

## Meeting of the Academic Board

3.00 - 5.00 pm on Thursday, 3 September 2020  
in MS Teams

### Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		PB
2.	Declarations of interest <i>Members are required to declare any interest in any item of business at this meeting</i>		PB
<b>Items for approval</b>			
3.	Revised Policy for Lecture Capture	3 - 14	DJ
<b>Items for discussion</b>			
4.	Academic KPIs for 2019/20	15 - 18	RD
5.	OfS conditions of registration	Verbal Report	PB
<b>Items to note</b>			
6.	Revised Degree Outcomes Statement	19 - 28	MGr
7.	Semesters 1 and 2 delivery update	29 - 50	DJ
8.	Set up of Academic Development Working Group	51 - 54	DJ
9.	Return to face-to-face research proposal	55 - 60	PC

**Date of next meeting**  
**2.00 pm on Wednesday, 28 October 2020**

**Members:** Pat Bailey (Chair), Ian Albery, Asa Hilton Barber, Craig Barker, Patrick Callaghan, Alessio Corso, Geoff Cox, Kate Ellis, Steve Faulkner, Gary Francis, Nadia Gaoua, Marc Griffith, Steve Hunter, Paul Ivey, Deborah Johnston, Janet Jones, Nicki Martin, Sarah Moore-Williams, Luke Murray, George Ofori, Jenny Owen, Tony Roberts, Carrie Rutherford, Warren Turner, Helen Young, Harriet Tollerson, Md Fazle Rabbi and Jane Wills

**Apologies:** Gilberto Buzzi and Rosie Holden

**In attendance:** Dominique Phipp, John Cole, Richard Duke and Charles Hamilton

This page is intentionally left blank

	CONFIDENTIAL
Paper title:	LSBU Lecture Capture Policy
Board/Committee:	Academic Board
Date of meeting:	01 September 2020
Author(s):	Marc Griffith, Charles Hamilton, Deborah Johnston
Sponsor(s):	Deborah Johnston, PVC Education
Purpose:	For Approval
Recommendation:	To approved the attached lecture capture policy.

## **Executive summary**

In a period where we will be delivering all courses with a blended learning methodology, LSBU does not currently have an agreed lecture capture policy. Academic Board is asked to approved the attached policy in order to give clarity in forthcoming academic session.

The policy is strongly promoted as being of clear benefit to our students. It is one of tools that can help reduce awarding gaps and improve progression.

The present policy follows best practice in the sector and is based on the rigorous evaluation evidence that lecture capture is beneficial for those: with English as an additional language; international students; those from non-traditional backgrounds; and those with specific learning differences.

The policy is based on an older draft policy that was widely discussed but not formally accepted. It has been revised to:

- include an opt-out provision rather opt-in to reflect current practice, improve transparency and also improve consistency for students
- clear assurance that recordings will not be used for performance management or disciplinary procedures

Academic Board are asked to approve this policy in time for the current session, as without it there will be a lack of clarity for both students and staff at a key moment for the use of online platforms, specifically:

- The policy sets out appropriate behaviour by students and without it staff may be subject to unofficial recording
- The policy sets out clear reasons for opt out, allowing colleagues a route to explain why it is inappropriate without which there may be confusion
- The policy sets out clearly the expected use of records, without which there may be concern from colleagues about the use to which any recordings are put

There are two areas where Academic Board members may have remaining concerns:

- the policy retains the university stance that it owns intellectual property rights in recordings, an area of national disagreement where the university sector is in disagreement with UCU position. This disagreement has not prevented many other universities from adopting lecture capture policies, to the benefit of their students. Academic Board members are encouraged to proceed in the same way.
- In addition the policy explicitly allows lecture recordings to be downloadable in the face of concerns about the digital disadvantage faced by some of our students. In order to retain a strong inclusion focus, the policy balances this by setting out clear uses of recordings and penalties for their misuse. Academic Board members are encouraged to similarly balance the concerns of students and staff.



# Lecture Capture Policy

Policy last reviewed	
Approved by	
Published on	

## Contents

Lecture Capture Policy Procedure .....	3
1. Policy Statement .....	3
2. Scope – who is covered by this procedure? .....	3
3. Who is responsible for this procedure?.....	3
4. Purpose of lecture capture .....	3
5. Use of Lecture Capture .....	4
6. Opting out of Lecture Capture .....	4
7. Intellectual property and copyright material .....	5
8. Availability of recorded lectures .....	6
9. Data Protection .....	6
10. External speakers / guests .....	7

# Lecture Capture Policy Procedure

## 1. Policy Statement

The University promotes the use of lecture capture to extend the learning opportunities available for students to engage with lectures, and to provide a more 'inclusive teaching' environment by making a wider range of teaching resources more accessible and available to all students.

The University expects staff to record lectures and other learning and teaching activities in rooms and other virtual teaching situations where lecture capture facilities are available with a minimum expectation that the audio and supporting presentation materials are recorded. In circumstances where lecture capture is not appropriate staff must formally opt-out of recordings.

## 2. Scope – who is covered by this procedure?

- 2.1. Lecture Capture in the context of this policy refers to the video and / or audio recording of live scheduled lectures (delivered remotely or in person) by staff using the institutional lecture capture system.
- 2.2. The policy does not cover recordings made outside of the physical or virtual classroom or other standalone video/audio materials prepared for the delivery of teaching.
- 2.3. The policy does not cover the use of lecture capture as a reasonable adjustment to allow disabled students to record lectures for their own use.
- 2.4. The recording of lectures by students without prior consent is forbidden in accordance with section 14.1 of the University's Academic Regulations.
- 2.5. Reproduction or distribution to any third party of recorded lectures (wholly or in part) without the University's express permission is prohibited.
- 2.6. This policy applies to University staff involved in teaching and learning.

## 3. Who is responsible for this procedure?

- 3.1. The Lecture Capture Policy is owned by the Pro Vice Chancellor Education and dissemination and consultation relating to future development of the policy will be through the academic board.
- 3.2. Further information about this policy and lecture capture is available from the Centre for Research Informed Teaching (CRIT)

Email: [del@lsbu.ac.uk](mailto:del@lsbu.ac.uk)

## 4. Purpose of lecture capture

4.1. Lecture capture is a valuable resource for many groups of students and is a tool that can be used to promote a more inclusive teaching approach. The purposes of lecture capture are:

- 4.1.1. to improve access to lecture content and aid students with specific accessibility requirements or educational needs;
- 4.1.2. to improve understanding of students for whom English is not a first language;
- 4.1.3. as a revision aid for post lecture reviews; and
- 4.1.4. to revisit and reflect on complex ideas / concepts presented in a lecture.

4.2. The University acknowledges that:

- 4.2.1. staff may wish to engage with students to experiment in the use of lecture capture and to assess how it may enhance the learning experience;
- 4.2.2. some lectures or learning and teaching activities may not be appropriate for recording (for example, due to ethical issues or the use of commercially sensitive material);
- 4.2.3. not all teaching styles are suitable for visual capture, e.g. some seminars / teaching activities where recording may inhibit interactivity; and
- 4.2.4. a requirement to change a preferred or innovative teaching approach to accommodate recording may be to the detriment of the student learning experience and is thus not encouraged.

## **5. Use of Lecture Capture**

5.1. Lecture capture is intended to supplement and enhance the student learning experience. It does not act as a replacement or substitution for student contact hours.

5.2. Recorded lectures are not intended for use as evidence for the evaluation of teaching by line managers or others, and will not be used for performance management. However, individual members of staff can choose to use lecture recordings to reflect on their practice and to provide evidence of what they do, but that would be an individual choice.

5.3. If required lecture recordings may be provided as evidence in any legal proceedings related to incidents that are alleged to have occurred.

## **6. Opting out of Lecture Capture**

6.1. The Dean of each school may allow a staff member to opt out of lecture capture. Deans may delegate this duty to the relevant head of division. If a staff member believes that a lecture is unsuitable for capture, they must inform the Dean (or their delegate) as soon as possible once they become aware of the lecture's unsuitability for lecture capture.



6.2. If a staff member wishes to opt out of lecture capture, this must be done in advance of the lecture if possible. This may be done for individual lectures or whole modules. Opting out of lecture capture after a lecture has taken place may only be done in exceptional circumstances.

6.3. Opting out of lecture capture for scheduled lectures is to be recorded as follows:

6.3.1. If an individual scheduled lecture is opted out of lecture capture, this should be recorded where appropriate in the course documentation; and

6.3.2. If a module is opted out of lecture capture, this must be recorded in the course handbook.

6.4. The University believes that the following is a non-exclusive list of valid reasons for opting out of lecture capture:

6.4.1. that lecture capture would be pedagogically inappropriate;

6.4.2. that the lecture material is not appropriate for lecture capture.

Examples of where material is not suitable include the lecture containing third party materials that are not permitted to be used in recordings, or personal information being discussed in the lecture that is not suitable for lecture capture;

6.4.3. a third party has opted out of lecture capture (for example, a student or a guest lecturer) and there is no adjustment that can be made that allows the lecture to be recorded; and

6.4.4. any other reasonable justification to opt out of lecture capture that is agreed with the relevant Dean of school.

## **7. Intellectual property and copyright material**

7.1. The University's Intellectual Property Policy governs the production and use of all intellectual property by the University. In the event of any conflict between this policy and the Intellectual Property Policy, then the Intellectual Property Policy takes precedence.

7.2. The University's Intellectual Property Policy may be found in the University's policy directory, located at <https://www.lsbu.ac.uk/about-us/policies-regulations-procedures>.

7.3. As described in paragraph 7.4 of University's Intellectual Property Policy, the intellectual property of lectures and other learning and teaching activities is owned by the University. This includes the intellectual property of any recordings made by it or on its behalf.

7.4. No lecture should include the use of unattributed copyright material. Any copyright material used must be licenced or copyright cleared from the copyright holder.

7.5. Each member of Staff should ensure they have appropriate copyright clearance for any material used as part of a recorded lecture. Guidance about copyright can be obtained through the University Library by emailing

[copyright@lsbu.ac.uk](mailto:copyright@lsbu.ac.uk), or by visiting the LSBU copyright guidance intranet page at <https://our.lsbu.ac.uk/article/academic-life/copyright>. When in doubt, seek advice.

7.6. Staff and students retain performance rights, but grant to the University a non-exclusive royalty free licence in perpetuity to performance rights for the purpose of teaching and research. The University will endeavour to acknowledge the lecturer as the author and performer of the recording.

## **8. Availability of recorded lectures**

8.1. All recorded lectures will be made available through the VLE to students registered on the module following confirmation by the lecturer that it is appropriate for release. Recordings are normally retained, at a minimum, for the duration of study for the cohort for whom the lecture is originally made. Recordings can be retained for longer periods upon request by the author of the recording, and / or at the discretion of the University.

8.2. The University retains the right to remove recorded lectures at any time if a concern is raised due to, but not limited to, defamatory or inaccurate material, potential infringement of copyright, data protection or exposure of commercially sensitive information.

8.3. Recorded lectures are made available via both streaming and downloadable formats to mitigate potential difficulties in accessing the resources resulting from limited internet connectivity.

8.4. Technical support for the use of the institutional lecture capture system and associated recordings will be provided for staff by ICT. Pedagogic guidance for the use of lecture capture will be provided by the Centre for Research Informed Teaching (CRIT).

8.5. Schools must communicate to their students:

8.5.1. the timescale for how quickly lecture recordings will be available to students;

8.5.2. that lecture recordings are not a replacement for attendance at lectures;

8.5.3. that recorded lectures are provided for the purposes of personal study only.

8.5.4. that the reproduction or distribution of recorded lectures to any third party by any means is prohibited;

8.5.5. that the inappropriate use of recorded material by students is a disciplinary matter.

## **9. Data Protection**

9.1. London South Bank University is registered as a data controller under the Data Protection Act 2018 ('DPA'). Data featuring identifiable individuals recorded in line with this policy is considered to be personal data of those individuals and

may be processed by the University for the purposes outlined in paragraph 4.1 of this policy.

- 9.2. When any particular individuals who are not University staff involved in the delivery of the lecture are the focus of the recording, consent must be obtained from those individuals. This would include any external speakers or guests. A model consent form is provided in Appendix 1. Consent is necessary regardless of whether the recording is taking place on the University campus or elsewhere.
- 9.3. Before the recording commences the lecturer must display a slide informing lecture participants that:
  - 9.3.1. This lecture will be recorded
  - 9.3.2. The recording will be made available via the VLE for viewing
  - 9.3.3. If you ask a question or make a comment, your voice may appear on the recording
  - 9.3.4. You should ask me to pause the recording if you do not want your question or comment to appear on the recording.
  - 9.3.5. Individuals who do not wish to be recorded can avoid the areas where recording is taking place.

An example slide may be found at <https://our.lsbu.ac.uk/document/academic-life/lecture-capture-presentation-is-being-recorded-slide>.

- 9.4. If an individual objects to a recording of them being used in a particular way, the lecturer should seek advice from the Information Compliance Officer. While the University may have a legitimate interest in using the image or recording, this needs to be balanced with the rights of the individual and any damage or distress that may arise from the continued use of the recording. Wherever possible, the user should respect the wishes of the individual and remove or avoid using the relevant image or recording.
- 9.5. Recorded materials will be searchable, secure, and managed within the University's storage infrastructure.

## **10. External speakers / guests**

- 10.1. The University's policy on external speakers may be found in the University's policy directory, located at <https://www.lsbu.ac.uk/about-us/policies-regulations-procedures>.
- 10.2. If a lecture featuring an external speaker is to be recorded, staff must obtain consent from external speakers in advance. A consent form must be completed.
- 10.3. External speakers / guests retain their rights in any recordings made of them. However, the external speaker / guest grants the University a non-exclusive licence to use the recording in the most general terms available. In particular, the University may use the recording for any purpose, free of charge and in perpetuity.

10.4. Staff inviting any external speakers or guests must ensure the external speaker or guest also complies with section 7 Intellectual Property of this procedure.

Appendix 1

**Consent for use of video and audio recordings containing personal data**

I give permission to London South Bank University for video/audio recordings of me to be captured and used in {NAME LECTURE} for the purposes of {NAME PURPOSES}. These recordings will be used in accordance with the London South Bank University lecture capture policy.

I understand that some recordings may be selected by the University for permanent preservation in the University Archive as a record of University life and may be used for {NAME PURPOSES}

Signed .....

Print Name.....

Date.....

If you wish to withdraw your permission to the use the recording of you as described above, please contact {DETAILS OF RELEVANT CONTACT AT THE UNIVERSITY} in writing.

**Name of University organiser of recording:**

**Name**

Role:

Contact details:

This page is intentionally left blank

# Agenda Item 4

	CONFIDENTIAL
Paper title:	Academic Outcomes
Board/Committee:	Academic Board
Date of meeting:	3 September 2020
Author:	Karen McLernon – Head of Performance Analysis
Sponsor:	Professor Pat Bailey – Provost
Purpose:	Update on Academic performance against the 2025 Strategy KPI framework
Recommendation:	The Board is requested to note the report.

## **Executive Summary**

This paper outlines the academic performance of LSBU and its Schools against the KPIs in the 2025 Strategic Plan. Some KPIS are still to be defined, and this report doesn't exactly mirror, our new Executive Structure (School of Health and Social Care separated out). These developments will follow in future reports.

## **Academic Outcomes –Paper for Academic Board – September 2020**

### **Introduction and Context**

The 2025 Group Strategy sets out the strategic objectives for the next five years. The associated 2025 KPI framework will be used to track progress against the Strategy; it will therefore form the basis of performance reporting going forward.

This paper introduces the KPI suite within the Student Success pillar of the Strategy. These indicators cover Undergraduate as well as Postgraduate student outcomes:

- Student experience survey results: NSS Teaching measures, NSS Organisation and Management question area score, PTES Teaching measure and PRES Overall satisfaction score,
- Year 1 to 2 Progression rates,
- Apprenticeship achievement rates,
- BME awarding gap,
- PGT completion rates,
- Employment / further study outcomes in the Graduate Outcomes Survey.

The strategic ambition for 2025 references external benchmarks for most indicators, for example top quartile performance in the NSS. Progression and PGT completion rates are internal metrics; their targets have been rolled forward from the 2020 Group Strategy.

LSBU and School performance over the past three years is presented in the Appendix, together with 2025 targets. Certain 2019/20 metrics, such as Progression and the Awarding gap, are not yet available.

In addition to the 2025 KPI framework, performance will be tracked against regulatory metrics including OfS condition of registration B3, TEF, grade inflation and LSBU's 2024/25 Access & Participation Plan targets.

### **Key Findings**

- LSBU has not achieved consistent or sustained improvement in Student Success indicators over the last three years. No indicator significantly exceeds the performance level three years ago, and a number have fallen below that baseline in the latest year.
- Significant improvement is required to achieve the 2025 targets: based on current performance there are large gaps across all indicators, in particular Progression (12%), NSS Organisation and Management (13%) and PGT completion (18%).
- The first set of results from the centralised Graduate Outcomes Survey was released in June 2020. These are not comparable to past DLHE survey results. LSBU's overall score of 68.6% for the EPI cohort compares well to other London Moderns (ranked 2<sup>nd</sup>), but it should be noted that the School of Business score of 39% is "of concern" in the OfS B3 baseline definition.
- The average 2019/20 NSS score places LSBU 8<sup>th</sup> out of 11 London Moderns. The question areas Teaching on my Course and Learning Resources have



negative flags against OfS benchmarks, indicating a statistically significant difference from the benchmark of > 3 standard deviations.

- The BME awarding gap widened in 2018/19 across all Schools with the exception of Applied Sciences.
- The 2018/19 Apprenticeship achievement rate relates to a very small cohort and should not be considered representative. The 2019/20 forecast achievement rate is 55%.

## Appendix: Student Success measures in the 2025 Strategy KPI Framework – Past Performance and 2025 Targets

Strategic Outcome	KPI #	LSBU measure	Year	LSBU	APS	ACI	BEA	BUS	ENG	HSC	LSS
Be in the top quartile for students progressing to employment or further study at all levels of education	5	GO Graduate level employment or PG study (EPI cohort)	2016/17 DLHE	81.7%	67.7%	62.9%	83.3%	71.8%	84.0%	99.1%	67.4%
			2017/18 DLHE	87.7%	75.0%	76.1%	90.2%	81.0%	86.2%	99.6%	78.0%
			2019/20 GO	69.1%	54.6%	51.6%	77.4%	39.0%	59.6%	92.6%	58.4%
			2025 target: top quartile	76.0%							
Provide an excellent learning experience, with top quartile results	6a	NSS - Teaching related question areas (all respondents)	2017/18	77.0%	74.7%	82.4%	74.8%	80.4%	75.8%	80.0%	81.6%
			2018/19	▲ 80.4%	▲ 76.7%	▲ 82.7%	▲ 80.2%	▼ 77.4%	▲ 84.9%	▲ 81.3%	▼ 79.0%
			2019/20	▼ 77.8%	▲ 78.3%	▼ 79.4%	▼ 75.8%	▼ 76.4%	▼ 82.1%	▼ 77.4%	▲ 81.1%
			2025 target: top quartile	86.3%							
	6b	PTES - Teaching measure	2017/18	75.3%			73.3%	71.5%		76.7%	87.8%
			2018/19	▲ 75.4%	80.0%		▲ 73.5%	▲ 78.2%		▼ 74.7%	▼ 75.4%
	6c	PRES - Overall satisfaction (biennial survey)	2016/17	72%							
			2018/19	▼ 71.4%							
	2025 target: top quartile			82%							
Enable excellent educational outcomes and progression (at or above benchmark)	7a	Y1-2 Progression (FT UG students)	2016/17	75%	75%	74%	67%	76%	65%	81%	73%
			2017/18	▼ 72%	▼ 65%	▲ 81%	▲ 73%	▼ 72%	▼ 61%	▼ 77%	▼ 67%
			2018/19	▲ 73.5%	▲ 67.6%	▼ 78.5%	▼ 66.4%	▲ 76.7%	▲ 71.4%	▼ 76.7%	▲ 69.3%
			2025 target	85%							
	7b	PGT completion (FT students)	2016/17	69%	68%	88%	75%	60%	78%	69%	76%
			2017/18	▼ 61%	▼ 61%	▼ 83%	▼ 63%	▼ 51%	▼ 70%	▲ 72%	▼ 68%
			2018/19	▲ 66.7%	▲ 73.5%	▲ 92.9%	▲ 74.1%	▲ 63.1%	▼ 62.8%	▼ 66.7%	▼ 62.9%
	2025 target			85%							
7c	Apprenticeship achievement rates	2018/19	0.0%						0%		
2025 target: above benchmark			68.6%								
Close awarding gaps at all educational levels	8	BME awarding gap (FT students)	2016/17	16.7%	21.2%	18.7%	16.0%	10.9%	14.2%	17.7%	20.4%
			2017/18	▼ 10.6%	▲ 24.2%	▼ 4.7%	▼ 1.0%	▼ 10.3%	▼ 14.1%	▼ 5.5%	▼ 18.3%
			2018/19	▲ 15.4%	▼ 20.1%	▲ 27.8%	▲ 5.1%	▲ 15.4%	▲ 18.2%	▲ 8.2%	▲ 23.0%
			2025 target	tbc							
Deliver excellent services to our students, with sector leading (top quartile) satisfaction levels	9	NSS - Organisation and Management (all respondents)	2017/18	68.0%	72.6%	72.4%	67.4%	81.6%	68.2%	65.5%	71.9%
			2018/19	▲ 72.3%	▲ 75.6%	▲ 73.0%	▲ 76.5%	▼ 76.8%	▲ 77.7%	▼ 62.1%	▲ 79.9%
			2019/20	▼ 69.7%	▲ 80.4%	▼ 65.3%	▼ 72.6%	▲ 78.6%	▼ 74.1%	▼ 60.1%	▲ 83.0%
			2025 target: top quartile	82.4%							

not applicable

	INTERNAL
Paper title:	London South Bank University Degree Outcome Statement
Board/Committee:	Academic Board
Date of meeting:	03 September 2020
Author(s):	Marc Griffith, Director of TQE (ag)
Sponsor(s):	Deborah Johnston
Purpose:	For Information
Recommendation:	The committee is asked note the final version of the London South Bank University Degree Outcome Statement.

## Executive Summary

The following presents the final approved version of the London South Bank University Degree Outcome Statement. This Statement outlines how London South Bank University (LSBU) protects “The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards”<sup>1</sup>. This statement covers all level 6 awards. The Academic Board owns this statement, and the Quality Standards Committee oversees its implementation.

## Degree Outcomes Statement 2019/20

This Statement outlines how London South Bank University (LSBU) protects “The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards”<sup>2</sup>. This statement covers all level 6 awards. The Academic Board owns this statement, and the Quality Standards Committee oversees its implementation.

## Institutional degree classification profile

LSBU utilises a standard classification system across all courses. This is established in the Academic Regulations which are reviewed regularly. The regulations are available on the University's website <sup>3</sup>.

Table 1 below shows the breakdown of awards by classification for LSBU students over the last five years.

Mode of Study	Degree Classification		14/15	15/16	16/17	17/18	18/19
LSBU total	First		19%	23%	27%	29%	30%
	Upper Second		41%	41%	42%	40%	40%
	Lower Second		32%	29%	26%	26%	24%
	Third		8%	7%	5%	5%	5%
			3004	2582	2686	2633	2514

Table 1 - Awards by Classification 2014/15 - 2018/19

In the last five years there has been a rise in first class honours attainment. Table 1 - Awards by Classification 2014/15 - 2018/19 shows that attainment of good honours degrees rose from 60% in 14/15 to 70% in 18/19, with an 11% rise in the First Class honours. This is

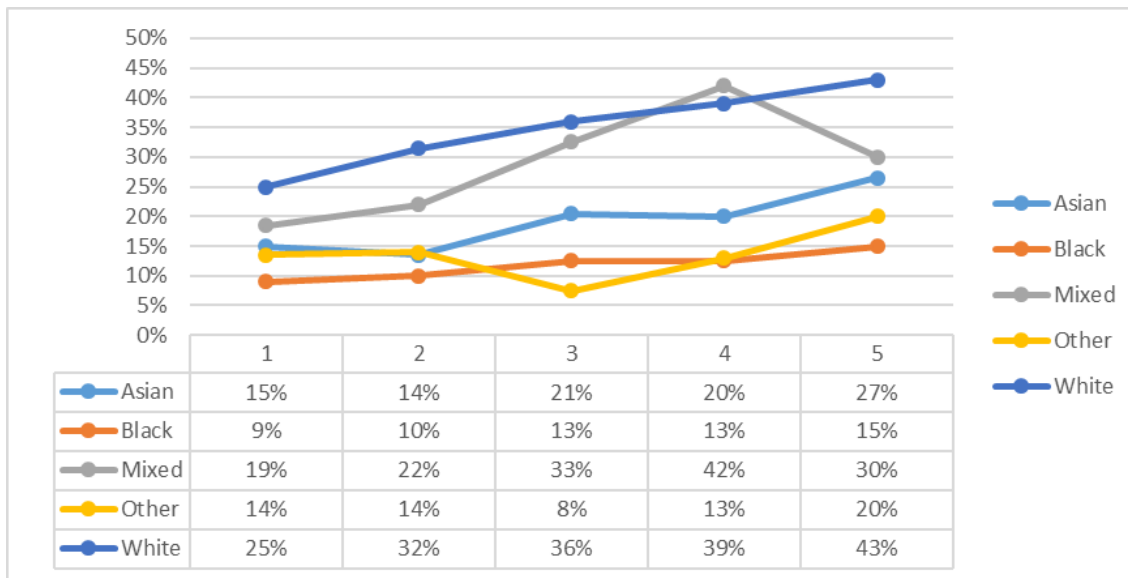
---

<sup>3</sup> Academic Regulations 2019/2020 - <https://www.lsbu.ac.uk/about-us/policies-regulations-procedures>

largely in line with the 9% increase in First Class honours across the sector during this period. Some of the University's increase is explained by an increase of 8% in the proportion of part time students achieving first class honours between 17/18 and 18/19. The high attainment of part time students is attributed to their industry relevant experience and greater experience and appreciation of the course expectations resulting from their employment. This is specifically the case of the School of Built Environment and Architecture whose part-time cohort accounts for 45% of the LSBU part-time population.

Figure 1- Awards by Classification and Ethnicity 2014/15 - 2018/19 shows the breakdown of first class honours degree classification by ethnicity during the last five years. This shows that that white students were awarded a higher proportion of first class honours degrees at the University, compared to all minority ethnic groups. Across all ethnicities during the last 5 years there has been an increase in first class honours awards, however the awarding gap between ethnicities has remained with the awarding gap for Black students widening from 16% to 28% during the five year period. Awarding gaps across all other ethnic groups remain but these are

Page 22



more stable.

Figure 1- Awards by Classification and Ethnicity 2014/15 - 2018/19

## Assessment and marking practices

Assessment and feedback are at the heart of students' academic journey, and makes a strong, positive contribution to students' learning. Our Education Strategy prioritises assessment and equality, and diversity and inclusivity as two areas at the core of our mission.

LSBU's course approval process ensures that course design utilises the Framework for Higher Education Qualifications (FHEQ), appropriate subject benchmark statements, and the UK Quality Code for Higher Education as reference points in design. The approval process embeds externality using external experts and professional, statutory and regulatory bodies (PSRBs) input as appropriate. Course approval confirms the appropriateness of learning outcomes and determines whether assessment strategies enable students to demonstrate achievement beyond the threshold levels.

External Examiners are employed for all modules to assure that standards and comparability are maintained, and judge whether the achievement of students is comparable with the sector. External Examiners appointments use specifically defined criteria to ensure that they are appropriately qualified and able to assess whether standards are maintained. The use of External Examiners is fundamental to the integrity of the assessment process and are embedded from the scrutiny of assessments to the conferment of awards.

In academic year 2019 / 20, Quality and Standards committee approved the development of standard LSBU Undergraduate Marking Criteria. The marking criteria is designed to improve the clarity and consistency of marking and the quality of feedback; and narrow the attainment gap between BAME students and white students. The new criteria will achieve these goals by helping staff to have ongoing and meaningful conversations with students about their work. It is designed for use across all undergraduate courses. The roll out of the marking criteria is being phased in starting with level 4 assignments in some schools introducing it for new students in September 2019.

The University's policies for assessment are defined in the Assessment and Examinations Procedures which is regularly reviewed. Other assessment-related policies and regulations such as Extenuating Circumstances, Appeals and Complaints, and Academic Misconduct, are implemented centrally ensuring greater oversight, consistency of approach and application across the institution.

## Academic governance

Our academic governance underpins the approach for protecting the value of our awards over time. Academic Board is responsible for the academic regulations which apply to all academic awards we have the right to award under powers granted through the Further and Higher Education Act. The Academic Board delegates this authority to Boards of Examiners (BoE). BoEs membership include external examiners, who are subject experts from other UK universities, who provide an independent point of reference to judge whether students' achievement is comparable to the sector. External Examiners ensure comparability with the sector. The remit and operation of the Boards of Examiners is documented in the Assessment and Examinations Procedures<sup>4</sup>.

Where courses are offered in partnership with others award decisions are made, where possible, by a single Award and Progression Board (APB) with appropriate representation from the partners. The APB provides oversight of the assessment process ensuring that it is operated fairly for all students, and assuring the University that they are in line with national standards.

The Academic Board approves an annual quality assurance return for the Board of Governors. The quality assurance return provides an overview of the quality assurance measures and confirms the effective operation of the



internal quality assurance processes and that standards are appropriate. The return focusses on core quality mechanisms including validations, PSRB accreditations, the external examiners system and transnational education.

The university has an Institutional External Examiner whose role is to review and advise on the operation of the University's quality process. An annual report from the Institutional External Examiner provides a detailed overview evidencing how the university is discharging its degree awarding responsibilities along with recommendations for enhancements.

Courses delivered through collaborative partnerships are subject to the same quality assurance and governance mechanisms as the University's 'home' provision.

## Classification algorithms<sup>5</sup>

The main degree classification algorithm for all undergraduate students is derived from the credits attained at level 5 and level 6.

The algorithm is weighted more heavily towards level 6 of our undergraduate courses since student learning and development is progressive across the years with students developing their knowledge and expertise as they move through to the later stages of their course. The degree algorithm is published in the Assessment and Examinations Procedure.

The degree classification is calculated as below:

The average mark for the highest 80 Level 6 credits will contribute 80% (the major part) to the final weighted average mark on which the classification will be based. The highest marks for 120 credits from Level 5 and the remaining Level 6 credits will form a weighted average mark which will be rounded to a whole number. This weighted average mark

will contribute 20% (the minor part) to the final weighted average mark on which the classification will be based.

The university normally classifies all bachelor's degrees with honours based on the following bands:

<b>Type of classification</b>	<b>Lower final mark threshold</b>
First class award	70%
Upper second class award	60%
Lower second class award	50%
Third class award	40%

## Teaching practices and learning resources

The University received a Silver rating for teaching excellence under the Government's Teaching Excellence Framework (TEF). The University was praised for its focus on personalised learning and emphasis on supporting graduates into employment.

The Teaching Quality and Enhancement (TQE) unit is responsible for developing and coordinating the University's strategic approach to the enhancement of learning and teaching, and academic quality and standards, drawing on external perspectives and recognised best practices.

The TQE leads and supports the development of academic practice through a range of activities in order to engage staff from across the institution. For example, Achieve is the university's Higher Education Academy scheme for recognising excellent teachers and teaching and enables anyone who teaches and / or support students learning to work towards recognition as a Fellow of the Higher Education Academy.

LEAP is the University transformation programme to improve the students' whole journey at LSBU. LEAP will act as a catalyst for redesigning services and processes putting the students at the heart of the institution and making sure that we have the right supporting technology and information structures.

Course Monitoring Process - In 19/20, the university implemented a new continuous course monitoring process. At five (5) specific points during the academic year course leaders report on the effectiveness of key aspects of course and module delivery and the progress of cohorts and individual students. The new process assists course teams in monitoring the effectiveness of initiatives such as inclusive assessment and the reduction of the awarding gap on an ongoing basis.

The BAME awarding gap project aims to reduce the awarding gap between BAME and white students. It utilises current research to develop approaches that support and encourage new research and innovation across the University. The project's emphasis on the LSBU student body has led to the development of contextually relevant interventions that work for LSBU students and provides a community of practice that enables the dissemination of successful interventions.

## Identifying good practice, and actions

Course design, validation and monitoring processes are in line with the sector norms and utilise external benchmarks such as the UK Quality Code, Framework for Higher Education Qualifications (FHEQ) and QAA subject benchmarks to ensure the consistency of the level of the award, scrutinise types and range of assessments, and the marking criteria used. Each of these is tested during validation by a panel consisting of internal and external members with relevant expertise.

Our validated provision is subject to formal annual monitoring (course and module) to enable the University to ensure that standards are maintained and

quality assured. The new course monitoring procedure was agreed at Quality and Standards Committee (QSC) for academic year 2019 / 20. This new approach is based on continuous monitoring and embeds more naturally within the cycle of course delivery allowing course teams to respond in a more timely way to any issues identified.

To further improve the consistency of assessment and feedback across the institution a project to implement University wide standard marking criteria for level 4 modules from September 2019 is ongoing. Our approach based on principles of graduate outcomes is designed to improve consistency and transparency in marking and feedback for students.

### Risks and challenges for the next 12 months

- The University will need to monitor and adapt its approaches to the ongoing challenges / risks posed by COVID-19 to learning, teaching and assessment.
- The University will progress and expand the BAME awarding gap project to enhance the design of curricula and assessments strategies that facilitates the reduction of the attainment gap.
- The University will continue to monitor BAME achievement and identify mechanisms to support achievement, where required and in accordance with our Access and Participation Plan.
- The University will define more specific processes for managing, monitoring and assuring the quality of apprenticeship courses to improve apprentices' outcomes.
- The University will further consider mechanisms that enable improved student progression.

	CONFIDENTIAL
Paper title:	Semesters 1 and 2 delivery update
Board/Committee:	Academic Board
Date of meeting:	03 September 2020
Author(s):	Deborah Johnston, PVC Education
Sponsor(s):	Deborah Johnston, PVC Education
Purpose:	To note
Recommendation:	To note the role of the Academic Delivery Group in overseeing LSBU's S2 teaching delivery approach

## **Executive summary**

### **Semester 1 delivery**

Attached is a paper for information on semester 1 delivery. This update will also be provided to the Group Audit and Risk Committee meeting of 7 September 2020.

### **Semester 2 delivery**

This paper sets out an approach to the decisions on semester 2 provision should Executive decide that provision is not going to be face-to-face.

Overarching approaches by the university will be set using a threshold approach by Executive. If the decision is taken to be either blended or online only, specific changes that might be needed, inter alia, are: changes to course proposals; changes to assessments; changes to regulations for progression/graduation.

This page is intentionally left blank

## **GARC September 2020: Update on Course Delivery 2020-21**

### **Background**

Preparation for a blended delivery of semester 1 2020-21 began in May 2020. The project was run as a key workstream in the overall LSBU Recovery Operational Group. At the highest level, the approach sought to ensure that LSBU could deliver its existing suite of courses in a way that maintained: academic quality and standards; student outcomes, including by protected characteristic; and student and staff safety.

### **Key issues**

The academic delivery workstream worked through the Academic Delivery Group (comprised of PVC Education, DESE from each Academic School and the Acting Director Teaching Quality and Enhancement). Working independently and with other working groups, the Academic Delivery Group:

- Oversaw necessary changes to the regulations and course specifications
- Supported the procurement and expansion of new DEL tools to enhanced the hybrid delivery capabilities
- Established LSBU expectations for the delivery of courses using both online and face to face methods
- Supported Organisation Development in its curation of training material on key online platforms
- Contracted with outside support for the transition of teaching and learning material in key modules
- Supported the Timetabling Workstream with its support for the assessment of teaching and learning activity falling into three bands: Category 1 (essential on-campus activity), Category 2 (desirable on-campus activity) and Category 3 (online activity).

### **Overview and next steps to assure quality and outcomes**

In the appendix to this report, detailed matrices are attached for 6 Schools (missing are ACI and School of Nursing & Midwifery). This report provides an overview against key criteria below. Overall key approaches and procedures to ensure quality and outcomes, in line with LSBU expectations, are in place in each of the reporting Schools, and each reported on their plans should new local or national lockdowns emerge.

However, following the presentations by Deans, it is clear that to ensure quality and outcomes are maintained, further action is needed in four areas:

1. To ensure that there is consistency in outcome, Schools need to audit the teaching materials provided on each module to ensure that it is in line with expectations. To deal with possible volatility (i.e. Local or national lockdowns, or full easing of restrictions), Schools should ask for academics to develop 3 weeks of teaching material in advance. This approach needs to be conveyed by Heads of Division, with the audit operationalised by DESEs. Deans should report back to the Provost and UMC in early October.
2. There are excellent plans to monitor student feedback in some schools that could be adopted more widely and this will be supported centrally through access to Audience Response Technology (ART). PVC Education should develop a central standard for regular ART surveys of student bodies using available technology. This should be operationalised by

Module Leaders. Deans should provide oversight and report back to Provost and UMC at key dates in Semester 1.

3. Close observation of student engagement metrics is needed and this needs central support to use metrics from our VLE. ADG is meeting with DEL and Student Administration to understand the suite of possible metrics and its availability for use by module leaders.
4. Given the challenges faced by both new and continuing students, Personal Tutors will have a key role in helping to advise and signpost students. ADG will share good practice on Personal Tutoring and set standards for regular, thematic sessions.

#### Academic Delivery 2020/21 – Overall Assessment

	<b>Student Engagement</b>	<b>Academic Delivery and Organisation</b>	<b>Online Delivery and Quality Assurance</b>
<b>Overall</b>	All schools reported being in touch with students. In some, this was well developed, with formal surveys, regular timetabled drop-ins and helplines.	All schools reported that they were planning a mixture of online and on campus delivery in order to meet learning outcomes and ensure the student experience. In many cases, on campus provision will extend beyond traditional working hours in order to allow for social distance and to stagger start and finish times.	All schools reported that they would adhere to LSBU Hybrid Learning Standards. Centrally we are recruiting an additional Academic developer and learning technology developer to boost central capacity to support the schools  To achieve these, Schools were supporting staff to access central and local materials. Some schools were employing additional online support staff, while others were identifying blended learning champions.  All schools reported that they would audit Moodle sites to ensure that standards are met in practice.
<b>Student Voice</b>  How have students' views informed design?	All schools reported that they had surveyed their students to understand preferences and constraints with online learning and return to campus (either formally or through smaller or less formal methods).  There was evidence that this had varying degrees of influence on approaches to S1,	All Schools had considered how they would meet learning outcomes and, where relevant, the requirements of PSRBs. All had also considered how their courses could be delivered in term of student needs.  There has been careful thought about the extent to which learning	Many schools reported that they would increase the opportunity for student feedback, either through surveys or focus groups. In at least one case, an engagement officer has been hired.  ADG will have continuing engagement with the SU through the regular meetings to ensure



	although in all cases Schools discussed the increased need to hear the student voice.	outcomes require that delivery must be on campus or can be online.	student concerns are heard.
<b>Student Outcomes</b>  How has activity been designed to ensure awarding gaps are not increased?	Many schools were developing extra curricula activity to scaffold students, increase skills of all and to improve a sense of belonging. Some were engaged in awarding gap-research projects which involved students as partners.	Many schools intended to continue projects to decolonise curricula. Some were implementing the results of a TESTA exercise.	Some schools refer to staff training and development. Some highlighted the use of differentiated student metrics to understand how students with protected characteristics were progressing.
<b>Support Progression</b>  How has activity been designed to support progression?	All Schools pointed to improved use of the personal tutor system so that students could directly receive academic advice and directed to effective sources of pastoral support. In some cases, there were changes to the allocation approach, increased ability to meet students, specialist helplines or thematic approaches.	The implementation of TESTA in some schools is hoped to reduce academic workloads and academic failure rates.  Many schools pointed to particular briefings carried out for this academic year in order to plan for the challenges faced by students.	Many schools hoped to measure engagement more rapidly and some wanted to develop metrics to highlight students at risk.

DEBORAH JOHNSTON, MARC GRIFFITH, PAT BAILEY 27<sup>th</sup> August 2020

## APPENDIX 1: SCHOOL DELIVERY MATRICES

### **A1. Academic Delivery 2020/21 – School: Allied and Community Health (currently Department of Allied Health, Social Care and Advanced Practice)**

	<b>Student Engagement</b>	<b>Academic Delivery and Organisation</b>	<b>Online Delivery and Quality Assurance</b>
<p><b>Overall</b></p> <p>What is the overall approach?</p> <p>VISION:</p> <p>SPACE: (Supportive, Planned, Accessible, Consistent, Engaging)</p> <p>TO LEARN TO SUPPORT TO PROGRESS</p>	<p>All course directors are in touch with the students and are running webinars and online sessions for returning students to outline the new approach and answer any questions. Course teams are preparing their face to face induction session (or online if relevant). Deputy Dean will be onsite all week 0 to support staff and meet and greet students. New (and continuing) students are being invited to the online induction session. Ongoing it is planned for course directors to regularly engage with updating student comms. The personal tutors are being briefed on improved engagement strategies and a personal tutor guide is being produced. The DoO meets monthly with the student reps and an ongoing action plan is in place with 'You Said, We Did'. This is accompanied by a student newsletter for reps to share with wider cohort. The deputy dean and relevant Hod is meeting the upcoming final year students to review student satisfaction and address areas that are needed</p>	<p>Category 1 engagement will apply to all mandatory training to ensure students are equipped for placement and meet regulatory requirements. ACP, Physio, Sport Rehab and Chiro also have scheduled face to face session due to the practical nature of their courses. Other courses are looking at frontloading academic work in semester 1 with a focus on practical sessions in semester 2 where access to the campus may be facilitated more easily. Staff are utilising the new digital resources and are planning their teaching sessions to take account of best practice. A school wide teams site has been set up to share best practice with teaching and learning resources amongst colleagues. The course plans have been revised and reviewed.</p>	<p>A new digital lead post is being interviewed on 7<sup>th</sup> Sep. One of their main aims is to support staff in using the technology to address best practice pedagogical approaches. We currently have a range of crib sheets with advice for utilizing the key tools. This role will undertake an initial TNA to review the support required and an audit mid semester 1 to review how the tools are being used and make further recommendations. The mid module questionnaires and course board feedback will also triangulate with this review.</p> <p>Moodle analytics will be used to monitor engagement.</p>

	for improvement. Deputy Dean drop ins will be timetabled throughout the year.		
<b>Student Voice</b>  How have students' views informed design?	A monthly meeting with course reps has been set up in semester 2. Feedback from students has been acted upon and fed into an ongoing action plan. These meetings will continue alongside timetabled deputy dean drop ins.. The student voice will be a top priority for the department/school in verbal and digital formats.	Face to face induction sessions planned for new students and supported by all undergraduate teams to provide a visual point of contact and highlight the student rep process and how to access course teams / personal tutors. Postgraduate teams are delivering online. Regular webinars and Q&A sessions held with continuing students	Increased focus will be on student voice in the course board reports. NSS action plans to be in place early semester 1 following active feedback sessions with HoDs and Deputy Dean. Will identify the top 5 areas to review from student feedback and ensure a comprehensive delivery plan is in place. The digital lead will set up polling to ascertain student views on a weekly basis and feedback results to the staff
<b>Student Outcomes</b>  How has activity been designed to ensure awarding gaps are not increased?	Increased focus on personal tutors. Will roll out support guide in time for induction. Culture change has been encouraged to focus on kindness, support, signposting for both academics and students. There is a renewed focus on diversity and equality with a new cross school lead. Primary objective to look at AHP BAME leadership and co-production with de-colonising the curriculum. Have recruited NTF with experience in reducing the attainment gap (0% on his course at UEL).	Recruitment of digital lead. Personal tutors	Purchase of software for use across the school in 3D anatomy and virtual reality for X-ray, CT and MRI. Students will be able to access the software on a range of devices from home. Digital lead will demonstrate best use of the software and exemplars. Also the VEO software has been purchased centrally to enable students to have feedback on OSCE assessments which are critical for advanced practice.

<p><b>Support Progression</b></p> <p>How has activity been designed to support progression?</p>	<p>The new student self assessment questionnaire, in conjunction with a focused personal tutor session will enable an ongoing support plan and tailored signposting to resources across the university</p> <p>Ongoing engagement strategies</p>	<p>Advert ready for new placement lead post to support students and strategically look at innovations in placement delivery : research, leadership, digital. Key target to review student experience in the BAME communities whilst on placement and to address these issues.</p>	<p>The Foundation Year in Health and Social Care has had a revised timetable with a later start date in October. This will enable focused support from the course team and allows further time for academics to adjust to the new hybrid delivery model. Support interventions are planned throughout the curriculum.</p> <p>Revised assessments for online delivery. Learning shared from semester 2 to make further improvements.</p>
---	---	---	---

Any specific comments?

## A2. Academic Delivery 2020/21 – School: Applied Sciences

	<b>Student Engagement</b>	<b>Academic Delivery and Organisation</b>	<b>Online Delivery and Quality Assurance</b>
<p><b>Overall</b></p> <p>What is the overall approach?</p>	<p><u>Vision</u>: All students will have around the clock access to learning resources</p> <p><u>Method</u>: A co-production approach: ‘Nothing about you, without you’. Using four methods of co-production: Consultation, Collaboration, Partnership Student-led initiatives</p> <p><u>Evaluation</u>: Co-produced within framework</p> <p>Four task and finish groups set up and delivering on project plans for new academic year.</p>	<p>Blended Learning: At least 20% F-2-F across most courses: one PG course in Psychology will be online as it has many OS students, is large in numbers and to avoid space pressure for F-2-F delivery on UG courses in psychology. Commissioned Mental Fitness Programme for all staff New bespoke APS Moodle site</p>	<p>Expectations shared with all staff TNA conducted to assess level of expertise in BL components Training, development, coaching and support programme to build expertise Assessment of delivery based upon expectations using T-QUIP approach Systematic evaluation using BL evaluation framework</p>
<p><b>Student Voice</b></p> <p>How have students’ views informed design?</p>	<p>Two surveys: one by telephone; one by Qualtrics survey assessing needs, experience, skills, satisfaction and challenges using BL Timetabled drop in with the Dean sessions Regular email updates from Dean to all students All plans put on APS website Employed a dedicated student engagement officer</p>	<p>Divisional awaydays including students Regular use of ART to elicit students’ views of delivery and organisation Using data from student from central student survey Focus groups with engagement officer Draw down weekly engagement data and rapid feedback to MLs Student preparation video from Dean</p>	<p>Bring forward Course Boards to share information and elicit feedback earlier than usual Sharing ART results immediately to allow fast troubleshooting where possible Co-production of evaluation methods within framework Students co-producing data collection working as partners</p>

<p><b>Student Outcomes</b></p> <p>How has activity been designed to ensure awarding gaps are not increased?</p>	<p>This cannot simply be left to School. Need LSBU grp level approach</p> <p>School approaches: Use BL data analytics and regular feedback to students</p> <p>Co-production approach to 'decolonising' curricula</p>	<p>Implementation of TESTA linked to better feedback, assessment outcomes and completion rates</p> <p>School investment in reasonable adjustments</p> <p>'Decolonising' curriculum project</p> <p>Piloting Block teaching</p> <p>Personal tutoring across all courses</p> <p>Introduction of three Teaching, Learning and technology assistants</p> <p>Step Ahead in Applied Sciences orientation programme</p> <p>BL produces a variety of teaching and learning methods, instead of one size fits all.</p> <p>Additional staff appointments as well rapid replacement of staff who left</p> <p>Portfolio review</p>	<p>Training, development and support of staff</p> <p>Assessment of intersectional differences in student responses</p> <p>Equality Impact Assessment of the 'new normal'</p> <p>Agile approach to BL</p>
<p><b>Support Progression</b></p> <p>How has activity been designed to support progression?</p>	<p>TESTA</p> <p>Exposure to learning resources around the clock</p> <p>Personal tutoring to enable individual learning needs</p> <p>24 APS Helpline</p> <p>APS Student Support Centre</p> <p>Robust engagement monitoring and attention</p> <p>No detriment Policy</p>	<p>BL</p> <p>BL approach helpful for student revision if necessary</p> <p>Inclusive Curriculum Framework</p> <p>Implementation of "What works in student retention and success"</p> <p>Updated and new labs with robust technical support</p> <p>Set up 'What If' mtgs' with CDs to plan for future 'emergencies'.</p> <p>Peer mentoring</p>	<p>Use of ART to capture data on student experience</p> <p>Weekly engagement data feedback to MLs</p> <p>Mentoring programme for staff implemented and evaluated</p> <p>Assessment of delivery benchmarked against expectations</p> <p>Systematic evaluation</p> <p>With student progression outcomes as key data capture</p>

Any specific comments?

Academic delivery contingent on:  
 Robust ICT infrastructure; hardware and software  
 Central and local tangible support to students  
 LSBU Grp revised algorithm for degree classifications: what is the equivalent of lifts and ramps, the single yellow line on the tube and the diagonal crossing in seriously tackling the awarding gap?

### A3. Academic Delivery 2020/21 – School: BEA

	<b>Student Engagement</b>	<b>Academic Delivery and Organisation</b>	<b>Online Delivery and Quality Assurance</b>
<b>Overall</b>	<i>Strategy formation and initial preparations</i>		
What is the overall approach?	<p>Student engagement during Semester 2 2019-20 lockdown period teaching was monitored. The approach is informing what we do in future.</p> <p>A survey of student experiences was undertaken. Over 300 responded. The views were generally positive but teaching approaches and quality varied.</p>	<p>An Online Teaching Strategy for BEA was prepared in March 2020.</p> <p>An Online Teaching Task Force was set up in late March 2020. It undertook needs assessment – for training of both staff and students; equipment; facilities. It also proposed best approaches.</p>	<p>Teaching Task Force organised Workshops on online teaching experiences during the lockdown period, in each division.</p> <p>Four Champions of online teaching have emerged in the school. They have been leading most of the training of staff members.</p>
	<i>Provision in Semester One, 2020-21</i>		
	<p>All 1<sup>st</sup> Year FT will have on-campus laboratory or studio sessions.</p> <p>All students will be offered 2 hours per week bookable sessions with academics for any support they require. For a school with a huge proportion of part-time students and apprentices, it was difficult to prepare the plans for this (as students in both categories are only on campus for one day in a week). However, a workable plan has been drawn up.</p>	<p>All academic staff members will be coming onto the campus at least one day per week for 4 hours for the bookable sessions contact with students. Timetables and room details for these have been prepared.</p>	<p>Training in online teaching delivery has been arranged in-house for all staff members. More courses are being planned.</p> <p>The necessary equipment have been provided to staff members, especially where they have special needs.</p> <p>The Champions have prepared a manual on online teaching for staff members.</p>
<b>Student Voice</b>	A survey of students' experience of online teaching in the lockdown period was undertaken. Many lessons and good points for improvement have been drawn up. These have been shared with staff members; and informed the preparation of the online teaching content.	The Induction events for all levels students (including postgraduate research students) have been planned. Different plans have been prepared for apprentices.	<p>Course Boards will be given greater attention during the next semester as internal and NSS surveys show a need for BEA to improve on student voice.</p> <p>Personal Tutor Scheme, set up in 2017, will be strengthened and better used to support students in the new situation.</p>

<p><b>Student Outcomes</b></p> <p>How has activity been designed to ensure awarding gaps are not increased?</p>	<p>A student intern with two years experience in the school has been upgraded. She will monitor student engagement and performance.</p> <p>The school's effort to reduce the awarding gap will continue. These include a research project and a PhD study on the gap.</p>	<p>A survey of staff members to find out their needs for support to teach online has been undertaken. The requested items which were approved have been acquired. This has provided staff members with what they need to do high quality online teaching.</p>	<p>Training courses on online teaching delivery have been undertaken (with in-house expertise). The materials presented were recorded, and are available to all staff at any time. More courses are planned.</p>
<p><b>Support Progression</b></p> <p>How has activity been designed to support progression?</p>	<p>During the teaching training courses, the challenges to be expected in teaching the next cohorts have been discussed and good ideas shared. For example, staff members have been reminded that first year students would have missed several years of school. Some possible actions have been discussed.</p>	<p>The on-campus teaching arrangements for all students which have been drawn up will enable students preferring face-to-face interaction with lecturers to benefit.</p>	<p>The use of online assessment tools has been taught to the staff members.</p>

Any specific comments?

- Arrangements are being made to cover the on-campus teaching duties of staff members with Covid-19 vulnerabilities.
- Many students do not have their own computers. The student support scheme will be helpful, but will be another loan the student will have to take up.
- The needs of students and staff living in areas with low bandwidth is being considered.
- A strategic approach will be taken to development of capabilities in the online teaching method. It will be given an international dimension.



#### A4. Academic Delivery 2020/21 – School BUS:

	<b>Student Engagement</b>	<b>Academic Delivery and Organisation</b>	<b>Online Delivery and Quality Assurance</b>
<p><b>Overall</b></p> <p>What is the overall approach?</p>	<p>UG – 4 hours face to face each week in block</p> <p>All ‘deconstructed’ lectures on line</p> <p>1 seminar per level per year on line</p> <p>PG – all on line but have extra curricular face to face master classes each week they can chose to attend,</p> <p>There will always be a recorded version of activity available for anything face to face that students cannot attend.</p> <p>Plan B – All on line – easy to flip as no specialist classrooms req.</p> <p>Weekly form time Personal tutor on call 1-1 personal tutoring Employability &amp; placement support</p>	<p>Staff are working in course teams per level to ensure consistency.</p> <p>Teaching is in only 5 rooms in or near the Business School Building.</p> <p>3 x TLA’s recruited. Staff are in only 1 day a week &amp; deliver in blocks</p> <p>UG students are in for 4 hours a week in block. Stay seated.</p> <p>All Pg online. All Extra curricular &amp; PT on line.</p>	<p>Staff are trained.</p> <p>Work in teams &amp; best practice shared</p> <p>Material is prepped 3 weeks in advance for audit – support in place if not up to standard</p> <p>Assessment points reduced through TESTA</p> <p><b>Feedback:</b></p> <p>MEQs Courseboards Tea with Dean &amp; DESE Personal tutoring Survey</p> <p>Looking out to other institutions – feedback through Chartered Association of Business Schools Network</p>
<p><b>Student Voice</b></p> <p>How have students’ views informed design?</p>	<p>Feedback from last semester captured through MEQ/ course boards / PT and informal conversation</p> <p>Survey results fed in.</p>	<p>PG all online due to International student fears of coming to the UK</p> <p>There is always an online alternative for all students who do not want to come on campus.</p> <p>Block delivery Out of core hours starting times.</p>	<p>Student feedback has already led to a significant change in assessment through TESTA &amp; we now reap the benefit of a streamlined assessment programme.</p>

		Greater focus on the consistency of delivery & Moodle presentation	
<b>Student Outcomes</b> How has activity been designed to ensure awarding gaps are not increased?	Diagnostic testing in week 1 Life coaching in curriculum 1-1 PT Form time .	Increased focus on Moodle presentation Start times out of peak hours  Personal tutor on call  BAME attainment gap work stream established	Greater use of condonement at Board  Possible use of third sits.
<b>Support Progression</b> How has activity been designed to support progression?	Face to face for all UG Lots pf opportunity for personal tutoring.	Continual review – staff member appointed to support DESE with review & feedforward process to ensure students are on track & weak students identified.  Weekly Personal tutoring for a to share student FAQs & be proactive.  Monitoring of attendance & engagement and adjustment of delivery if needed	Lots of material of Moodle to support weaker students & stretch the stronger.  Links through to Rosie's Welcome Moodle site.  Continual review of delivery/ student engagement & adaptation of delivery based on the results.  Continual staff development & sharing of best practice

Any specific comments?

## A5. Academic Delivery 2020/21 – School of Law and Social Sciences

	<b>Student Engagement</b>	<b>Academic Delivery and Organisation</b>	<b>Online Delivery and Quality Assurance</b>
<p><b>Overall</b></p> <p>What is the overall approach?</p>	<p>Focus on getting students off to best possible start/return; emphasis on community building and getting to know teaching team and answering questions</p> <p>All divisions focusing on induction and reinduction, and making these activities as good as possible recognising the need to connect students to each other and us and get them up to speed again.</p> <p>Full programme of School briefing events to staff around student academic and non-academic support</p> <p>High levels of personal tutor support to include diagnostics and clear focus on progression</p> <p>Embedding of hybrid delivery standards across school to ensure consistency by course and level</p> <p>Tailored online and f2f approach of delivery to part time working students and apprentices</p> <p>Use of graduate digital learning and teaching assistants</p>	<p>Embedding of hybrid delivery standards across whole School to ensure consistency by course and level</p> <p>Training about and all School adoption of new Moodle Baseline</p> <p>Training of staff on range of technology; sharing of best practice</p> <p>High levels of personal tutor support</p> <p>Tailored online approach of delivery to part time working students and apprentices</p> <p>Use of Aula platform for three specific modules across School – good feedback from staff so far</p> <p>Eg block teaching of core introductory module on Law but need to do it online to ensure the fundamentals are fully established</p>	<p>Full programme of School briefing events to staff</p> <p>Frequent SMT, divisional and CD meetings to understand and address issues as they arise</p> <p>Supportive review of Moodle sites and provision of administrative help to revise</p> <p>Each course to survey students in week 3, responses to be shared with LSS SET</p>

<p><b>Student Voice</b></p> <p>How have students' views informed design?</p>	<p>Some courses have conducted informal surveys and all courses have been in touch with School's students. Many students have asked for the continuation of online learning.</p> <p>Need for frequent and clear communication and opportunities to ask for guidance</p>	<p>Real focus in School on how students will be supported to prepare for assessments as much of this would have been undertaken on campus; some will still be so</p> <p>Much of the f2f campus-based delivery will be focussed on academic skills and on preparation for assessment</p>	<p>Online course boards</p> <p>Mid-module evaluation online</p> <p>Use of historic MEQ data (where available)</p> <p>Review by SMT</p>
<p><b>Student Outcomes</b></p> <p>How has activity been designed to ensure awarding gaps are not increased?</p>	<p>Full use of new Moodle student engagement analytics – not sure if this can be segmented by student characteristics.</p> <p>High levels of personal tutor support drawing primarily on the work done in our Education Division – personal assessment and follow up</p>	<p>Data will be used to support specific modules and courses showing historic awarding gaps</p> <p>On-going research work in School focussed on decolonising curriculum and in EDI issues within School</p>	<p>Data will be used to support specific modules and courses showing historic awarding gaps</p> <p>Regular training development work with staff. Weekly School Forums over summer and on-going meetings in lead up to new academic year and on-going thereafter</p> <p>Review by SMT</p>
<p><b>Support Progression</b></p> <p>How has activity been designed to support progression?</p>	<p>Full use to be made of new Moodle engagement analytic tools alongside usual engagement methods</p> <p>High levels of personal tutor support</p>	<p>Data will be used to support specific modules and courses showing historic progression issues</p> <p>Use of f2f on campus sessions to focus on academic skills and assessment</p> <p>Changes in assessment type and load implemented</p>	<p>Data will be used to support specific modules and courses showing historic progression issues</p> <p>Analysis to be done by student engagement officer</p> <p>Review by SMT</p>

Any specific comments?

Ready to return fully online if need arises

School made up of four divisions whose approach has been reported separately as appropriate.

Key risks

Staff circumstances and ability to deliver f-2-f teaching on campus – currently working through individual circumstances with HoDs

Multiple delivery of f2f sessions due to social distancing

## A6. Academic Delivery 2020/21 – School of Engineering

	Student Engagement	Academic Delivery and Organisation	Online Delivery and Quality Assurance
<p><b>Overall</b></p> <p>What is the overall approach?</p>	<p>School's approach is blended learning using previous content but adapted towards online learning where:</p> <ol style="list-style-type: none"> <li>1. Lectures are delivered online and are generally short (but-sized) and pre-recorded to provide flexibility for students to engage with content.</li> <li>2. Live timetabled sessions are more tutorial based to assist students with problems.</li> <li>3. Live sessions are additionally recorded to be available post live session to allow students flexibility of access.</li> <li>4. Variability in on-campus sessions moving from all online or minimum 2 hour per week contact, such as for computing and electrical &amp; electronic engineering to business as usual for some modules with complete workshops for some of mechanical engineering and design courses.</li> </ol>	<p>Academic staff have been encouraged to develop better academic delivery for a blended learning environment. Notably a staff workshop was extremely well attended in the summer where external speakers (to the School) shared best practice.</p> <p>Heads of Division clearly identified as key stakeholders in delivery needs and promoting effective delivery. Notable positive culture across these HoDs.</p>	<p>Online delivery is variable due to the nature of the disciplines within the School.</p> <p>Innovations are being used across the division that are bespoke as alternatives to the traditional on-campus labs and workshops that are usually carried out. Examples include moving from hardware labs to software based simulations of labs, posting hardware to students to allow practical work to be performed 'at home' as well as efforts to simply avoid online and deliver labs as normal.</p> <p>Quality assurance is currently poorly defined but is effectively carried out through internal peer review predominantly with the HoD as a lead.</p>

<p><b>Student Voice</b></p> <p>How have students' views informed design?</p>	<p>Student engagement has been delivered through:</p> <ol style="list-style-type: none"> <li>1. An online pizza with the Dean, which was poorly attended compared to the physical events that occur every month.</li> <li>2. An online survey that had relatively good engagement of approx. 20% of our undergraduates.</li> <li>3. Feedback through module leaders as standard through the end of year module reviews.</li> </ol>	<p>The online survey provided the most conclusive evidence for our academic design for this year. The other engagement methods provided mixed responses and no consensus on the best delivery design. The three main themes used in design were identified as:</p> <ol style="list-style-type: none"> <li>1. Flexibility – the teaching content was made more widely available with pre-, live and post availability of online content and improved on the Sem2 2019/20 delivery.</li> <li>2. Engagement – live practical sessions are more towards problem solving type tutorials where possible.</li> <li>3. Consistency – difficult to implement across the diversity of subjects delivered but in some cases is simply trying to deliver a course as close to BAU as possible (so closely consistent with previous years) to an online heavy model of factual pre-recorded bite-sized lectures with any live sessions focussed on tutorials or more imaginative practical sessions that can be delivered online.</li> </ol>	<p>Online delivery has supported the flexibility and engagement identified to the left.</p> <p>Maintaining learning outcomes as defined from accrediting bodies have been attempted while online delivery has caused change.</p> <p>Where laboratory capacity has allowed, practical sessions under social distancing is maintained.</p> <p>Current lack of decisive measures on quality</p>
--	--	---	--

<p><b>Student Outcomes</b></p> <p>How has activity been designed to ensure awarding gaps are not increased?</p>	<p>Nothing has been specifically developed here to consider the effects of our current plans on awarding gaps.</p> <p>Typical engagement of specific groups has been carried out through extra-curricular activities, such as RoboGals or Women in Engineering. The expectation is that these extra-curricular activities will continue</p>	<p>Extra-curricular activities are usually defined during an open call to allow staff to pitch ideas, sometimes while working with students. The ideas in the form of a proposal are peer reviewed and assessed against criteria such as how awarding gaps could be reduced from the activity.</p>	<p>The current delivery of extra-curricular activities is unclear during the current pandemic but is expected to constitute an additional boundary condition. Extra-curricular activities could be run as online provided the proposals demonstrate the effectiveness of such an approach.</p>
<p><b>Support Progression</b></p> <p>How has activity been designed to support progression?</p>	<p>Progression has improved considerably in the School for this year and last, and standard approaches are to continue. This typically includes evaluation of student data to understand modules at risk of poor progression.</p> <p>Pizza with the Dean provides further activities to understand student concerns and is specifically set up to understand student concerns and potential failures in progression as well as NSS. These sessions are moving to online and rebranded as tea with the Dean.</p>	<p>Identification of modules at risk of poor progression leads to dedicated teams (typically, CD, ML, DESE and HoD) that provide an action plan on module improvement. The DESE provides feedback to ensure that the action plan is followed.</p> <p>Personal tutoring has been under review and the recent meeting has identified good practice that I would like to incorporate into this current academic year</p>	<p>As discussed above, the student survey carried out has identified the need for good engagement with students despite moving towards a more online delivery model. The shift towards more bite-sized pre-recorded lectures to deliver factual information while live sessions support problem solving tutorials is designed to assist with progression, especially as students might not be able to simply knock on a lecturer's door to ask for help.</p> <p>The recent meeting has been interesting in identifying further methods to support students, such as a helpline, and I am interested in incorporating this into the School for the current academic year.</p>

Any specific comments?

Many of the plans above are under considerable stress due to tensions between divisional needs and the capacity, lack of understand and/or lack of clarity on responsibilities for supporting students and staff.



## Deciding on the Approach to Semester 2 Teaching Delivery

### **Background**

As a whole, the LSBU group Executive will make a decision about the overall threshold level of safety. Different threshold levels are linked to local or national changes.

**Table 1 (Excerpt from HSE Discussion Document)**

<b>Level 5</b> <b>Full Lockdown</b>
Trigger from Level 4 to 5  See Guidance
<b>Level 4</b> <b>Restricted operations</b>
Trigger from Level 3 to 4  See Guidance
<b>Level 3</b> <b>First stage re-opening</b>
Trigger from Level 3 to 2  See Guidance
<b>Level 2</b> <b>Second stage re-opening</b>
Trigger from Level 2 to 1
<b>Level 1</b> <b>BAU/New normal</b>

In March 2020, we moved from Level 1 to Level 4, with only online activities. At present we are at level 3, with mostly online education but some activity permitted on

campus (such as phd use of labs, some library study space use). Moreover, we plan to be at level 2 in September, with blended approaches that see larger groups taught on campus with social distances and other measures to reduce the risk of covid19 transmission.

### **Planning options for Semester 2**

The overall risk level in Semester 2 will be determined by Executive, following local or national triggers. As such, we may be at:

- Level 4, with online-only activity.
- Level 3, with some very limited oncampus activity (e.g. for phd lab research).
- Level 2, with more extensive but still socially distanced activity allowing a blended approach.
- Level 1, with business as usual.

Academic Board is asked to plan for these eventualities. What are the relevant issues:

1. How to plan for uncertainty – the level can change from day to day. Currently our planning for Semester 1 is focused on Level 2, but with fallback plans for Level 3 and 4. **Should ADG plan for Level 1 as well as for Levels 2, 3 and 4?**
2. At which stage to take a final decision – although we will always need to be flexible, we will need to make an announcement about our expected approach. The advantage of a late October announcement is that it gives clarity to students (especially those who might need a CAS for semester 2), but the disadvantage is that we may be out of step with conditions in February. **Does AB agree that we must make a decision by late October?**
3. Which changes are necessary – a range of changes are needed if delivery in semester 2 is not business as usual. These include, but are not limited to, potential changes to course proposals; changes to assessments; changes to regulations for progression/graduation. Changes to regulations, proposals and practices can be patterned on our approach to S2 19/20 and S1 20/21. **These proposals can be designed by the ADG and presented to QSC and AB at key stages. What issues are missed?**

Deborah Johnston 26<sup>th</sup> August 2020

# Agenda Item 8

	CONFIDENTIAL
Paper title:	Establishment of an Academic Development Working Group
Board/Committee:	Academic Board
Date of meeting:	03 September 2020
Author(s):	Argyrios Georgopoulos, Marc Griffith
Sponsor(s):	Deborah Johnston, PVC (Education)
Purpose:	To note
Recommendation:	To note the establishment of an Academic Development Working Group

## **Executive summary**

This paper establishes the need for an Academic Working Group and sets out an approach to establishing a group.

## ACADEMIC DEVELOPMENT WORKING GROUP

### Introduction

The following paper requests that the Academic Board approves the establishment of the **Academic Development Working Group** to assume responsibility for overseeing the development and implementation of a programme that promotes the continuous professional development of academic staff in line with the deliverables set out in the corporate strategy. It is proposed that the group draws its membership from the range of stakeholders across the LSBU family to provide a coherent academic staff development approach for all parts of the Group.

The group's remit would include the building a business case for new professional development programmes and working with existing stakeholders to deliver a coherent academic development programme for all academic staff.

### Purpose

The Academic Development Working Group (ADWG) is responsible to Academic Board for enabling opportunities linked to the corporate strategy deliverable:

*Academic development programme – we will support the development of the skills needed through in-house support to deliver excellent academic outcomes, particularly in relation to curriculum design and embedding digital in teaching*

The group will coordinate as necessary with other committees, groups and schools to develop a comprehensive academic development programme that focuses on developing academic skills that enable:

- An applied learning experience for our students with a focus on enterprise, digital technology as a learning medium, technical facilities and work based application
- Global and local impact, through education, research, enterprise and skills development
- Academic leadership
- An increase in our students' social capital, confidence and resilience

- An organisation that supports its staff through training and development

## **Governance**

The ADWG has the delegated authority to act on behalf of Academic Board to provide an academic staff development programme that caters to the needs of staff regardless of career stage or experience.

## **Terms of Reference**

Through the development of an academic development programme the remit of group is to:

- Embed enterprise, professionalism and skills in our taught courses while aligning our research and enterprise to societal challenges, utilising industry supported course design and workplace experience as standard, with enterprise embedded in the curriculum using the EntreComp framework
- Inform our teaching methods through the embedding of evidence-based research and industry, with access to industry standard facilities and work based learning
- Enable the development of academic staff digital skills to increase the use of industry standard digital technologies in course delivery
- Support the development of the skills needed through in-house support to deliver excellent academic outcomes, particularly in relation to curriculum design and embedding digital in teaching
- Design an inclusive curriculum that complements the careers pathways and the development of (soft) skills in our curriculum design, alongside learning in support of social good and, specifically, UN SDGs
- Enable the development of work based learning curricula in partnership with industry aligning business needs to the educational journey
- Develop a research infrastructure that promotes the integration of current research in the curriculum by active research staff
- Review and link academic development to the employee lifecycle (recruitment, on-boarding, probation, appraisal, development, promotion) to embed ongoing professional development and support career progression.

- Identify and develop academic leaders, with targeted, tailored leadership programmes.

## **Membership**

- PVC Education – Deborah Johnson (Sponsor/Chair)
- Enterprise– Linsey Cole
- CRIT/DEL – Marc Griffith & Isobel Bowditch
- Digital Skills Centre – Lesley Gould (then later replaced with the Manager of the Digital Skills Centre)
- Research Office (Peter Doyle)
- Technical Services (Tony Roberts)
- Apprenticeships (Dep. Director TQE)
- OD (Anna Wainwright, Argyrios Georgopoulos & Dorota Tworek-Uptas)
- Employability (Kulvider Birring)
- 2x DESEs (rotating?) – TBC from Deborah Johnston
- 2x (Associate) Professors – TBC from Deborah Johnston
- SBC (Fiona Morey to delegate)
- SBA (Dan Cundy to delegate)

## **Meeting Frequency**

The Academic Development Working Group meets formally four times a year and utilises sub groups and / or task and finish groups to progress deliverables through the academic year.

Meeting 1 – establish work plan for the year

Meeting 2 – Progress update

Meeting 3 – Progress update

Meeting 4 – Review, evaluate and report on deliverables for Academic Board

	CONFIDENTIAL
Paper title:	Return to face-to-face research proposal
Board/Committee:	Academic Board
Date of meeting:	Thursday, 3 September 2020
Author(s):	Prof. Daniel Frings, Chair of the LSBU Ethics Committee, and colleagues
Sponsor(s):	Prof. Patrick Callaghan, Dean and Professor of Mental Health Science in School of Applied Sciences
Purpose:	To propose a flight plan for future face-to-face research activity
Recommendation:	The Board is asked to note the proposed system for returning to face-to-face research.

## Executive summary

This paper outlines how LSBU can return to undertaking face to face research using a system based on a number of levels of permitted research activity. It allows the institution to move between levels as the external COVID situation wanes and waxes. It includes a description of the levels and permitted research, governance guidance on risk assessment and also details what needs to be included in participant facing documentation. It has received input from colleagues in Health and Safety, Tech services, Govlegal and Data protection.

## ***Face-to-face data collection during the COVID19 Pandemic***

While the COVID19 situations persists, it is likely that the risk to participants and research staff will vary at different times. One way of adapting to this is have face-to-face data collection operating at one of three levels, with the level of activity dependent on risk. The level can change according to circumstance and go in either direction. The decision to make a level change is to be taken by the Academic Board with a recommendation from URC, based on advice from UEP, REI, H&S, Technical services and RBoS. The current levels of activity should be made prominent on Haplo, and changes announced by the Provost.

### **Level 4: Face-to-face data collection moratorium**

- 1) No face-to-face data collection permitted.

### **Level 3: Social distancing research only**

- 1) Only face-to-face research in which social distancing can be maintained can be conducted. Research requiring close contact (i.e. in which social distancing is not possible) remains under the moratorium
- 2) The following should not take part in face-to-face research as participants or data collecting researchers:
  - Clinically extremely vulnerable or clinically vulnerable people
  - People who have travelled abroad in the last 14 days
  - People who are displaying COVID19 symptoms
  - People living in a household where someone else has displayed symptoms in the last 14 days.

Consideration as to exclusion should be given to BAME status of participants over 55 or with co-morbidities.

- 3) A risk assessment should be conducted by the research team intending to carry out the work and confirmed with a competent member of staff someone outside the research team (usually, lab technicians) following the guidelines below.
- 4) No physical contact between individuals (including, for instance, handshakes etc).
- 5) Unless current advice contradicts this policy, PPE may be excessive outside of clinical and care environments. If face coverings (*note, these differ from respirator masks which are not recommended outside of healthcare settings*) are going to be implemented as a control measure, wearers should be instructed on safe wear, securing, removal, cleaning and hand washing procedures.
- 6) The research team should add the following statement to the risks of taking part section of the study Participant Information Sheet; *'You will be visiting a lab which is an indoor public space. While we are actively minimising the risk of COVID19 transmission in these spaces, there is an increased risk of contracting the virus if you take part in the study. The research team can*



*provide details of the study control measures in place to address safety on request.*

- 7) Participant information sheets should include the following exclusion criteria *'This study is not open to:*
  - *Clinically extremely vulnerable or clinically vulnerable people or individuals who live with such people*
  - *People who have travelled abroad in the last 14 days*
  - *People who are displaying COVID19 symptoms or have in the last 7 days*
  - *People living in a household where someone else has displayed symptoms in the last 14 days*
- 8) Consent forms should include the following opt-ins *'I confirm I am not a member of any of the groups listed as excluded in the information sheet.'* and *'I consent for LSBU to hold data about my study participation and share this with outside agencies for the purpose of COVID19 infection tracking (i.e. with "track and trace" teams). I understand that withdrawal from the study will not lead to data relevant to track and trace being destroyed.*
- 9) Amended documentation should be lodged on Haplo as an amendment, highlighting the sections which have been altered. An approval from the relevant UEP should be given before research commences.

## **Level 2: Close contact research resumes**

- 1) Research involving personal physical contact can be conducted.
- 2) Research which involves physical contact should not include clinically extremely vulnerable or clinically vulnerable people as participants. For research in which social distancing is possible, these populations are eligible for research participation. The remaining exclusion criteria from Level 3 and the need to consider BAME status for those over 55 or with co-morbidities still apply in both cases.
- 3) A risk assessment should be conducted by the research team intending to carry out the work and confirmed with a competent member of staff someone outside the research team (usually, lab technicians) following the guidelines below.
- 4) For studies where researchers and participants are in close proximity, the use of PPE should be considered. These should be used to manage residual risk after other controls have been implemented.
- 5) Participant information sheets should add the following statement to the risks of taking part section *'You will be visiting a lab which is an indoor public space. While we are actively minimising the risk of COVID19 transmission in these spaces, there is a risk of contracting the virus if you take part in the study (as with any contact between people). The research team can provide details of the study control measures in place to address safety on request.'*
- 6) Participant information sheets should include the following exclusion criteria

*'This study is not open to:*

- *Clinically extremely vulnerable or clinically vulnerable people or individuals who live with such people [note, for social distance studies this clause can be dropped]*
- *People who have travelled abroad in the last 14 days*
- *People who are displaying COVID19 symptoms or have in the last 7 days*
- *People living in a household where someone else has displayed symptoms in the last 14 days.*

- 7) Consent forms should include the following opt-in *'I confirm I am not a member of any of the groups listed as excluded in the information sheet.'* and *'I consent for LSBU to hold data about my study participation and share this with outside agencies for the purpose of COVID19 infection tracking (i.e. with 'track and trace' teams). I understand that withdrawal from the study will not lead to data relevant to track and trace being destroyed'.*
- 8) A clear statement of the level of close contact should be included in the Participant Information Sheet.
- 9) Participants' status as clinically vulnerable or extremely clinically vulnerable should be recorded.
- 10) Amended documentation should be lodged on Haplo as an amendment, highlighting the sections which have been altered. An approval from the relevant UEP should be given before research commences.

### **Level 1: Routine**

- 1) Social distancing consideration and PPE considerations part of the review process. Clinically vulnerable people can be considered for inclusion on the basis of beneficence. Clinically extremely vulnerable remain excluded from face-to-face research.
- 2) Amended documentation should be lodged on Haplo as an amendment, highlighting the sections which have been altered.

### **Control measures during Levels 1, 2 and 3 should include as a minimum:**

- Active consideration of the suitability of the room in terms of size and ventilation
- Have tissues, suitable hand sanitiser (70%+ alcohol content) available and serviced (i.e. regularly emptied) bins close-by
- Sign-post hand-washing sites (some labs have hand-washing facilities)
- Careful positioning of participants and researchers so they exhale away from each other (including seating multiple people side by side)
- Researcher temperature checks at start of each days testing sessions
- Scheduling of participants to ensure minimal inter-participant contact
- Sanitising of room between participants where possible
- Securely held (double lock) logs of who contacts are made with and when (i.e. which participants and which researchers) held for three months.

- Wiping down pens, clipboards or other materials touched by participants or other researchers between participants
- Any additional health and safety or technical service advice.

**Lab managers, researchers and risk assessors should also consider:**

- Use of larger lab to allow physical distancing
- Use of screens, barriers etc
- Added ventilation in the lab
- Limiting non-social distance time to 15 minutes
- Any additional health and safety or technical service advice (in particular; <https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/labs-and-research-facilities>)

This page is intentionally left blank