

## Meeting of the Academic Board

2.00 pm on Wednesday, 24 February 2021  
via 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
3.	Minutes of previous meeting	Pages 3-14	PB
4.	Matters arising and questions arising from supplementary reports.	Pages 15-17	PB
5.	Provost's report (update on HESA continuation performance indicators, impact of Brexit, student fees, IT outage and COVID-19)	Pages 18-24	PB
<b>Items for approval</b>			
6.	Board and sub-committee terms of reference <ul style="list-style-type: none"><li>• Quality and Standards Committee</li><li>• Research Committee</li><li>• Academic Board</li></ul>	Pages 25-30 Pages 31-35 Pages 36-42	PB
7.	New requirements for peer observation of teaching	Pages 43-45	DJ, MGr
8.	Update to Assessment and Examinations procedure 2020/21	Pages 46-49	MGr
9.	Proposal to improve Personal tutoring	Pages 50-53	DJ, TM
10.	Decolonising the curriculum <ul style="list-style-type: none"><li>a) For taught courses</li><li>b) For Research &amp; Place strategies</li></ul>	Pages 54-61 Pages 62-65	PT, MA-L, JF PC
<b>Items for discussion</b>			
11.	Portfolio / curriculum review progress	Verbal report	DJ
12.	AULA update on pilots and plans	Pages 66-76	JH, MGr

- |     |  |               |         |
|-----|--|---------------|---------|
| 13. | New resources to inform pedagogic practice | Pages 77-85   | DJ, MGr |
| 14. | Update on REF submission                   | Pages 86-99   | PD, PC  |
| 15. | Student Union Issues                       | Verbal report | HT, MFR |
| 16. | Review of academic KPIs 2020/21            | Pages 100-102 | RD      |

**Supplementary items included in your pack**

- |     |   |               |     |
|-----|---|---------------|-----|
| 17. | Calendar consultation – update on planning for January starting courses | Verbal report | MGr |
| 18. | Reports from sub-committees   | Pages 103-106 | PB  |

**Date of next meeting  
2.00 pm on Wednesday, 16 June 2021**

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

**Apologies:** Nicki Martin (sent representative)

**In attendance:** Dominique Phipp, John Cole, Sally Skillett-Moore, Pamela Thomas (for item 10a), Musharrat Ahmed-Landeryou (for item 10a), Jannatul Ferdous (for item 10a), Jennifer Hackett (for item 12), Peter Doyle (for item 14), Richard Duke (for item 16), Andrew Read (for Nicki Martin)

**Minutes of the meeting of the Academic Board  
held at 3.00 pm on Thursday, 28 October 2020  
MS Teams**

**Present**

Pat Bailey (Chair)  
Craig Barker (Vice Chair)  
Asa Hilton Barber  
Carrie Rutherford  
Deborah Johnston  
Gary Francis  
George Ofori  
Gilberto Buzzi  
Harriet Tollerson  
Helen Aston  
Helen Young  
Ian Albery  
Jane Wills  
Janet Jones  
Jenny Owen  
Kate Ellis  
Luke Murray  
Marc Griffith  
Md Fazle Rabbi  
Nadia Gaoua  
Nicki Martin  
Patrick Callaghan  
Paul Ivey  
Rosie Holden  
Sarah Moore-Williams  
Steve Faulkner  
Steve Hunter  
Tony Roberts  
Warren Turner

**Apologies**

Alessio Corso  
Geoff Cox

**In attendance**

Ann Healey (for item 9 only)  
Dominique Phipp (Secretary)  
John Cole  
Richard Duke (for items 6, 15 and 16 only)  
Sally Skillett-Moore  
Stuart Bannerman (for item 17 only)

**1. Welcome and apologies**

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

## 2. **Declarations of interest**

No member declared a conflict of interest in any item on the agenda.

## 3. **Minutes of the previous meeting**

The Board approved the minutes of the previous meetings, the first held on 17 June and the second an emergency meeting held on 30 September.

## 4. **Matters arising**

Quality of English language provision - The Board was reminded that in 2019/20 students had been accepted onto courses with inadequate English language provision and were therefore unable to progress. The Director of Academic Quality Development suggested that this issue was caused by an operational rather than procedural error but explained that his team have not yet unpicked exactly why it happened. He noted that he would check with staff in the School of BUS to see if the issue had resolved itself. The Board noted that it is challenging to confirm whether the issue has been resolved or not, as many international students have not enrolled this year due to the coronavirus pandemic.

Hardship fund – The Director of Student Services (Wellbeing, Sport, and Employability) explained that a significant amount of money was dispersed to students via hardship funds during the period of initial crisis caused by the coronavirus pandemic. She summarised that:

- between September 2019 and February 2020, the Retention Fund gave 172 awards to students totalling £69,300 (average award of £403);
- Between March and August 2020, the COVID Fund gave out 532 awards to students totalling £161,800 (average award of £304);
- Between September and 20 October 2020, the Retention Fund gave 149 awards totalling £35,900 (average award of £241).
- An additional fund to support students with remote learning was created this year to purchase digital learning equipment. Student Services have received 403 applications and awarded £141,050 in total between September and 20 October 2020 (average award of £350).

The Board noted the significant impact the hardship funds have on students' progression rates.

Task group discussion of flexibility in assessments – The Chair explained that this discussion was overtaken by the revised approach to assessments adopted in response to the coronavirus pandemic.

Calendar consultations – The Board noted that a Task and Finish Group was

set up to consider how the academic calendar for January-starting courses could be improved for 2021. A report on the group's progress would be discussed later on the agenda. The Board noted that, once concerns about January-starting courses are resolved, the group would focus on improving the remainder of the academic calendar.

Discussion of mechanisms to shorten the course validations timeline – The Board noted that this action is underway as part of a review of quality processes more generally. It was suggested that this action should be renamed “course development approval timeline”, as validations is only one part of the process.

Formation of a sub-group to consider Student Success measures – The Board noted that a number of sub-groups have been formed to address issues identified with the Student Success measures. The groups are led by members of the Executive as follows;

- Chief Customer Office - graduate outcomes
- PVC (Education) - academic portfolio
- PVC (The School of Health and Social Care) - NSS outcomes; and
- PVC(Ed)/COO/ Provost - awarding achievement gap.

The Board noted that the groups would recommend improvements to the University's indicators and how they support delivery of the corporate strategy.

Set up of a Task and Finish Group to consider review of the degree algorithm – The Board noted that this group has not been convened yet. A report on the review would be brought to the Board before June 2021. The Chair agreed to report back on formation of the group at the next meeting.

S1 and S2 delivery update – The PVC (Education) explained that the Executive has agreed to continue with hybrid delivery in Semester 2.

## 5. **Provost's report**

The Chair updated the Board on key activity underway across the University.

The Board noted that:

- The London Road refurbishment project is on time despite the challenging working conditions presented by the coronavirus pandemic;
- Work has begun on the Croydon campus site, which would deliver predominantly Nursing and other Health and Social Care teaching;
- The University has identified nine COVID-19 positive cases amongst staff and students this month, two of which were identified in the past seven days. The number of cases is below the threshold (25 cases) at which Public Health England recommends site closure. Since the beginning of September, the University has identified 17 positive cases.
- Student enrolment has been more challenging this year. The University has experienced problems in confirming students' details

without face-to-face communication. Enrolment is on track, however, with fewer part-time and more full-time students than expected. This may in part be due to increased caution within companies considering employing apprentices or funding part-time courses.

- Overall progression rates have increased substantially, totalling 80-84% in 2019/20 (76-77% 2018/19).
- The rise in progression rates offsets unforeseen losses from student accommodation income. The University expects to have a surplus budget by year end.
- Student feedback from the recent poll survey suggests that students in later years feel they are receiving a less good experience online than in previous years of face-to-face teaching. Students said that remote learning has resulted in a decline in contact with their tutors, and they struggle to find the information they need from student and academic support services. In response, less student information would be disseminated centrally in favour of cascade via course tutors.

## 6. **Annual Education report, including OfS Conditions of Registration**

*Richard Duke, Director of Strategy & Planning, joined the meeting.*

The Board noted that this report would be taken to the Board of Governors.

The PVC (Education) summarised the report's recommendations and highlighted the following key points;

- The course validations process successfully continued throughout 2019/20 despite the challenges presented by the coronavirus pandemic;
- External examiner reports have shown that the University's assessment systems and academic support worked as intended. Overall, the external examiners were satisfied with the rapid adjustments made to the academic regulations in response to the coronavirus pandemic;
- 2019/20 saw a 3% increase in students achieving a good honours degree. The most likely reasons for this were the University's deliberate intervention in pedagogy which it expected to improve attainment, the rapid change to the academic regulations, and the introduction of the exceptional COVID-19 addendum to the regulations. These three factors may have led to the change in the mark profile. The Board noted that evidence on this would be available soon and a report would be brought for discussion in Semester 2.
- There are significant concerns about the graduate outcomes of certain student groups. A report on graduate outcomes would be brought to the next meeting.

The Board discussed the report. It was largely satisfied with the detail included and the format presented, which included a high-level summary and more detail within the appendices. It was noted that including real life commentary in the report improves readers' sense of the issues.

The Board discussed how internal academic KPIs map onto the OfS's ongoing conditions for registration, in particular B1-B6. The Board asked the Director of Strategy & Planning to prepare a summary of the metrics used to monitor and evaluate performance at the University and how they would be used to comply with B1-B6. The summary report would be shared with the Board and the Board of Governors.

The Board was supportive of the five recommendations made in the report. The Chair thanked the authors for producing such a strong report.

## 7. **National Student Survey update**

### Update on 2020 NSS Results

The Board received an update on the performance of the University and its Schools in the 2019/20 NSS, including a comparison of performance against sector benchmarks and London Moderns. The PVC (Education) confirmed that she is working with colleagues to respond to and improve upon the results in 2020/21.

### Action plan 2020/21

The PVC and Dean for the School of Health and Social Care explained that a Task and Finish Group has been set up to focus on the University's response to the NSS 2019/20. The group would include the PVC (Education) and DESEs from three of the most challenged schools (ACI, BEA and HSC), plus the DESE for the School of LSS which had a good performance overall. Colleagues from the TQE Director of Strategy & Planning's teams would also be part of the group, as well as representatives from the LSBSU.

The Board noted that the NSS should not be used as a forum for raising specific complaints. It is a tool to understand students' overall experience at the University.

The PVC and Dean for the School of Health and Social Care explained that the action plan in development for 2020/21 would have three strands; encouraging pride in the University, communicating the importance and meaning of the NSS, and mobilising students to complete the survey. Its approach would also involve encouraging students to complete the NSS when they have had a good experience overall.

The PVC (Education) added that the group would also work to repair the feedback loop with students, as students should not wait until the NSS to inform the University of issues they face. The NSS is completed by graduating students, therefore participants would not benefit from the University's response to their feedback.

The PVC and Dean for the School of Health and Social Care noted that a key challenge for the Task and Finish Group is that the University's actions following the 2018/19 survey results do not appear to be effective. The Board

noted that the group would be supporting Course Directors, particularly those with large student populations, to deliver core targeted action.

The Board discussed the action plan. The importance of sharing good practices that have led to improvement in NSS results was noted, and the Chair asked School representatives to ensure that they share lessons to learn with colleagues.

## 8. **Student Academic Outcomes Report (S1 and S2)**

The Director of Strategy & Planning summarised the key points of the report.

The Board discussed whether to include a metric in the University's KPIs for Year 2 to Year 3 progression. It was noted that, although the TEF is focused on Year 1 to Year 2 progression, there is evidence that some universities progress many students from Year 1 only to fail them in progressing to Year 3. Understanding progression rates to Year 3 would therefore be a good indicator of the University's overall strength of provision. The Director of Strategy & Planning noted that it would be easy to include this metric.

The Board noted that the number of students progressing to Year 3 has increased to an estimated 84% in 2019/20 (78% in 2018/19).

The Board thanked the Director of Strategy & Planning for a useful report.

*Richard Duke left the meeting.*

## 9. **AULA Presentation of Evaluation**

*Ann Healey, Course Director BA (Hons) Business Management, and Steve Hunter, Head of Division Human Sciences, joined the meeting.*

The PVC (Education) explained that AULA's platform provides high-quality digital learning opportunities at other universities. The University launched a pilot to run from September and December using their platform to support students in 6 modules across 2 Schools. An early evaluation of the pilot's performance was carried out on data obtained from weeks 1 to 5 of the pilot and includes feedback from 17% of students (40 out of 326 students).

The PVC (Education) summarised the early evaluation's findings.

Ann Healey, an academic staff member involved in the pilot, explained the goals of AULA's active learning platform as follows; supporting student engagement, promoting a sense of community, and delivering a hybrid learning environment to improve student satisfaction. She then presented examples of the platform's layout and students' interactions during the pilot.

The Board noted that the AULA platform appears to have had a positive impact on student-to-student interaction and learning during the pilot. Students asked questions and answered each other's questions before



academic staff had responded to them. The platform also promoted student-to-lecturer engagement, as any student feedback provided by lecturers was visible to all students studying that module.

The Board noted that students were actively encouraged to download AULA onto their phones during the pilot.

The Board noted that it is not yet known whether the platform could improve retention, but that the AULA platform is a step forward from Moodle. It has a more sophisticated aesthetic, fosters a sense of belonging between users, and was overall well received by students.

The Board discussed whether it was difficult to convert the format of teaching materials from one form to another for circulation via the AULA platform. It was noted that the AULA team took existing materials and transferred these to their platform for the pilot. They also made suggestions to support staff with this process in future, so new materials do not need to be created.

The Director of Academic Quality Development commented that the pilot offers an opportunity to reflect on how the University develops resources institutionally for online or hybrid delivery. He noted that the technology we use is almost a secondary factor; our methods and approach to hybrid delivery are the most important factor for successful dissemination of materials.

The Board discussed continuation and expansion of the pilot. The PVC (Education) supported expansion of the pilot to test the platform across more subjects, Schools, and student groups. She encouraged thorough and cautious testing of the platform, as it is important to agree on our institutional approach to the technology and develop support for colleagues to use it, before considering a larger pilot or rollout. Other Board members supported a larger pilot of the platform across all Schools, with continued testing even after rollout. It was noted that blended learning is not a substitute for face-to-face learning, so it is unnecessary to act too cautiously in introducing new technology.

It was suggested that a staged approach to rollout should be taken starting with Level 4, as it would be overwhelming for Level 6 students to engage with new technology in their final year.

The Board noted that the ADG and UMC would consider the continuation of the pilot in November. Following these discussions, a plan could be developed to agree which modules would pilot the platform in Semester 2.

The PVC (Education) requested that Deans interested in testing the platform in Semester 2 should contact her.

*Ann Healey and Patrick Callaghan left the meeting.*

10. **Calendar consultation – update on planning for January starting courses**

The Director of Academic Quality Development explained the options for the Semester 2 (also known as January-starts Semester 1) calendar. The Board noted that the options are only for 2021/22 and that a full year calendar consultation would be undertaken after the Semester 2 calendar is agreed.

The Board noted that all options include some form of compressed teaching to avoid creating problems for progression and awards decisions with exam boards.

The Board discussed the three options, noting that option 1 is similar to the status quo, whilst options 2 and 3 differ in more significant ways.

It was suggested that compressing teaching weeks would result in UKVI complications.

It was suggested that a one-off compressed June or July teaching term could be developed for apprentices only.

The Chair requested that Board members provide feedback on their preferred option, and any strong feedback against the options proposed, to The Director of Academic Quality Development out of committee by 30 October.

11. **Lecture capture policy**

The PVC (Education) introduced the report. She noted that the most recent survey shows that an estimated 84% of comparator institutions have lecture capture. It was hoped that the University's policy would benchmark well against its comparators. She noted the importance of agreeing a policy that protects staff so that they feel confident to engage with lecture capture, especially as the University already delivers thousands of lecture capture pieces every week.

The Board noted that the trade unions would be consulted on any changes to the policy.

The PVC (Education) reminded the Board that lecture capture is not intended as a substitute for face-to-face teaching. She added that the policy has an extensive list of reasons to opt-out, and also includes an appeal process to any decisions taken by Deans regarding opt-outs.

The Board discussed staff consultation on the policy, noting that there has not been time to hold a broader consultation with staff. It was noted that the policy had been discussed at a recent staff forum and the following questions had arisen. The PVC (Education) replied to the queries.

- When would the policy be reviewed?  
It was agreed that the Board reviews it in a year and following that every three years.

- Would hourly paid lecturers be covered by the policy?  
It was confirmed that they would be covered by the policy.
- How long would recorded lectures be retained by the University?  
It was suggested that this should be clarified in section 8.1 of the policy. The PVC (Education) proposed that lectures are retained for the length of the module plus two years, as encouraged by the OfS, or the length of the module plus one year.
- If a lecturer would like to re-use a lecture previously captured by a colleague, could the lecturer contact the originator of the lecture rather than the Dean for permission to use the material?  
The Board noted that the PVC (Education) would check whether this would be possible and agree a consistent approach out of committee.
- Would this policy cover asynchronous lectures?  
It was confirmed that this policy only covers live lectures. A policy on asynchronous lectures is needed. It would be developed at a slower pace. The Board noted that most asynchronous lectures are already captured and made easily accessible to students.

The Board discussed whether captured lectures could be used as evidence in proceedings resulting from a student complaint. An example was given of a student hearing or seeing something they found offensive in a captured lecture. The PVC (Education) confirmed that captured lectures would not be used as evidence in performance management processes by HR, however if complaints proceedings involved police action then recordings would need to be made available to police. This would be the case if the lecture was formally captured or recorded informally by a student. The Board recommended that this is clarified in the policy.

The Board discussed whether captured lectures would be used as evidence in complaints proceedings involving matters related to freedom of speech, as opposed to matters of suspected criminal activity like hate speech. The PVC (Education) explained that freedom of speech is protected by a separate policy at the University, but she would amend the lecture capture policy to highlight the distinction between freedom of speech and criminal action.

The Board was supportive of the revised policy, accepting that section 8.1 would be revisited, the policy would be reviewed in a year and following that on a three-year cycle, and a policy on asynchronous lectures would be considered.

The Board noted that the next step towards implementing the policy would be a consultation with the UCU and JNCC trade unions in late November. If issues arise as a result of these discussions, the PVC (Education) noted that these issues would be shared with the Board and the policy would be brought back for a final decision on implementation. She noted that the trade unions do not have to agree to the policy, but it is hoped that they are comfortable

with it.

## 12. **Regulation amendments due to COVID-19**

The Board noted that the academic regulations amendments had been considered by the ADG and the QSC. The Board approved the proposed changes.

## 13. **The Racial Awarding Gap and APP Programme**

*Kate Ellis, Nadia Gaoua and Steve Hunter left the meeting.*

The PVC (Education) summarised the evidence that shows that the University has significant differentials, some of which are widening, between certain student groups despite colleagues' efforts to minimise such gaps. She added that the University needs a better understanding of interventions that it hasn't tried yet, to reflect on how it shares positive action taken in certain areas across the organisation, and to benchmark itself against other universities.

The PVC (Education) invited colleagues to get involved with the working groups. She requested that one individual from each School volunteers to contribute to the relevant groups and gets involved with racial awarding gap work in particular.

## 14. **Decolonising the Curriculum**

The PVC (Education) introduced the proposal to establish a Task and Finish Group to consider what the University's decolonising vision should be. The Board noted that the proposal was developed with colleagues across the University and from the LSBSU. The PVC (Education) summarised that the proposal would be to develop a first draft of a vision, to be considered by the Board at the next meeting.

The PVC (Education) invited Board members to contact her if they would like to be involved.

The Board discussed the proposal, noting that the intention would be to increase the performance of underperforming groups and, in doing so, benefit the overall student body.

The Board discussed the proposal for the Research Committee to consider how decolonising is relevant for research and place strategies, with a report at the next meeting. The Chief Operating Officer was concerned that this may cause mission creep to a broader discussion about community visions, rather than decolonising within an academic context.

The Board was supportive of the proposal and welcomed a report for discussion at the next meeting.

15. **Student Union Issues (as required)**

The SU President confirmed that there are no issues to raise at this level. She noted that a revamped Student Voice report had recently been presented to the Student Experience Committee and any student issues had been raised at its last meeting. She added that the Student Experience Committee is a useful forum, but she would like a review of the Committee's membership.

16. **Annual Research Ethics report**

The committee received the report and agreed that the Chair of the University Ethics Committee has done a good job of overseeing this area.

17. **Partner Management Process and HAPLO**

*Janet Jones, Helen Aston, Gilberto Buzzi, Rosie Holden and Luke Murray left the meeting.*

The Associate PVC (International) introduced the new electronic process to manage the University's partnerships via HAPLO. He noted that the new process was developed with colleagues from the TQE, GovLegal and Finance teams. He highlighted that the proposal included splitting the approval process for international and UK collaborations to improve transparency, and using HAPLO to create one repository for all partnerships data. The Board noted that training would be offered to support staff in understanding the new process.

The Board discussed the new process. It was recommended that the University evaluates the way in which staff use HAPLO during its rollout, as the system is not very intuitive. It was noted that the University's choice of partnerships and the environment in which those partners operate engages with the Equality Act 2010.

The Board discussed how the quality of franchise validations would be assured as part of the process. The Associate PVC (International) explained that the University is given permission to operate in other countries to provide educational opportunities that the country may not otherwise have. He added that providing opportunities within foreign countries is a much more effective way to improve access to opportunity than receiving international students.

The Director of Academic Quality Development was concerned that LSBU Global's approach to identifying, assessing and approving academic risk in the process was still unclear. He noted the importance of understanding clearly how academic risk would be dealt with during the process, as partners would be using the University's awarding powers. The Associate PVC (International) explained that Phase 1 of the process would include investigation of the financial and legal aspects of any proposed partnership, and risks identified would be flagged to the TNE Board, the minutes of which are shared with the QSC. Any concerns could then be discussed by this

Board and the Board of Governors as needed.

The Chief Operating Officer noted that the Board needs to be careful not to overreach its remit in its discussion of the process, as oversight of partnerships is shared with the Executive. The Board is responsible for oversight of academic risk, whilst the Executive is responsible for operational risk.

The Board asked the Associate PVC (International) to resolve the issues raised out of committee, and to attend the next meeting to discuss the new process in more detail if necessary.

John Cole noted that the Board of Governors is concerned about the values and behaviours of the University's partners. He noted the importance of the University's brand and associations, and the need to be conscious of its values and whether those are shared by its partners.

**18. Reports from sub-committees**

The committee received the reports.

**19. AOB**

The Chair thanked the Board for their contributions to the meeting. He suggested that an extra half an hour is built into the timing of the next meeting.

**Date of next meeting  
2:00pm on Wednesday, 24 February 2021**

**Confirmed as a true record**

..... (Chair)

**ACADEMIC BOARD - WEDNESDAY, 22 MAY 2020  
ACTION SHEET**

<b>Agenda No</b>	<b>Agenda/Decision Item</b>	<b>Action</b>	<b>Date Due</b>	<b>Officer</b>	<b>Action Status</b>
4.	Academic calendar consultation	To set up a Task & Finish Group to consider the timings of courses beginning in January 2021.	June 2020	Pat Bailey	Completed

**ACADEMIC BOARD - WEDNESDAY, 17 JUNE 2020  
ACTION SHEET**

<b>Agenda No</b>	<b>Agenda/Decision Item</b>	<b>Action</b>	<b>Date Due</b>	<b>Officer</b>	<b>Action Status</b>
9.	Academic planning and course development update	To review the mechanisms for shortening the course development approval timeline, including the possibility of interdisciplinary strategy sessions.	June 2021	Marc Griffith	Update during matters arising

## ACADEMIC BOARD - WEDNESDAY, 3 SEPTEMBER 2020 ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Review of academic KPIs for 2019/20	To convene a sub-group to agree the Student Success measures.	28 October 2020	Pat Bailey	Completed
		Director of Strategy and Planning to provide a report on measures for the other three Strategy pillars as well as on additional measures, such as those in the TEF metrics	December 2020	Richard Duke	On agenda
6.	Revised Degree Outcomes Statement	Set up a Task and Finish Group to agree how the degree algorithm should be reviewed in this academic year.	February 2021	Pat Bailey, Deborah Johnston and Marc Griffith	Update during matters arising
		Review the academic algorithm.	Before June 2021	Task and Finish Group	In progress
7.	Semesters 1 and 2 delivery update	Bring key decisions on the approach to S2 delivery and timeline to the Academic Board, e.g. announcement in October.	December 2020	Deborah Johnston	Completed



## ACADEMIC BOARD - WEDNESDAY, 28 OCTOBER 2020 ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Matters arising	Respond to concerns about the quality of English language provision for international students on some courses in 2019/20.	February 2021	Marc Griffith	Update during matters arising
6.	Annual Education report, including OfS Conditions of Registration	Prepare a summary of the metrics used to monitor and evaluate performance at the University and how they are used to comply with BI-B6. Share with Governors.	December 2020	Richard Duke	Completed
9.	AULA Presentation of Evaluation	Provide an update on the plan to pilot the AULA platform in Semester 2.  Contact the PVC (Education) if interested in testing the platform in their School in S2.	February 2021  February 2021	Deborah Johnston  Deans	On agenda  Completed
10.	Calendar consultation – update on planning for January starting courses	Provide feedback on the options proposed for the 2021/22 Semester 2 calendar to the Director of Academic Quality Development.  Begin full year calendar consultation.	30 October 2020  February 2021	All Marc Griffith  Pat Bailey, Marc Griffith, and the Task & Finish Group	Completed  Update during matters arising
11.	Lecture capture policy	Provide an update on policy discussions with the Unions.	February 2021	Deborah Johnston	Update during matters arising
13.	The Racial Awarding Gap and APP Programme	One individual from each School should volunteer to participate in the APP working groups.	December 2020	All Deborah Johnston	Completed
14.	Decolonising the Curriculum	Consider how decolonising is relevant for research and place strategies. Prepare a report for discussion at the next meeting.  Develop a first draft of a vision.	February 2021  February 2021	Patrick Callaghan Research Committee  Deborah Johnston Task and Finish Group	On agenda  On agenda
17.	Partner Management Process and HAPLO	Resolve the issues raised at the last meeting. Attend next meeting for further discussion of the process if needed.	February 2021	Stuart Bannerman	On agenda for next meeting, deferred due to IT outage

	INTERNAL
Paper title:	HESA Continuation Performance Indicators 2018/19
Board/Committee:	Academic Board
Date of meeting:	24 February 2021
Author(s):	Strategy, Planning & Performance Team
Sponsor(s):	Deborah Johnston, Pro Vice Chancellor (Education)
Purpose:	For Information
Recommendation:	The paper is for noting by Academic Board.

### Executive summary

HESA Continuation PIs for 2018/19 entrants will be published on 24th February 2021 for the sector. This dataset is used widely by league table publishers and the OfS for monitoring registration conditions.

Based on the preview data provided for LSBU:

- The **continuation rate** (before transfers) of UK domiciled, full-time, first degree students declined by -2.5%. This is in line with the -2.3% estimate reported to Executive by SPP in January 2020, based on our internal analysis.
- The **projected rate of obtaining a degree** for UK domiciled, full-time, first degree students declined by -3.6%. This indicator is used in the proposed new OfS compound metric “Entry to Professional Employment” (EPE).

The main implications of the decrease in 2018/19 Continuation PI are:

- Projected decline in rank in domestic league tables by c.2-3 places.
- Deterioration in OfS B3 Continuation indicators and in the proposed OfS EPE metric.
- Widened gap to HESA benchmarks.

Based on our internal analysis, 2019/20 continuation (pre transfers) has significantly improved by +5.8%, but 2019/20 data will not be published as a HESA PI until early 2022. This data may be used in the next TEF exercise which is due to be completed by September 2022.

## **HESA Continuation Performance Indicators 2018/19**

HESA Continuation PIs for 2018/19 entrants will be published on 24th February 2021 for the Sector. A preview was provided for LSBU. This dataset is used widely by league table publishers and the OfS for monitoring registration conditions.

HESA PIs are reported one year in arrears. An internal estimate of 2019/20 continuation is available based on the 2019/20 HESA Student return and 2020/21 re-enrolment data.

### **HESA Continuation PIs**

The data shows a decline in continuation rates in 2018/19 for most cohorts, including the main league table cohorts, UK domiciled, full-time, first degree continuation, 82.7% before transfers (-2.5%) (see table 1) and UK domiciled, full-time, first degree projected completion, 66.8% (-3.6%) (see table 3). As the benchmarks for these two cohorts have remained stable, LSBU's gap to HESA benchmarks has widened.

**Table 1: Continuation following year of entry: UK domiciled full-time first degree entrants who did not leave within 50 days**

<b>Measure</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>YoY Change</b>
Number of full-time first degree entrants	2,960	2,970	2,730	3,155	425
% full-time first degree entrants who <b>continue</b> or qualify at same HEP	84.8	84.4	85.2	82.7	-2.5
Benchmark - full-time first degree entrants who continue or qualify at same HEP	86.1	85.9	85.7	tbc	tbc
<b>Variance to Benchmark - continuers</b> (negative figure = adverse)	<b>-1.3</b>	<b>-1.5</b>	<b>-0.5</b>	tbc	tbc
% full-time first degree entrants who <b>transfer</b> to other UK HEP	2.9	4.3	3.1	4.9	1.8
Benchmark - full-time first degree entrants who transfer to other UK HEP	3.1	3.2	3.1	tbc	tbc
<b>Variance to Benchmark - transfers</b> (positive figure = adverse)	<b>-0.2</b>	<b>1.1</b>	<b>0.0</b>	tbc	tbc
Indicator - % full-time first degree entrants who are <b>no longer in HE</b>	12.3	11.2	11.7	12.5	0.8
Benchmark - full-time first degree entrants who are no longer in HE	10.7	10.9	11.2	11.1	-0.1
<b>Variance to Benchmark – non-continuers</b> (positive figure = adverse)	<b>1.6</b>	<b>0.3</b>	<b>0.5</b>	<b>1.4</b>	<b>0.9</b>

## Internal Continuation Analysis

As we reported to Executive in January 2020, the significant decline in continuation rates in 2018/19 was primarily driven by the foundation courses launched in 2018/19 in the School of Health and Social Care which had very poor continuation rates of 57%. Although these courses have comparatively small student populations, their underperformance has reduced the institutional continuation rate by 1 percentage point. Following an internal investigation, external review and staff changes this has considerably improved to 83% in 2019/20.

Continuation rates in 2019/20 (not including transfers) increased by 5.8 percentage points to 88.6%. This figure will be updated to include the continuation of semester 2 starters once the MIKE system is restored following the December 2020 cyber incident.

**Table 2: Internal continuation analysis – UK domiciled full-time first degree entrants who did not leave before 1<sup>st</sup> Dec**

Measure	2016/17	2017/18	2018/19	2019/20 (S1)
Continuation	83.5%	85.9%	82.8%	88.6%
Non-Continuation (inc. transfers to other providers)	16.5%	14.1%	17.2%	11.4%
Continuation Population	2937	2697	3107	3566

## OfS B3 Performance

The B3 indicators are the OfS registration conditions for quality and include thresholds for continuation in addition to other performance measures. The data is analysed in each year and at a five year average and is split by level and mode of study, with PT apprentices counted at full-time. Performance is compared to a threshold value rather than a benchmark, and cohorts falling below the threshold are highlighted for concern.

The "no concern" thresholds for continuation published in October 2019 are:

- >80% - Full-time other undergraduate (LSBU 2018/19 = 85.5%)
- >85% - Full-time first degree and UG course with PG elements (LSBU 2018/19 = 87.5%)
- >70% - Part-time undergraduate. (LSBU 2018/19 = 88.4%)

Based on this, there is no cause for concern for LSBU at provider level as all cohorts exceed the thresholds. However, the OfS has stated the intention to increase baseline thresholds and extend B3 monitoring to subject level. Part two of the OfS consultation on regulating quality and standards in HE, which is due to launch in Spring 2021, will outline details of the changes.

SPP has already performed B3 analysis at subject level which was circulated to Executive in May 2020. The five-year aggregate results show that for the full-time, first degree cohort:

- All subjects have at least one indicator of concern at the detailed split level.
- Four subjects have at least one indicator of significant concern: Computing, History, Politics and Sports and exercise science.

### OfS EPE Performance

In December 2020, the OfS published a report outlining a new measure which reports projected rates of students progressing from entry to first degree programmes through to professional employment or further study (“Entry to Professional Employment”, or EPE). This metric was initially referred to as “Start to Success” (S2S). Accompanying the report, the OfS released anonymised data by providers and by subject.

EPE is a compound metric that multiplies HESA’s projected rate of UK domiciled, full-time, first-degree students obtaining a degree (as shown in table 3 below) with Graduate Outcomes Survey results on progression of recent graduates to employment, further study or other activities.

LSBU’s 2017/18 projected rate of degree completion was 69% (based on the OfS workbook, which makes minor modifications to the published HESA PI). This measure has declined to 67% in the 2018/19 HESA PI release.

Based on the 2017/18 OfS EPE data, there were only 15 providers with a projected degree completion of 67% or below. If there is no change to LSBU’s Graduate Outcomes results, using the 2018/19 projected degree completion rate, LSBU’s EPE will decline by 1% to 44%. This equates to a percentile decline from 71<sup>st</sup> to 74<sup>th</sup>, all else being equal.

**Table 3: Projected learning outcomes (T5): UK domiciled full-time students starting first degree courses**

Measure	2015/16	2016/17	2017/18	2018/19	YoY Change
Number of full-time first degree starters	2,970	2,970	2,735	3,150	415
% full-time first degree starters <b>projected to obtain a degree</b>	70.4	69.9	70.4	66.8	-3.6
Benchmark - full-time first degree starters projected to obtain a degree	72.2	73.9	73.4	73.2	-0.2
<b>Variance to Benchmark</b> (negative figure = adverse)	<b>-1.8</b>	<b>-4.0</b>	<b>-3.0</b>	<b>-6.4</b>	<b>-3.4</b>
% full-time first degree starters <b>projected to transfer</b>	6.5	7.6	6	8.4	2.4
Benchmark - full-time first degree starters projected to transfer	6.2	6	5.9	6.3	0.4
<b>Variance to Benchmark</b>	<b>0.3</b>	<b>1.6</b>	<b>0.1</b>	<b>2.1</b>	<b>2.0</b>

We are unable to model the Projected learning outcomes internally in line with HESA's complex matrix methodology. The indicator for 2019/20 is expected to improve in line with the improved continuation rate.

### **League Table Performance**

The 2018/19 UK domiciled, full-time, first degree continuation will be used in the Guardian league table 2022, due for publication in either May or September 2021. As the Guardian league table continuation is calculated at subject level, adjusted for student demographics and then aggregated, it is not possible to forecast exactly how this institutional decline will affect the performance in the table. However, a high level model shows that a 0.8% decline for all subjects could result in a 3 place decline, however, it is unlikely that all subjects would show a uniform decline.

The UK domiciled, full-time, first degree projected completion plus projected transfers will be used in the CUG and the Times Good University Guide league tables, expected to be published in April and September 2021 respectively. Currently, the completion indicator used in the CUG for LSBU ranks 116<sup>th</sup> /130, the updated figure of 75.2% ranks 118<sup>th</sup> /130, assuming no change to the others in the table. Similarly, for the Times GUG, the same completion indicator is used and ranks 118<sup>th</sup>/131, the updated figure ranks 120<sup>th</sup> /131, assuming no change to the others in the table. This indicator is not adjusted for subject or included in the subject tables in either publication.

## Appendix 1: Continuation rates of other Cohorts

Full-time other undergraduate have improved by +10.3% if transfers are counted as continuing, however the population has declined by nearly 50% from 130 entrants to 70.

**Table 4: Continuation following year of entry: UK domiciled full-time other undergraduate entrants who did not leave within 50 days**

Measure	2015/16	2016/17	2017/18	2018/19	YoY Change
Number of full-time other undergraduate entrants	205	210	130	70	-60
Indicator - % full-time other undergraduate entrants who are <b>no longer in HE</b>	15.1	27.5	24.8	14.5	-10.3
Benchmark - full-time other undergraduate entrants who are no longer in HE	16	16.6	16.7	15.7	-1.0
<b>Variance to Benchmark</b> (positive figure = adverse)	<b>-0.9</b>	<b>10.9</b>	<b>8.1</b>	<b>-1.2</b>	<b>-10.3</b>

The 2017/18 part-time first degree cohort continuation after 2 years has declined by -5.3% if transfers are counted as continuing. However, the benchmark for non-continuation has increased by 1.5%, indicating a decline for the sector.

**Table 5: Continuation two years following year of entry: UK domiciled part-time first degree entrants who did not leave within 50 days**

Measure	2014/15	2015/16	2016/17	2017/18	YoY Change
Number of part-time first degree entrants	310	365	365	385	20
% part-time first degree entrants who <b>continue</b> or qualify at same HEP	85.1	84	93.1	86.8	-6.3
Benchmark - part-time first degree entrants who continue or qualify at same HEP	80	78.4	84.7	tbc	tbc
<b>Variance to Benchmark</b> (positive figure = favourable)	<b>5.1</b>	<b>5.6</b>	<b>8.4</b>	tbc	tbc
% part-time first degree entrants who <b>transfer</b> to other UK HEP	2.3	3.6	0.5	5	4.5
Benchmark - part-time first degree entrants at other UK HEP	1.8	2.3	2	tbc	tbc
<b>Variance to Benchmark</b> (positive figure = adverse)	<b>0.5</b>	<b>1.3</b>	<b>-1.5</b>	tbc	tbc
% part-time first degree entrants who are <b>no longer in HE</b>	12.7	12.4	6.3	11.6	5.3
Benchmark - part-time first degree entrants who are no longer in HE	18.2	19.3	13.3	14.8	1.5
<b>Variance to Benchmark</b> (negative figure = favourable)	<b>-5.5</b>	<b>-6.9</b>	<b>-7.0</b>	<b>-3.2</b>	<b>3.8</b>

## **Appendix 2: Undergraduate continuation definitions**

### **HESA Continuation PI (T3)**

This method is based on tracking students from the year they enter an HE provider to the following year (for full-time students, T3a-T3d) or the following two years (for part-time students, T3e) and provides information about where the students are in that year: continuing at the same HE provider (either on the same course or elsewhere in the HE provider), transferred to another HE provider, or absent from higher education completely.

### **HESA Projected Completion PI (T5)**

The HESA PI projected rates of completion involves identifying a starting cohort, consisting of all students who started at the HE provider (HEP) on a full-time first degree course of study in a particular year. Their future progression outcomes – whether they qualify, transfer to another HE provider, or do not continue – are then projected, based on current progression patterns at their HE provider.

It is important to define the stage that a student has reached by reference to four years of data. These are: the 'reference year', which is the year to which all calculations relate; the two years prior to the reference year; and the year following the reference year.

A 'transition population' is defined, which will be used to determine the pattern of progression at the HE provider. This is essentially all students who are currently, or were in the previous year, full-time first degree students. Their current state is then analysed. The progression of the starters can be computed by applying the transition matrix to the vector of starters.

The T5 technical definition is available here: <https://www.hesa.ac.uk/data-and-analysis/performance-indicators/outcomes/technical>

### **OfS B3 Continuation**

This is the same as the HESA continuation indicator, however apprenticeship entrants are grouped together with full time entrants.

### **Internal Continuation metric in MIKE**

This is calculated in line with the HESA continuation indicator, however it does not include transfers as it is not possible to identify these separately from non-continuers in the internal QL dataset. Students who withdraw are not obliged to inform LSBU that they are transferring to another provider.



	INTERNAL
Paper title:	Quality & Standards Committee revised Terms of Reference
Board/Committee:	Academic Board
Date of meeting:	24 February 2021
Author(s):	Dominique Phipp, Secretary to the Academic Board and its Sub-Committees
Sponsor(s):	Deborah Johnston, Chair of the QSC
Purpose:	To define the purpose, scope and authority of the Committee
Recommendation:	The Board is requested to discuss and approve the revised Terms of Reference.

### Executive summary

The proposed changes to the Terms of Reference include:

- More clearly defining the purpose and line of accountability to the Academic Board;
- Consolidating the Committee's remit into fewer bullet points to reduce repetition;
- Expanding and more clearly defining the remit of the committee to include oversight of academic provision at transnational institutions, academic scrutiny of new awards and collaborative partnerships, and responsibility for ensuring appropriate action is taken in response to any areas of concern identified in reports to the committee;
- Updating the job titles of members in 2.1;
- Clearly defining that the committee's remit does not include operational decision making, approving or suspending of partnerships / courses, or delivery of action plans.

Below is a copy with track changes, followed by a clean copy of the same draft.

## Quality and Standards Committee

### Terms of Reference

The purpose of the Quality and Standards Committee is to assure the Academic Board that standards of academic delivery meet expectations, to advise on effectiveness, and to recommend enhancement activity. The committee should ensure that its activity contributes to continuous improvement against the strategic goals of LSBU's Group Corporate Strategy, and compliance with the OfS's ongoing conditions of registration.

#### 1. Remit

1.1 The remit of the committee is delegated by the Academic Board. The Quality and Standards Committee exists ~~is~~ to:

1.1.1 Oversee and implement the framework for the quality and standards of academic provision (undergraduate, taught postgraduate, apprenticeships, and research postgraduate programmes) and the student academic experience at the University;

1.1.2 Monitor, discuss any areas of concern, and ensure appropriate action is taken in response to any quality matters identified in annual reporting on course validations, course monitoring, module evaluations, School Quality Standards and Assurance Reviews, and other reporting on academic provision;

1.1.3 Monitor, discuss any areas of concern, and ensure appropriate action is taken in response to any quality matters identified in annual reporting on, academic misconduct, students' appeals against exam board decisions, and other reports on the student academic experience;

1.1.4 Oversee and monitor the quality of academic provision at transnational institutions the University collaborates with, and ensure appropriate action is taken in response to any quality matters identified;

1.1.5 Be responsible for the maintenance of academic regulations, policies and codes of practice. Consider changes to these documents and make recommendations to the Academic Board as necessary;

1.1.6 Oversee and respond to the requirements of external quality assurance bodies, such as the Office for Students, Ofsted, the Quality Assurance Agency, and Professional, Statutory and Regulatory Bodies;

~~1.1.1 recommend~~ Provide academic scrutiny of proposals for new, and the re-validation of existing, academic awards and educational collaborative partnerships. Make recommendations to the Academic Board;

~~1.1.2~~

~~review annual reports on validation and review ensure university processes meet quality requirements in terms of standards, efficiency and consistency~~

**Commented [DP1]:** Have not removed this – it is part of 1.1.2

~~1.1.3~~

~~1.1.4 review academic partnerships, and ensure processes for approval and support meet mission, quality and economic requirements~~

**Commented [DP2]:** Have not removed this – it is part of 1.1.6

~~1.1.5~~ 1.1.7

~~1.1.6 approve collaborative arrangements~~

**Commented [DP3]:** QSC doesn't approve these arrangements. It should do 1.1.2 and 1.1.6, but is not the ultimate approval body for these workstreams.

~~1.1.7 review external examiners' reports identifying any areas of concern, at course level or in terms of university processes, and make recommendations for risk management and enhancement accordingly~~

**Commented [DP4]:** Have not removed this – it is part of 1.1.4

~~1.1.8 review annual reports on appeals against exam board decisions~~

**Commented [DP5]:** Have not removed this – it is part of 1.1.3

~~1.1.9 review annual reports on academic misconduct~~

**Commented [DP6]:** Have not removed this – it is part of 1.1.3

~~1.1.10 review~~ Review academic audit reports, evaluate the robustness of responses and action plans, and monitor evidence of their implementation; of the action plans

~~1.1.11~~ 1.1.8

~~1.1.12 oversee annual portfolio review~~

~~oversee quality assurance process for research awards~~

**Commented [DP7]:** This is part and parcel of 1.1.1

~~1.1.13~~ 1.1.9 Monitor data on student progression, completion, graduate employment, grade inflation, attainment, and awarding. Ensure appropriate action is taken in response to identified quality matters concerning student academic outcomes;

~~1.1.14~~ 1.1.10 Ensure action in response to identified quality matters is taken at the relevant level (institution, faculty, school, programme), taking proper account of the views of students, members of staff, external examiners, and external quality bodies.

## 2. Membership

2.1 Membership consists of the following:

- PVC (~~Students and Education~~) (~~C~~hair)
- School Directors of Education and Student Experience (or alternate) (x7, 1 per school)
- Vice President, Education, Students' Union (or alternate)
- Director ~~of Teaching Academic~~ Quality and Enhancement (or alternate)
- Deputy Director of Academic Quality and Enhancement (added Nov 2016)
- Deputy Director of Academic Quality and Enhancement, Technical (added Jan 2018)
- Academic ~~Director for Collaborative Partnerships~~ Dean, LSBU Global
- Associate PVC International ~~Director of International~~ (or alternate) (added Aug 2018)
- Associate Director of Research and Head of The London Doctoral Academy (or alternate) (added Jun 2017)

2.2 A quorum consists of 5.

2.3 The committee meets at least four times per year.

## 3. Reporting Procedures

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

*Approved by the Academic Board on 8 July 2015*

*Updates approved by Academic Board, 2 November 2016*

*Updates approved by Academic Board, 24 February 2021*

## **Quality and Standards Committee**

### **Terms of Reference**

The purpose of the Quality and Standards Committee is to assure the Academic Board that standards of academic delivery meet expectations, to advise on effectiveness, and to recommend enhancement activity. The committee should ensure that its activity contributes to continuous improvement against the strategic goals of LSBU's Group Corporate Strategy, and compliance with the OfS's ongoing conditions of registration.

#### **1. Remit**

1.1 The remit of the committee is delegated by the Academic Board. The Quality and Standards Committee exists to:

- 1.1.1 Oversee and implement the framework for the quality and standards of academic provision (undergraduate, taught postgraduate, apprenticeships, and research postgraduate programmes) and the student academic experience at the University;
- 1.1.2 Monitor, discuss any areas of concern, and ensure appropriate action is taken in response to any quality matters identified in annual reporting on course validations, course monitoring, module evaluations, School Quality Standards and Assurance Reviews, and other reporting on academic provision;
- 1.1.3 Monitor, discuss any areas of concern, and ensure appropriate action is taken in response to any quality matters identified in annual reporting on, academic misconduct, students' appeals against exam board decisions, and other reports on the student academic experience;
- 1.1.4 Oversee and monitor the quality of academic provision at transnational institutions the University collaborates with, and ensure appropriate action is taken in response to any quality matters identified;
- 1.1.5 Be responsible for the maintenance of academic regulations, policies and codes of practice. Consider changes to these documents and make recommendations to the Academic Board as necessary;
- 1.1.6 Oversee and respond to the requirements of external quality assurance bodies, such as the Office for Students, Ofsted, the Quality Assurance Agency, and Professional, Statutory and Regulatory Bodies;

- 1.1.7 Provide academic scrutiny of proposals for new, and the re-validation of existing, academic awards and educational collaborative partnerships. Make recommendations to the Academic Board;
- 1.1.8 Review academic audit reports, evaluate the robustness of responses and action plans, and monitor evidence of their implementation;
- 1.1.9 Monitor data on student progression, completion, graduate employment, grade inflation, attainment, and awarding. Ensure appropriate action is taken in response to identified quality matters concerning student academic outcomes;
- 1.1.10 Ensure action in response to identified quality matters is taken at the relevant level (institution, faculty, school, programme), taking proper account of the views of students, members of staff, external examiners, and external quality bodies.

## **2. Membership**

2.1 Membership consists of the following:

- PVC (Education) (Chair)
- School Directors of Education and Student Experience (or alternate) (x7, 1 per school)
- Vice President, Education, Students' Union (or alternate)
- Director of Academic Quality and Enhancement (or alternate)
- Deputy Director of Academic Quality and Enhancement (added Nov 2016)
- Deputy Director of Academic Quality and Enhancement, Technical (added Jan 2018)
- Academic Dean, LSBU Global
- Associate PVC International (or alternate) (added Aug 2018)
- Associate Director of Research and Head of The London Doctoral Academy (or alternate) (added Jun 2017)

2.2 A quorum consists of 5.

2.3 The committee meets at least four times per year.

## **3. Reporting Procedures**

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

*Approved by the Academic Board on 8 July 2015*

*Updates approved by Academic Board, 2 November 2016*

*Updates approved by Academic Board, 24 February 2021*

	INTERNAL
Paper title:	Revised Research Committee Terms of Reference
Board/Committee:	Academic Board
Date of meeting:	24 February 2021
Author(s):	Yvonne Mavin, Head of Compliance and Systems Dominique Phipp, Secretary of the Research Committee
Sponsor(s):	Patrick Callaghan, Chair of the Research Committee
Purpose:	For Approval
Recommendation:	The Board is requested to discuss and approve the updated terms of reference.

### Executive summary

The proposed changes to the Terms of Reference include:

- More clearly defining the purpose and line of accountability to the Academic Board.
- More clearly defining the remit of the committee to include oversight of:
  - research reporting and metrics, and their rationale. Whilst the committee is not responsible for research income generation it does consider the impact from grants won.
  - methodology for allocating research funding and evidencing returns.
  - approaches to assessing the quality of research.
  - ethics of research.
  - review of relevant policies and procedures.
  - PGR student outcomes and satisfaction.
- Emphasising the committee's role in promoting LSBU's research and reputation, and developing the research environment in line with the corporate strategy.
- Updating terminology, including "HEFCE" to "OfS", and job titles in 2.1.
- Adding the Chair of the University Ethics Panel as a committee member.
- Updating the term and appointment processes for the Chair, and nomination process for the PGR student and Professoriate representatives. This will reduce the number of nominated posts requiring nomination by a panel of committee members and enable the LSBSU and Professoriate to select their own representatives.

Below is a copy with track changes, followed by a clean copy of the same draft.

## Research Committee

### Terms of Reference

The Research Committee is responsible for overseeing all aspects of research at LSBU and ensuring that activity contributes to continuous improvement against the strategic goals of LSBU's Group Corporate Strategy, and compliance with the OfS's ongoing conditions of registration.

#### 1. Remit

1.1 The remit of the Committee is delegated by the Academic Board. It exists to monitor, and evaluate and support the strategic development of the research environment including:

~~1.1.1 repository of research publications and publication reports~~ oversight of research systems/data capture for research outputs

~~1.1.2 PhD student progression, retention, and completions, and oversight of the appeals process for PhDs~~

1.1.2 reporting structure for research activities and performance of the in relevant research structures including Professoriate, Units of Assessment, Schools/Group and Research Centres across all academic research outputs and outcomes both scholastic and income generating insofar as it creates impact

1.1.3 assessment methodology for quality of research

~~4.1.3~~ 1.1.4 annual assessment of research, both qualitative and quantitative, evidencing trends and impact of interventions

~~1.1.5 outcomes in research grants and awards~~ PGR student recruitment, progression, retention, and completions, and oversight of the appeals process for PhDs

~~4.1.4 post graduate research~~ PGR student satisfaction

~~4.1.5~~ 1.1.6

~~4.1.6~~ 1.1.7 research related responses to EU, RCUK and HEFCE-OfS

~~4.1.7~~ 1.1.8 ethics of research

~~4.1.8~~ 1.1.9 appointment of external examiners for annual Unit of Assessment review, Annual University Research Audit review, and REF 2020 preparation

~~4.1.9~~ 1.1.10 participation and performance in major research assessment exercises, in particular the REF and its successors



1.1.11 management of the research environment through regular review of relevant policies and procedures and funding allocation methodologies

1.1.12 ensure alignment of research environment and research outputs with corporate strategy including commitments to EDI and support for SDG

~~1.1.10~~ 1.1.13 promotion of research and reputation

The Research Committee is also responsible for informing the Academic Board's annual assurance report to the Board of Governors about the continuous improvement of the quality and standards of research at LSBU.

## **2. Membership**

2.1 Membership consists of:

- Dean (Chair) - position to rotate every two years
- Dean (Vice-Chair) - to succeed Chair
- School Directors of Research and Enterprise (x7, per school)
- Director for REI ~~Director of Research and Enterprise~~ (or alternate)
- Head of the Research Office ~~Associate Director of Research~~ (or alternate)
- Chair of the University Ethics Panel
- Nominated representative of PGR students (x2) - LSBSU to nominate
- Nominated representative of Academic Related Resources
- Nominated representative of Professoriate (x2) - Professoriate to nominate
- Nominated representative of Post-Docs (x2)

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

2.3 A quorum consists of 5 members.

2.4 The committee meets three times per year.

## **3. Reporting Procedures**

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

*Approved by the Academic Board on 8 July 2015*

*Amendments to 1.1.8 and 2.1 approved by Academic Board on 2 November 2016*

*Amendments to 2.1 approved by the Academic Board on 19 June 2019*

*Amendments to 1. and 2.1 approved by the Academic Board on 24 February 2021.*

## **Research Committee**

### **Terms of Reference**

The Research Committee is responsible for overseeing all aspects of research at LSBU and ensuring that activity contributes to continuous improvement against the strategic goals of LSBU's Group Corporate Strategy, and compliance with the OfS's ongoing conditions of registration.

#### **1. Remit**

1.1 The remit of the Committee is delegated by the Academic Board. It exists to monitor, evaluate and support the strategic development of the research environment including:

- 1.1.1 oversight of research systems/data capture for research outputs
- 1.1.2 reporting structure for research activities and performance in relevant research structures including Professoriate, Units of Assessment, Schools/Group and Research Centres across all academic research outputs and outcomes both scholastic and income generating insofar as it creates impact
- 1.1.3 assessment methodology for quality of research
- 1.1.4 annual assessment of research, both qualitative and quantitative, evidencing trends and impact of interventions
- 1.1.5 PGR student recruitment, progression, retention, and completions, and oversight of the appeals process for PhDs
- 1.1.6 PGR student satisfaction
- 1.1.7 research related responses to EU, RCUK and OfS
- 1.1.8 ethics of research
- 1.1.9 appointment of external examiners for annual Unit of Assessment review, Annual University Research Audit review, and REF 2020 preparation
- 1.1.10 participation and performance in major research assessment exercises, in particular the REF and its successors
- 1.1.11 management of the research environment through regular review of relevant policies and procedures and funding allocation methodologies
- 1.1.12 ensure alignment of research environment and research outputs with corporate strategy including commitments to EDI and support for SDG

### 1.1.13 promotion of research and reputation

The Research Committee is also responsible for informing the Academic Board's annual assurance report to the Board of Governors about the continuous improvement of the quality and standards of research at LSBU.

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- Director for REI (or alternate)
- Head of the Research Office (or alternate)
- Chair of the University Ethics Panel
- Nominated representative of PGR students (x2) - LSBSU to nominate
- Nominated representative of Academic Related Resources
- Nominated representative of Professoriate (x2) - Professoriate to nominate
- Nominated representative of Post-Docs (x2)

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

*Approved by the Academic Board on 8 July 2015*

*Amendments to 1.1.8 and 2.1 approved by Academic Board on 2 November 2016*

*Amendments to 2.1 approved by the Academic Board on 19 June 2019*

*Amendments to 1. and 2.1 approved by the Academic Board on 24 February 2021.*

	INTERNAL
Paper title:	Draft Terms of Reference for Academic Board
Board/Committee:	Academic Board
Date of meeting:	24 February 2021
Author(s):	Dominique Phipp, Secretary to the Academic Board and its Sub-Committees
Sponsor(s):	Pat Bailey, Provost
Purpose:	For Approval
Recommendation:	The Board is requested to discuss and approve the revised Terms of Reference.

### Executive summary

The proposed changes to the Terms of Reference include:

- More clearly aligning the work of the Board with the Group Corporate Strategy.
- Expanding upon the existing terms to give more detail, including emphasising the Board's role in:
  - promoting the University's reputation;
  - advising the Executive and Board of Governors;
  - monitoring and enhancing the quality and standards of academic provision, including teaching, students' learning opportunities, and the value of awards;
  - ensuring that students' interests are taken into account in decision-making;
  - ensuring that the University's academic offer and delivery provides for the diverse needs of all its students.
- Clarifying the Board's relationship with its sub-committees.
- Updating the membership list in 3.1 to include both the Chief Business Officer and PVC Education roles, and the new job titles of non-teaching staff.

Below is a copy with track changes, followed by a clean copy of the same draft.

## Academic Board

### Terms of Reference

~~The Academic Board is responsible for academic standards and the direction and regulation of academic matters.~~ The Academic Board is the University's supreme academic deliberative and decision-making body. It is responsible for strategic oversight of all academic provision, including the University's academic standards, direction and regulation.

#### 1. Remit

The Academic Board should ensure that its activity contributes to continuous improvement against the strategic goals of LSBU's Group Corporate Strategy, and compliance with the OfS's ongoing conditions of registration.

##### 1.1 The remit of the Academic Board is to:

~~4.1.1~~ support development of and approve University-level strategies relating to teaching and learning, quality enhancement, research, and student experience across all stages of the student journey. Ensure that they are consonant with the Group Corporate Strategy and monitor progress against academic key performance indicators;

~~4.1.2~~—

~~4.1.3~~ 1.1.1 \_\_\_\_\_ develop academic strategy and monitor progress against academic key performance indicators

~~4.1.4~~ 1.1.2 \_\_\_\_\_ approve the awards which the University may validate and confer, and monitor development of the University's academic portfolio;

1.1.3 maintain and enhance academic standards, assure the quality of academic provision and of students' learning opportunities, and ensure awards hold their value over time;

1.1.4 ensure that the University's academic provision anticipates and meets the diverse needs of its students;

1.1.5 seek to maintain the quality and standards of teaching and, where possible, enhance through best practice;

1.1.6 have oversight of academic ethics;

~~4.1.6~~ 1.1.7 \_\_\_\_\_ approve the University's academic and student regulations, and ensure that the regulations are appropriate, comprehensive, fair and compliant with external expectations and legal requirements, approve academic regulations and oversee their enactment, including for:

- admission of students;
- granting and annulling of degrees, qualifications and titles;
- exclusion of students for academic reasons;
- appointment and termination of appointment of internal and external examiners;
- assessment and examination of academic performance of students;
- character of curricula;
- quality of courses including validation and accreditation by external bodies; and
- granting distinctions including honorary degrees and academic titles.

1.1.8 provide scrutiny of the academic quality and suitability of the University's educational collaborations and partnerships;

1.1.9 provide advice on such other matters as the Board of Governors or the Executive may refer to Academic Board;

1.1.10 ensure that action in response to identified academic concerns is taken at the relevant level (institution, faculty, school, programme), taking proper account of the views of students, members of staff, external examiners, and external quality bodies;

1.1.11 support promotion of the University's reputation, including its research, teaching, and academic offer.

## **2. Committees**

2.1. The Academic Board may carry out its remit through sub-committees, including the Quality and Standards, Student Experience, and Research committees or other working groups from time to time.

2.2. The Academic Board should monitor the activity of its sub-committees. The minutes (or a report) of its sub-committees shall be reported to the Academic Board.

2.3. The Academic Board shall approve the terms of reference of its sub-committees.

### 3. Membership

3.1 Membership consists of the following:

<b>Holders of Senior Posts (23)</b>	Provost (Chair) Chief <del>Operating Business</del> Officer ( <del>DVC Education</del> ) <u>PVC Education</u>
<b>Senior Academic Staff and Professors (21)</b>	Deans (x7) or School Executive alternative Two nominated senior academic staff members from each school (x14)
<b>Non-teaching staff (67)</b>	Director of Academic Quality <u>Development and Enhancement</u> <del>Executive</del> Director of Student Services ( <u>Wellbeing, Sport and Employability</u> ) Nominated member of research professional staff Nominated member of technical staff Chair of the 'Professoriate' Students' Union, President Students' Union, Vice President (Education)

3.2 A quorum consists of 7 members.

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

3.4 The Academic Board meets at least three times per year. Additional meetings may be called by the Chair as deemed necessary to execute the business of the Board.

3.5 Board governors may attend any meeting of Academic Board or sub-committees to observe their proceedings.

### 4. Reporting Procedures

4.1 The minutes (or a report) of Board meetings ~~of the Committee~~ will be circulated to all members of the Board of Governors.

*Approved by the Board of Governors on 21 November 2019*

*Approved by the Board of Governors on 25 March 2021*

## **Academic Board**

### **Terms of Reference**

The Academic Board is the University's supreme academic deliberative and decision-making body. It is responsible for strategic oversight of all academic provision, including the University's academic standards, direction and regulation.

#### **1. Remit**

The Academic Board should ensure that its activity contributes to continuous improvement against the strategic goals of LSBU's Group Corporate Strategy, and compliance with the OfS's ongoing conditions of registration.

1.1 The remit of the Academic Board is to:

- 1.1.1 support development of and approve University-level strategies relating to teaching and learning, quality enhancement, research, and student experience across all stages of the student journey. Ensure that they are consonant with the Group Corporate Strategy and monitor progress against academic key performance indicators;
- 1.1.2 approve the awards which the University may validate and confer, and monitor development of the University's academic portfolio;
- 1.1.3 maintain and enhance academic standards, assure the quality of academic provision and of students' learning opportunities, and ensure awards hold their value over time;
- 1.1.4 ensure that the University's academic provision anticipates and meets the diverse needs of its students;
- 1.1.5 seek to maintain the quality and standards of teaching and, where possible, enhance through best practice;
- 1.1.6 have oversight of academic ethics;
- 1.1.7 approve the University's academic and student regulations, and ensure that the regulations are appropriate, comprehensive, fair and compliant with external expectations and legal requirements, and oversee their enactment, including for:
  - admission of students;
  - granting and annulling of degrees, qualifications and titles;
  - exclusion of students for academic reasons;
  - appointment and termination of appointment of internal and external examiners;
  - assessment and examination of academic performance of students;



- character of curricula;
  - quality of courses including validation and accreditation by external bodies; and
  - granting distinctions including honorary degrees and academic titles.
- 1.1.8 provide scrutiny of the academic quality and suitability of the University's educational collaborations and partnerships;
- 1.1.9 provide advice on such other matters as the Board of Governors or the Executive may refer to Academic Board;
- 1.1.10 ensure that action in response to identified academic concerns is taken at the relevant level (institution, faculty, school, programme), taking proper account of the views of students, members of staff, external examiners, and external quality bodies;
- 1.1.11 support promotion of the University's reputation, including its research, teaching, and academic offer.

## **2. Committees**

- 2.1. The Academic Board may carry out its remit through sub-committees, including the Quality and Standards, Student Experience, and Research committees or other working groups from time to time.
- 2.2. The Academic Board should monitor the activity of its sub-committees. The minutes (or a report) of its sub-committees shall be reported to the Academic Board.
- 2.3. The Academic Board shall approve the terms of reference of its sub-committees.

### 3. Membership

3.1 Membership consists of the following:

<b>Holders of Senior Posts (3)</b>	Provost (Chair) Chief Business Officer PVC Education
<b>Senior Academic Staff and Professors (21)</b>	Deans (x7) or School Executive alternative Two nominated senior academic staff members from each school (x14)
<b>Non-teaching staff (7)</b>	Director of Academic Quality Development Director of Student Services (Wellbeing, Sport and Employability) Nominated member of research professional staff Nominated member of technical staff Chair of the 'Professoriate' Students' Union, President Students' Union, Vice President (Education)

3.2 A quorum consists of 7 members.

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

3.4 The Academic Board meets at least three times per year. Additional meetings may be called by the Chair as deemed necessary to execute the business of the Board.

3.5 Board governors may attend any meeting of Academic Board or sub-committees to observe their proceedings.

### 4. Reporting Procedures

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*Approved by the Board of Governors on 21 November 2019*

*Approved by the Board of Governors on 25 March 2021*

	INTERNAL
Paper title:	Peer Observation of Teaching
Board/Committee:	Academic Board
Date of meeting:	24 February 2021
Author(s):	Deborah Johnston and Marc Griffith
Sponsor(s):	Deborah Johnston
Purpose:	For Approval
Recommendation:	The committee is asked discuss and approve the establishment of a work stream within the Academic Development Steering Committee to develop a standardised Peer Observation of Teaching scheme for the University..

### **Executive Summary**

The paper proposes the establishment of a work stream within the Academic Development Steering Committee to develop a Peer Observation of Teaching Scheme for the University. This is required as a response to changes to the inspection / review environment, as well as a commitment made in our quality improvement plan in response to the 2019 OfSTED inspection report.

## Peer Observation of Teaching

Peer observation of Teaching (POT) is a common practice in a range of Higher Education Institutions. Usually POT is formative process where peers observe each other's teaching with the observer offering feedback. London South Bank University currently does not have a scheme in place that requires participation which presents a risk in the current quality inspection / review environment where teacher observations feature as a part of OfSTED inspections and the QAA Quality and Standards Review. The need for POT is highlighted in the LSBU 2019 OfSTED report:

Leaders' and managers' evaluation of the quality of provision, including teaching, learning and assessment, is not thorough enough.

Responding to this LSBU has committed through its quality improvement plan (QIP) to implement "Developmental Observations of Lectures, Seminars and tutorials".

**It is proposed that the Academic Board discuss and approve the establishment of a work stream within the Academic Development Steering Committee to develop a standardised Peer Observation of Teaching scheme for the University.**

### The Academic Development Steering Committee work stream

The work stream will produce a scheme for implementation in September 2021. The POT scheme would establish for LSBU the principles for the scheme by defining:

1. Who is involved (FT, PT, HPL)
2. Participation - Mandatory or Voluntary

3. What is observed (F2F, hybrid, online)
4. Its purpose – e.g. CPD
5. Its operation and frequency
6. The reporting requirements / oversight requirements
7. An implementation and training plan

## Benefits

Apart from the requirements for POT within the quality inspection landscape, teaching observations provide several benefits for the observed and the observer including:

- Encouraging discussion about teaching and effectiveness
- Promoting the sharing of good practice and learning about a range of teaching practices
- Making teaching practice visible
- Allowing space for critical reflections and action planning
- Challenging staff's own and others' assumptions about teaching

A mandatory professional practice observation scheme is a feature of the University's Achieve Scheme.

	INTERNAL
Paper title:	Update to Assessment and Examinations Procedure 2020-21
Board/Committee:	Academic Board
Date of meeting:	24 February 2021
Author(s):	Marc Griffith, Director of TQE (ag)
Sponsor(s):	Deborah Johnston
Purpose:	For Discussion
Recommendation:	The committee is asked note the changes the to Assessment and Examinations Procedure 2020-21

### Executive Summary

Responding to the new national lock down and the malicious cyber-attack that has affected our computer systems it has been necessary to update the Assessment and Examinations procedure. Given the environment in which learning and teaching is being delivered it was approved at QSC that:

- All module marks and student profiles will be reviewed at Examination Boards.
- Where significant negative impact on performance is detected Examination Boards will implement a 'no detriment' calculation.
- All students will be allowed to resubmit semester 1 assessments impacted by the malicious cyber-incident, during the April resit period without penalty.

The proposed changes allow the implementation of the above requirements.

## Update to Assessment and Examinations Procedure 2020-21

As part of the University's response to the ongoing COVID-19 Pandemic and the malicious cyber-incident that has affected our computer systems it was decided that

- All module marks and student profiles will be reviewed at Examination Boards.
- Where significant negative impact on performance is detected Examination Boards will implement a 'no detriment' calculation for individual student to ensure students are not disadvantaged by receiving lower marks.
- All students will be allowed to resubmit semester 1 assessments impacted by the malicious cyber-incident, during the April resit period without penalty.

It is recognised that for some courses, for example those with Professional Statutory and Regulatory Body (PSRB) accreditation, additional requirements may be imposed that must be considered in applying and allowing the no-detriment approach proposed.

This paper sets out the proposed changes to our existing Assessment and Examinations procedure to enable the above changes.

### Resubmission of Semester 1 assignment

It is proposed that **no change** to the procedure is required as it is within the remit of subject area examination boards to waive the application of the penalty cap for late or resubmissions. This is set out in paragraph 4.15 (pg 22) of the Assessment and Examinations procedure:

4.15 **Where a mark is capped because it is the result of a resit, or relates to work which has been submitted late, the examination board is responsible for determining whether the cap will apply.** The university will record the mark merited and a flag to indicate the cap. Except as provided below, the mark held in the student record system will be the mark agreed by the subject area examination board and will not be amended to reflect the cap.

## Module Marks review and no detriment calculation

It is recommended that the remit of the Awards and Progression Examination Board are adapted to enable the application of a no detriment approach in any circumstance where this might be required. Any decision to apply a no detriment approach will be reviewed by the University's Exceptional Awards and Progression Board to provide oversight and ensure consistency of its application across the institution.

4.24 Where a School(s) experiences a major and significant incident that has impacted an entire cohort(s) of students it may request, through the Chair of the University's Exceptional Awards and Progression Board, advice, support and approval for the implementation of a no detriment approach to mitigate the impact of the incident. ~~Where a major significant and unforeseen incident (e.g. a pandemic or cyber-incident) has impacted an entire cohort(s) of students the Award and Progression Examination board may decide to implement a no detriment approach to mitigate the impact of the incident.~~ The no detriment approach will be implemented by the Awards and Progression board. The approach implemented must be consistent and must be applied to all students to minimise any disadvantage resulting from the incident.

4.25 ~~If~~ When an Awards and Progression Examination board has ~~decided to~~ implemented a no detriment approach this must be reported to the next University Exceptional Awards and Progression Board for ~~approval~~ ratification. In reporting to the University Exceptional Awards and Progression Board the rationale, the no detriment approach implemented and evidence demonstrating that it was needed and applied fairly and consistently must be provided.



## University Exceptional Awards and Progression Board

4.32 The University Exceptional Awards and Progression Board provides oversight of the assessment processes by:

- ratifying the application of the regulations by Award and Progression Boards,
- approving the decision of an Awards and Progression board to implement a no detriment approach,
- and approving recommendations from Award and Progression Boards for progression and award decisions where the application of the regulations was not wholly possible.

4.33 The University's Exceptional Awards and Progression Board is chaired by the Pro Vice Chancellor Education and is attended by the chairs of the University's Award and Progression Boards, and the Director of Teaching Quality and Enhancement.

## Powers of the University's Exceptional Awards and Progression Board

4.34 Where an Award and Progression Board has implemented a no detriment approach, the University Exceptional Awards and Progression Board may approve the no detriment approach once it is assured that circumstances require a no detriment approach, that the approach is implemented consistently and that it is available to all affected students minimising any disadvantage.

4.35 The Award and Progression Board may refer a student's award or progression decision to the University's Exceptional Awards and Progression Board if there is a demonstrable conflict with the principles regarding the protection of student interests and/or protecting the integrity of our awards. The University's Exceptional Awards and Progression Board would determine a student's progression or award. This would require a rationale and evidence which demonstrates that the student has achieved the course learning outcomes.

	INTERNAL
Paper title:	Development of an Integrated Student Development and Support Framework
Board/Committee:	Academic Board
Date of meeting:	24 February 2021
Author(s):	Professor Tony Moss Rosie Holden Professor Deborah Johnston Professor Patrick Callaghan
Sponsor(s):	Deborah Johnston, PVC Education
Purpose:	For Approval
Recommendation:	Academic Board is asked to approve the proposed development of an Integrated Student Development and Support Framework, which would incorporate the complete range of services available to students from the applicant stage, through to graduation and becoming alumni.

**Executive Summary**

*Progress in the development and implementation of the Student Advisor Link (SAL) as part of LEAP has provided an opportunity for LSBU to review its approach to student development and support – both in terms of the types of support we offer, and how this support is structured and made available to students. However, the implementation of SAL has also made it clear that, due to a single platform being used by both professional service and academic colleagues, there are opportunities to develop a more integrated approach to student development and support. This would provide a more seamless experience for students, and would also remove some of the barriers which currently exist and make cross-departmental collaboration for student support and development very inefficient. We propose the development of an Integrated Student Development and Support Framework, which would incorporate the complete range of services available to students from the applicant stage, through to graduation and becoming alumni.*

## Background

Progress in the development and implementation of the Student Advisor Link (SAL) as part of LEAP has provided an opportunity for LSBU to review its approach to student development and support – both in terms of the types of support we offer, and how this support is structured and made available to students. At the same time, two other trends make this review vital. First, continuing challenges to our student continuation and completion data make it essential that we review the spectrum of our student support at a stage when the Covid pandemic make bottom-up, spontaneous student/staff interactions more difficult. Second, government policy is clearly moving to ‘unbenchmarked’ outcome indicators, meaning that LSBU will need a blank-slate approach to reducing student attrition.

Until recently, LEAP had been engaging with professional service and academic colleagues to develop upcoming releases of SAL which would meet their needs. Through this process, gaps in LSBU current operating model have emerged – such as the absence of a consistent approach to Personal Tutoring (both in terms of staff and student expectations, and the administrative infrastructure required to support effective personal tutoring systems). This has triggered a series of consultation sessions with academic colleagues across all schools, through which we have been able to uncover examples of excellent practice, and has highlighted where support is required to normalise exceptional support for students through personal tutoring.

However, the implementation of SAL has also made it clear that, due to a single platform being used by both professional service and academic colleagues, there are opportunities to develop a more integrated approach to student development and support. This would provide a more seamless experience for students, and would also remove some of the barriers which currently exist and make cross-departmental collaboration for student support and development very inefficient.

## Aims and Purpose

We propose the development of an Integrated Student Development and Support Framework, which would incorporate the complete range of services available to students from the applicant stage, through to graduation and becoming alumni.

This approach is based on a theory of change that suggests that our students arrive with a pre-existing series of existing skills both for learning and for achieving work-life balance. These skills will have been honed through prior study (either at school, college or in other HE settings). However, university brings new challenges and our students will need to add to their learning skills (both discipline-specific and generic) and may require additional support to achieve successful outcomes for their emotional, personal and financial situation. At the same time, many of our students may be juggling pressing time commitments (particularly where they have other work or caring commitments or long commuting journeys), may possess few additional sources of financial or academic support (particularly if they are from non-traditional or from low income backgrounds) and finally may be uncomfortable initiating conversations (particularly if they feel isolated or excluded, or if they do not know the potential range of support). Pre-existing work both in LSBU and elsewhere suggests that such vulnerability, uncertainty and lack of empowerment of students is

common place and needs to actively designed for (see particularly Zoë Leadley-Meade and Russell Goodwin (2019)).

This framework would create a coherent and unified learning environment, which recognises and includes both proactive and reactive support and development opportunities, and would in effect be a linear model which maps out a student's journey through their time with us. It would be a framework that would integrate academic and professional service colleague inputs in a unified and coherent approach that breaks down silos that work against students' time constraints and emotional wellbeing.

With an emphasis on proactive, developmental support, we would anticipate contacting students (via SAL) at key stages in their student journey to invite them to engage with different elements of support at LSBU. For instance, new students would be asked to complete a skills audit prior to beginning their studies, which would trigger contact from the relevant professional services teams and their personal tutor to discuss any support needs they might have. Such an approach moves the onus away from students to self-identify specific support needs. In this specific example, we would also minimise the number of 'referrals' required to put a student in contact with the right support – so a single skills audit might alert multiple teams to offer students support, rather than (as at present) this being managed via individual personal tutors who may need to arrange manual referrals for students to other professional support services.

Reactive support would remain a key part of the overall framework, such as may be required to support students who encounter unforeseen circumstances which impact on their ability to engage with their studies. However, we envisage that a well-designed framework with a proactive and developmental focus would significantly reduce the volume of reactive support requests from students. For example, students often seek support for skills such as academic writing only after they have received a low grade on their first summative assessment. This is clearly not optimal, we see this sort of reactive support being replaced by processes which ensure we proactively assess students' study skills support needs – potentially before they even begin their formal course of study with us.

## Proposed Workplan

We have already begin integrating discussions between academic and professional service leads as part of the development of SAL in the LEAP programme, and so the first major task will be to agree the high-level structure for the proposed framework.

Consultation, mentioned above, has already taken place across all schools, and so the outputs from this process will directly inform the Personal Tutoring-related elements of the framework, and we will also review the opportunities to integrate support from professional services in our proposed PT model.

Release 2 of SAL is scheduled for May 2021, and will be available to PSGs and, initially on a pilot basis, only to academic staff in the School of Applied Sciences. R2 will include functionality to build support plans which are, in effect, structured lists of tasks which can be assigned to students, to be completed over a period of time. Planning for Release 3 is ongoing, and this will provide additional functionality which may be required in order to support specific elements of the proposed framework.

We therefore propose the following timeline:

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February – April 2021	Consultation with key stakeholders to agree the structure of the Integrated Student Development and Support Framework
May 2021	Framework proposal submitted to Academic Board for Approval
May – August 2021	Integration of the framework into SAL R2
August 2021 – January 2022	Pilot of the framework, using SAL R2, in the School of Applied Sciences, with formal evaluation and recommendations for wider implementation
February 2022 – July 2022	Wider rollout of the framework and integration with SAL R3 (details to be determined based on the outcome of the framework pilot, and also by the functionality which is delivered by SAL R3)

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Professor Tony Moss

Rosie Holden

Professor Deborah Johnston

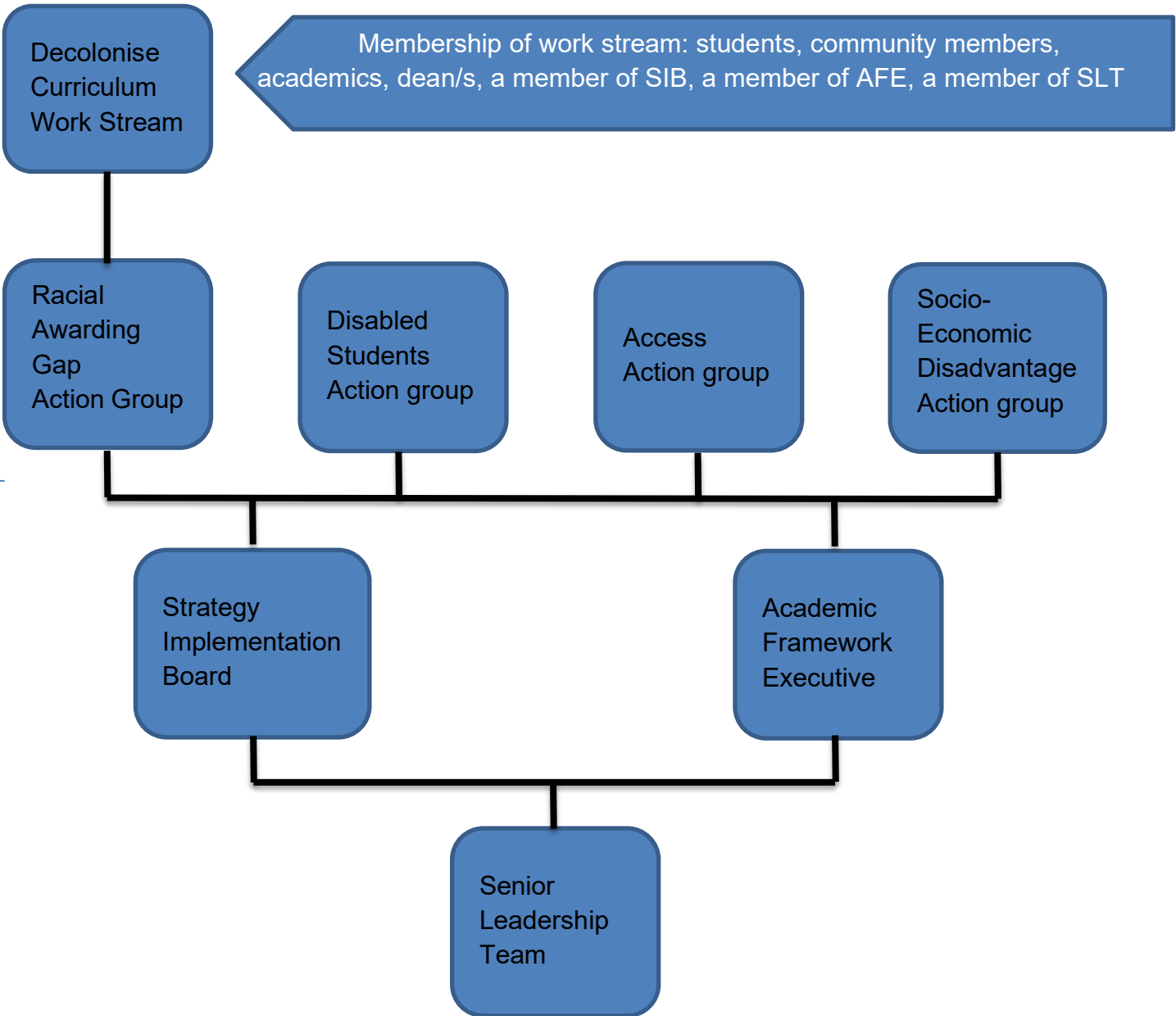
Professor Patrick Callaghan

9 February 2021

	INTERNAL
Paper title:	LSBU's Decolonising Vision
Board/Committee:	Academic Board
Date of meeting:	01 February 2021
Author(s):	<p>Musharrat Ahmed-Landeryou, Senior Lecturer in Occupational Therapy, BAME Strategic Advisory Group Institute of Health and Social Care, Convener of RaCEG and AaCEg</p> <p>Pamela Thomas, Learning Developer, CRIT</p> <p>Jannatul Ferdous, VP Welfare &amp; Equalities LSBSU</p> <p>Chloe de Boer, Projects and Delivery Manager, Student Journey</p>
Sponsor(s):	Deborah Johnston, Pro Vice Chancellor (Education)
Purpose:	For Approval
Recommendation:	Review the proposed vision for decolonising at LSBU, provide feedback and approve.

**Governance Context**

The Access & Participation Plan (APP) Programme






## What issue is LSBU’s Decolonising Vision hoping to address?

An awarding gap is a measure that compares the percentage of ‘good’ honours degrees awarded to an identified group of students to the percentage awarded to the rest, where ‘good’ means a first class or 2:1.

The racial awarding gap is one of LSBU’s largest inequality gap, specifically when comparing white and black students. We must take immediate action to narrow this gap in a much more ambitious way than we have done to date.

- For the FT cohort black students are least likely to obtain a 1<sup>st</sup> classification at a gap of **19% - 17%**.
- For the PT cohort, the gap between white and black students is much wider at **36%**, with only **6%** of black students obtaining a 1<sup>st</sup> classification.
- For both FT and PT cohorts, black students are more likely to be awarded a 2:2 than white students.
- The proportion of white students with 1<sup>st</sup> classifications is higher than the sector by **5%** on average.
- The gap between white and BME students achieving 1<sup>st</sup> classifications has shown variation over the past 6 years, between **10%** and **16%**. The Sector has increased from **8%** to **10%** in the last 6 years but is still outperforming LSBU.

Aim	Target group	Description	Baseline year	Baseline data	2024-25 Target	2018-19 progress	
Success - Non-continuation	Ethnicity	Percentage difference in non-continuation rates between White and Black students (all UG, FT)	2016-17	5.4%	2.5%	6 %	0.6 
Success - Attainment	Ethnicity	Percentage difference in attainment rates between White and Black students (all UG, FT)	2017-18	16% (note: five-year average =20.4%)	14%	21 %	5.0 
Success - Attainment	Ethnicity	Percentage difference in attainment rates between White and Asian students (all UG, FT)	2016-17	16%	8%	11%	5.0 

The inequality of opportunity for these groups is an historical problem for LSBU and while efforts to reduce it are to be applauded, there is a long way to go and much to learn. By focussing on our ways of working and how this may contribute to these disparities we can move forward and work together to close the gaps.

The NUS UUK 2019 Report on [Black, Asian and Minority Ethnic Student Attainment at UK Universities: #closing the gap](#), outlines several key evidence based approaches to closing the awarding gap. One of the key actions required:

***“Developing racially diverse and inclusive environments: University leadership teams are not representative of the student body and some***



*curriculum do not reflect minority groups' experiences. A greater focus is needed from universities, working with their students, on ensuring that students racialised as BME have a good sense of belonging at their university, while institutions need an understanding of how a poor sense of belonging might be contributing to low levels of engagement, including with curriculums, and progression to postgraduate study, embedding best practice.”*

One of the key interventions that the Racial Awarding Gap Action Group is intending to implement across LSBU is the Decolonising the Curriculum framework, to develop and embed a diversity of knowledges and cultural perspectives in the curricula, to enable students to gain an understanding how these knowledges frame the worldview. This will produce ethnically diverse and inclusive curricula, to take direct action to improve the sense of belonging and close the racial awarding gap.

### **Key Benefits to the LSBU**

- ✚ Explicitly demonstrates solidarity, civility and justice to embed antiracism across the institution through policies and practices
- ✚ Works towards accomplishing our strategic pillars of Access to Opportunity and Student Success
- ✚ Reduces our institutional risk under enhanced monitoring with the Office for Students for our current Access & Participation Plan

### **The Proposed LSBU Decolonising Vision**

On the 14<sup>th</sup> January, Deborah Johnston led a session with the Decolonising Work Stream members (18 academic, PSG and SU colleagues) to outline a set of proposed vision statements:

1. LSBU recognises the role that race, racism and racialisation have played within the Higher Education sector and we will reject it, stand against it and be actively anti-racist

Does this statement need to go further, Scottish universities signed up to this statement: **“*Racism exists on our campuses and in our society. Call it what it is and reject it in all its forms. We stand united against racism.*”** #callitracism #challengeracist behaviour #changeraciststructures <https://www.advance-he.ac.uk/we-stand-united-against-racism#declaration>

2. LSBU will engage our students as partners, working closely, collaboratively and openly to change the hierarchy by flattening the lines of communication to experts and senior staff, making them accessible for collaborative working

3. LSBU will play a noteworthy role in the sector to develop both aspiration and the tools for new decolonised approaches

4. LSBU will support the challenging implementation of this vision to lead to sustainable structural change in policies and practices

5. This vision on tackling racism and inequity in the curricula will be aligned with LSBU's EDI strategies

6. Recognising that colleagues will have different capabilities and are at different stages of engagement with the debate, LSBU will support all colleagues to engage with the decolonised vision

7. LSBU expects all courses to engage with and reflect on whether they are meeting the principles of our inclusive and decolonised vision

8. We will change our teaching and learning, building a globally relevant Inclusive Curriculum, including student voices in the way that we teach

## **Next Steps**

We are hosting our first Access & Participation (APP) Student Steering Group on the 16<sup>th</sup> February and this group will be asked to provide feed-in to this proposed vision. If there are changes to the vision proposed by the Student Steering Group, we will bring comments back to Academic Board for further review and approval.

Once the Board has reviewed, fed in and agreed the vision in principle, we will begin a programme of socialisation with both colleagues and leaders across LSBU and our student base. We aim to be very clear to our students on our vision for decolonising and co-produce the roadmap for achievement with them.

Roadmaps for delivery of each of the vision statements will be created by the members of the Decolonising Work Stream in close collaboration with students. An

implementation plan will follow, including recommendations on where to prioritise initial efforts and ensuring that we are incorporating existing plans for portfolio review / inclusive curriculum design rollout.

## Risks and Mitigation




Risk	Mitigation
What Works funding not confirmed as being ring-fenced to fund essential implementation role (research fellow)	<ul style="list-style-type: none"> <li>Confirmation from the Executive that the What Works funding has been ring fenced and a green light to begin the process of hiring a research fellow</li> </ul>
Capacity of staff to support implementation	<ul style="list-style-type: none"> <li>Roadmaps will outline required resource to deliver and funding requests will be submitted where relevant</li> <li>Implementation schedules will stretch according to existing capacity restrictions</li> </ul>
Competing priorities faced by course teams who will be asked to decolonise their curriculums	<ul style="list-style-type: none"> <li>Support for colleagues to be built into the delivery roadmap</li> <li>Where possible, a stream lining of requests to be made to simplify effort (e.g. portfolio review and universal design requests planned in with decolonising to minimise number of large change requests)</li> <li>Co-creation of implementation plans with Deaneries to ensure a realistic and acceptable pace of change depending on individual School workloads / priorities</li> </ul>

## What are other Universities doing?

Sheffield Hallam University

-  BAME Mentoring Scheme

King's College

-  Internationalisation
-  Research Group (BAME focussed research)
-  College Group

University of Central Lancashire

-  Diversity e-mentoring programme

- ✚ Decolonising campaign
- ✚ Black mental health
- ✚ Halal food on campus

#### University of Leicester

- ✚ BAME research group
- ✚ Curriculum consultants

#### City University

- ✚ EDI targets
- ✚ Students' Union Cultural Society Forum

#### **The Academic Board is requested to:**

- ✚ Review the proposed LSBU Decolonising Vision
- ✚ Provide feedback and requests for updates / clarification to the Vision
- ✚ Approve the updated Vision
- ✚ Future updates on progress / implementation of the decolonising vision will be provided twice yearly to Academic Board

## **Appendix One – Membership of the Decolonising Work Stream**

- Sanchia Alasia
- Susie Wolstenholme
- Musharrat Ahmed-Landeryou
- Anita Atwal
- Shaminder Takhar
- Pamela Thomas
- Priya Bryant (SU)
- Tony Moss
- Tanya Roberts
- Ben Lishman
- James Ganpatsingh
- Ferdous Jannatul (SU)
- Stephen Grace
- Nadia Gaoua
- Rachel Picton
- Chloe de Boer (APP Programme Manager)

At the Decolonising Vision session, led by Deborah Johnston on the 14<sup>th</sup> February, the group were largely in agreement with the outline of the vision statements and have not suggested any further amendments after the session given the opportunity.

There was some debate over using the term 'decolonising', however after further discussion it was agreed that this is the appropriate term to use for this piece of work.

	INTERNAL
Paper title:	DECOLONISING AT LSBU: DEVELOPING A STRATEGIC VISION: A research contribution
Board/Committee:	Academic Board
Date of meeting:	24 February 2021
Author(s):	Patrick Callaghan
Sponsor(s):	Deborah Johnston, PVC Education
Purpose:	For Approval
Recommendation:	To establish a specific and representative task and finish group which will examine what will be the research contribution to what an LSBU decolonising vision should be, to be debated by Academic Board.

### **Executive Summary**

*This paper follows on from the paper on decolonising LSBU presented at the last Academic Board. Following the discussion on that paper, the board requested a paper examining what will be the research contribution to an LSBU decolonising vision. This paper suggests establishing a representative research-focussed task and finish group to provide a first draft of a vision, that will contribute to a participatory process to agree an overarching Decolonising Vision for LSBU.*

*In particular, the group is asked to consider<sup>1</sup>:*

- 1. How do decolonising ideology and actions manifest themselves in research?*
- 2. How do assumptions about power affect what we select as problems for research; who finds this research; and what purposes does the research serve?*
- 3. What relationship should the researcher have with those being researched?*
- 4. What are the moral and ethical imperatives that should govern research that adheres to a decolonising methodology?*
- 5. What is the role of so-called dominant methodologies, often derived from an objective, positivist science, in decolonising methods?*
- 6. How are bodies of knowledge distorted, and what is an alternative approach that undoes these distortions?*
- 7. How can an action research orientation, with researchers working collaboratively with the communities they study, contribute to decolonising research practices?*
- 8. What are acceptable methodologies to use within a decolonising framework?*
- 9. Fundamentally, what does a decolonisation methodology look like?*
- 10. What power structures affect who are our research partners; what bodies/partners/collaborators might consciously or unconsciously be excluded as legitimate sources of knowledge?*

<sup>1</sup> This link describes some key themes and central to understanding the role of research in decolonising agendas: <https://warwick.ac.uk/fac/soc/ces/research/current/socialtheory/maps/decolonising/>

## **DECOLONISING AT LSBU: THE RESEARCH CONTRIBUTION TO DEVELOPING A STRATEGIC VISION**

This paper proposes setting up a task and finish group to examine what a re-examination of how research is conducted and envisaged at LSBU could contribute to LSBU's decolonising agenda and how it can be embedded in the LSBU Group. The group will share its work and be part of a report back to Academic Board in Semester 2 with a vision and a plan for action for debate.

This paper sets out to explore what decolonising may look like from a research point of view, why it may be beneficial to examine this, and how the HE sector in the UK and beyond has addressed this issue and what may be lessons for LSBU.

Research-informed/intensive teaching is fundamental to outstanding teaching and learning and central to our students' success, and LSBU being recognised as a leading organization for outstanding practice-led learning, fostering the development of able graduates ready to address business and societal challenges. Research, thus creates much of the 'authoritative knowledge' at the centre of all we do in the education of students.

As noted at the last Board, Decolonising is about a re-consideration and re-shaping, where necessary, of what constitutes authoritative and relevant knowledge, and methodologies from which knowledge derives, who produces this knowledge, the ideologies and values that influence what knowledge is produced, and as a result, what are the relevant subjects to study. Decolonising is all of the above, and more: it requires an ethical, ontological, and yes, political examination.<sup>2</sup>

Also noted in the last board meeting, decolonising activities are happening across LSBU in several subject areas in different Schools, but these have mostly focused on teaching and learning. A representative task and finish group proposed in this paper is asked to examine the contribution of research to the decolonising agenda of LSBU. In particular, the group is asked to consider<sup>3</sup>:

1. How do decolonising ideology and actions manifest themselves in research?
2. How do assumptions about power affect what we select as problems for research; who pays for this research; and what purposes does the research serve?
3. What relationship should the researcher have with those being researched?
4. What are the moral and ethical imperatives that should govern research that adheres to a decolonising methodology?
5. What is the role of so-called dominant methodologies, often derived from an objective, positivist science, in decolonising methods?
6. How are bodies of knowledge distorted, and what is an alternative approach that undoes these distortions?
7. How can an action research orientation, with researchers working collaboratively with the communities they study, contribute to decolonising research practices?
8. What are acceptable methodologies to use within a decolonising framework?

<sup>2</sup> Ndlovu-Gatsheni, S. 2017: Decolonising research methodology must include undoing its dirty history, *The Conversation*: <https://theconversation.com/decolonising-research-methodology-must-include-undoing-its-dirty-history-83912>

<sup>3</sup> This link describes some key themes and central to understanding the role of research in decolonising agendas: <https://warwick.ac.uk/fac/soc/ces/research/current/socialtheory/maps/decolonising/>

9. Fundamentally, what does a decolonisation methodology look like?
10. What power structures affect who are our research partners; what bodies/partners/collaborators might consciously or unconsciously be excluded as legitimate sources of knowledge?

Decolonising activities have taken on a momentum in the HE sector in the UK, driven largely by staff and student concerns for a more inclusive approach to teaching, learning and research. These are invariably controversial issues, made more so by a misunderstanding of the issues, often born of a preference for a controversial headline at the expense of reasoned debate. Perhaps the most controversial and widely reported was that of students and staff at the School of Oriental and African Studies (SOAS) 'decolonising their minds'<sup>4</sup>. More recently, the University of Leicester's decision to remove teaching in English language and medieval literature was reported as decolonising curricula, the implication being such activity saves money in staffing costs.<sup>5</sup>

Notwithstanding the negative press often associated with decolonising activities, they are reported to:

- Help reduce awarding gaps, especially racial gaps
- Foster a sense of belonging among black minority and other ethnic minority groups
- Reduce the marginalisation of such groups
- Increase the relevance of courses
- Improving graduate employability
- Enhance student satisfaction,
- Diversify academic staff.<sup>6</sup>

Decolonising research is associated with:

- Improving health outcomes in marginalised groups and enhancing the cultural appropriateness of research, especially among indigenous groups<sup>7</sup>
- Strengthening the relevance of research<sup>8</sup>

<sup>4</sup> Are SOAS students right to 'decolonise' their minds from western philosophers? *The Observer*, 2015, updated in 2017. <https://www.theguardian.com/education/2017/feb/19/soas-philosophy-decolonise-our-minds-enlightenment-white-european-kenan-malik>

<sup>5</sup> The BBC online (2021) Anger at University of Leicester's 'decolonised curriculum' plans. <https://www.bbc.co.uk/news/uk-england-leicestershire-55860810>

<sup>6</sup> NUS and UUK (2019) Black, Asian and Minority Ethnic Student Attainment at UK Universities: #closingthegap. <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2019/bame-student-attainment-uk-universities-closing-the-gap.pdf>

<sup>7</sup> Mpoe Johannah Keikelame & Leslie Swartz (2019) Decolonising research methodologies: lessons from a qualitative research project, Cape Town, South Africa, *Global Health Action*, 12:1, 1561175, DOI: 10.1080/16549716.2018.1561175: <https://doi.org/10.1080/16549716.2018.1561175>

<sup>8</sup> Barnes, BR. (2018) Decolonising research methodologies: opportunity and caution. *South African Journal of Psychology*, 48, 3: 379-87. <https://journals.sagepub.com/doi/10.1177/0081246318798294>



- Create a positive impact on under-represented and indigenous groups<sup>9</sup>

Importantly decolonising research is not about rejecting ‘westernised’ ideas, but being open to different ways of knowing<sup>10</sup>.

Academic Board is requested to approve the recommendation in this paper.

Patrick Callaghan

5<sup>th</sup> February 2021

<sup>9</sup> Datta, R (2017) Decolonizing both researcher and research and its effectiveness in Indigenous research. *Research Ethics*, 14, 2: 1-24: <https://journals.sagepub.com/toc/rea/14/2>

<sup>10</sup> Mbembe, AJ (2016) Decolonizing the university: New directions. *Arts and Humanities in Higher Education*, 15, 1: 29-45: <https://journals.sagepub.com/doi/10.1177/1474022215618513>

	INTERNAL
Paper title:	Aula extended pilot delivery and evaluation
Board/Committee:	Academic Board
Date of meeting:	24 February 2021
Author(s):	Jennifer Hackett, Marc Griffith
Sponsor(s):	Deborah Johnston, PVC Education
Purpose:	For Discussion
Recommendation:	To adopt the timeframe and approach to evaluation. To adopt the timeframe and approach to VLE review

### **Executive summary**

This paper sets out an approach to evaluation of the extended Aula pilot, and links to the wider plans for a review for the LSBU Next Generation Learning Environment.

The evaluation of the Aula extended pilot will share common themes with evaluation of the initial pilot, but with an enhanced student voice element and more detail by types and level of modules.

LSBU is at a key stage in its decisions about how we will continue to support an effective hybrid learning environment for staff and students. External and internal factors mean that we cannot and should not return to 'business as usual'. As such QSC has promoted a VLE review that looks at how we will understand what we need for the future. A wide group is involved and the review follows an established methodology for VLE review. The review will also consider the new opportunities provided by LEAP (in its integration of the SRS and the CRM into a student portal), as well consideration of the potential for: technical support provided by ICT on LSBU infrastructure; pedagogic support, training and guidance provided by CRIT; and Digital Skills through OD and LLR.

# Academic Board

AULA Extended Pilot

**24<sup>th</sup> February 2021**



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# Aula Education Pilot

Pilot during Semester 1 to test and trial a 'new normal' for the learning experience at LSBU.

## Aims

- provide a flexible learning experience for LSBU's diverse student population
- reduce workload for academics
- build capabilities and confidence of academics in digital pedagogy,
- increase retention via a strong sense of community.



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## Evaluation of the pilot

Hypothesis 1: Hybrid learning experiences on Aula can positively impact students' engagement with their learning and proxies for satisfaction with their learning.

Hypothesis 2: Hybrid learning experiences on Aula can positively impact academics' satisfaction, efficiency and impact on their students' learning.

Hypothesis 3: Aula is a scalable technology solution that can integrate with existing systems, work well with our IT teams and meet our data security and GDPR requirements.



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## Findings

- 80% of academics felt working with Aula has improved their ability and skills to teach in a hybrid mode, and 60% reported their approach to teaching and learning has improved
- 75% of academics and 68% of students would be disappointed not to use Aula in the future (against a benchmark of 40%).
- 88% of staff and 80% of students feel easily connected using Aula (compared to a benchmark of 41% from JISC digital insights 2018)
- 85% of students reported feeling part of a community of staff and students via Aula



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# Extended Pilot: approach and format

## Approach:

- Three hypotheses: 1) Student engagement; 2) Academic satisfaction and impact; and 3) Technology scalability.
- 1) Students and 2) Academics will be tested through the following methods:
  - Surveys
  - Semi-structured interviews
  - Focus groups
  - Data analytics from the Aula platform.
- 3) Technology will be tested through a co-authored report between Aula, CRIT and IT.
- This approach has been agreed with an internal evaluation group at LSBU, including Alex Steeden, CRIT leadership and team, Hattie Tollerson and academic leadership.



# Format

- The evaluation will take a similar form to the previous report, but will include enhanced student voice through focus groups, and increased granularity of analysis.
- The more granular analysis will include detail related to both module characteristics (e.g. level of module; lab-based or not; assessment approach etc.); and demographic data from students.
  - This will be completed sensitively, to ensure identification of individuals within the data will not be possible.
- This format has been agreed with an internal evaluation group at LSBU, including Alex Steeden, CRIT leadership and team, Hattie Tollerson and academic leadership.





# Aula evaluation: **timeline** and **expected impact**

9th February 2021	PVC Education presents the evaluation structure to Academic Board.
15th February 2021	Surveys / semi-structured interviews go live for staff and students (excluding BEA). <ul style="list-style-type: none"> <li>• Academics and students receive surveys via Alchemer.</li> <li>• Academics pre scheduled interviews take place with independent researcher.</li> </ul>
19th February 2021	Survey and semi-structured interviews end.
19th February 2021	Aula sends data to independent researcher for analysis.
22nd February 2021	Surveys / semi-structured interviews go live for <b>BEA staff and students</b> . <ul style="list-style-type: none"> <li>• Academics and students receive surveys via Alchemer.</li> <li>• Academics pre scheduled interviews take place with researcher.</li> </ul>
26th February 2021	Survey and semi-structured interviews end.
26th February 2021	Aula processes the data and sends it to an independent researcher for analysis.
5th March	Aula receives analysis from independent researcher.
8th March	Report is finalised and ready to be shared.

## Expected impact:

- To inform internal consultation around LSBU's future digital learning approaches.



# VLE Review

- QSC agreed for a working group perform a VLE review to more fully evaluate the needs of the University
- The group will be led by the Head of DEL and include the DESEs
- A wide range of stakeholders will be consulted to ensure that we gather the requirements for an LSBU Next Generation Learning Environment (NGLE) that builds on the gains made from implementing hybrid learning



# VLE Review stages

1. **Envisioning** – establish context, scope and overall ambition for the NGLE
2. **Specifying** – define the specific requirements of the NGLE including expected user experience
3. **Procuring** – if required enter procurement to set out requirements and evaluate market options
4. **Implementation and training** – Transitioning, embedding, integrating and training for the NGLE to ensure we realise its benefits



*Any questions or comments....*



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	INTERNAL
Paper title:	Academic Development Steering Committee and group pedagogic resources
Board/Committee:	Academic Board
Date of meeting:	24 February 2021
Author(s):	Argyrios Georgopoulos, Deborah Johnston
Sponsor(s):	Deborah Johnston PVC Education
Purpose:	For Discussion
Recommendation:	To receive regular reports from ADSC, to engage with ADSC through membership, to support the new PGCert(s) and Apprenticeship.

### Executive summary

Academic Board supported the creation of a new Academic Development Steering Committee (ADSC) in semester 1. This report contains an update on the first two meetings (Appendix \*) and an outline of the related approved new PGCert(s) (Appendix \*).

The ADSC establishes an engagement platform for those involved in teaching and learning across the group. It is open to all involved in that activity, including those in PSG teams, in SBC and in SBA. It looks across the group to understand how a supportive and effective environment can be created through professional development of staff colleagues.

A first step in this direction has been the creation of a new apprenticeship-levy funded PG Cert (the APA) and a related but standalone PG Cert in T&LHE. These are intended to create a new basis for further support of our academic development environment, and to support and enhance the existing Achieve programme.

The 2025 Corporate Strategy has 38 deliverables. One of them is:

*“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.”*

These two developments, the ADSC and the APA, provide a baseline for engaging with colleagues and understanding the needs of our teaching and learning community across the group. They allow us to enhance our existing provision and practice. The key elements are:

- understanding how T&L professional development can be enhanced through a multi-pillared and multi-level approach within the group (all LSBU colleagues supported by OD, CRIT, DESEs – internal facing)
- supporting T&L as a discipline in the university (enhancing the Division of Education in LSS as an academic unit and provider of research and teaching interventions – both internal and external facing)
- integrating pedagogical research / evidence on T&L into professional development and academic practice (supported by Division of Education, CRIT, DEL, AQE, OD, DESEs)

Over the next few months, the ADSC will consider how we support our existing activities and enhance the work of existing teams to create a centre for pedagogy and andragogy that can support the group as a whole with a clear link between practice, research and professional development. ADSC will provide a report to Academic Board in May 2021 on proposed next steps.

# Academic Development Steering Committee

## An update for Academic Board

# Purpose

Academic Board has approved the establishment of the Academic Development Steering Committee (ADSC) to assume responsibility for informing the development of a programme that promotes the continuous professional development of academic staff in line with the deliverables set out in the corporate strategy.

The group will coordinate as necessary with other committees, working groups and schools/PSGs 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
- An increase in our students' social capital, confidence and resilience
- An organisation that supports its staff through training and development



# Membership

The Academic Development Steering Committee has an inclusive membership, with diverse representation cross-cutting discipline, seniority and profile:

PVC Education (Sponsor/Chair)

LSBU Schools

Research Office

TQE/CRIT/DEL

Student Enterprise

Digital Skills Centre

Organisational Development

Employability

Lambeth College

South Bank Academies

Student Union

Technical Services

# Approach

The ADSC meets formally four times a year and utilises sub working groups and / or task-and-finish groups to progress deliverables through the academic year.

The ADSC conducted a workshop during the first meeting in December to define the areas of work. Below are the emerging themes

- Digital in Teaching and Learning
- Academic framework review
- Academic career paths (recruitment, induction, probation, promotion, appraisal, reward)
- Enterprise
- Research and research informed teaching
- UN Sustainability Development Goals
- Academic Leadership
- CPD/ Training offer
- Inclusive curricula

Each stream's output will be peer reviewed by other members from the committee and the committee will have final approval of all outputs, before reporting to Academic Board.

# An engagement platform

The ADSC is a true engagement platform aiming to give everyone a voice and inform our activities. We expect:

- The committee is actively engaging by implementers across the Group (e.g. HR and OD) for engagement and consultation
- ADSC member become “ambassadors” for Academic Development in the areas and share updates with their teams

## **Introduction: Briefing Note on Academic Professional Apprenticeship Development**

A PG Cert **Academic Professional Apprenticeship** and a standalone PG Cert Learning and Teaching in Higher Education has been approved. The standalone PGCert should be able to attract candidates who are not eligible for the apprenticeship. It is hoped that in the future further awards could be added, including both a PGDip and an MA Education in Higher Education Teaching and Learning.

Twenty institutions deliver this programme currently. It is a growing market. The 2025 Corporate Strategy has 38 deliverables. One of them is:

*“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.”*

### **Aims of the course:**

- Set standards for teaching and learning support in LSBU, aligned with the LSBU strategic deliverable
- Provide an assessment framework to evaluate how we meet these standards
- The draw from the levy can be funnelled back into the Schools’ contributing to the delivery of this programme (as income generation): LSBU is the employer and the provider.
- Enhancing skills of academics in T&L
- Entry level career pathways for early career academics
- Embed a learning culture in LSBU, offering a CPD approach to development and a clear offer of support
- It is a commercial opportunity

### **What the participants will achieve:**

- FHEA
- Practical application of the learning
- Direct link with improving academic outcomes
- Direct link with improving experience of those they teach
- Enhanced capacity for Hybrid Learning delivery (innovative methodology)
- Inclusive curricula design

### **How can the development be summarised / characterised?**

- Setting excellent standards for teaching and learning support in LSBU
- Setting an excellent standard of managing apprenticeships in LSBU
- Cross-School and PSG design/delivery partnership (sharing expertise / best practice), led by LSS
- Capturing requirements from all stakeholders (internal audience: employer representatives and advisors / external audiences: HSC)
- Engage CRIT and DEL as advisors

### **What are the unique selling points / key characteristics of the proposal be defined?**

- We will translate the APA standard into LSBU language
- Consistent model across the university but also adapted to specific needs of disciplines where learning applied (taking the needs of different audiences into account)

- PGCert / PGDip / MA developed from a social justice angle
- Opportunity to showcase innovative methodology and use of technology
- We will design the programme with the academic year in mind

### **Overview of the course:**

The PGCert will include three 20 credit modules aligned and mapped to the requirements of the apprenticeship standard.

They will cover the following topics

- **Theories of learning**
- **Learning technology and information literacy**
- **Curriculum design**
- **Assessment and feedback**
- **Diversity**
- **Inclusive teaching practice**
- **Using data**
- **Quality assurance and enhancement**
- **Peer observation**
- **Ongoing CPD**
- **Action research for CPD**

	INTERNAL
Paper title:	REF Preparations Update
Board/Committee:	Academic Board
Date of meeting:	24 February 2021
Author(s):	Karl Smith, REF Coordinator and Research Impact Manager Peter Doyle, Head of the Research Office
Sponsor(s):	Patrick Callaghan, Chair, URC & Dean of APS
Purpose:	For Information
Recommendation:	<p>Ensuring that LSBU is well prepared to pass the audit that will be conducted by Research England of the Significant Responsibility for Research (SRR) staff cohort.</p> <p>The audit will comprise confirming that all academic staff with SRR have met the criterion of having <math>\geq 20\%</math> of their work-load model in 2019/20 tagged as research-time and equally, that REF-eligible (Teaching and Research) academic staff without SRR have <math>&lt; 20\%</math> of the time in their 2019/20 work-load model tagged as research. In support of this, we ask that the Board supports our request that the Research Office be granted access to iTrent as soon as possible in order that we can:</p> <ul style="list-style-type: none"> <li>• access vital information for our REF submission;</li> <li>• add and populate a field in iTrent recording the % research-time allocation for all Teaching and Research, academic staff.</li> </ul>

### Executive summary

This report is to update the Board on the progress being made with completing the submission of eight Units of Assessment by LSBU to REF 2021.

LSBU's REF Submission will comprise the following eight Units of Assessment:

REF Unit of Assessment	FTE	Headcount	Research Outputs Required	Impact Case Studies Required
03 - Allied Health Professions, Dentistry, Nursing and Pharmacy	19.1	21	48	2
04 - Psychology, Psychiatry and Neuroscience	22.9	23	57	3
12 - Engineering	48.8	51	122	4
13 - Architecture, Built Environment and Planning	32.2	33	81	3
17 - Business and Management Studies	15.6	17	39	2
20 - Social Work and Social Policy	21.1	22	53	3
24 - Sport and Exercise Sciences, Leisure and Tourism	10.6	12	27	2
34 - Communication, Cultural and Media Studies, Library and Info Management	16.5	20	41	2
<b>Total</b>	<b>186.8</b>	<b>199</b>	<b>467</b>	<b>21</b>

# Research Excellence Framework (REF) update

**Academic Board**

**24 February 2021**

**Prof. Patrick Callaghan – Chair, URC & Dean of APS**

**Prof. Peter Doyle – Head of the Research Office**

**Dr Karl Smith – REF Coordinator and Research Impact Manager;  
Research Office**

# Why the REF matters to LSBU

- **The REF** validates the **quality** and **impact** of research in all UK HEIs
- **The REF** informs the allocation of public funding to university research – **£2billion per annum**
- Achieving the best result for LSBU in a given REF cycle is crucial in:
  - *building LSBU's research reputation;*
  - *attracting high calibre staff, and*
  - *attracting students, especially for postgraduate study/research*
- As a result of its performance in 2014, LSBU's research income is ca. **£2million per annum**

<https://re.ukri.org/research/research-excellence-framework-ref>



# How the REF evaluates Research

Research areas are divided into 34 'Units of Assessment' (UoA)

Each has three elements:

60%

Quality of Research  
**outputs**

Journal papers, books,  
etc. published by staff  
submitted to REF

Staff submitted to a REF UoA: have '**Significant  
Responsibility for Research, or SRR**

25%

**Impact** of Research  
on society

Societal and economic  
benefits yielded by  
research

15%

Research  
**environment**

- Support to people
- Funding successes
- Open Access strategy
- Infrastructure
- Impact strategy
- Collaborations

# REF 2014: an overview

**REF2014**  
Research Excellence Framework

The research of **154**  
**UK universities** was assessed

**LSBU**  
submitted to 7  
**UoAs** in 2014



They made **1,911** submissions including:

- **52,061** academic staff
- **191,150** research outputs
- **6,975** impact case studies

Research of  
each UoA  
**assessed** by a  
specialist panel

The **overall quality** of submissions was judged,  
on average to be:

- ★★★★★ **30%** world-leading (4\*)
- ★★★★ **46%** internationally excellent (3\*)
- ★★★ **20%** recognised internationally (2\*)
- ★ **3%** recognised nationally (1\*)

Each UoA is  
measured on a  
**Four star scale**  
of **Research**  
**Quality** and  
**excellence**

These are  
averaged to  
form a **GPA**

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# LSBU's GPA performance in REF 2014

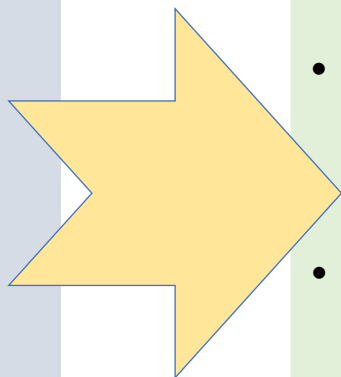
UoA	Research Outputs GPA	Impact GPA	Environment GPA	Overall GPA	'London Moderns' ranking
3 - Health	2.70				
4 - Psychology, Psychiatry & Neuroscience	2.26				
15 - General Engineering	2.61				
19 - Business & Management	1.57				
22 - Social Work & Social Policy	2.71				
26 - Sport & Exercise Sciences	2.77				
36 - Communication, Cultural & Media Studies	2.28				
<b>Overall</b>	<b>2.49</b>				

LSBU was in joint 89<sup>th</sup> position out of 154 in 2014

# How the REF has changed since 2014

## 2014

- Universities had carte blanche over which staff they submitted
- Each staff member to submit 4 research outputs
- Impact was worth 20%, Outputs 65%
- No open access requirements for outputs



## 2021

- All staff with SRR must be submitted
- Each staff member to submit 1–5 outputs, with an average of 2.5 outputs/FTE
- Impact worth 25%, Outputs 60%
- 95% of journal & conference papers must be freely available (open access compliant)

# LSBU's Aspirations for 2021

## **We will submit more staff:**

- From 102 FTE to ~170 FTE (with SRR)




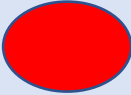
## **We will submit to one more UoA**

- 7 to 8 – reflecting increasing research reach

## **We expect to increase our REF standing**

- From 89 in 2014 to a possible 62 in 2021

# LSBU's GPA aspirations for REF 2021

	2014	
Overall	2.52	
Outputs	2.49	
Impact	2.83	
Environment	2.23	

**We expect to increase our GPA:**

- From 2.52 in 2014 to  $\geq$  **2.80** in 2021

# How LSBU has been preparing for REF 2021

**Expanding and deepening the research environment**

**New Academic Appointments**

**Development of a dedicated Research Office**

**Annual University Research Audit (AURA)**

**Online research & REF Guidance**

**Mock-REF**

**Establishment of the online publications repository**

**Creation of a dedicated research manager system, HAPLO**

**Launch & development of the London Doctoral Academy to support the PGR community**

**Establishment of network of researcher development, specialist training & support**

# REF 2021: results of the Mock-REF

UoA	REF 2014 GPA
3 - Allied Health Professions	2.67
4 - Psychology, Psychiatry & Neuroscience	2.25
12 - Engineering	2.59
13 - Architecture, Built Environment and Planning	N/A
17 - Business and Management Studies	1.83
20 - Social Work and Social Policy	2.67
24 - Sport and Exercise Sciences, Leisure and Tourism	2.87
34 - Communication, Cultural & Media Studies	2.42
GPA, calculated using FTE	
<b>REF 2014 GPAs</b>	<b>2.52</b>

Projected outcomes following recommendations from Mock-REF & their implementation



# REF 2021: COVID-19/IT outage effect

- The **Covid19 Pandemic** has had an inevitable impact on:
  - *on-going research collaborations;*
  - *the capability to effectively gather evidence and data for REF*
- Originally, the **REF submission** was due on **27 November 2020**
- In the light of the Pandemic, was pushed back to **31 March 2021**
  - The **Impact window** was extended from 31 July to **31 Dec 2020**
  - The staff census date remains at **31 July 2020**
- The IT outage has had an effect on **access** to information sources, but this has been limited
- LSBU is **fully prepared** to deliver on its REF expectations

# The Road to REF

What we will do	When we will do it
<b>Outputs:</b> final review of outputs to be submitted	5 February 2021
<b>Impact Case Studies:</b> Final decisions on those to submit	10 February 2021
<b>Impact Case Studies:</b> Final decisions on those to submit	10 February 2021
<b>Impact Case Studies:</b> Final drafts of statements	19 February 2021
<b>Outputs:</b> final selection of outputs for submission	24 February 2021
<b>SRR:</b> finalising records for REF audit	26 February 2021
<b>Environment Statements:</b> Final drafts	26 February 2021
<b>Additional information:</b> Supporting information for UoA	28 February 2021
<b>REF Forms:</b> Complete all relevant forms	23 March 2021
<b>REF SUBMISSION</b>	<b>31 March 2021</b>

Delivering LSBU's REF 2021 Campaign

EST 1892

**LSBU**

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# Our REF summary

## We will raise our REF GPA

- 2.52 to  $\geq 2.8$  (Mock REF predicts 3.14)

## We have enhanced our Research environment

- Research Centres & Groups; Research Office

## We expect to increase our REF standing

- From 89 in 2014 to a possible 62 in 2021

**The REF 2021 results will be announced in April 2022**

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	INTERNAL
Paper title:	KPI Paper
Board/Committee	Academic Board
Date of meeting:	24 <sup>th</sup> Feb 2021
Author:	Richard Duke – Director of Strategy & Planning
Executive/Operations sponsor:	Richard Flatman – Chief Finance Officer
Recommendation:	For noting

### **Executive Summary**

This paper represents an update on KPI development and associated targets.

Since the approval of the LSBU Group 2020-2025 Strategy by the Board of Governors in July 2020, detailed work has been undertaken to define KPIs for each Group entity. For LSBU, targets through to 2025 were set by the Finance, Planning and Resources Committee (FPR) and the Board of Governors in the Autumn of 2020. The KPIs, targets, and previous performance linked to the Strategy Outcome are detailed below.

The KPIs highlighted in red are still going through a process of definition and KPIs in blue at the time of target setting had missing data. This process will be complete by the close of the 2020/21 academic year, where possible.

Work is being undertaken by the Strategy, Planning and Performance Team to automate the production of KPI reporting at Group, institution and School/PSG level. This process is being delayed by the IT incident due to not having access to core data or systems.

2025 Group Strategy Outcomes - LSBU Page

LSBU Outcomes

Pillar	Outcomes			Actuals		Targets					Latest Sector Average	Sector Upper quartile
	KPI #	LSBU measure	Subset	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25		
Access to Opportunity	1	Multi-touch relationships with employers										
	2a	Access: Proportion of FT UG entrants from disadvantaged groups	Care Leavers	1.80%		1-3	1-3	1-3	1-3	1-3		
			IMD Quintiles 1&2	58.20%		55-60	55-60	55-60	55-60	55-60		
			Military Families	NA	NA							
	2b	Retention: Y1-2 Progression rate of FT UG students from disadvantaged groups	Care Leavers	TBC	TBC							
		IMD Quintiles 1&2	71.30%	TBC	73	75	78	80	82			
		Military Families	NA	NA								
3	Student and Staff Global Education Profiler (GEP) scores											
4	Progression to LSBU through progression pathways (including International)											
Student Success	5	GO Graduate level employment or PG study (EPI cohort)		87.7	69.1	72	74	76	78	80	75	76
	6a	NSS - Teaching related question areas (% agree, all respondents)		80.4	77.8	80	81	82	84	86	79.7	86.3
	6b	PTES - Teaching measure		75	72	75	78	80	82	85	82	85
	6c	PRES - Overall satisfaction (biennial survey)		71		81		83		85	81	85
	7a	Y1-2 Progression (FT UG students) target 85% by 2025		73.5	78.1*	79	80	82	84	85		
	7b	PGT completion target 85% by 2025		66.7	TBC	70	74	78	82	85		
	7c	Apprenticeship overall achievement rates		0	55.1*	60	65	70	80	83	68.6	
	8a	BME awarding gap (FT students)		15.3	TBC	13	11	9	7	5	13.3	9.3
	9	NSS - Organisation and Management question area (all respondents)		72.3	69.7	73	75	77	79	82	73.8	82.4
	10	£50m of Research & Enterprise income (excluding QR)		14.6	11.1	15	20	25	35	50		
Real World Impact	11	Employer reputation in QS Survey (points out of 100)		2	1.8	2	3	5	7	10		
	12a	R & E informed teaching: % of Research & Teaching academics		26.3	22.3*	25	28	30	35	40		
	12b	Alignment to EntreComp framework										
	13a	QS & THE World University Rankings Top 500	QS	701-750	751-800	751-800	701-750	651-700	601-650	<501		
			THE	+1001	+1001	+1001	801-1000	601-800	<601	<501		
	13b	REF impact measure of 3.0 in 2021 and 3.2 in 2027									3	
13c	University GPA of 2.8 in 2021 and 3.0 in 2027									2.8		
14	PCR Completions		30	TBC	35	40	45	50	60			
Fit for the Future - Technology & Estates	15	Room utilisation rate		20	TBC	NA	30	35	40	50		
	16	NSS - Learning Resources question area (% agree, all respondents)		84	82.3	83	84	86	87	88	85.8	87.9
	17	Staff Survey question on IT services (question 9, new in 2020)			48							
Fit for the Future - People, Culture & Inclusion	18	Employer feedback (via employer boards)										
	19	Carbon usage (tons of CO <sub>2</sub> emissions / tCO <sub>2</sub> e) Reduction compared to 2019/20 figure		5352	TBC	-5%	-10%	-15%	-20%	-25%		
	20	Staff Surveys questions on leadership		39	50							
	21	Staff Survey question on managing change		42	57							
	22a	Ethnicity Grade 10+ (% difference)		15	TBC	13	11	9	7	5		
	22b	Gender Grade 10+ (% difference)		4	TBC	3	2	1	0	0		
	23	Staff Survey average score		57	61							
Fit for the Future - People, Culture & Inclusion	24	Income split by UG domestic, PG domestic, International (inc. TNE) and Apprenticeship.	Total Income	148.5	157.1	153.3				200		
	25	Surplus %		1.6	1*	0	1	2	3	5		
	26a	Top 50% in all domestic rankings (percentile, not rank recorded)	Guardian	56	77	70	64	58	54	50		
			Times	70	94	87	80	70	60	50		
			CUG	67	88	64	62	58	54	50		
26b	Brand recognition survey Methodology and metrics under review											
27	Alumni income		TBC	TBC	1.5	3	5	10	15			

\*Forecast Figure

Red measures still to be defined and blue targets still under review

When assessing against target, a green cell represents, achievement of target, amber with 1-2% miss, red with more than 1% miss

KPIs and 2025 Group Strategy

Pillar	KPI #	Outcome
Access to Opportunity	1	Embed employer relationships in the Group supporting 10,000 apprentices and enabling all students to have the opportunity for a work based experience
	2a	Increase targeted support for the recruitment and retention of hard to reach groups including care leavers, military families and students from lower sociodemographic groups
	2b	
	3	Embrace internationalisation across the Group, with 25% of students and staff engaging in an international experience
4	Establish career based pathways so delivering a 100-fold increase in intra-Group progression	
Student Success	5	Be in the top quartile for students progressing to employment or further study at all levels of education
	6a	Provide an excellent learning experience, with top quartile results
	6b	
	6c	
	7a	Enable excellent educational outcomes and progression (at or above benchmark)
	7b	
	7c	
	8a	Close awarding gaps at all educational levels
	8b	
9	Deliver excellent services to our students, with sector leading (top quartile) satisfaction levels	
Real World Impact	10	Significantly increase research and enterprise activity across the Group generating £50m of research and enterprise income per annum
	11	Enjoy an excellent reputation amongst employers, including an Employer Reputation score of 10 in the QS World Ranking and highest ranked UTCs
	12a	Inform our curriculum using research and enterprise activity, enabling learners across the Group to develop critical reasoning and the ability to apply knowledge in practice
	12b	
	13a	Be externally recognised for the quality and impact of our research and enterprise activity, including the University being in the top 500 QS and THE rankings (REF impact measure and University GPA of 3.0 and 2.8 in 2021 and 3.2 and 3.0 in 2027)
	13b	
	13c	
14	Maintain an effective research pipeline, doubling PhD completions by 2025	
Fit for the Future - Technology & Estates	15	Use our estate effectively and efficiently, with a utilisation rate of 50%
	16	Maintain high student satisfaction with our infrastructure, and be in the top quartile for satisfaction
	17	Effectively support our staff with our IT services, with 90% of our staff rating the services of a high standard
	18	Have employers regard our facilities as of industry standard in the support of academic outcomes
Fit for the Future - People, Culture & Inclusion	19	Reduce our carbon footprint by 25% between 2020 and 2025, with the goal of achieving zero carbon emissions by 2050
	20	Inspire and lead our staff effectively, with scores in the top third of the sector
	21	Be effective in managing change, with a majority of staff agreeing that change is managed well
	22a	Have an inclusive workforce that represents the communities and student body we serve, with the proportion of staff at senior levels representative of the wider staff base
22b		
Fit for the Future - Resources, Market & Shape	23	Give our employees a first class employee experience, with scores in the top third of the sector
	24	Achieve overall Group income of £250m by 2025
	25	Generate 5% surplus on income
	26a	Enhance our brand and reputation externally by being recognised in the top 50% of each domestic rankings table across the Group
	26b	
27	Embed philanthropic and alumni activity to reduce the impact of social disadvantage on educational outcomes, by raising £15m by 2025	

	INTERNAL
Paper title:	Sub-committee reports
Board/Committee:	Academic Board
Date of meeting:	24 February 2021
Author(s):	Dominique Phipp, Secretary to the Academic Board and Sub-Committees
Sponsor(s):	Pat Bailey, Provost
Purpose:	For Information
Recommendation:	The Academic Board is requested to note the reports.

### **Research Committee, 10 February 2021**

The committee approved:

- An updated terms of reference and membership list.

The committee discussed:

- The effect of COVID-19 and the IT outage on research. The Committee agreed to inform UKRI of the IT outage and to consider a recovery plan to return research activity to pre-pandemic levels. The Committee agreed that it would provide assurance to the Academic Board that the University had adequately mitigated the impact of COVID-19 and the IT outage on the research environment, including on REF preparations, PGR students' experience, bids and grant applications, and research ethics.
- Access to EU funding following conclusion of the post-Brexit Trade and Cooperation Agreement.
- New research awards, open grant submissions in the pipeline, and new grant proposals submitted to date. The Committee discussed how to avoid duplication of work that is viewed as both enterprise and research activity. The Committee agreed to invite the Head of Estates to the next meeting to discuss how technical staff and the Estates team would facilitate development of the research culture in Schools going forward.
- Open access compliance rates. The Committee instructed DOREs, supported by Deans, to make a more concerted effort to achieve 100% compliance for journal articles (the compliance rate is currently 95% across all Schools).
- An update on preparations for the REF 2021 submission, as well as the possibility for a reduction in the number of research outputs submitted to REF for Units of Assessment that have been disproportionately affected by staff circumstances (such as illness, maternity/paternity, covid-19 etc.) The

Committee agreed to organise a control mechanism for extra checks on the content uploaded for REF before submission.

- Decolonising the curriculum for research and place strategies. The committee supported the proposal to establish a small task and finish group to examine what will be the research contribution to the University's decolonising vision.
- Recommendations for improving the capture of human participation data in PhD and staff research, which the committee agreed to discuss further at its next meeting.
- A proposal for a UKRI applicant selection process. It was agreed that a small sub-group of the Committee would develop a fair, open, transparent, and rigorous process with a view to ensuring that the best quality applications are submitted to single application/high profile funding calls.

The committee also received reports for information on:

- The new 7-year programme for Horizon Europe;
- A review of the sabbatical process;
- An update on legal team delays in reviewing research contracts;
- The HR Excellence in Research Award, which LSBU achieved again in 2020;
- The remit of the new Enterprise Advisory Board;
- The terms of reference of the University Ethics Panel.

### **Student Experience Committee, 27 January 2021**

The committee discussed:

- Reimagining student and prospect feedback. The committee strongly supported the short-term, medium, and long-term changes proposed to close the loop on student feedback. A project group would be set up to progress the longer-term changes. It recommended the changes proposed should be made a fundamental part of the LEAP project.
- Whether to hold the Y1 and Y2 Student Experience Survey in 2021. It was agreed that the SES would not be held. Instead, the University would ensure that the module evaluation survey questions are sufficiently broad to capture the totality of the students' experience and that students are given a meaningful response to the issues they raise.
- Responses to the Decliners Survey. The Committee discussed the key reasons that prospective students decline their offers, which included the course and its reputation, the University's location, and the University's reputation. It agreed that enhancements are needed to course specific areas of the website to highlight the University's unique selling points.
- An update on work underway to reduce the awarding gap. It was noted that each School has a commitment towards closing gaps of equality across the student journey, from being offered a place at the University, to progression and degree awards, through to graduate outcome.



- YTD student withdrawals and interruptions data. Data was only available up until November due to the IT outage. Withdrawals and interruptions continue to be processed and recorded manually.
- An update on Student Services' metrics. Data was incomplete due to the IT outage but, in lieu of a full report, a summary of progress and planned activity was presented.
- An update on progression of the SU's NSS campaign. It was noted that positive "you said – we did" messaging from the LSBSU and University in response to the NSS was delayed due to the IT incident. The committee discussed delay of the 2021 NSS, but it was confirmed that the survey could not be delayed further.

The committee noted:

- A report on student complaints. The committee discussed the approach to respond to complaints, including efforts to resolve complaints informally and triage complaints before they are escalated to the Student Complaints Officer. The committee anticipated many tuition fee refund requests following the IT outage, which it noted would be assessed by a panel of senior academic staff.
- Student Voice report and action tracker. The committee discussed the actions underway in response to the student issues identified.

### **Quality and Standards Committee, 20 January 2021**

The committee approved:

- Changes to the Assessment and Examinations procedure. It approved appending the remit of the University Exceptional Award and Progression Board as an addendum to the procedure also.
- A revised Terms of Reference for the committee, and it received the draft annual work plan for 2020/21.
- A revised remit for the School Academic Standards Committees. It also discussed how to ensure new course and collaborative proposals are discussed by SASCs before they are considered at the Academic Planning Panel.

The committee discussed:

- Issues of quality and standards since the last meeting.
- A proposal to review the University's VLE to ensure it is fit for the future. The committee supported formation of a group of volunteers from its members to complete the review and report back at the next meeting.
- An update on apprenticeships, including usage of OneFile, and lessons to learn from the BEA Surveying Apprenticeships course. It was agreed that an action plan would be developed to improve apprenticeship completion rates, for discussion at the next meeting.

The committee noted:

- An update from the Academic Planning Panel, including minutes from the first meeting.
- An update on transnational education activity, including appointment of Mandy Maidment as new Academic Dean of LSBU Global.
- An update from LSBU Global on work to be undertaken in the near future.
- An update from the Regulations QSC sub-group on its review of policies and procedures.
- A summary of external examiner comments which showed, on the whole, that external examiners felt that the changes made to teaching, learning and assessment processes in response to the COVID-19 pandemic were handled well and were appropriate. The committee noted the issues for consideration also, which would be discussed in further detail at the next meeting.
- A proposal to review to assess the fit of the University's quality framework to the existing and emerging external regulatory environment. The intention would be to shift the institutional approach to a more data-driven, evidence based, and outcomes focused approach to quality aligned to OfS and University benchmarks.

The committee also received the following reports:

- New external examiner nominations.
- School Academic Standards Committees' minutes.
- Student performance evaluative data 2019/20, discussion of which was deferred to the next meeting due to lack of time.