London South Bank University
EST 1892

Meeting of the Student Experience Committee Committee

2.00 - 4.00 pm on Wednesday, 12 October 2016
in 1B27 - Technopark, SE1 6LN

Agenda

No.	Item	Pages	Presenter
1.	Welcome and apologies		PB
2.	Minutes of the previous meeting	3 - 10	PB
	• 3 May 2016		
3.	Matters arising		
4.	Student-led presentations	11 - 16	TA, SW
	Items to discuss		
5.	Learning Pathway update	17 - 24	SW
	• LSBU Educational Framework update		
6.	Student Communications Plan	25 - 34	JS, ST
7.	Student Engagement and changes to withdrawal and course changes	35 - 40	JJ
8.	Nominations for National Teaching Fellowship Awards, 2017 (verbal)		SW
9.	National Student Survey review	41 - 50	SW
10.	HEPI student mental health report	51 - 56	KC, RH
11.	Issues impacting part-time students (verbal)		SA
12.	Review of membership, Terms of Reference and Schedule of Work	57 - 60	JK
	Any other business		
13.	Items from students		

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

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No.	Item	Pages	Presenter

Members: Pat Bailey (Chair), Temi Ahmadu, Sodiq Akinbade, Christabel Charles, Kirsteen Coupar, Mel Godfrey, Scott Ideson, Elena Marchevska, Carol Rose, Andrea Smith, Seth Stromboli, Shân Wareing and Saranne Weller

In attendance

London South Bank University

Minutes of a Meeting of the Student Experience Committee
held at 2pm on Tuesday, 3 May 2016
in room 1B27, Technopark, London, SE1

Present

Pat Bailey	Chair (Deputy Vice Chancellor)
Temi Ahmadu	Students' Union VP Education
Christabel Charles	Students' Union Representative
Kirsteen Coupar	Director of Student Support & Employment
Mel Godfrey	Staff Academic Representative
Elena Marchevska	Staff Academic Representative
Anne Ridley	Staff Academic Representative
Shân Wareing	PVC (Education and Student Experience)

Apologies

Lynn Grimes	Director of Marketing, Recruitment and Admissions
Scott Ideson	Students' Union Representative
Carol Rose	Director of Estates and Academic Environment
Andrea Smith	Students' Union Representative

In attendance

Sodiq Akinbade	Students' Union VP Education elect
Kevin Bond	Head of Estates Operations (on behalf of Carol Rose)
Alison Chojna	Head of Library & Learning Resources
Seth Stromboli	Deputy Director of Marketing, Recruitment and Admissions (on behalf of Lynn Grimes)
Joanne Vas	Governance Assistant

Students for Student Led projects presentations *(for minutes 1-3)*

Azka Akhtar
Arun Bhaskaran,
Mohamed Sadio Diallo,
Niat Chefena Hailemariam,
Palak Hitenbhai Mania,
Yash Meghwal,
Sofia Nosa,
Kishan Patel,
Palak Ashishkumar Patel,
Dhaval Shah,
Sujathan Suthan

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Welcome

1.   The Chair welcomed members and students to the meeting. Apologies had been received from Lynn Grimes, Scott Ideson, Carol Rose and Andrea Smith.

Student led projects presentations

2.   The committee noted presentations on findings from the student led projects. These were presented on the four project areas: *Engagement of students in extra-curricular activities; Assessment and feedback; Enrolment and induction; and Campus life.*

3.   After detailed discussion, the key ideas emerging from the findings, and which should be considered further, include:
   - Greater numbers of course related societies;
   - Penalties for staff for late distribution of assessment marks;
   - Improved guidance on submitting assessments and Moodle training;
   - Introducing general feedback sessions at the start of lectures covering 'common' errors made in assessments and examples of 'model' answers;
   - Option for online enrolment;
   - Pairing of new students with students further into the study process;
   - Rolling out of 'halls induction' across the entire University thereby including students not living in student accommodation; and
   - Giving weighting to non-academic activities in overall course grades i.e. making participation in 'campus life' mandatory.

Mel Godfrey left the meeting

Minutes of previous meetings

4.   The committee approved the minutes of the meetings of 3 February 2016.

Matters arising

5.   The committee noted that the National Student Survey (NSS) had recently closed. Completion rates for the University are above the national average.

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Issues impacting part-time students

6.   The committee discussed some of the key issues impacting part-time students at LSBU. One such issue is academic planning, including assessment submission times and methods. This should take into consideration the additional constraints faced by part-time students.

7.   The Chair requested feedback from part-time students informing him of significant issues requiring immediate attention.

Student representation on university EDI networks

8.   The committee noted the three university EDI networks in operation at the University: SONET (Sexual orientation network); EQUINET (Equality network for black and minority staff) and DNET (Disability network). These networks were established primarily for LSBU staff although SONET has student representation given the Students' Union's involvement in events for this group.

9.   If students are interested in seeking representation on any of these networks, then they can contact the Chair of the committee in the first instance.

LLR fines alteration policy

10.   The committee discussed the LLR fines alteration policy (paper **SEC.05(16)**). The proposed amendment to current practice would involve fines being issued only where the late return of a book has a detrimental impact on another student waiting to use the book. This is in line with changes to fines policies across the sector, although may result in a loss of income for the library.

11.   The committee approved the proposed change but requested a review is carried out to ensure that the loss of income does not impact on the student experience.

Procedure on the event of student death

12.   The committee noted the procedure on the event of student death (paper **SEC.06(16)**). This had been drafted by a cross university steering group and sets out the procedure to follow should this event occur.

LSBU Student Prize Programme

13. The committee noted the revised LSBU student prize programme (paper **SEC.07(16)**). The main driver of the programme is to ensure that the programme of student prizes is more substantial, purposeful and efficient and benefits a higher number of students in enhancing their CVs.

14. A comprehensive portfolio of common prizes across all Schools is recommended. This should include: best in year student; best dissertation; best placement; and outstanding achievement.

15. The committee approved the student prize programme.

Academic Regulations - Late entry to exams policy - full report

16. The committee noted the report on the change to the Academic Regulations regarding late entry to exams which had been implemented for the January 2016 exams (paper **SEC.08(16)**). This permitted students arriving up to 30 minutes late to enter the exam room and sit the exam.

17. The change had worked well in practice and was received positively by students, thus improving the overall student experience.

CRIT update

18. A new Head of Digitally Enhanced Learning has been appointed within the new Centre for Research Informed Teaching and will take up their post in June 2016. One of the first tasks assigned to them will be a review of the Moodle system and the role of this in the assessment of students.

Any other business

19. There was no other business noted.

Date of next meeting

20. The next Student Experience Committee meeting will be held on Wednesday, 12 October 2016.

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The Chair closed the meeting.

Confirmed as a true record:

……………………………………………….. (Chair)

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Committee	Date	Minute	Action	Person Res	Status	
Student Experience Committee	03/05/2016	7	Chair to gather feeback from part-time students on key issues impacting them.	Chair		☐ Completed
Student Experience Committee	03/05/2016	9	Chair to be notified if students interested in seeking representation on any staff networks.	Chair		☐ Completed
Student Experience Committee	03/05/2016	11	Review to be undertaken on loss of income as a result of the change to library fines policy and ensuring this does not impact the student experience.	Chair		☐ Completed

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	CONFIDENTIAL
Paper title:	Student-Led Projects Report
Board/Committee:	Student Experience Committee
Date of meeting:	12 October 2016
Author:	Temi Ahmadu, President & Saranne Weller, Director, CRIT
Purpose:	To update the committee on the Student-Led Projects
Recommendation:	The committee is recommended to: • endorse the proposal for the continuation of the student-led project scheme in 2016/17 within the new Centre for Research-Informed Teaching in partnership with the Student Union • suggest themes for the student-led projects for 2016/17 aligned to the priorities of the university Corporate Strategy Road Maps

Executive Summary

In 2015/16 the university and Student Union piloted a student-led project scheme to engage students in providing feedback on themes related to the student experience. Project outcomes were reported to the SEC in May 2016 and recommendations were also made for enhancement of the scheme in future iterations.

The Centre for Research Informed Teaching (CRIT) was established in June 2016 with the remit to develop learning and teaching at LSBU from a research-informed perspective. It is proposed that coordination of the student-led projects should be relocated to the CRIT working in partnership with the Student Union.

In light of the recommendations of the 2015/16 pilot, it is proposed that the scheme is continued in 2016/17 with amendments to the process and evaluated to evidence impact.

Student-Led Projects Report

1. Background

1.1 In 2015/16 the university in partnership with the LSBU Student Union piloted a student-led project scheme to engage students in providing feedback on a number of identified themes relevant to the student experience:

- Enrolment and Induction
- Campus life
- Engagement in Extra Curricular activities
- Assessment and Feedback

1.2 The student-led projects were launched at the end of 2015 semester 1 and 12 students were recruited as Independent Student Project Participants (ISSPs) with a bursary of £250 per student. In addition, a graduate intern was recruited to support the progress and delivery of the projects. The scheme was initiated by the DVC and supported via the Executive Office in collaboration with the Student Union.

1.3 The outcomes of the 4 student-led projects were reported to the SEC and to Academic Board by Temi Ahmadu, then LSBU Student Union Vice President Education now President, and the 2016 graduate intern for the project Mohammed Noor (included in Appendix A). In addition to the outcomes of the individual projects, the previous reports made a number of recommendations for future iterations of the scheme.

1.4 The purpose of this paper is to inform discussion and recommend to the committee the continuation of the student-led project scheme in 2016/17.

2. Proposal for Continuation of Student-Led Project

2.1 In June 2016, the Centre for Research Informed Teaching (CRIT) was established to bring together the work of the existing Academic Staff Development Unit and Skills for Learning teams as well as a new area of activity related to Digitally Enhanced Learning. The centre has a remit to support the development of learning and teaching at LSBU. This includes developing a culture of evidence-based and research-informed pedagogic enhancement.

2.2 Working with students to generate and analyse data to inform the development of the student experience not only provides student feedback to inform institutional decision-making on key issues but also offers an important partnership model of working with the student body. This is underpinned by the university *Corporate Strategy* commitment to recognising our students as participants in their learning and to listen to the student voice. The scheme also aligns to the LSBU Educational Framework in supporting ISSPs to develop their employability.

2.3 The outputs of the 2015/16 student-led projects were reported to SEC on 3 May 2016 which noted the findings and discussed implementation of specific project recommendations. Academic Board noted the success of the projects at their meeting on 8 June 2016 and indicated that the SEC would review and make recommendations on the processes of future iterations of the scheme.

2.4 In this context, it is proposed that the SEC note the continuation of the pilot in 2016/17 under the oversight of the CRIT with a view to evaluating more fully the impact of the scheme on both participating students and the student experience.

2.5 To support continuation of the scheme, an application for a new graduate intern to coordinate the student projects has been submitted by the CRIT. In 2016/17 it will not be possible to change the timing of the projects in the academic year as recommended in the previous report.

2.6 Drawing on the review and recommendations for amendments to improve the process of the student-led projects scheme previously noted by the SEC and Academic Board, the following changes for 2016/17 are proposed:
- The student-led project scheme will be supported by the CRIT in partnership with the Student Union
- The graduate intern will coordinate the student project teams with pre-project planning during the first weeks of the internship and biweekly meeting with project teams to support project completion
- A workshop for the ISSPs at the beginning of the projects will include guidance on appropriate research methods and ethics to support individual project scoping and delivery
- That CRIT and the Student Union liaise with students and SEC to identify appropriate themes for the Student-Led Projects 2016/17
- In addition to reporting to the SEC and other appropriate committees, further mechanisms will be put in place for wider dissemination to students and staff of the outputs of the projects and actions by the university and Student Union to effect change as an outcome of the scheme
- The scheme will be evaluated to evidence the wider impact of participation of the ISSPs in relation to their perceptions of employability, engagement of students with the university and institutional change in response to project outcomes and impact on curriculum enhancement.

3. Conclusion

3.1 The SEC is asked to discuss the recommendation to continue the student-led project scheme on the basis of changes as proposed above.

Appendix A

Overview of the project

4 Projects
- Engagement in Extracurricular Activities
- Assessment and Feedback
- Enrolment and Induction
- Campus Life

12 Students
Started in January and ended in May

Engagement in Extracurricular Activities

- Free or discounted use of certain facilities such as the gym, to encourage students to get more involved

- Advertise sports clubs and societies in lectures

- Make the timings of sports clubs and societies flexible

- Create socials on for courses within the Student Centre

Campus Life

- By adding Campus based activities into the curriculum e.g. Joining a society or sports club. Or making volunteering mandatory for students.

- Embedding mandatory engagement hours into their curriculum

- Having more notice boards to advertise student activities

- Having the Health and Social Care department create a crete for students with children

Assessment and Feedback

- More interaction between tutors and students

- Standard feedback form that all courses have to complete

- Create more awareness of the importance of feedback

- Allocated time slots for lectures to give verbal feedback to students that need the extra help

- To rotate tutors throughout the year as some are more effective than others

Enrolment and Induction

Research Carried out by Azka Akhtar, Yash Meghwal and Kishan Patel

- To separate enrolment and induction

- To create activities for new starters - Treasure hunts, competitions

- Create an online instant messaging system

- Welcome video by other students

- The student team to work with the university enrolment team

Highlights

- The intern and the students gained a wider range of skills e.g. communication, project management, presentation skills, writing, employability skills etc

- Students were committed to the project and remained engaged

- The students on the projects engaged with their peers

- Data and findings can be taken forward by the SU and the University

- The groups were less defined, so students took ownership

Recommendations and improvements

- Make the payment process easier

- Have set targets for each group

- Start the projects earlier so students have more time

- Access to more resources

- Network with relevant staff

- Increase the number of groups by having more key areas

- Get an intern again as the groups need a lot of support

	CONFIDENTIAL
Paper title:	Embedding the LSBU Educational Framework in the Curriculum
Board/Committee:	Student Experience Committee
Date of meeting:	12 October 2016
Author:	Saranne Weller, Director, CRIT
Purpose:	Discussion
Recommendation:	The committee is requested to: • note the development of the Learning Pathway into the LSBU Educational Framework as an outcome of consultation in 2015/16 • discuss the outline plan for implementation of the LSBU Educational Framework

Executive Summary

In 2015/16 the university undertook a cross-university consultation on the Learning Pathway and as an outcome of this work developed the LSBU Educational Framework which will frame the actions of the university to prepare students to enter graduate-level work; to adapt successfully to changes during their careers, and to lead progress in their professions, practices and industries.

The LSBU Educational Framework will be underpinned by the definition of university graduate attributes derived from the LSBU Behavioural Values and their development at course level. In addition the framework will bring together into a coherent offer for students and employers the university academic and extra-curricular provision for developing student employability.

This paper summarises an outline plan for the next steps in embedding the LSBU Educational Framework as a 2 year staff, student and employer engagement and enhancement project coordinated by the Centre for Research Informed Teaching in partnership with institutional and external stakeholders.

Embedding the LSBU Educational Framework in the Curriculum

1. Background

1.1 The *London South Bank Corporate Strategy 2015-2020* commits the university to "providing students with an individualised learning experience to develop the skills and aspirations that enable them to enter employment, further study or start their own business".

1.2 The university targets for 2020 include that 80% of LSBU graduates will be in graduate level employment and the university will be in the top 50% of UK universities for both graduate employment and starting salaries.

1.3 Central to fulfilling this strategic commitment was the Learning Pathway that brought together disciplinary academic knowledge with curricular and extra-curricular opportunities for students to develop their employability while at LSBU.

1.4 In 2015-16, consultation on the Learning Pathway with academic and professional services staff, employers and students enabled the refining of these proposals into the LSBU Educational Framework. The LSBU Educational Framework translates the Learning Pathway into a set of educational principles that will be embedded into all new curricula and evidenced during validation. It is intended that all existing curricula will be able map the course to the LSBU Educational Framework to demonstrate for students and employers how their experiences at LSBU contribute to their future careers.

1.5 The LSBU Educational Framework prepares students to enter graduate-level work; to adapt successfully to changes during their careers, and to lead progress in their professions, practices and industries. It:
- is directly informed by employers and professional, statutory and regulatory bodies (PSRBs)
- provides specialist facilities and scheduled time to develop and practice vocational knowledge and skills
- offers structured support to help students develop confidence and networks, and to communicate their aspirations and abilities to future employers
- includes a work placement, internship or professional experience opportunity for every undergraduate student
- takes place in a flexible and supportive environment, focussed on students' success.

1.6 This paper outlines the proposed next steps for developing and embedding the LSBU Educational Framework across the university curriculum portfolio.

2. Implementing the LSBU Educational Framework

2.1 The responsibility for successfully embedding the LSBU Educational Framework falls across a number of academic and professional services teams in the university including:

- Course Directors and Course Teams
- Deans and Directors of Education and Student Experience
- Student Support and Employment
- Teaching Quality and Enhancement
- Centre for Research Informed Teaching (CRIT)
- Research Enterprise and Innovation
- Human Resources including Organisational Development

It is proposed that a project to enable collaboration across these functions will facilitate a joined up approach to the curricula and extra-curricular employability provision at a university level.

2.2 An explicit and coherent articulation of the university offer in relation to developing student employability is fundamental to the success of the framework. It is understood that the transition from study to employment is not about the ability to define a set of skills that students possess but a complex and ongoing identity project. It is important to be able to explain to students the knowledge, understanding, skills and wider attributes they are developing during their studies at LSBU and how they apply beyond the course or university. Developing the capacity of LSBU graduates to provide specific and integrative accounts of their employability is essential because it is recognised that a "graduates' success and overall efficacy in the job market is likely to rest on the extent to which they can establish positive identities and modes of being that allow them to act in meaningful and productive ways" in their future careers and lives.[1]

2.3 Students therefore need to develop as an outcome of study the capacity to define, evidence and communicate their graduate identity effectively to others.[2] The embedding of LSBU Educational Framework will support students to locate their academic and work-related experiences while at LSBU into a clear account of their employability that allows them both to describe and provide warrants for their claims as graduates.

2.4 The framework is also based on the principle that the workplace is not simply a context for the application of knowledge generated in universities. The importance of work-integrated learning opportunities in all curricula, the availability of part-time provision for those students already in employment and

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[1] Tomlinson, M. (2012) Graduate Employability: A review of conceptual and empirical themes, *Higher Education Policy*, 25: 407–431 (p. 425).

[2] Holmes, L. (2013) Competing perspectives on graduate employability: possession, position or process?, *Studies in Higher Education*, 38(4): 538-554.

the role of employers in the co-design of LSBU curricula within the framework all foreground the validity of the workplace as a context for learning and the mutuality of the relationship between LSBU and employers.

2.5 Operationalising the framework, therefore, is reliant on the successful coordination of academic and professional teams as well as student, alumni and employer input to create a seamless and consistent environment for the development and communication of the employability of, and by, LSBU graduates to prospective employers in a changing job market.

2.6 It is proposed that the LSBU Educational Framework will be embedded through:
- up-to-date, industry- and research-informed curricula content that reflects current subject knowledge and driven by relevant disciplinary, interdisciplinary and interprofessional real-world questions and challenges
- learning opportunities for the development of discipline-, industry- and profession-specific skilful practices in context
- support for the development of student "perceived employability" or "meta-work" skills including job search capabilities, professional networking and how their skills, attributes and experiences map to labour market opportunities
- a range of appropriate work-integrated learning experiences with support to reflect critically on learning gained through internships, employment and simulated work contexts
- co-design of curricula, in collaboration with employers and alumni, to include authentic workplace case studies, simulations and modes of assessment
- continuing professional development of academic staff in relation to teaching, learning and assessment for employability and workplace shadowing and exchanges.

2.7 In line with other UK universities, these elements of the framework will be underpinned by the definition of university level graduate attributes that can be translated, mapped and operationalised at the course level. The university graduate attributes will be developed out of the LSBU Behavioural Values: Excellence, Professionalism, Integrity, Inclusivity and Creativity.

2.8 The interrelationship between all elements of the LSBU Educational Framework is illustrated in Figure 1. For example, the currency and applied nature of the curriculum subject matter is dependent on employer input into the curriculum and up-to-date academic staff understanding of relevant profession(s) or industry. Similarly, student capabilities in relation to their self-efficacy and resilience, central to their capacity for effective career management, are dependent on

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appropriate opportunities to undertake, reflect on and communicate the outcomes of workplace experiences.

Figure 1: Operationalising the LSBU Educational Framework

2.9 It is noted that there are a number of initiatives aligned to developing student employability already in place at a university, school and division level. This includes:

- the enterprise curriculum offer by Student Enterprise
- the Employability Service in Student Support and Employment including internships and support related to DLHE survey results

It is important that these different strands of activity inform the development of the LSBU Educational Framework and that the development of graduate attributes and related curriculum and staff continuing professional development activity is supportive of this established work and does not lead to duplication of effort.

3. LSBU Educational Framework Project Objectives

3.1 It is proposed that the project will have the following objectives:

- to define the LSBU graduate attributes and work with course teams to translate and map attributes at the course level

- to coordinate and join up curricula and extra-curricular activity and academic and professional services functions to enhance the development of an holistic approach to graduate employability
- to facilitate employer, student and alumni engagement in the co-design and delivery of curricula
- to establish continuing professional development for academic staff to support the embedding of the LSBU Educational Framework in the curriculum
- to promote the LSBU Educational Framework to staff, students, alumni and employers as a coherent and distinctive offer for the development of graduate employability

4. Project implementation and key milestones

4.1 Working in partnership with academic and professional services staff, employers and students, it is proposed that the project to embed the LSBU Educational Framework will commence in autumn 2016 and close in autumn 2018.

4.2 A project steering group will oversee the development of the full implementation plan and monitor progress and deliverables against the stated project objectives. It is proposed that the steering group membership will include representation from stakeholders as stated in paragraph 2.1 above and will report to the SEC.

4.3 To date, the CRIT is progressing a curriculum development scheme to disburse funding for cross-School collaborative projects related to the embedding of the LSBU Educational Framework into the curriculum. The call for applications for funding will be launched in October 2016 for pilot projects to run in semester 2. In addition, the CRIT has submitted an application for a graduate intern to support the first phase of disciplinary mapping of university graduate attributes at course level.

4.4 Year 1 milestones are:
- university graduate attributes defined through employer, alumni and student focus groups
- volunteer pilot courses working with the university graduate attributes to evidence the process of translating university attributes into course level outcomes with input from employers as course co-designers
- exemplars of learning, teaching and assessment for developing student employability as outputs from the LSBU Educational Framework curriculum development funding scheme
- piloted continuing professional development offer related to, for example, authentic, industry/profession relevant assessment, work-integrated learning and graduate attributes

4.5 Year 2 milestones are:

- all undergraduate and postgraduate courses can be mapped to the university graduate attributes in a form that is accessible for staff, students and employers
- development of resources, tools and workshop programme to support mapping of course level attributes and teaching, learning and assessment for employability
- articulation of the LSBU Educational Framework as a distinctive and coherent curricula and extra-curricular offer to prospective and current students and employers

4.6 The project will include an evaluation process to capture and evidence the value and long-term impact of the proposed interventions for staff, students, employers and other stakeholders.

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	CONFIDENTIAL
Paper title:	Student Communication Plan: 2016/17
Board/Committee:	Student Experience Committee
Date of meeting:	12 October 2016
Author:	Sue Turnbull, Project Manager
Purpose:	Discussion
Recommendation:	The committee is requested to note the communications plan and provide feedback

Executive Summary

Student communications in LSBU are currently managed via the Internal Communications Team through a monthly newsletter and additional targeted emails on request from staff. On top of which individual staff members also disseminate information themselves, mostly via email or Moodle.

Informal feedback from staff and students shows that students do not feel well informed as to what is going in the university or, at times, what is required from them to do mandatory tasks such as re-enrol.

Key areas for development in 2016/17 have been identified as below:
1. **My.LSBU Stabilisation:** Enable relevant staff to maintain and update current My.LSBU content by resolving some of the most pressing issues
2. **My.LSBU Development**: Development of a long term plan for the student portal
3. **Provide training** to key staff around improving communications to students to be consistently clear, friendly and professional
4. **Communication Channels:** Development of guidelines for communications as to what channels are available and when to use them
5. **Student Journey Communications**: Identification and review of the core student communications sent throughout the student journey to improve content, timing and channels, so key communications are as easily accessible, relevant, timely and engaging as they can be for students
6. **Staff to Student Operational Communications**: Development of an interim solution to enable staff outside of the student communications team to disseminate information to cohorts of students[1]

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[1] "To be resolved this will need to be integrated with the University's identity management solution"

7. **Serious Incidents**: develop processes for notifying students of serious incidents

This paper updates the Student Experience Committee on the priorities for student communications in 2016/17 and progress to date.

Background

Effective communication with students will enhance their level of satisfaction and engagement with the university. Through good communication we will ensure that students feel like a valued and respected member of our community, know what they need to know when they need to know it, take appropriate action when required (e.g. re-enrolment).

Student Communications in LSBU have been managed through a monthly student newsletter and provision of information via the student portal as well as emails for specific events or action required (e.g. results, resits, re-enrolment). Student communications have often been viewed as just the university wide communications such as all student emails and newsletters, however informal feedback has highlighted that all dissemination of information and all interactions with students are communication.

Issues with student communications that have been cited by both students and staff are:

- Students not responding to emails that require action resulting in a lot of chasing (e.g. re-enrolment)
- Students and staff are unaware of support services available and don't know who to go to to access them
- Staff find it difficult to send information to a specific cohort of students as they don't have the right tools or guidance
- Communications from different teams/people are not aligned, so students can be 'bombarded' with emails about similar things or not know about something else as it's communicated differently/poorly
- Information on the student portal, My.LSBU, is incomplete and out of date
- Communications are designed to disseminate information, we aren't using them as a tool to develop community and engagement or taking account consistently of their emotional impact

Purpose

To develop and implement an approach for the development of student communications in LSBU which will:

1. Make LSBU students feel like valued and respected members of the community
2. Make it easy for students to receive or find the right information at the right time in the right format
3. Reduce staff time spent disseminating information and chasing students

Benefits

The anticipated benefits of this strategy are:

	Benefit	Measure
1	Increased student satisfaction and engagement	NSS Scores
2	Increased Retention & Progression	Withdrawal & interruption Reporting
3	Reduced time spent chasing students where action is required	Measured for each intervention, e.g. for re-enrolment: increased proportion of students enrolling before deadline (so don't need to be chased)

Approach

To make the strategy achievable within existing resource, a phased approach is proposed to implementation of the student communications strategy.

Phase 1

For Phase 1, areas for immediate action have been identified as priorities. These will be planned and implemented immediately in order to make some progress quickly.

Throughout phase 1 we will continue to collate ideas and plan for future development, developing and growing this plan as we go along. As such, this strategy will be treated as a living document, which develops over time as each initiative is put in place and new priorities are identified.

It is anticipated that some 'quick wins' or urgent developments will be identified throughout phase 1, which will be implemented where possible utilising existing resource.

The first priorities identified for Student Communications are:

1. **My.LSBU Stabilisation:** Enable relevant staff to maintain and update current My.LSBU content by resolving some of the most pressing issues
2. **My.LSBU Development**: Development of a long term plan for the student portal
3. **Provide training** to key staff around improving communications to students to be consistently clear, friendly and professional
4. **Communication Channels:** Development of guidelines for communications as to what channels are available and when to use them
5. **Student Journey Communications**: Identification and review of the core student communications sent throughout the student journey to improve content, timing and channels, so key communications are as easily accessible, relevant, timely and engaging as they can be for students

6. **Staff to Student Operational Communications**: Development of an interim solution to enable staff outside of the student communications team to disseminate information to cohorts of students[2]
7. **Serious Incidents**: develop processes for notifying students of serious incidents

Phase 2 onwards

In June 2017 progress on stage 1 will be reviewed and new priorities identified for the next phase of the project, at this point we will report back to the Executive team for approval of Phase 2.

Further areas for development that have already been identified are:

1. Audit of all communications to students, defining what is a student communication, who they come from, when and what format, and work with students to understand what works best for future practice
2. Review of existing channels and recommendations of how we can develop the use of new channels which may be more effective for communicating
3. Best practice guidance and training for staff to communicate effectively
4. Long term solution for staff to be able to disseminate information to the right groups of students
5. Review the suitability of the current email system used by the internal communications team and replace if necessary
6. Development of School specific newsletters

Status Update

My.LSBU Stabilisation

New workflows have been designed & tested that will enable departments to publish their own content and remove automatic expiry of all content. Roll out to departments has started – due to be complete by 1 November.

A Light Touch audit of my.LSBU content to re-instate or remove all expired content and update or delete links that are not working has been completed. This will be followed by a full audit to assign owners to all pages and have owners confirm who will update and publish and that content is accurate.

Cascade training to be arranged, following which gaps in organisational knowledge will be identified and external training sought if required.

My.LSBU Development

To be commenced once stabilisation is complete.

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[2] "To be resolved this will need to be integrated with the University's identity management solution"

Communication Channels

Strategy main focus is currently on emails and newsletters, to be expanded to other mediums such as social media.

LSBU does have a system to send bulk text messages and the Internal Communications Team will be developing the use of this medium.

Student Journey Communications

A draft plan for email and newsletter communications complete (see **Appendix A)** and work has started to develop a timetable of communications.

Staff to Student Operational Communications

Options for the best way for staff to communicate to specific cohorts of students are being explored

Serious Incidents

Not yet started

Appendix A: Draft Newsletter & Email Communications Plan

<u>Objectives Moving Forward</u>
- To support the priorities of Schools and Student Support Services.
- To increase participation in events, courses and extra-curricular activities
- To create a sense of community at a University and School level

<u>How to Get There</u>
- Targeted communications
- Increased frequency of communications
- Improved content
- Consistently appropriate tone
- Consistent key messages across all communications
- Strategic planning

<u>Where We Are</u>
- One University-wide email sent to all students once a month
- Very low levels of engagement
- Colleagues are focused on getting information in a newsletter not the impact they want to have (increased participation, behaviour change etc)
- Lack of strategic planning with colleagues across LSBU

<u>University Communications to Students Going Forward</u>

General Approach
Currently colleagues across LSBU send communications to the Communications team to be sent out to students in an un-coordinated way that lacks an overall strategic vision.
The Communications team wants to support colleagues to develop a communications plan that best suits their needs and encourage colleagues to contact us when they start planning significant campaigns and events. By focusing on what we want to achieve rather than just what we want to communicate we believe we can better meet the above objectives.

<u>Channels</u>

Dean updates
Overall purpose: To provide a big picture of what is happening in the Schools, the key things students should be doing and support available at key times.
- Short, concise and human
- Broad themes without lots of detail
- Targeted according to level/year of study

Support Officer Emails

Overall purpose: To provide information and advice on specific subjects in response to specific issues or times of year.

- Short, concise and human
- Sent from a student adviser (the person they are most likely to engage with), not a senior manager
- One subject per email
- Where appropriate, include a clear call to action
- Targeted according to demographic (e.g nationality) or behaviour (e.g. resits)

Unique

Overall purpose: To celebrate successes, reinforce a sense of University community, and promote participation across LSBU

- Image based with good use of photos, videos and infographics
- Guests editors used to increase reach, ensure variety and produce engagement on the ground
- Content focused on encouraging participation through comments, polls etc
- Main content to be focused around stories/lifestyle (not just information), with a side bar for 'Need to Know' information

School Based Newsletters

Overall purpose: To reinforce a sense of community in Schools, celebrate success and build participation

- flexibility to adapt style and content according to Schools needs
- Schools encouraged to find ways for students to create content, guest edit
- Image based with good use of photos, videos and infographics
- Content focused on encouraging participation through comments, polls etc.
- Main content to be focused around stories/lifestyle (not just information), with a side bar for 'Need to Know' information
- Specific newsletter created for Havering

Library and Learning Newsletter

Overall purpose: To increase participation in the learning support LSBU offers and to provide advice on how students can get the most from their learning

- Feature article about topical support on offer
- Workshops and resources info presented in easy to click boxes
- Content focused around the academic calendar
- Content to be aligned with Library and Learning communications on social media and around the campus

Enterprise Newsletter

Overall purpose: To increase participation and awareness of Enterprise activities

- Image based with good use of photos, videos and infographics
- Content focused on engagement not just information

- Opt-in

Academy of Sport Newsletter
Overall purpose: To promote the gym and celebrate sport at LSBU
- Image based with good use of photos, videos and infographics
- Opt in

Physical Communications
Overall purpose: To communicate key messages beyond the digital space and to provide a service to better manage how we manage posters
- Posters
- Digital displays

<u>EXAMPLE FREQUENCY OVERVIEW</u>

Week	Last Year	New Plan
Week 1		Unique (1st Year UG)
		Unique (2nd Year UG)
		Unique (3rd Year UG)
		Unique (PG)
		AoS Newsletter
Week 2		Learning and Library
		Dean email
Week 3		Unique (1st Year UG)
		Unique (2nd Year UG)
		Unique (3rd Year UG)
		Unique (PG)
	Enterprise Newsletter	Enterprise Newsletter
Week 4	Unique (all students)	School newsletter
Week 5		Unique (1st Year UG)
		Unique (2nd Year UG)
		Unique (3rd Year UG)
		Unique (PG)
		AoS Newsletter
Week 6		Learning and Library
		Adviser email (dependent on data)
Week 7		Unique (1st Year UG)
		Unique (2nd Year UG)
		Unique (3rd Year UG)
		Unique (PG)
	Enterprise Newsletter	Enterprise Newsletter
Week 8	Unique (all students)	Unique (1st Year UG)
		Unique (2nd Year UG)
		Unique (3rd Year UG)
		Unique (PG)

PURPOSE OVERVIEW

	Broad vision	Community building/celebrating success	Providing day-to-day information	Targeted	Opt-In
Dean email	✓	✓	-	By School/ Type /Year	X
Adviser email	x	x	✓	✓	X
Unique	-	✓	✓	By type of study/ Year	X
School Newsletters	-	✓	✓	By School and Year	X
Library and Learning	-	-	✓	-	X
Enterprise Newsletter	-	✓	✓	-	✓
AoS Newsletter	-	✓	✓	-	✓

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	CONFIDENTIAL
Paper title:	Student Engagement/Attendance Monitoring and Changes To Withdrawal and Course Change Procedures
Board/Committee:	Student Experience Committee
Date of meeting:	12 October 2016
Author:	Jamie Jones, Head of Student Administration
Purpose:	Information
Recommendation:	N/A

Executive Summary

The paper highlights changes to 3 key areas of provision for 2016/17 academic year:

1. Student Engagement/Attendance Monitoring
2. Student Withdrawal
3. Student Course Changes

This paper will examine 3 key areas of provision that have been amended for 2016/17, namely:

1. Student Engagement/Attendance Monitoring
2. Student Withdrawal
3. Student Course Changes

Student Engagement/Attendance Monitoring

The Student Attendance Monitoring Project was set up in February 2016 to explore how the university should move forward with our attendance monitoring provision. Shan Wareing was installed as the Project Sponsor with Jamie Jones as the Project Manager. The project groups include stakeholders from across the academic and professional services and the Student Union.

A key element of the project was to ascertain the views of all key stakeholders in relation to our system of attendance monitoring and how it might look moving forwards. Here is a summary of the student and staff views:

Student Voice (via the SU) – only 14% of respondents felt our current system/processes worked well. 15% of respondents felt that we shouldn't monitor attendance at all. The other 85% felt that some monitoring of a student's engagement with their course was important but that monitoring attendance at every session was not required.

Academic and Professional Services staff – A majority of staff felt that attendance should be only a small part of engagement, which was the important element. Many felt that we had not monitored true engagement due to our emphasis on monitoring attendance. A popular opinion was that the Student Attendance Monitoring (SAM) system "doesn't work" and that both they and their students don't trust it.

It was clear from the feedback received that we needed to make changes for 2016/17.

Enquiry Stage

After widely consulting students and staff, including those that had in-depth knowledge of external considerations such as Student Finance England, UKVI and the NMC, we also examined how 30 other HEI's tackled the issue of attendance monitoring. This research showed that we are yet to see any kind of consistency in the UK in relation to how universities monitor attendance and/or engagement.

We also looked closely at our existing Student Attendance Monitoring (SAM) system and found that due to the complexities of how the system recorded students attendance, the data that was pulled from the system often required extensive manual intervention for it to be trusted. For example:

For a single students attendance at a teaching session to be recorded on the SAM system, the following all have to work perfectly:

1. The timetable, including sub-grouping.
2. The teaching session takes place at the scheduled time and location.
3. The students file on the student record system has to be up to date.
4. The student has to remember their photo ID card and remember to touch in at the start of the session.
5. The attendance registration point in the teaching room has to be working.

This level of reliance on so many different elements meant that student's attendance at a session was often not recorded. It is not possible to provide data as to how often this happened but over 80% of the informal complaints received by the Student Engagement team in 2015/16 were from students that stated that they had attend sessions and thus should not have been contacted by the Engagement team. This was often backed up with evidence of attendance e.g. confirmation from the relevant academic. This then generated a culture of mis-trust with SAM that became widespread amongst students and staff.

The Engagement Model

The project team put together an engagement model, which would see us move away from looking almost solely at whether a student was attending teaching sessions, to embrace a wider picture of what a student's engagement with their course means. The engagement model is based around use of the LSBU Photo ID card and logging onto existing systems (e.g. Moodle), all of which students are used to doing. Taking into account the student and staff feedback we had previously gathered, this model had a number of significant positives:

- Non-intrusive – students use it without realising whilst going about their daily business.
- Staff can see a wider range of engagement – with Moodle, the library etc. and can make more appropriate judgements as to whether a student is engaging in the course or module.
- Key engagement points can be assessed and monitored fully – coursework hand-ins, exams, personal tutorials etc.
- By not spending extensive staff resources on manually manipulating the attendance data we can move towards the Student Engagement Team sign-posting and facilitating support for

students with academic or personal issues e.g. setting up a meeting with the student to meet with the Course Director.

- A reporting system that enables us to monitor students entering the campus, logging onto MyLSBU and using Moodle already exists. We would look to add in: library use and "key points of contact" – e.g. assignment submission, meeting w/personal tutor, attendance at exams to build a picture of engagement and then contact students that weren't engaging.
- Would fulfil Student Finance England (SFE) requirement to confirm student's attendance at LSBU.

The Changes for 2016/17

The project board had the following proposal approved by the university Operations Board in June and thus it is now in effect for 2016/17:

- SAM will remain live and will continue to be used as the main data source for students with UKVI and NMC requirements. Student Administration will provide the staff resource to manually manipulate the data to make this approach workable.
- For all other areas of the university (and students at all levels/modes/courses) we will move to the engagement model as outlined above. The project board have set minimum thresholds after which the Student Engagement Team will begin to contact students e.g: Full-Time Students at Level S & Level 4 = 2 x main interactions per week (main interactions are coming onto campus and logging into Moodle). If the student falls below this threshold then we will first contact them via telephone or e-mail in an attempt to ascertain what is preventing the student from engaging and offer support.

The Project Board are confident that this will move will enhance the student and staff experience and potentially reduce the number of withdrawals whilst also keeping the university compliant with SFE, UKVI, NMC and other bodies.

A full communication plan, for both staff and students, has been rolled out in September 2016.

The project will remain live during 2016/17 and will link into both the Learner Analytics Project and the project scoping out a new Student Record system as we seek to find a longer-term solution to the issue of attendance/engagement monitoring.

Further details are available from Jamie Jones, Deputy Director of Student Support & Employment: jamie.jones@lsbu.ac.uk

Student Withdrawal

Students are withdrawn from the university in 3 ways:

1. They are fail-withdrawn by an Exam Board.
2. They elect to withdraw themselves.
3. The university deems them to have withdrawn due to lack of attendance/engagement.

   The procedure around the fail-withdrawal by Exam Boards remains unchanged for 2016/17 but in the other two categories the following will be in place:

Students Who Elect To Self-Withdraw

Following a successful trial period towards the end of Semester 2 (2015/16) it has now become standard operating procedure for a student considering withdrawing from LSBU (or interrupting) to:

1. Seek guidance and advice from their Course Director or other senior academic e.g. Module Leader.
2. If, after discussing the situation with an academic, the student still wishes to proceed with withdrawal they are encouraged to make an appointment with the Senior Student Advisor who will go through with them the finer details of what withdrawing will mean for the student, in terms of finance and future study.

   It is anticipated that this new procedure will:

1. Reduce the number of students interrupting and withdrawing as they will have at least two significant contacts with members of LSBU staff who will, in a proportion of cases, be able to resolve issues or propose a way forward that does not involve the student leaving the university.
2. Ensure that students who do make the decision to withdraw are fully informed in relation to their finances, SFE and any potential return to LSBU or another university in the future.

Students that the university deems them to have withdrawn due to lack of attendance/engagement.

In previous years, if a student was not attending regularly or responding to the e-mails/letters that we had sent to them it would be an administrative process to deem the student(s) to have withdrawn due to their lack of attendance/engagement.

For 2016/17, we will move to the Directors of Education & Student Experience and Pro Dean (for HSC) taking the final decision on these type of withdrawals.

The anticipated benefits to this approach are:

1. The DESE's and Pro Dean are responsible for retention within their respective schools and may decide to allocate additional school resource to individual student cases, thus potentially preventing them from being withdrawn.
2. The DESE's and Pro Dean will have "live" data on the number of withdrawals within their schools and the reasons behind such decisions which can be fed back to their Senior Management team.

Course Change Procedure

The course change procedure is owned by Registry. They have amended the procedure this year so that 3 academic signatures are required (rather than the previous 1):

1. Course Director of the course that the student wishes to leave.
2. Course Director of the course that the students wishes to enter.
3. The schools Senior Admissions Tutor.

It is the students responsibility to obtain both Course Directors signatures. It then falls to Student Admin to arrange for the Senior Admissions Tutor to sign before the change is then formally processed on the student record system by Registry.

Registry anticipate that this approach will enable the schools to have enhanced control over the number of students changing course.

	CONFIDENTIAL
Paper title:	2016 National Student Survey Results and Actions
Board/Committee:	Student Experience Committee
Date of meeting:	12 October 2016
Author:	Shân Wareing and the Business Intelligence Unit
Purpose:	Note
Recommendation:	The committee is requested to note the results of the 2016 NSS and the University's response and actions.

Executive Summary

The University's NSS results are one of the ways in which we gain information about students' experience and the effectiveness of our initiatives and processes. They are also a significant metric for the new Teaching Excellence Framework and for our league table position, all of which impact on reputation, recruitment and income.

The NSS results for 2016 were published in August. It was notable that when each of the Schools was compared with the profile for similar subjects nationally, three had above average NSS results, and four had below average results. Students on awards leading to degrees scored their experience more highly than students on pre-degree awards. The latter were a small proportion of the total number of responses but were significantly less satisfied with their experience, to the extent that they impacted on the LSBU Times League Table result. The Deans of the four Schools with the low scoring pre-degree awards are preparing reports on the causes and the likelihood of in year improvements. So far the causes mostly relate to instability in the teaching team and the Deans have taken action to ensure the situation is resolved and does not continue to impact students. The University continued to perform above the sector average for learning resources.

The results were initially analysed and discussed in meetings between the members of Schools' Senior Management Teams, the PVC Education and Student Experience and staff from the Business Intelligence Unit. First draft plans for responding at School level were developed. The DVC and PVC then met with School Senior Executive Teams and course directors to discuss the results, and ensure that any courses that are performing particularly weakly were identified, the causes understood, and plans put in place to address any ongoing problems.

High performing course teams were written to, congratulating them on their excellent results, and a lunch is being organised again for course directors with particularly strong results. This serves to recognise and celebrate excellence, and also to give the University opportunities to learn from and share best practice, to raise the University's overall performance. Last year three course directors from high performing courses (Renee Francis from HSC, Gill Foster from ACI and Anna Howard from Business) investigated the apparent causes for their own high results and produced a checklist of 10 significant activities which have been shared across the university. They will be incorporated into revised role descriptions for course directors this year.

In addition to work at School and Course level, the University continues with multiple short term and long term strategic developments to improve the student experience, which are showing positive impact in module pass rates and progression rates.

2016 NSS Presentation

Quality & Standards Committee
5th October 2016

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NSS Headlines – Comparing 2015 with 2016

- Overall, sector didn't move, however, LSBU saw a slight decrease in scores against overall satisfaction and organisation and management.

- Against aspirational average, LSBU shows an average performance. However the trend amongst the aspirational group was a decline in overall satisfaction.

- Discrepancy between first degree and other undergraduate students results at LSBU. At first degree level, LSBU actually saw an improvement against five of the seven categories.

- LSBU displays significant variation in result between schools, when school results are compared to subject specific results.

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LSBU Overall performance compared to England and Sector: % agree scores

Category	London South Bank University			England			Sector		
Metric	% Agree	% Agree: previous year	% Change	% Agree	% Agree: previous year	% Change	% Agree	% Agree: previous year	% Change
The teaching on my course	83	83	0	87	87	0	87	87	0
Assessment and feedback	71	71	0	74	74	0	73	73	0
Academic support	77	77	0	82	82	0	82	82	0
Organisation and management	71	72	-1	79	79	0	79	79	0
Learning resources	89	88	1	86	86	0	87	87	0
Personal development	84	84	0	82	83	-1	83	83	0
Overall Satisfaction	81	82	-1	85	86	-1	86	86	0
I am satisfied with the Students' Union	65	65	0	68	68	0	69	69	0

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Aspirational Group Comparison

Aspirational Group - All Students

Question Area	Sector-wide 2015	2016	+/-	London South Bank University 2015	2016	+/-	Kingston University 2015	2016	+/-	Middlesex University 2015	2016	+/-	The City University 2015	2016	+/-	The University of Westminster 2015	2016	+/-	University of East London 2015	2016	+/-	University of Greenwich 2015	2016	+/-	University of Hertfordshire 2015	2016	+/-
The teaching on my course	87	87	0	83	83	0	82	79	-3	83	83	0	88	86	-2	79	79	0	81	85	4	84	82	-2	86	85	-1
Assessment and feedback	73	74	1	71	71	0	69	70	1	74	76	2	76	73	-3	66	67	1	70	75	5	73	72	-1	69	70	1
Academic support	82	82	0	77	77	0	78	77	-1	79	79	0	85	81	-4	73	75	2	74	79	5	80	78	-2	81	80	-1
Organisation and management	79	79	0	72	71	-1	73	74	1	75	76	1	83	82	-1	79	79	0	70	76	6	78	74	-4	72	73	1
Learning resources	86	86	0	88	89	1	85	85	0	87	88	1	88	87	-1	83	86	3	85	88	3	85	83	-2	90	88	-2
Personal development	83	82	-1	84	84	0	81	79	-2	83	83	0	85	83	-2	80	80	0	81	83	2	84	81	-3	85	83	-2
Overall Satisfaction	86	86	0	82	81	-1	82	80	-2	83	83	0	87	85	-2	80	81	1	78	83	5	83	83	0	84	82	-2

Aspirational Group - First Degree Students

Question Area	Sector-wide 2015	2016	+/-	London South Bank University 2015	2016	+/-	Kingston University 2015	2016	+/-	Middlesex University 2015	2016	+/-	The City University 2015	2016	+/-	The University of Westminster 2015	2016	+/-	University of East London 2015	2016	+/-	University of Greenwich 2015	2016	+/-	University of Hertfordshire 2015	2016	+/-
The teaching on my course	87	87	0	83	84	1	82	79	-3	83	83	0	88	86	-2	79	79	0	81	85	4	85	82	-3	86	85	-1
Assessment and feedback	73	73	0	70	71	1	69	70	1	74	76	2	76	73	-3	65	67	2	70	75	5	73	72	-1	69	70	1
Academic support	82	82	0	76	77	1	78	77	-1	79	79	0	85	81	-4	73	75	2	74	80	6	80	78	-2	81	80	-1
Organisation and management	79	79	0	71	72	1	73	74	1	75	76	1	83	82	-1	79	79	0	70	76	6	78	74	-4	73	74	1
Learning resources	86	87	1	88	90	2	85	86	1	87	88	1	88	87	-1	84	86	2	85	88	3	85	83	-2	90	89	-1
Personal development	83	82	-1	84	84	0	81	79	-2	83	82	-1	85	83	-2	80	79	-1	81	83	2	84	81	-3	85	83	-2
Overall Satisfaction	86	86	0	82	82	0	82	80	-2	83	83	0	88	85	-3	79	81	2	78	83	5	83	83	0	84	82	-2

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LSBU Results by First Degree and Other Undergraduate

NSS Metric	First Degree			Other Undergraduate			Overall		
	2016	2015	%+/-	2016	2015	%+/-	2016	2015	%+/-
The teaching on my course	84	83	1	77	85	-8	83	83	0
Assessment and feedback	71	70	1	72	75	-3	71	71	0
Academic support	77	76	1	79	82	-3	77	77	0
Organisation and management	72	71	1	65	78	-13	71	72	-1
Learning resources	90	88	2	87	87	0	89	88	1
Personal development	84	84	0	78	79	-1	84	84	0
Overall Satisfaction	82	82	0	76	85	-9	81	82	-1
Student Union Satisfaction	65	65	0	73	66	7	65	65	0

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LSBU 2016 School Results

Question (area):	Applied Sciences	Arts & Creative Industries	Built Environment & Architecture	Business	Engineering	Health & Social Care	Law & Social Sciences
The teaching on my course	-6.5	4.3	-4.6	8.6	-6.0	-7.3	3.7
1. Staff are good at explaining things.	-3.7	3.9	-4.2	8.0	-7.4	-8.6	1.5
2. Staff have made the subject interesting.	-5.7	2.7	-3.7	10.1	-6.0	-9.4	4.8
3. Staff are enthusiastic about what they are teaching.	-8.8	5.2	-4.6	6.6	-5.4	-6.0	2.4
4. The course is intellectually stimulating.	-7.3	6.6	-6.1	9.1	-5.6	-4.2	5.4
Assessment and feedback	-10.3	5.2	0.8	8.1	-5.6	-8.3	9.1
5. The criteria used in marking have been clear in advance.	-12.6	5.7	-0.9	6.2	-3.9	-4.0	11.2
6. Assessment arrangements and marking have been fair.	-9.0	-1.3	-4.5	7.0	-4.9	-11.2	7.6
7. Feedback on my work has been prompt.	-18.1	4.5	8.2	3.6	-6.9	-7.5	10.3
8. I have received detailed comments on my work.	-6.8	8.4	1.0	9.1	-7.2	-10.3	4.9
9. Feedback on my work has helped me clarify things I did not understand.	-5.2	7.1	0.3	13.8	-4.6	-8.6	10.0
Academic support	-3.8	4.8	-6.1	4.6	-7.7	-11.6	3.5
10. I have received sufficient advice and support with my studies.	-1.1	5.4	-5.2	8.0	-8.9	-9.5	4.6
11. I have been able to contact staff when I needed to.	-7.8	5.4	-9.7	-0.9	-4.7	-10.7	-1.9
12. Good advice was available when I needed to make study choices.	-3.1	4.3	-3.8	8.4	-9.4	-12.9	7.1
Organisation and management	-5.8	5.4	-8.0	6.0	-8.4	-13.2	1.9
13. The timetable works efficiently as far as my activities are concerned.	-3.4	5.7	-7.3	8.3	-8.2	-8.1	3.0
14. Any changes in the course or teaching have been communicated effectively.	-2.6	5.1	-8.2	2.3	-8.8	-15.1	-2.6
15. The course is well organised and is running smoothly.	-10.0	5.7	-8.3	7.9	-8.2	-15.6	4.9
Learning resources	-1.1	4.1	3.0	6.1	-2.8	-0.5	8.8
16. The library resources and services are good enough for my needs.	0.2	-0.5	1.5	5.9	-3.5	1.6	8.5
17. I have been able to access general IT resources when I needed to.	3.1	5.1	4.2	6.0	1.7	-1.8	7.5
18. I have been able to access specialised equipment, facilities or rooms when I needed to.	-6.7	7.8	3.0	7.7	-6.3	-2.4	9.7
Personal development	-3.3	1.2	-2.9	10.4	-2.2	-3.4	5.3
19. The course has helped me to present myself with confidence.	-5.9	-0.3	-0.6	13.0	0.1	-2.3	4.7
20. My communication skills have improved.	-0.7	0.2	-6.4	10.5	-5.3	-3.7	5.9
21. As a result of the course, I feel confident in tackling unfamiliar problems.	-2.7	3.4	-1.6	7.7	-1.3	-3.2	5.4
Overall Satisfaction	-5.3	4.1	-6.7	7.8	-8.4	-6.6	1.4
I am satisfied with the Students' Union (Association or Guild) at my institution	-4.9	2.0	-1.3	9.7	-3.9	-9.3	-4.5

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Recommendations from report and action required

	CONFIDENTIAL
Paper title:	Responding visibly to HEPI's report "The invisible problem? Improving students' mental health"[1]
Board/Committee:	Student Experience Committee
Date of meeting:	12th October 2016
Author:	Rosie Holden, Head of Wellbeing
Purpose:	Decision
Recommendation:	The committee is requested to: • Review the financial investment in student mental health to bring LSBU in line with best practice in sector. • Approve the setting up of a working group to coordinate actions required following the HEPI report (the working group will report to the Student Experience Committee).

Executive Summary

The HEPI report finds that "A majority of students experience low wellbeing and over one-in-ten have a diagnosable mental illness" and concludes "The scale of the problem is bigger than ever before".[2] The report contains a number of recommendations making an explicit link between poor mental health and student retention. The two most notable recommendations concern funding, and policy and planning. LSBU is currently funding approximately 50% of the best practice figure recommended and does not have a formal mental health policy or action plan. A request is made to review LSBU's financial investment in student mental health and to set up a working group to coordinate actions required, particularly around policy and planning.

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[1] HEPI Report http://www.hepi.ac.uk/wp-content/uploads/2016/09/STRICTLY-EMBARGOED-UNTIL-22-SEPT-Hepi-Report-88-FINAL.pdf
[2] Poppy Brown: http://www.hepi.ac.uk/2016/09/22/many-universities-need-triple-spending-mental-health-support-urgent-call-action-new-hepi-paper/

Recommendations from report and action required

Area	Issue/recommendation from report	Action already in place	Action required
Funding	Increase funding for mental health support: "Given that student-to-counsellor ratios are typically 3 to 4 times lower than what may be required, at those universities currently spending the least, funding for counselling and other support services needs to be increased threefold at a minimum". University of Sussex highlighted as best practice for investment in MH support, £456,000 for 15/16. Sussex has only 14,000 students. Proportionate to size, a best practice investment for LSBU might be estimated at £600,000. MH funding at LSBU for 16/17 is approx. £267,000.	Wellbeing has had to make savings on MH provision for 16/17 as budget has been reduced. Note, LSBU has a large local student population. Mental health difficulties are significantly higher in Southwark compared to the rest of London and the country.[3] It would be reasonable for a university in Southwark to proactively respond to anticipated need by investing in MH support (for example a mentor programme).	Increase investment in student mental health. Include a strong business case for additional funding in final action plan: evidence to support recommendations and detail of specific strategies to be funded. ''Students with unrecognised and untreated mental illnesses are likely to increase costs in a number of ways' (Professor Steve West). There is a return on investment in MH support.
Planning and Policy	Any university that does not have a formal mental health policy should create one. In addition, detailed action plans for the future need to be created. Report suggests the new Office for Students may wish to consider making a review and action plan part of Access Agreement activity.	LSBU does not have a formal mental health policy on its corporate or internal site.	Set up working group to develop a formal mental health policy, a detailed review of current provision and subsequent action plan.
Staff training/ awareness	The minimum all staff should have is immediate access to a detailed guide of how to respond to students struggling with their mental health and awareness of how much responsibility the university holds.	Wellbeing working with staff comms to share a range of resources on new staff intranet. Working to create a 'what to do' step by step guide.	Continue to develop this resource, for example, online referral. Work with staff and students to find out what works/what can be improved.
Staff training/ awareness	Staff who regularly interact with students should have access to materials and training about student mental health.	Wellbeing working with staff comms to share a range of resources on new staff intranet. Wellbeing also offer training sessions through OSDT and for key groups (e.g. enrolment, student ambassadors, halls).	Review available resource to provide regular training opportunities to all staff. Create/source online training videos. Provide targeted training to certain key staff groups (personal tutors, halls staff)
Study support	Ensure robust support arrangements are made for students with a history of mental health	Current support arrangements (via DDS) include signposting course teams to	Develop an 'off-campus support plan' focussed on emotional support (not

[3] https://www.southwarkstats.com/public/download/DIRECT/D0002/SouthwarkJSNAExecutiveSummary.pdf

	problems who are spending time away from the university for reasons such as studying abroad or working on placement.	make reasonable adjustments on placement. Students can access MHWB support at any time as an enrolled student, including telephone appointments.	reasonable adjustments) that can be created with MHWB team to prevent feeling isolated from support while away from LSBU.
Study support	Teach core modules to first-year students in resilience, emotional wellbeing and mental health literacy.	No consistent core teaching/learning.	Use review/action plan to create resources which can be embedded in first year curriculums. Consider including resilience/mental health literacy in course validation/review, given the impact good wellbeing can have on achievement, retention, and progression.
Information sharing/data protection	Have students provide an emergency contact of their choice at enrolment (may or may not be a family member) for use when contact needs to be made against a student's wishes due to risk of harm.	At enrolment students provide next of kin details who can be contacted in cases which involve risk of harm (in consultation with governance colleagues).	Liaise with Student Administration to develop strategies to collect this information.
Information sharing/data protection	National register of useful contacts, including GPs, specialist services and university mental health advisors and support groups, with a view to making communication between services easier.		Follow sector updates and ensure representation on any national register. Consult with LSBU governance.
Transition support (pre-entry)	University prospectuses should have space dedicated to mental health support.	Worked with Marketing this year to preserve a small dedicated paragraph about mental health and disability support.	In balance with all priorities, develop the information about mental health support in the prospectus recognising that this can be a valuable recruitment tool.
Transition support (pre-entry)	Universities can aid the transition period by sending prospective students information regarding the available mental health support.	Information is available on MyLSBU, but not clearly available to all on the corporate site (which is where prospective students look before making an application).	Publish clear and visible information about mental health support (and all support teams) on the LSBU website, not password protected and not only for applicants.
Transition support (pre-entry)	Students with existing mental health problems should be encouraged to go to the university in advance of term starting, to meet the support services and set up a care plan.	DDS contacts applicants who declare a disability, including a mental health difficulty, and meet with applicants before term starts to put DDS support in place and make referrals to e.g. MHWB team.	A formal 'pre-entry' programme of contact and support by the MHWB team (mirroring DDS interaction) for applicants who declare an existing mental health difficulty – 'support plan' can include transition support and info e.g. registering with GP, accessing local community mental health support.

Recommendations from report and action required

Transition support (enrolment)	Have someone from the support services introduce themselves to incoming student cohorts in person or via email. The support on offer during students' first few weeks of university needs to be 'strong, clear and accessible'. .	In previous years, member of team has spoken to new students at enrolment. Currently, a video advertises the service. Student communication includes a spotlight on the team (introducing members and the support available). Individual courses have embedded MHWB sessions. Package of support postcards including MHWB service clearly makes all new students aware of the service.	Create a video with (a member of) the team introducing the service to be shared online, and by lecturers/schools in classes and sessions. Send a personal, friendly welcome email to all students from MHWB (on behalf of SSE).
Transition support (enrolment)	Include the challenges of self-directed learning into workshops during Freshers' week.	Course inductions. Skills for Learning sessions.	Use review and action plan to develop workshops (for example joint sessions between MHWB and SfL) to offer during induction.
Student support	Student–to-student parenting or buddying system.	No peer support.	Work with students to design and implement a peer support network.
Data collection	There is a lack of robust data on the prevalence of mental health problems in young people and students. It is difficult for groups (including universities) to create strategies and targets without knowing the full scale of the problem	Data collection is currently being developed by the MHWB team, including the use of a new CRM system and the data/reporting required from partner agencies.	Continue short term improvement of data collection. Incorporate data collection and analysis requirements into action review/planning for robust long term strategic overview.
Transition support (suspension/ interruption)	If a suspended student has mental health problems, the university should ensure an adequate care plan is in place.		
Wider student experience	Where possible, increase the availability of within university Jobs.	LSBU has an existing range of 'in-house' employment programmes including student/sport ambassador.	Work with Employability and internal teams to maximize internal job opportunities where possible. Highlight the retention benefit (research suggests part time work is more beneficial when on campus not external).
Wider student experience	Higher education institutions should encourage students to complete at least one volunteer placement over the course of their degree, as this is known to increase perceptions of how worthwhile students rate their lives, as well as rooting them more in their local communities.	Annual Volunteering Fair. Students Union volunteer programme	Work with SU to visibly link volunteering to wellbeing. Create cross referral between MHWB and SU. Explore student volunteering opportunities with our partner and local schools. Within placement programme, commit to offer volunteering

Recommendations from report and action required

			placements that contribute to employability skills.
Range of support available	ESC Student (the Expert Self Care app for students)	A range of self-help tools are recommended to students.	Include ESC Student in the range of tools offered to students by MHWB and on MyLSBU.
Planning and policy	Discourage the use of Fit to Sit policies that prohibit the submission of extenuating circumstances after a student has sat an exam.	This is not in use at LSBU.	No action required.
Wider student experience	Encourage collegiate atmosphere … so that students feel a greater sense of belonging to a smaller and more identifiable unit where a sense of community and respect can be fostered.	School identities, student societies and networks, sports teams, halls cup, halls flat meetings.	Use review and action plan to further develop activities that foster and strengthen student/staff communities.

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	CONFIDENTIAL
Paper title:	Review of membership, Terms of Reference and Schedule of Work
Board/Committee:	Student Experience Committee
Date of meeting:	12 October 2016
Author:	Joe Kelly, Governance Officer
Purpose:	Review and recommend
Recommendation:	The committee is requested to review the Terms of Reference and Schedule of Work, and to recommend the amendment to membership.

Executive Summary

The Student Experience Committee's Schedule of Work requires a review of its Terms of Reference, membership, and Schedule of Work annually, at the first meeting of the academic year. The current Terms of Reference, membership and Schedule of Work are appended.

Recommendations

Membership

Members to add:
- Saranne Weller, Director of Research Informed Teaching

Appendix 1 Terms of Reference

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

1. Remit

1.1 The remit of the Committee is to:

1.1.1   oversee the effective delivery of the learning pathway programme

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

1.1.3   align academic staff development with programme delivery and student learning

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

1.1.5   approve annual nominations for Teaching Fellowship Awards

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

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

1.1.8   provide an opportunity for students to raise issues

2. Membership

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

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

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

2.3 A quorum consists of at least 5.

2.4 The committee meets four times per year.

3. Reporting Procedures

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

Approved by the Academic Board on 8 July 2015

Appendix 2 Schedule of Work for 2015/16

Meeting	Scheduled Agenda Items
October	• Membership & Terms of Reference • Approve nominations for 2017 Teaching Fellowship Awards (closes Jan '17?) • Review of results of National Student Survey (released Aug '16) and plan feedback to students
February	• Consider any updates to the Equality, Diversity & Inclusion Policy
May	• Review of Student engagement process and the consideration given to student opinion
Continuous Items	• Ensure effective delivery of learning pathway programme • Consider any necessary updates to staff development in line with students and programmes offered • Oversee processes to ensure promotion of good practice in learning & teaching • Discussion of any issues raised by LSBU Students