59%	57%	54%	55%	59%	74%	61%	44%	42%	56.0%	24	62
HND Business Studies	School of Business	40%	69%	48%	53%	44%	72%	68%	46%	55%	55.0%	12	63
BSc (Hons) Forensic Science	School of Applied Sciences	72%	65%	41%	57%	33%	57%	68%	42%	58%	55.0%	19	64
BSc (Hons) Human Nutrition	School of Applied Sciences	76%	63%	40%	45%	45%	76%	31%	47%	44%	51.8%	10	65

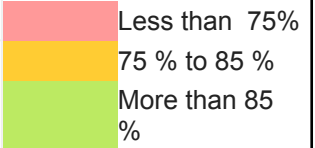
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# 8. Subject area performance : All students % agree scores

	The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Overall Satisfaction	Number of Respondents (fpe)
Academic studies in education	79.5%	85.1%	65.6%	72.0%	61.7%	82.5%	71.2%	65.8%	85.7%	56
Accounting	85.6%	87.9%	71.7%	78.9%	80.9%	89.1%	81.9%	75.1%	84.8%	46
Architecture	81.7%	80.8%	77.3%	79.5%	62.8%	76.1%	78.2%	67.8%	75.0%	52
Building	61.6%	62.9%	58.4%	55.4%	62.1%	75.8%	61.2%	44.0%	59.1%	66
Business studies	71.0%	71.9%	60.7%	63.8%	66.6%	82.2%	69.7%	56.0%	66.3%	105
Chemical, process & energy engineering	73.3%	73.6%	63.5%	73.7%	67.8%	86.4%	84.6%	74.5%	72.5%	81
Cinematics & photography	80.0%	80.0%	68.3%	82.7%	70.0%	77.1%	71.6%	70.2%	72.9%	60
Civil engineering	81.6%	76.6%	64.3%	73.4%	68.1%	79.1%	78.1%	72.5%	82.8%	64
Design studies	79.3%	86.8%	64.2%	76.7%	65.9%	74.1%	79.1%	65.9%	65.5%	58
Drama	96.9%	94.2%	76.1%	88.3%	78.3%	85.8%	83.5%	83.5%	95.0%	40
Economics	69.6%	71.4%	48.2%	81.0%	81.0%	85.7%	57.1%	69.1%	92.9%	14
Electronic & electrical engineering	77.8%	77.8%	77.8%	78.2%	80.0%	87.1%	76.4%	76.1%	80.0%	45
English studies	87.1%	83.3%	76.6%	83.0%	78.3%	76.1%	80.6%	73.0%	86.7%	15
Finance	85.6%	87.9%	71.7%	78.9%	80.9%	89.1%	81.9%	75.1%	84.8%	46
Food & beverage studies	67.9%	69.0%	48.2%	61.0%	47.6%	85.4%	60.7%	40.7%	57.1%	14



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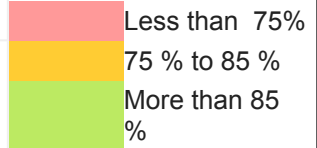




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# 8. Subject area performance : All students % agree scores

	The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Overall Satisfaction	Number of Respondents (fpe)
Forensic & archaeological science	72.4%	64.9%	41.3%	57.1%	33.3%	57.7%	68.4%	42.5%	57.9%	19
General engineering	72.1%	79.5%	67.3%	71.4%	52.6%	67.9%	61.5%	50.0%	69.2%	26
Imaginative writing	87.1%	83.3%	76.6%	83.0%	78.3%	76.1%	80.6%	73.0%	86.7%	15
Journalism	48.6%	68.5%	68.1%	63.0%	55.6%	59.3%	65.7%	68.1%	55.6%	18
Law	85.9%	88.1%	67.7%	83.5%	83.0%	93.3%	72.1%	76.0%	92.3%	64
Marketing	64.5%	77.9%	57.6%	60.9%	60.0%	88.2%	66.0%	62.9%	63.6%	22
Mechanical, production & manufacturing engineering	81.2%	75.9%	81.9%	83.3%	69.2%	81.5%	75.0%	71.3%	77.8%	36
Media studies	82.9%	73.7%	77.6%	71.9%	78.9%	73.7%	81.6%	74.7%	84.2%	19
Medical technology	85.1%	82.8%	65.9%	72.3%	50.0%	80.3%	81.1%	56.8%	74.2%	66
Music	92.9%	95.2%	82.1%	90.5%	83.3%	88.1%	82.1%	82.1%	92.9%	14
Nursing	85.6%	89.2%	73.7%	76.6%	63.8%	87.9%	82.7%	71.7%	84.2%	551
Nutrition	75.7%	63.3%	40.0%	44.8%	44.8%	75.9%	31.6%	47.2%	44.4%	10
Others in biological sciences	63.1%	68.3%	41.7%	55.6%	52.4%	81.0%	69.0%	60.2%	66.7%	21
Others in subjects allied to medicine	90.9%	87.4%	80.7%	81.6%	74.7%	85.9%	81.8%	76.4%	81.8%	66
Planning (urban, rural & regional)	96.2%	89.7%	80.8%	94.9%	92.3%	100.0%	92.3%	76.0%	100.0%	13



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## 8. Subject area performance : All students % agree scores

	The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Overall Satisfaction	Number of Respondents (fpe)	
Politics	100.0%	84.8%	77.3%	93.9%	93.9%	71.9%	77.3%	73.8%	100.0%	11	
Psychology	85.5%	80.1%	73.1%	80.0%	83.8%	91.3%	78.3%	73.6%	87.0%	69	
Social work	88.1%	93.7%	81.0%	85.7%	79.4%	91.8%	81.0%	71.1%	85.7%	21	
Sociology	69.1%	75.2%	53.1%	60.4%	66.7%	72.8%	55.8%	59.1%	68.8%	47	
Sports science	82.9%	84.2%	68.4%	84.2%	69.6%	83.6%	59.5%	68.1%	73.7%	19	
Tourism, transport & travel	63.8%	72.4%	72.4%	73.3%	65.5%	76.2%	59.6%	57.5%	69.0%	29	

Less than 75%

75 % to 85 %

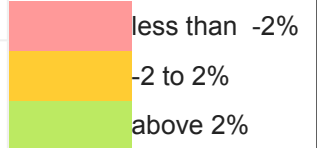
More than 85 %



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# 9. Subject area performance : YoY difference in LSBU subject % agree Scores

	The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Overall Satisfaction	Number of Respondents (fpe)
Academic studies in education	-8.6%	-9.6%	-13.9%	-2.2%	2.9%	-3.7%	-15.9%	-14.4%	2.0%	56
Accounting	-2.0%	6.0%	-0.2%	-0.7%	0.8%	-2.3%	3.7%	-1.5%	-3.3%	46
Architecture	6.7%	3.9%	18.3%	6.3%	-1.1%	-0.7%	0.4%	-0.7%	2.8%	52
Building	-10.0%	-5.9%	-2.3%	-19.9%	-6.4%	-12.6%	-12.2%	-15.3%	-20.0%	66
Business studies	-14.8%	-11.0%	-9.8%	-17.9%	-14.1%	-4.6%	-10.0%	-20.6%	-21.9%	105
Chemical, process & energy engineering	-11.4%	-8.9%	-9.8%	-10.5%	-3.5%	-2.9%	4.1%	0.6%	-6.7%	81
Cinematics & photography	-2.0%	-2.7%	-15.0%	-8.4%	-10.6%	-7.3%	-14.2%	-7.6%	-8.8%	60
Civil engineering	-12.2%	-11.8%	-15.0%	-14.9%	-21.3%	-15.1%	-9.9%	-10.3%	-9.7%	64
Design studies	-0.4%	0.9%	-7.8%	-6.5%	-5.9%	2.0%	-0.5%	-1.9%	-11.4%	58
Drama	11.2%	7.8%	-8.2%	0.5%	3.9%	0.2%	6.8%	8.7%	15.4%	40
Economics	-3.6%	4.8%	-7.1%	2.4%	7.1%	4.8%	-14.3%	1.2%	14.3%	14
Electronic & electrical engineering	12.3%	7.7%	9.6%	7.4%	12.9%	5.1%	-1.7%	9.3%	11.2%	45
English studies	0.7%	-6.9%	3.4%	1.7%	-6.1%	-13.7%	-1.2%	-7.6%	-0.8%	15
Finance	-3.7%	5.4%	-1.7%	-0.8%	-1.4%	-2.7%	3.2%	-1.3%	-4.1%	46
Food & beverage studies	0.2%	4.3%	-11.8%	-13.5%	-22.4%	11.9%	-12.8%	-21.4%	-1.7%	14



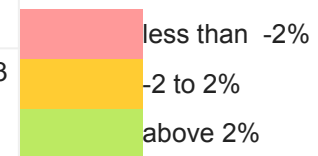
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# 9. Subject area performance : YoY difference in LSBU subject % agree Scores

	The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Overall Satisfaction	Number of Respondents (fpe)
Forensic & archaeological science	-9.6%	-3.6%	-33.7%	-28.0%	-42.6%	-31.2%	-20.5%	-27.1%	-12.7%	19
General engineering	-2.2%	3.0%	7.7%	-2.3%	-0.7%	-16.6%	-9.7%	-9.8%	-1.3%	26
Imaginative writing	0.8%	-7.1%	-3.2%	0.4%	0.5%	-12.4%	7.5%	-9.9%	1.7%	15
Journalism	-31.9%	-13.0%	-20.8%	-14.0%	-1.0%	-20.4%	-8.6%	-1.9%	-33.3%	18
Law	-7.0%	-1.0%	-13.2%	0.9%	3.6%	-1.5%	-6.5%	-6.8%	0.6%	64
Marketing	-15.5%	-8.7%	4.3%	-11.2%	-8.9%	-0.4%	-4.0%	3.6%	-23.0%	22
Mechanical, production & manufacturing engineering	5.4%	2.1%	6.9%	2.8%	3.7%	4.1%	-6.1%	9.6%	0.0%	36
Media studies	-4.9%	-15.7%	-8.7%	-12.2%	-11.8%	-15.5%	0.5%	-4.3%	-8.6%	19
Medical technology	8.5%	0.3%	-4.5%	-1.7%	9.6%	-1.4%	10.0%	6.1%	2.6%	66
Music	25.6%	23.8%	10.2%	32.3%	29.7%	11.9%	30.4%	25.8%	35.7%	14
Nursing	0.7%	1.2%	6.2%	-3.2%	-1.9%	-1.6%	1.7%	-0.2%	0.2%	551
Nutrition										10
Others in biological sciences	-9.8%	-12.3%	0.0%	-21.6%	-19.8%	-2.4%	-22.6%	0.7%	0.0%	21
Others in subjects allied to medicine	0.4%	-4.3%	-6.8%	-4.5%	-4.4%	-1.6%	-7.5%	-3.2%	-5.7%	66
Planning (urban, rural & regional)	6.9%	-7.9%	-15.7%	-0.4%	-2.9%	0.0%	-0.5%	-12.7%	0.0%	13



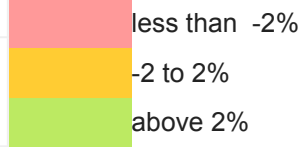
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# 9. Subject area performance : YoY difference in LSBU subject % agree Scores

	The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Overall Satisfaction	Number of Respondents (fpe)
Politics										11
Psychology	7.6%	8.1%	7.2%	9.2%	13.9%	4.2%	16.9%	12.2%	14.9%	69
Social work	5.0%	5.5%	1.1%	9.4%	13.8%	4.8%	1.9%	9.0%	5.1%	21
Sociology	-8.5%	-2.2%	-6.1%	-2.2%	3.1%	-7.3%	-7.5%	-3.8%	-6.7%	47
Sports science	-0.8%	6.0%	2.1%	2.2%	3.0%	0.3%	-21.3%	0.7%	-7.1%	19
Tourism, transport & travel	-14.9%	-8.1%	3.5%	-5.6%	-9.1%	-14.7%	-17.2%	-7.7%	-6.6%	29



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# 10. Subject area performance : Latest year LSBU difference from Sector subject % agree Scores

	The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Overall Satisfaction	
Academic studies in education	-5.5%	-2.3%	-13.3%	-8.4%	-14.0%	-2.1%	-6.9%	-6.4%	1.1%	
Accounting	2.6%	6.2%	-3.4%	-3.1%	0.2%	1.6%	4.3%	1.7%	-1.4%	
Architecture	-5.5%	-6.5%	4.8%	-2.4%	-10.2%	-6.6%	-6.4%	-4.7%	-9.3%	
Building	-17.9%	-16.4%	-12.5%	-23.3%	-13.5%	-9.2%	-12.4%	-22.4%	-21.5%	
Business studies	-9.5%	-10.4%	-11.7%	-15.1%	-10.8%	-4.4%	-8.3%	-15.1%	-16.0%	
Chemical, process & energy engineering	-6.4%	-7.3%	4.5%	-0.7%	-5.1%	-0.9%	2.8%	6.2%	-6.7%	
Cinematics & photography	-0.6%	-1.6%	-5.7%	3.3%	2.4%	-6.9%	-6.3%	0.8%	-4.2%	
Civil engineering	-1.8%	-6.2%	-5.8%	-6.8%	-10.5%	-9.4%	-4.4%	1.5%	-2.5%	
Design studies	-4.2%	0.4%	-12.4%	-4.3%	-7.1%	-10.1%	0.8%	-5.7%	-15.6%	
Drama	10.2%	8.3%	4.1%	5.4%	8.2%	2.6%	-0.9%	13.0%	11.8%	
Economics	-9.7%	-4.6%	-18.8%	5.4%	1.8%	-0.2%	-11.6%	2.8%	11.3%	
Electronic & electrical engineering	-3.9%	-2.2%	8.1%	0.5%	6.5%	0.7%	-3.4%	7.1%	-1.6%	
English studies	-1.4%	-1.3%	-0.7%	2.4%	-0.6%	-8.7%	9.6%	5.4%	-0.7%	
Finance	4.1%	7.6%	-0.3%	-0.8%	1.8%	2.4%	5.6%	2.8%	0.4%	
Food & beverage studies	-14.3%	-13.2%	-21.8%	-18.2%	-21.1%	0.9%	-20.1%	-27.0%	-24.5%	
Forensic & archaeological science	-14.2%	-17.0%	-30.6%	-23.8%	-38.6%	-30.7%	-12.0%	-30.7%	-27.5%	
General engineering	-8.5%	1.8%	-4.3%	-7.3%	-18.6%	-15.4%	-8.9%	-11.6%	-10.7%	
Imaginative writing	2.9%	2.0%	1.0%	3.8%	6.5%	-4.2%	7.3%	8.5%	5.4%	less than -2%
Journalism	-31.6%	-14.2%	-2.7%	-16.4%	-15.4%	-27.7%	-12.7%	3.1%	-23.7%	-2 to 2%
Law	1.4%	9.0%	-0.7%	8.4%	8.0%	7.2%	5.0%	10.3%	8.2%	above 2%

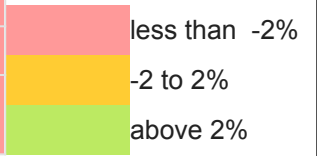
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# 10. Subject area performance : Latest year LSBU difference from Sector subject % agree Scores

	The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Overall Satisfaction
Marketing	-14.1%	-2.9%	-12.5%	-16.1%	-14.6%	2.2%	-9.8%	-4.7%	-17.3%
Mechanical, production & manufacturing engineering	1.0%	-2.5%	16.4%	6.2%	-4.7%	-3.5%	-3.6%	4.7%	-3.7%
Media studies	4.5%	-5.4%	8.1%	-4.9%	9.5%	-8.5%	8.3%	10.2%	8.6%
Medical technology	-3.3%	-4.8%	-7.7%	-10.4%	-20.7%	-8.5%	-3.9%	-17.2%	-10.0%
Music	13.4%	16.5%	11.3%	11.0%	17.7%	10.0%	5.9%	15.9%	19.1%
Nursing	0.0%	1.5%	-0.8%	-3.1%	-1.4%	-1.0%	1.1%	0.4%	1.6%
Nutrition	-11.3%	-21.7%	-32.7%	-35.0%	-28.6%	-14.0%	-50.8%	-28.0%	-40.2%
Others in biological sciences	-22.8%	-13.5%	-31.2%	-22.4%	-21.6%	-5.3%	-3.2%	-6.0%	-19.2%
Others in subjects allied to medicine	4.0%	1.4%	6.7%	1.3%	0.6%	-0.4%	0.4%	4.7%	-2.7%
Planning (urban, rural & regional)	14.0%	6.9%	11.6%	14.7%	15.0%	11.9%	11.1%	8.1%	18.5%
Politics	15.3%	4.1%	4.8%	18.4%	17.0%	-11.4%	10.2%	10.1%	15.7%
Psychology	0.4%	0.3%	-0.4%	1.8%	4.7%	4.3%	7.4%	4.0%	1.8%
Social work	3.1%	5.3%	4.3%	6.9%	5.7%	9.5%	2.9%	0.2%	3.4%
Sociology	-15.3%	-7.7%	-19.9%	-16.9%	-9.1%	-12.0%	-14.4%	-8.4%	-15.1%
Sports science	-2.7%	-0.8%	-7.8%	0.9%	-9.4%	-4.2%	-22.1%	-6.4%	-12.4%
Tourism, transport & travel	-17.8%	-11.7%	-4.4%	-9.4%	-11.3%	-8.1%	-20.6%	-15.9%	-14.4%



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	INTERNAL
Paper title:	National Teaching Fellowship Scheme Awards and Collaborative Award for Teaching Excellence
Board/Committee:	Student Experience Committee
Date of meeting:	10 October 2018
Author(s):	Pat Bailey, Deputy Vice Chancellor
Purpose:	For Information
Recommendation:	The committee is requested to note the update on the outcome of the 2018 awards.

## Executive Summary

The National Teaching Fellowship Scheme (NTFS) celebrates and recognises individuals who have made an outstanding impact on student outcomes and the teaching profession in higher education. The Collaborative Award for Teaching Excellence (CATE) recognises and rewards collaborative work that has had a demonstrable impact on teaching and learning. In each year the University is able to nominate up to 3 individuals for NTF and 1 team for the CATE. 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.

This year three LSBU staff were awarded one of the fifty-four new National Teaching Fellows, announced by Advance HE on 30<sup>th</sup> August, and LSBU was also one of the fifteen winning teams in the Collaborative Award for Teaching Excellence. An outstanding achievement which reflects the success of the more formal nomination process introduced for the 2018 awards.

The LSBU National Teaching Fellows for 2018 are:

- Ms Gill Foster
- Professor Patrick Callaghan
- Dr Stephen Dance

The NTF and CATE schemes will run again in 2019. Further details regarding LSBU's nomination and approval process for 2019 will be circulated in due course.

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	CONFIDENTIAL
Paper title:	Draft Annual work plan 2018-19, terms of reference and membership
Board/Committee:	Student Experience Committee
Date of meeting:	10 October 2018
Author:	Claire Freer, Governance Assistant
Purpose:	To note
Recommendation:	The committee is requested to approve the annual work plan, and to recommend and changes to the Terms of Reference and membership to the Academic Board.

## Executive Summary

### Committee Effectiveness Review

Members of the committee were requested to complete an effectiveness survey at the end of the 2017/18 meeting cycle. On the whole feedback was positive, however only a limited number of responses were received. Suggested areas of improvement included:

- Improved induction for new committee members.
- Ensuring there is good representation from all stakeholders at each committee meeting by requesting that members send a delegate when they are unable to attend.
- A request for the Students' Union Officers provide more updates to the committee on their work and campaigns throughout the year. This would enable the committee to give their support to initiatives and increase collaboration between the Union and University.
- A clearer understanding of how the committee can influence decisions that directly impact the student experience. The Chair has proposed that an annual summary of the issues raised through the committee, the actions taken and the resulting outcomes be developed.

### Annual work plan

The annual work plan consists of standing and regular items to be considered by the committee during the course of the academic year, 2018-19. Standing items are those that are expected to be addressed at every meeting. Regular items are those which are expected to occur on an annual basis at a particular meeting. Non-regular items will be added during the year as items arise.

Members are requested to review the items, with particular regard to their role on the committee, to ensure the committee fully addresses its terms of reference.

### **Terms of Reference and membership**

The committee is requested to review the Terms of Reference and membership. Two changes to the membership have been proposed:

- Increasing the number of nominated school academic staff representatives to ensure good representation at all meetings.
- Amending the student representation so that all Student Union sabbatical officers are members of the committee and increasing the number of co-opted Student Union representatives to four.

## Student Experience Committee Annual Work Plan 2018/19

	Oct	Feb	May
<b>Standing Items:</b>			
SU Officers' update	✓	✓	✓
Estate matters	✓	✓	✓
Student Led Projects update	✓	✓	✓
Items from Students (as required)	✓	✓	✓
Policy and procedures review (as required)	✓	✓	✓
<b>Regular Items:</b>			
Welcome week/enrolment debrief	✓		
National Student Survey report	✓		
National Teaching Fellowship Awards Update	✓		
Membership & Terms of Reference	✓		
Student Equality, Diversity & Inclusion report		✓	
National Teaching Fellowship Awards – Nominations process		✓	
Student Support and Employment annual report		✓	
Review of Student representation on student societies / university networks			✓
Welcome week/enrolment planning update			✓

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**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, Academic Affairs, Students' Union (or alternate) (x1)
- Vice President, Activities & Employability, Students' Union (or alternate) (x1)
- Vice President, Welfare & Equalities, Students' Union (or alternate) (x1)
- ~~Nominated Students' Union representatives (x3)~~
- Nominated school academic staff representatives (~~x3~~ x5)

- 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~~ four 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 three times per year.

### **3. Reporting Procedures**

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

*Approved by the Academic Board on DD MM YY*