Meeting of the Student Experience Committee

2.00 pm on Wednesday, 14 October 2020
in Technopark, SE1 6LN

Agenda

No.	Time	Item	Pages	Presenter
14.	5	Welcome and apologies	-	NL, DJ
2.	-	Declaration of interests	-	NL, DJ
		Items to discuss		
3.	15	Questions arising from submitted reports	-	NL, DJ
4.	20	Student Union Annual Engagement Plans 2020/21 *(Education, Welfare and Equalities)*	To Follow	JF, MR
5.	15	PTES Survey Key Findings De-brief	3 - 44	AS
6.		APP	45 - 52	KM
	10	• 18/19 Progress Against Targets		
	10	• APP Internal Targets for PT Students		
7.		Retention	53 - 60	JJ, KM
	15	• 19/20 Withdrawals and Interruption Data		
	20	• Discussion on Approach to Improving Retention		
8.		NSS	61 - 86	DJ, KM
	10	• 19/20 NSS High Level Findings		
	20	• NSS Action Plan		
9.	5	Student disciplinary approach to breaches of covid-19 guidelines	87 - 90	RH
10.	5	Any other business	-	NL, DJ

Items to note

Student Voice Report	To Follow	HT
Student Services Metrics	87 – 96	JJ
Student Complaints Report	97 – 102	NM
Student Support Plans 2020/21	103 – 108	RH

Date of next meeting
2.00 pm on Wednesday, 27 January 2021

Members: Deborah Johnston (Chair), Nicole Louis (Chair), Karen Mclernon, Peter Harrison, Md Fazle Rabbi, Alison Chojna, Vanessa Beever, Angela Dalrymple, Mahmood Datoo, Jannatul Ferdous, Rosie Holden, Jamie Jones, Antony Moss, Jenny Owen, Shushma Patel and Noreen Sinclair

Apologies:

In attendance: Dominique Phipp (Secretary), Alex Steeden, Jonny Chambers, Harriet Tollerson and Joel Langston

	INTERNAL
Paper title:	Postgraduate Taught Experience Survey (PTES) 2020 – Key Survey Findings
Board/Committee:	Student Experience Committee
Date of meeting:	14 October 2020
Author(s):	Alex Steeden, Senior Manager, Research & Insights
Sponsor(s):	Nicole Louis, Chief Customer Officer
Purpose:	For Information
Recommendation:	The Committee is requested to note that there are significant gaps in experience for LSBU PGT students relative to benchmark groups across many important areas of delivery

Executive summary

1. Primary considerations emerging from PTES 2020

The PTES benchmarks LSBU institutional performance against PGT student satisfaction across Sector, Post-92, MillionPlus and London benchmark groups. LSBU PGT student Overall Satisfaction is 66%. This is down from 71% in 2019, and remains significantly lower than all four benchmark groups (consistently with 2019).

Building students (i.e. Construction and Surveying) score only 23% overall satisfaction, significantly below Sector and Post-92 levels (other benchmarks at subject level not available). Construction and Surveying is also highlighted as receiving very poor student feedback across topics in other research at UG level. The same is true in context of PTES for Subjects Allied to Medicine (HSC-related areas), where overall satisfaction is only 43%. However Business Studies (i.e. Business Management, Business Project Management) scores 95% overall satisfaction, significantly above both measurable benchmarks.

Statistical Drivers analysis shows the strongest contributors to overall satisfaction are Teaching-related, and feelings that a course helps students feel better prepared for future career. Career progression is overall the biggest motivation for students to choose to study at LSBU (68%, more than in any other benchmark group).

2. Summary of performance by question area

Five of the nine specific areas of evaluation have fallen in 2020 vs 2019. Teaching (72% down from 75%), Dissertation (64% / 65%) Assessment (62% / 68%) and Organisation (59% / 62%) are the most underperforming areas relative to benchmark. LSBU student satisfaction for each of these is significantly lower than all four benchmark groups. Important area Skills Development has also fallen (68% / 72%) but is significantly below only Sector and Post-92 benchmarking groups.

Building students are least satisfied, significantly weaker than Sector and Post-92 for all of Skills Development, Teaching (38%), Assessment (35%) and Organisation (31%). Subjects Allied to Medicine students are significantly less satisfied vs Sector and Post-92 for Organisation (52%) and Skills Development (46%). Business Studies students feel significantly more satisfied than these Benchmarks with Skills Development (95%) specifically.

3. Specific priorities for focus and next steps

Overall, Building students are particularly (though not exclusively) dissatisfied and courses in Construction and Surveying need specific attention. HSC students feel Organisation needs improvement. There is broader inconsistency in LSBU PGT student experience, with responses coming from all Schools on aggregate.

Particular focuses for attention and optimisation for all Schools are:

- **Teaching:** some students, especially in Construction and Surveying, complain teaching is insufficiently challenging for a PGT course. Wider inconsistencies exist around feedback timeliness, tutor enthusiasm and clarity of communication.
- **Skills Development**: students must feel case studies and real-world examples are both relevant to the target industry and up to date with current practice. Some students cite clearly outdated teaching and examples, particularly in BEA.
- **Organisation**: timetable changes, and inaccurate timetabling information consistently cause challenges for students, especially those studying part-time.
- **Dissertation / Assessment:** Clarity of assessment criteria, timeliness and constructiveness of feedback is inconsistent. Dissertation supervisors need timely allocation, and supervisors are inconsistently contactable for guidance.

PVC Education Deborah Johnston is working to identify the highest priority areas for focus, based on LSBU level of impact (e.g. affects external league tables, vs unlikely to be noticed by students), speed to effect (quick win vs long term change) and LSBU control over outcomes (LSBU vs external). Work is underway with a variety of stakeholders to understand current student expectations, and ability to monitor and improve performance / delivery against these expectations.

Postgraduate Taught Experience Survey (PTES) 2020

Student Experience Committee, Oct 20

Introduction and methodology

- LSBU participates annually in AdvanceHE's Postgraduate Taught Experience Survey (PTES)

- The PTES benchmarks Postgraduate Taught (PGT) students' experiences on their courses across the UK sector of participating institutions, with LSBU's performance benchmarked against the UK Sector, Post-92, MillionPlus and London university groups

- The 2020 PTES at LSBU ran between 2nd March and 15th of June 2020 with 140 responses collected from 2,716 eligible PGT students invited across all Schools, modes, and fee statuses (equal to a 5% response rate)

- Low response rate reflects DESEs' proactive decision not to promote the PTES survey after March 2020 in response to changing circumstances relating to government restrictions and associated challenges for students in terms of changes to tuition

- The vast majority of responses were received before the end of March 2020. Timeframe for response therefore means findings are broadly reflective of 'conventional' rather than online teaching

- Full report including full findings by question area available separately

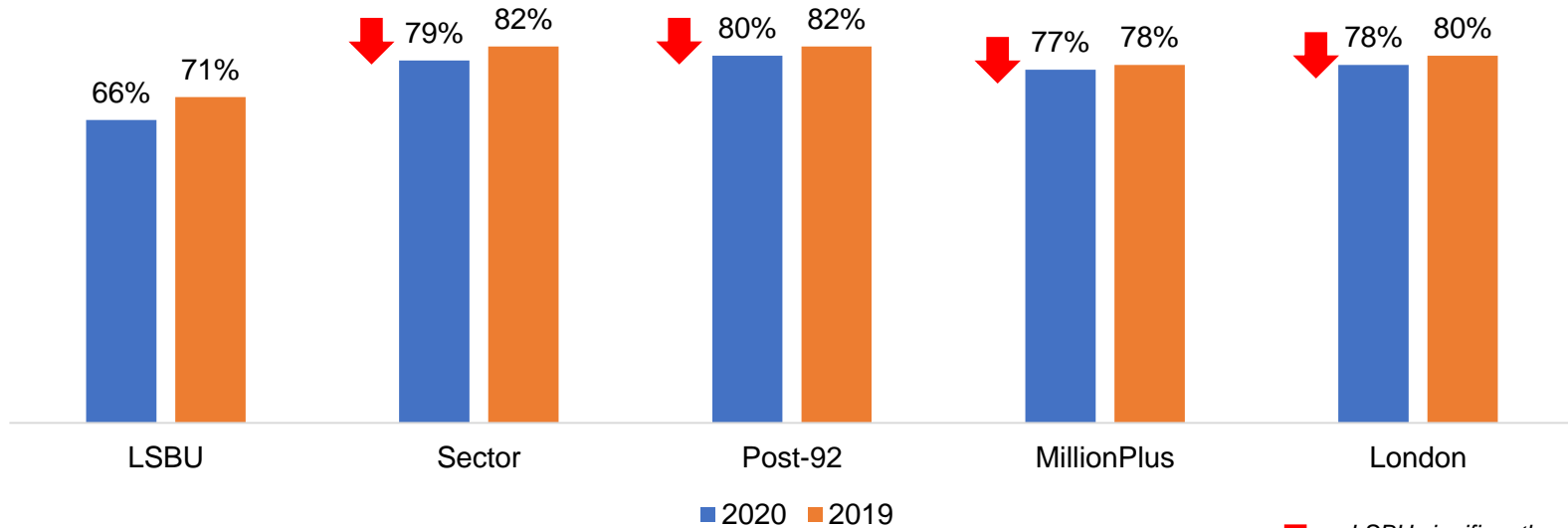London South Bank University

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PTES key findings

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LSBU's PGT students' overall satisfaction is significantly lower than all other benchmark groups' and down since 2019

Overall satisfaction by benchmark group (% agree)

	LSBU	Sector	Post-92	MillionPlus	London
2020	66%	79%	80%	77%	78%
2019	71%	82%	82%	78%	80%

■ 2020 ■ 2019

= LSBU significantly lower than benchmark in 2020

BUS Business Studies CAH subject area significantly higher than Sector and Post-92 for Overall satisfaction (95%)

BEA Building CAH subject area significantly lower than Sector and Post-92 for Overall satisfaction (23%)

HSC Subjects Allied To Medicine CAH subject area significantly lower than Sector and Post-92 for Overall satisfaction (43%)

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Q. Overall, I am satisfied with the quality of the course (Single choice, LSBU 2020 base n=140 vs 2019 base n=372)

LSBU's performance across the different PTES areas measured is muted, and few areas have improved since 2019
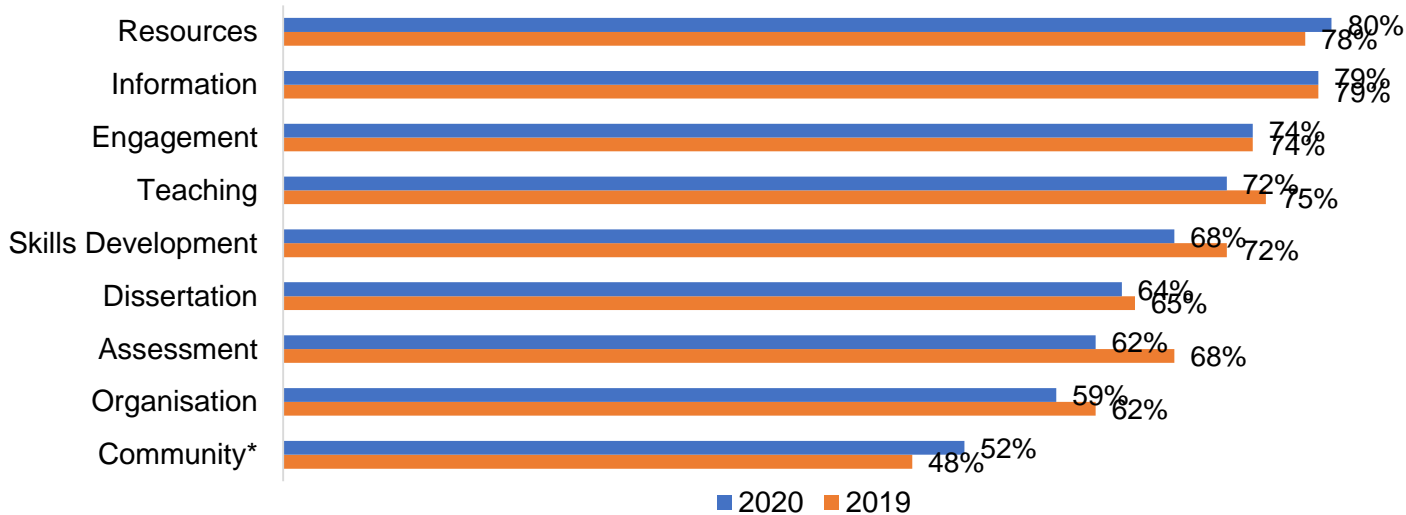
LSBU year on year performance against PTES measures (% agree)

Area	2020	2019
Resources	80%	78%
Information	79%	79%
Engagement	74%	74%
Teaching	72%	75%
Skills Development	68%	72%
Dissertation	64%	65%
Assessment	62%	68%
Organisation	59%	62%
Community*	52%	48%

■ 2020 ■ 2019

BUS Business Studies CAH subject area significantly higher than Sector and Post-92 for Skills Development (95%)

BEA Building CAH subject area significantly lower than Sector and Post-92 for Teaching (38%), Assessment (35%), Organisation (31%), Skills Development (43%)

HSC Subjects Allied To Medicine CAH subject area significantly lower than Sector and Post-92 for Organisation (52%), Skills Development (46%)

(Single choice, bases vary by area: 2020 base n=99-140 vs 2019 base n=256-372)
*N.B. measures pertaining to learning community and student representation were shown to LSBU respondents only, meaning there is no comparison data against other benchmarking groups.

Drivers analysis states Teaching and career preparation are the most important contributors to overall satisfaction

Relative Importance Analysis (Linear Regression): Overall, I am satisfied with the quality of my course (Top 16 factors)

Factor	Relative Importance
Teaching: The course is intellectually stimulating	5.33
Teaching: Staff are good at explaining things	5.09
Skills Dev.: As a result of the course I feel better prepared for my future career	4.92
Teaching: The course has enhanced my academic ability	4.38
Information for prospective students was accurate	4.03
Teaching: I am happy with the support for my learning I receive from staff on my course	4.00
Teaching: Staff are enthusiastic about what they are teaching	3.93
Skills Dev.: My confidence to be innovative or creative has developed during my course	3.43
Engage't: My course has challenged me to produce my best work	3.41
Community: It is clear how students' feedback on the course has been acted on	3.29
Skills Dev.: As a result of the course I am more confident about independent learning	3.14
Engage't: Course has created sufficient opps to discuss work with other students	2.94
Organisation: I was given appropriate guidance and support when I started my course	2.91
Engage't: I have appropriate opportunities to give feedback on my experience	2.89
Skills Dev: My research skills have developed during my course	2.80
Assessment: Feedback on my work has been prompt	2.49

■ Relative Importance (% contribution to Overall Satisfaction)

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n=140 cases used in estimation. Linear Regression Relative Importance Analysis multiple imputation (m=10 chained equations (predictive mean matching used to impute missing values of predictor variables. R-squared 0.8952.Top 16 (of 41) most statistically robust (p-values <0.001) and highest relative importance attributes shown. Together, these 16 attributes collectively contribute 59% towards Overall Satisfaction.

Throughout open text responses, teaching quality, application of learnings and course organisation were top of mind

1 **Teaching:** Quality, lecturer engagement and communication are top of mind for many PGTs, yet there is inconsistency in student experience. Some praised particular modules and the enthusiasm and engagement of staff, while others felt that teaching quality, materials, feedback and communication were inadequate – especially those studying Construction. Many note having had both positive and negative experiences.

2 **Skills development:** Real-world application of course learnings is key for typically career-oriented PGTs, but this is inconsistent at LSBU. Some PGTs felt prepared in translating course learnings to a workplace environment and valued opportunities for peer-interaction and knowledge sharing. Others called for more practical sessions evidencing the contemporary, real-world application of what they were being taught – especially BEA students.

3 **Organisation:** Many continue to experience timetabling issues, with incorrect information, untimely updates, last minute course changes and poor overall communication featuring here, especially for PT students. This translates into feelings of general disorganisation, which is an issue felt across the board.

Assessment: Marking procedures are often viewed as unclear with no set criteria for marking or poor quality feedback, which can cause confusion. Feedback can be late, and this is especially an issue for BEA students

Dissertations: General lack of awareness around the process of being allocated a supervisor; when allocated support, responsiveness and supervisor expertise can be viewed as inadequate

Engagement: Unmanageable workloads and conflicting deadlines are an issue for many. Communication clarity and timeliness from staff is lacking for some, especially for Construction students

Information: Information received is sufficient for some, while others need more detail at the applications stage
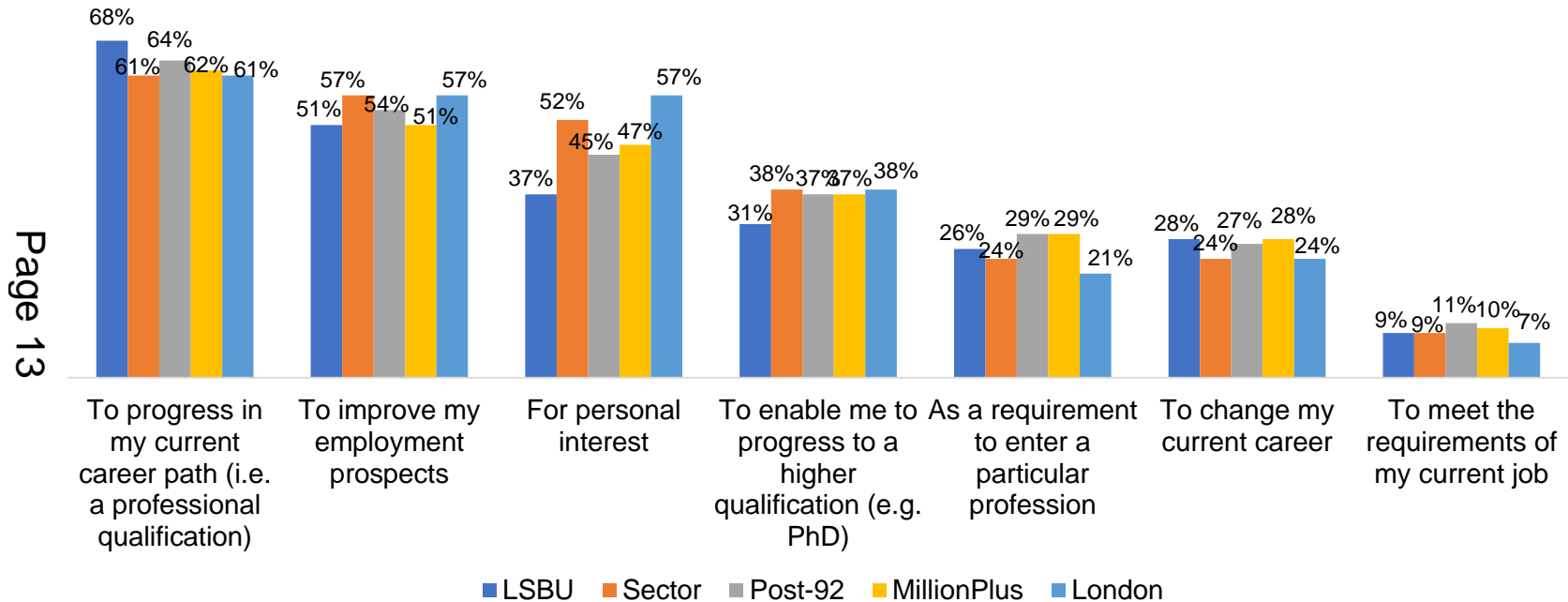
Resources: Generally positive around library support and materials provided, while some lack access to course specific (including technical) resources, and feel learning environments need work (e.g. class size)

Appendix 1:
Study motivations and benchmarked results by question area

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LSBU's PGT students are the most motivated by career progression – but challenges exist in Skills Development

Motivations to study (% agree)

	LSBU	Sector	Post-92	MillionPlus	London
To progress in my current career path (i.e. a professional qualification)	68%	61%	64%	62%	61%
To improve my employment prospects	51%	57%	54%	51%	57%
For personal interest	37%	52%	45%	47%	57%
To enable me to progress to a higher qualification (e.g. PhD)	31%	38%	37%	37%	38%
As a requirement to enter a particular profession	26%	24%	29%	29%	21%
To change my current career	28%	24%	27%	28%	24%
To meet the requirements of my current job	9%	9%	11%	10%	7%

LSBU's students' persisting focus on career prospects indicates that this remains an important selling point for the University. However, this must then translate to an enhanced PGT student experience, through the development of skills (including practical skills) and attributes which will allow students to feel better prepared upon leaving and to transition seamlessly into their preferred career path.
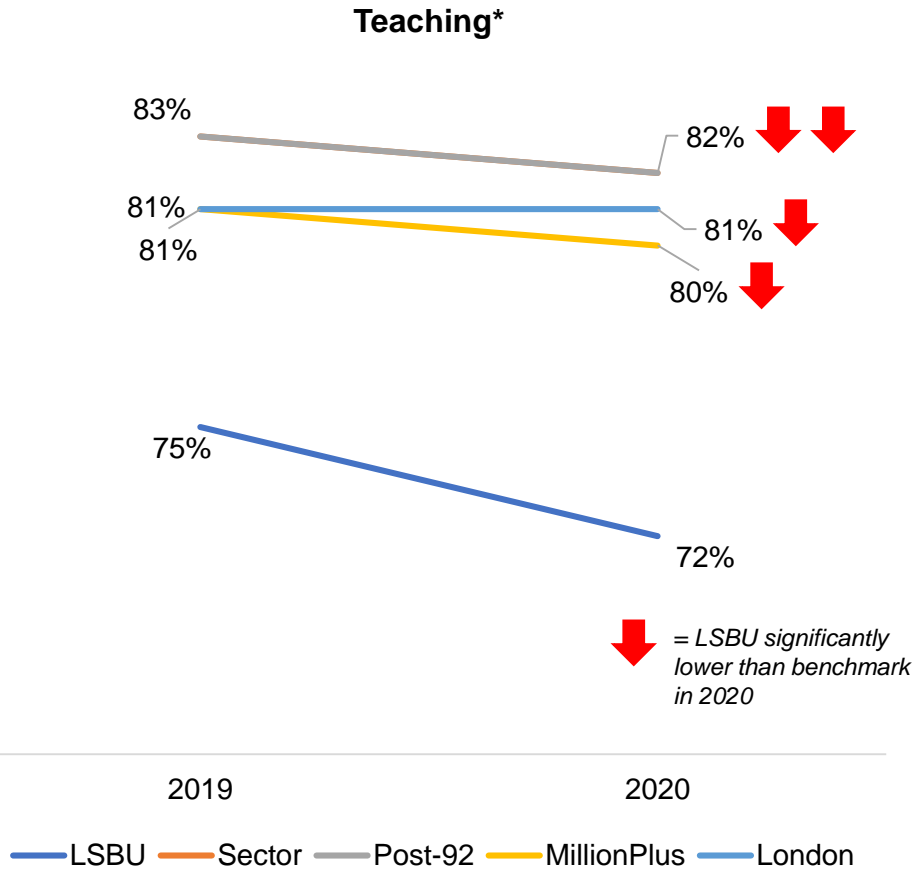
Q. My motivations for taking this postgraduate programme were…(Multiple response, base n=140)

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LSBU students' satisfaction around PGT Teaching is significantly lower than that of all other benchmarks

Teaching*

83%

82%

81%

81%

81%

80%

75%

72%

= *LSBU significantly lower than benchmark in 2020*

2019

2020

LSBU — Sector — Post-92 — MillionPlus — London

With LSBU's performance around Teaching declining since last year, and with the University trailing all other benchmarking groups around this area, LSBU will need to consider how teaching and learning experiences can be improved for its PGT students.

Open feedback suggests that inconsistency in teaching quality is a key frustration amongst this audience. Strong teaching practices aren't being experienced across the board, with inadequate communication around course materials and lecture quality cited as issues.

"Quality of teaching from lecturers really varies, there are a few that are really enthusiastic and have a deep knowledge of their subjects, the others give really 'flat' presentations"
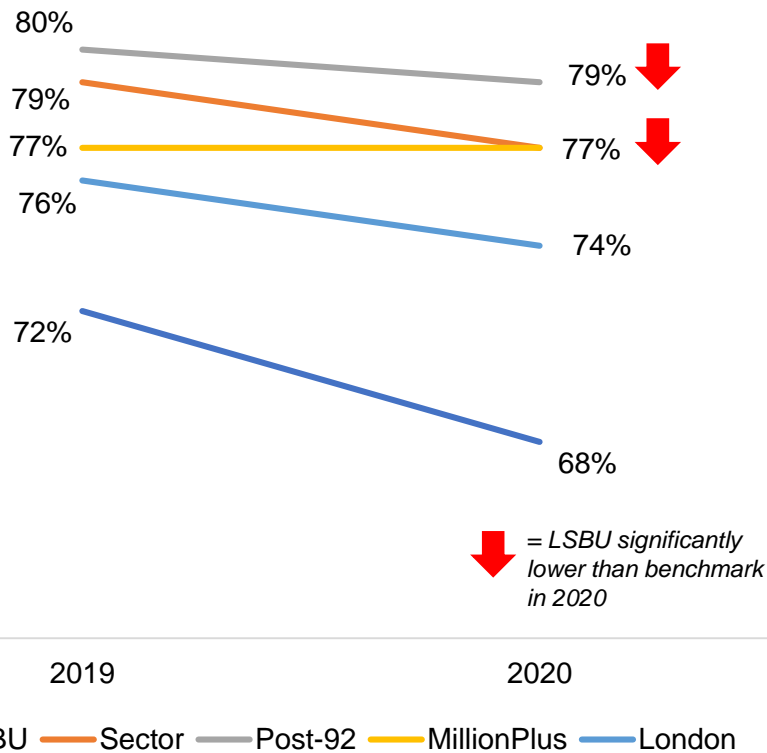**BEA, Construction, Property & Surveying, PT**

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*N.B. Sector benchmark scored the same levels of satisfaction around Teaching as the Post-92 benchmark (83% satisfaction in 2019 and 82% in 2020), meaning it's not visible on the graph above.

There is a continued need to better prepare students, with LSBU trailing the wider sector around Skills Development

Skills Development

80%
79%
77%
76%
72%

79% ⬇
77% ⬇
74%
68%

⬇ = LSBU significantly lower than benchmark in 2020

2019   2020

— LSBU   — Sector   — Post-92   — MillionPlus   — London

Where concerning measures related to overall confidence, independent thinking and learning, research skills and the capacity to innovate, results indicate that some students don't feel as prepared for their careers as they should be. Others indicated feeling prepared and confident about entering into related roles in the future.

Suggestions around the need for course content and affiliated resources/materials to link more directly to industry practice were especially felt by those studying Construction, Property and Surveying.
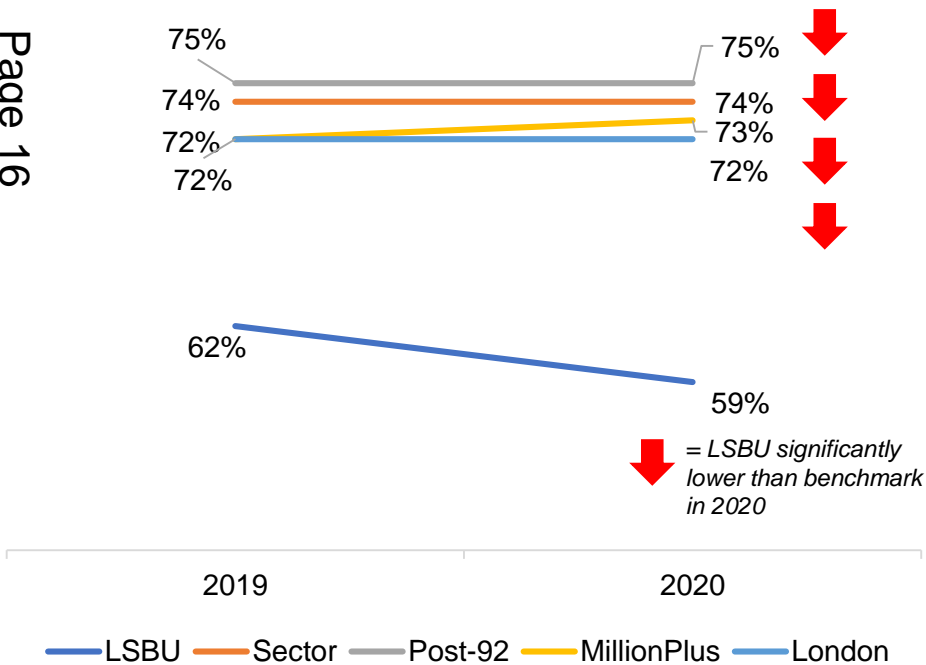
"Often the material is out of date. From working on a live building site, times have changed. This should be reflected in the information provided to us at university"
BEA, Construction, Property & Surveying

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Organisation continues to be LSBU's weakest performing measure overall, as was the case in 2019

Organisation

75%
74%
72%
72%

75%
74%
73%
72%

62%

59%

= *LSBU significantly lower than benchmark in 2020*

2019   2020

—— LSBU —— Sector —— Post-92 —— MillionPlus —— London

LSBU students' satisfaction has also decreased in this area since 2019 (-3%), and is significantly lower than all other benchmarking groups.

Organisation should be a key focus moving forward for the University, and is a critical issue across other research conducted with LSBU's various audiences. For PGT students specifically, there's a continued need for more effective communication around any changes to courses, while timetabling issues were still a frustration for many.

"The timetable is very disorganised with changes happening last minute, making it very difficult to organise personal commitments outside of University"
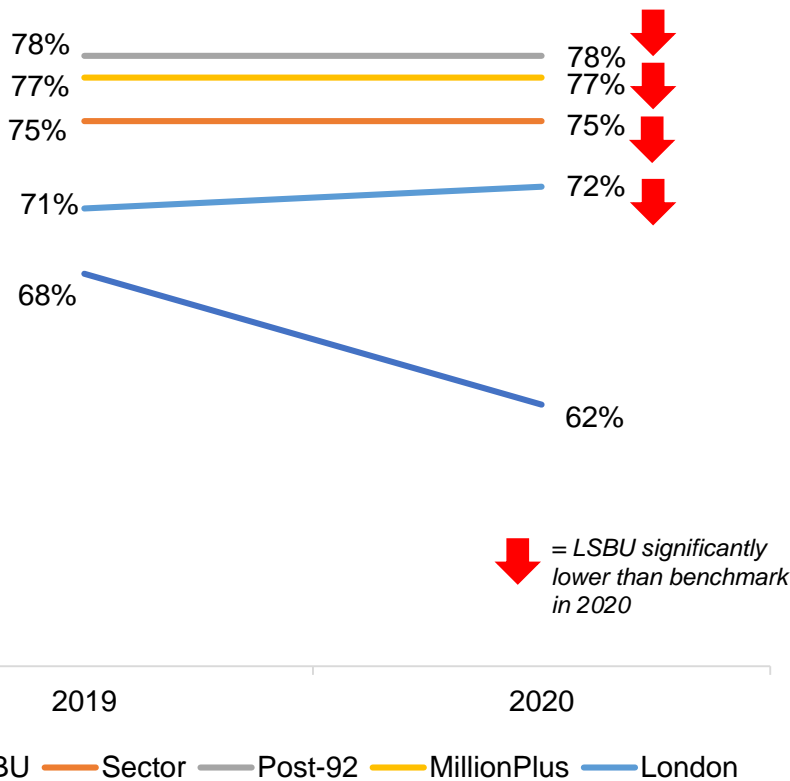
HSC, Allied Health Sciences, FT

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LSBU's performance around Assessment is poor, and acts as one of the University's weakest measures overall

Assessment

78% ——— 78%
77% ——— 77%
75% ——— 75%

71% ——— 72%

68%

62%

= LSBU significantly lower than benchmark in 2020

2019   2020

—— LSBU —— Sector —— Post-92 —— MillionPlus —— London

Assessment satisfaction is much the same as last year for all benchmarks; Post-92 performs most strongly while satisfaction more widely is fairly muted. LSBU Assessment satisfaction has fallen against 2019 and is now significantly behind all other benchmarking groups.

To address this moving forward, the University must improve on the promptness of assignment/coursework feedback given by staff to students, as well as the clarity of marking and grading criteria.

"The feedback can be vague and as mentioned before, is rarely on time"
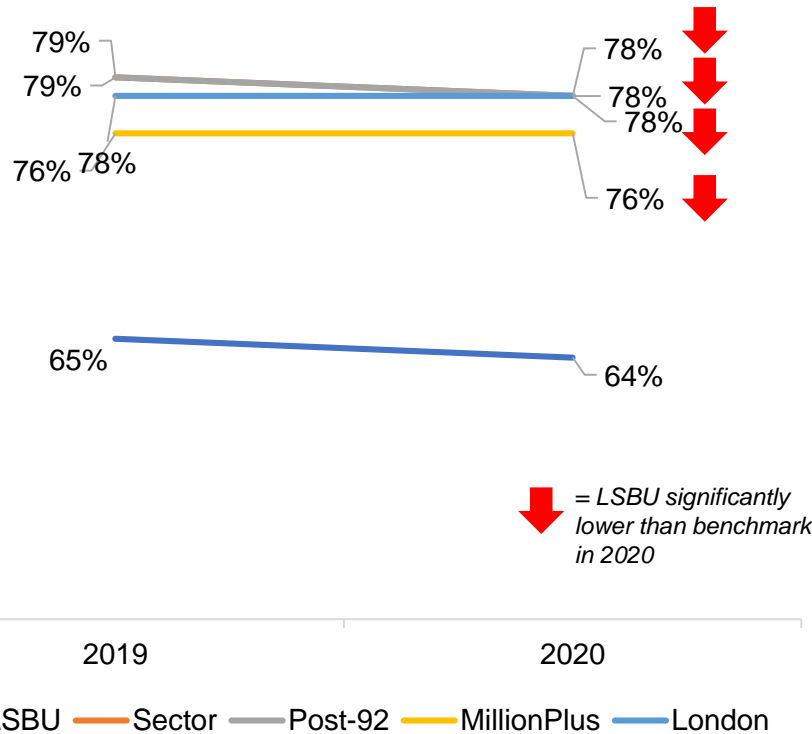
BEA, Construction, Property & Surveying, PT

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LSBU's Dissertation satisfaction is one of the University's overall weakest measures

Dissertation*

79%
79%
76% 78%

78%
78%
78%
76%

65%
64%

= LSBU significantly lower than benchmark in 2020

2019   2020

——LSBU ——Sector ——Post-92 ——MillionPlus ——London

LSBU students' satisfaction around Dissertations is low, significantly lower than all other benchmarking groups.

The University must continue to address issues raised around a perceived lack of support and responsiveness from some dissertation supervisors, as well as more effective organisation of the process more widely.

"Supervisor is only assigned to us in June, 2 months before the submission deadline of our dissertation. They should be assigned after we have chosen our topic"
BUS, Accounting, Finance & Economics, FT
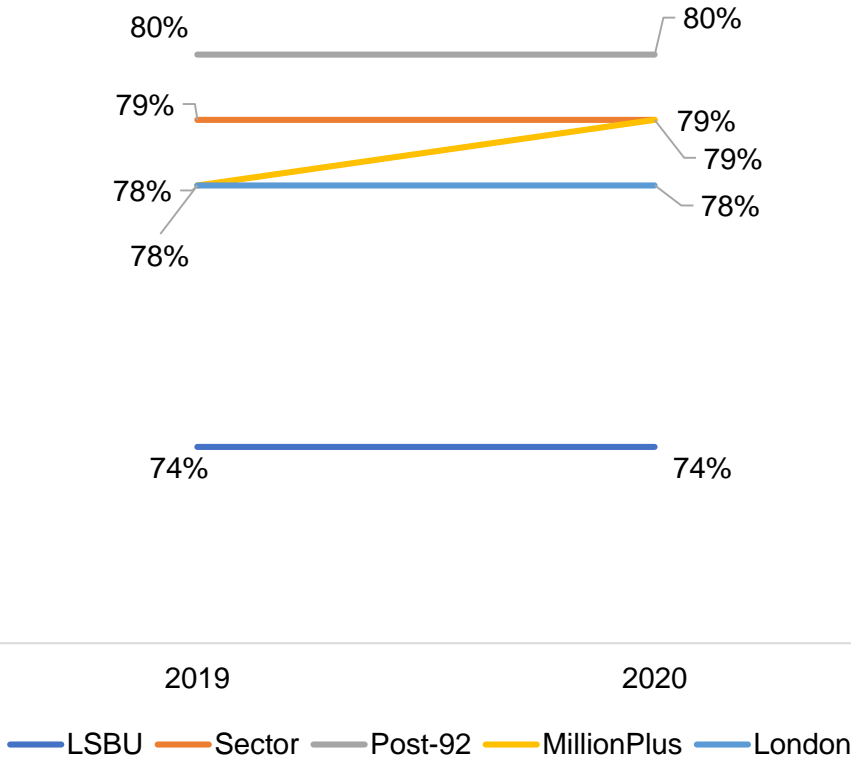
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*N.B. Sector benchmark score equal to Post-92 satisfaction around Dissertations (79% satisfaction in 2019 and 78% in 2020), therefore Sector hidden on the graph above.

LSBU trails all benchmarking groups around Engagement, albeit not significantly so

Engagement

80%   80%

79%   79%

78%   79%

78%   78%

78%

74%   74%

2019   2020

— LSBU   — Sector   — Post-92   — MillionPlus   — London

Engagement across the board is exactly the same as last year. There are no significant differences between LSBU and the wider Post-92 benchmark (as was the case in 2019), however this is likely the result of a smaller base size this year.

The University will need to continue examining how it can enable stronger staff engagement, while ensuring that PGT students feel valued and supported. More transparency around deadline/feedback processes, and support around workload management, especially for PT students, may bolster student experience here.

"The workload has not been manageable… In the first semester we were given three deadlines very close together. This was poor planning and placed an undue amount of stress on the students"
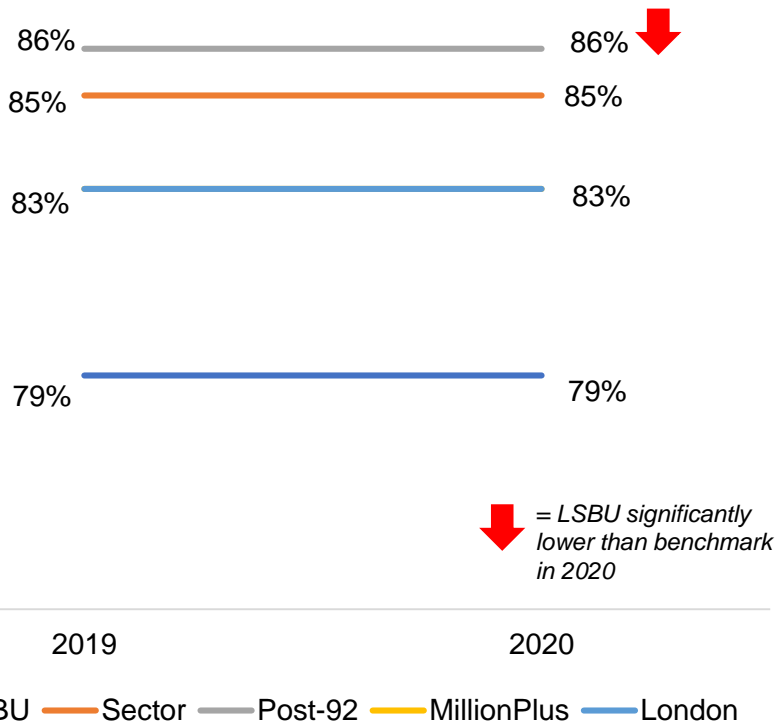**HSC, Primary & Social Care, FT**

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Information is LSBU's second highest performing measure overall, but opportunities remain to develop this further

Information*

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86% ——— 86% 🔻
85% ——— 85%
83% ——— 83%

79% ——— 79%

🔻 = LSBU significantly lower than benchmark in 2020

2019   2020

— LSBU — Sector — Post-92 — MillionPlus — London

Information satisfaction is exactly the same as last year across LSBU and other benchmarks, where Post-92 institutions more broadly in particular perform significantly better than LSBU.

As seen with other research conducted with prospective and current PGT students, this audience are looking for as much detailed information about their course as they can find – either as part of deciding what to study, or as a current student. This is critical in expectation management.

"The most disappointing is the sparse list of project subjects and the lack of tutors to supervise the projects. This fact was hidden from the recruitment drive"

**LSS, Law, FT**

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*N.B. Million Plus benchmark scored the same levels of satisfaction around Information as the London benchmark (83% satisfaction in 2019 and 2020), meaning it's not visible on the graph above.

Resources is LSBU's strongest performing measure, where the gap between LSBU and other benchmarks is closing

Resources*

86%
85%
85%
84%
83%
82%
80%
78%

2019   2020

— LSBU — Sector — Post-92 — MillionPlus — London

Page 21
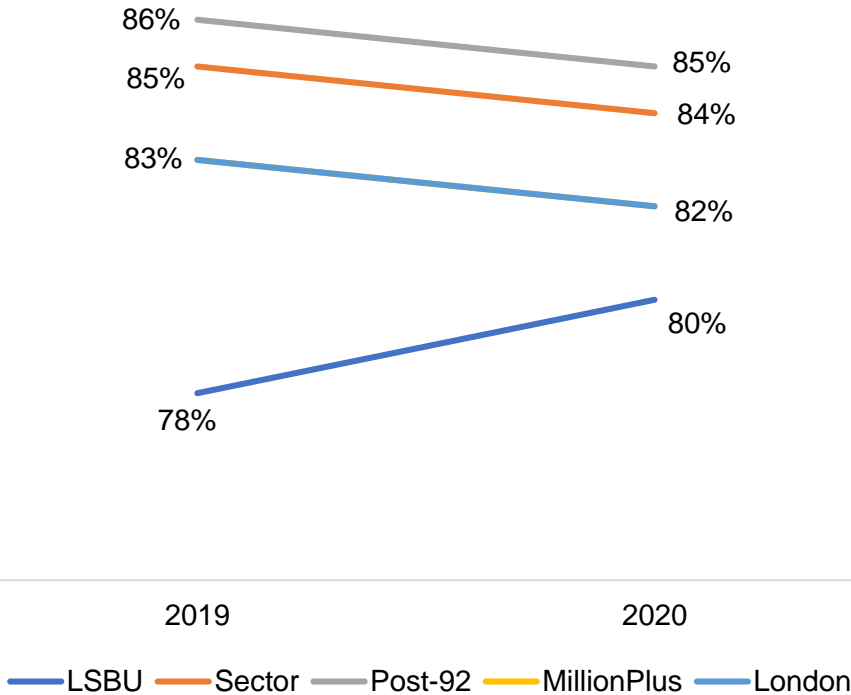
While the Post-92 and Sector benchmarking groups continue to perform stronger than LSBU around Resources, LSBU's student satisfaction has increased to reduce the significance of the gap between LSBU and other benchmarking groups

To improve on LSBU's performance further, students indicated that they're in need of easier access to specific course resources or technical software – which is likely in future to require greater investment.

"The library lacks good computer facilities to run software we need for our modules"

ENG, Civil & Building Services Engineering, PT

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*N.B. Million Plus benchmark scored the same levels of satisfaction around Resources as the London benchmark (83% satisfaction in 2019 and 82% in 2020), meaning it's not visible on the graph above.

Appendix 2:
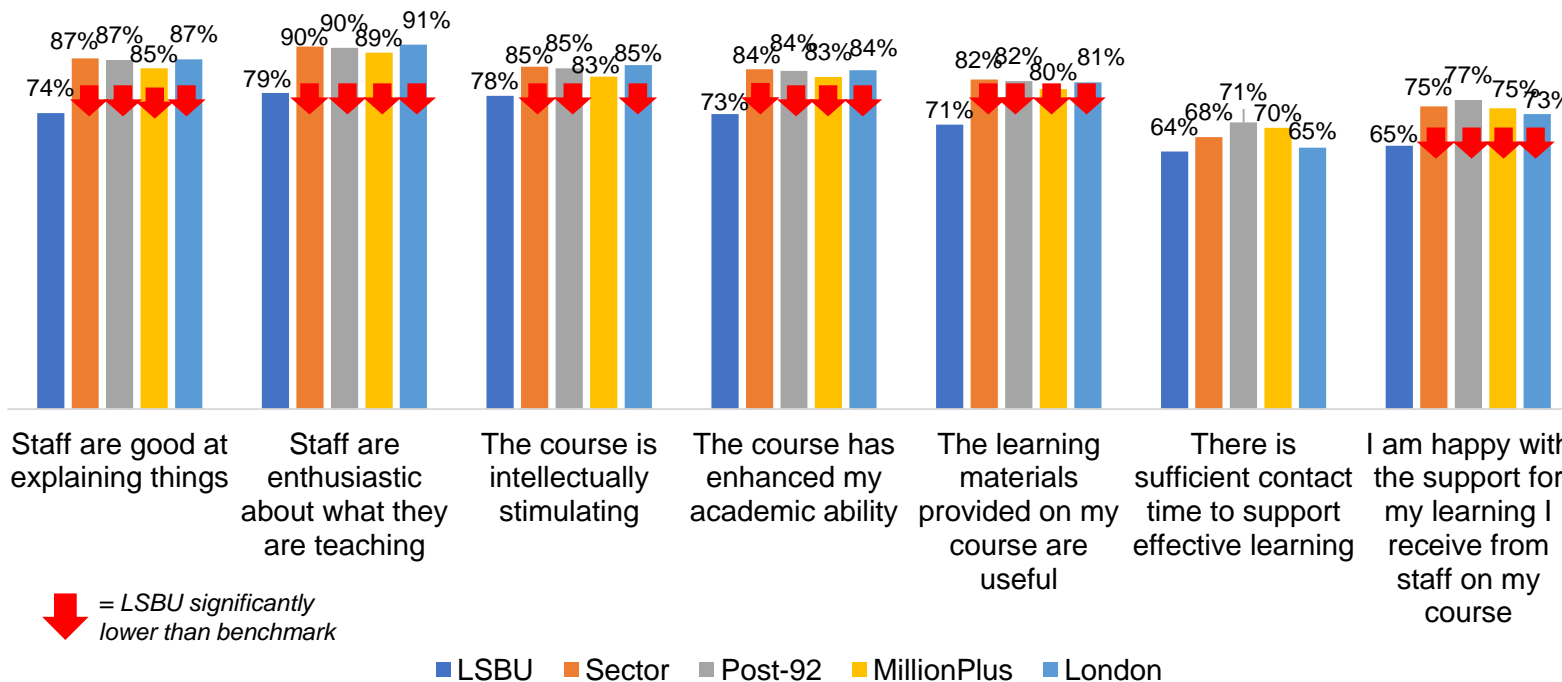# Benchmark findings in detail

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LSBU are outperformed by all benchmarking groups across nearly all measures within Teaching

Teaching (% agree)

Staff are good at explaining things: LSBU 74%, Sector 87%, Post-92 87%, MillionPlus 85%, London 87%

Staff are enthusiastic about what they are teaching: LSBU 79%, Sector 90%, Post-92 90%, MillionPlus 89%, London 91%

The course is intellectually stimulating: LSBU 78%, Sector 85%, Post-92 85%, MillionPlus 83%, London 85%

The course has enhanced my academic ability: LSBU 73%, Sector 84%, Post-92 84%, MillionPlus 83%, London 84%

The learning materials provided on my course are useful: LSBU 71%, Sector 82%, Post-92 82%, MillionPlus 80%, London 81%

There is sufficient contact time to support effective learning: LSBU 64%, Sector 68%, Post-92 71%, MillionPlus 70%, London 65%

I am happy with the support for my learning I receive from staff on my course: LSBU 65%, Sector 75%, Post-92 77%, MillionPlus 75%, London 73%

🔻 = *LSBU significantly lower than benchmark*

■ LSBU ■ Sector ■ Post-92 ■ MillionPlus ■ London

LSBU's students tended to be more satisfied with staff enthusiasm (79%) and find the course intellectually stimulating (78%) compared to other measures, although these results remain relatively weak relative to competitive benchmarks. Weaker feedback was received around course support, in the form of contact time and staff support – although staff support was relatively weak across all other benchmarks. LSBU students' satisfaction was significantly lower than nearly all other benchmarks. Improving teaching and learning features continues to be key moving forward.

Q. To what extent do you agree or disagree with the following statements regarding teaching and learning on your course? (Single choice, base n=139-140)

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Teaching is inconsistent, and course materials and the level and challenge of PGT tuition require particular attention

Unlike last year, lack of contact time doesn't feature as an issue for the majority. However, PGT students often view course materials, communication and teaching around course materials, and in some cases the level of teaching provided, as inadequate. Some also take issue with class size:

"The content in some of the classes feels like undergraduate level. I do not like paying so much just to review basic concepts"

BUS, Business & Enterprise, FT

"Lecturers give answers out prior for the coursework… The coursework is so poorly explained that this is a necessary requirement in order for you to have any idea what to produce"

BEA, Construction, Property & Surveying, PT

"Smaller seminar groups would help with learning specific skills. Also more close analysis of the core texts and papers together would help analytics skills"

APS, Psychology, PT

More generally, inconsistency in teaching and lecturer enthusiasm/engagement continue to be an issue affecting many students. While some praised the quality of some of their lecturers, positive experiences aren't being had across the board:

"Most tutors are enthusiastic and obviously are committed to what they are doing to support students. When they are not, it stands out"

HSC, Adult Nursing & Midwifery, PT

"Some staff go above and beyond to help postgraduate students… However, other members of staff can be a little rude and treat the class as if we are undergraduates"

LSS, Urban, Environment & Leisure Studies, PT

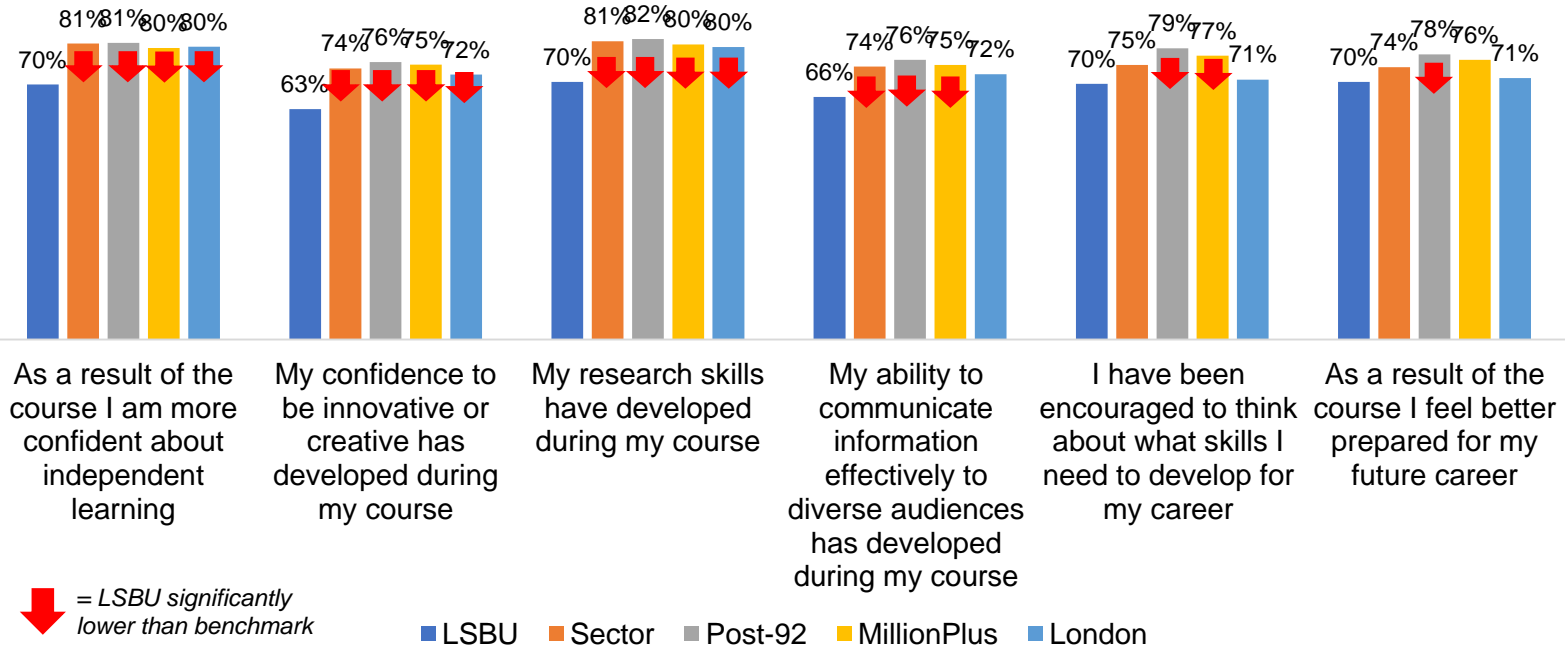*"Two modules have been very good, with good teaching, good engagement, opportunities for tutorials, and clear explanations of assignments and expectations given. The third module has been the opposite"*

HSC, Primary & Social Care, FT

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Q. If you have any further comments on these issues [Teaching] then please provide them here (Open text response, base n=40)

Skills Development looks to be muted at LSBU when compared to other benchmarks

Skills Development (% agree)

As a result of the course I am more confident about independent learning: LSBU 70%, Sector 81%, Post-92 81%, MillionPlus 80%, London 80%

My confidence to be innovative or creative has developed during my course: LSBU 63%, Sector 74%, Post-92 76%, MillionPlus 75%, London 72%

My research skills have developed during my course: LSBU 70%, Sector 81%, Post-92 82%, MillionPlus 80%, London 80%

My ability to communicate information effectively to diverse audiences has developed during my course: LSBU 66%, Sector 74%, Post-92 76%, MillionPlus 75%, London 72%

I have been encouraged to think about what skills I need to develop for my career: LSBU 70%, Sector 75%, Post-92 79%, MillionPlus 77%, London 71%

As a result of the course I feel better prepared for my future career: LSBU 70%, Sector 74%, Post-92 78%, MillionPlus 76%, London 71%

= LSBU significantly lower than benchmark

■ LSBU   ■ Sector   ■ Post-92   ■ MillionPlus   ■ London

More may need to be done to ensure LSBU's PGT students feel better prepared in terms of their research and communication skills to help boost overall confidence amongst PGT's – especially as such measures, such as independent learning and capacity to innovate, are key in preparing students for a career in a related field.

Q. To what extent do you agree or disagree with the following statements regarding the development of skills on your course? (Single choice, base n=139-140)

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Preparedness for future careers is inconsistent, BEA students are most concerned with real world application of learnt skills

For those in BEA, especially those studying Construction, Property and Surveying, (where many are PT students) course materials and teaching methods are often viewed as inadequate or outdated. Relevance of learnt skills to the real world needs to be better communicated with particular attention given to the quality and modernity of practical examples:

"I am doing a Construction course and most of the examples used by a few lecturers are not innovative or up to date with the times"

BEA, Construction, Property & Surveying, PT

"The course should better prepare students with more real life scenario examples useful for the industry"

BEA, Civil & Building Services Engineering, PT

"I have personally self taught myself a lot on this course… More needs to be done to achieve a better standard and level of education"

BEA, Construction, Property & Surveying, PT

Across other schools the response is more mixed. Some feel their course is preparing them for a career, whilst others feel this less strongly, or feel that their course is completely falling short as a result of previous concerns and issues mentioned:

"Guest lecturers bring live project cases and share their approach and strategies. This sharpens our decision making skills and extends our networking which really prepares for the future"

BUS, Business & Enterprise, FT

"I am already working so the course is not majorly for career development or change for me"

APS, Psychology, PT

"Unfortunately, due to many frustrations with the course and how it is being run, it is not building up my confidence for my future career"
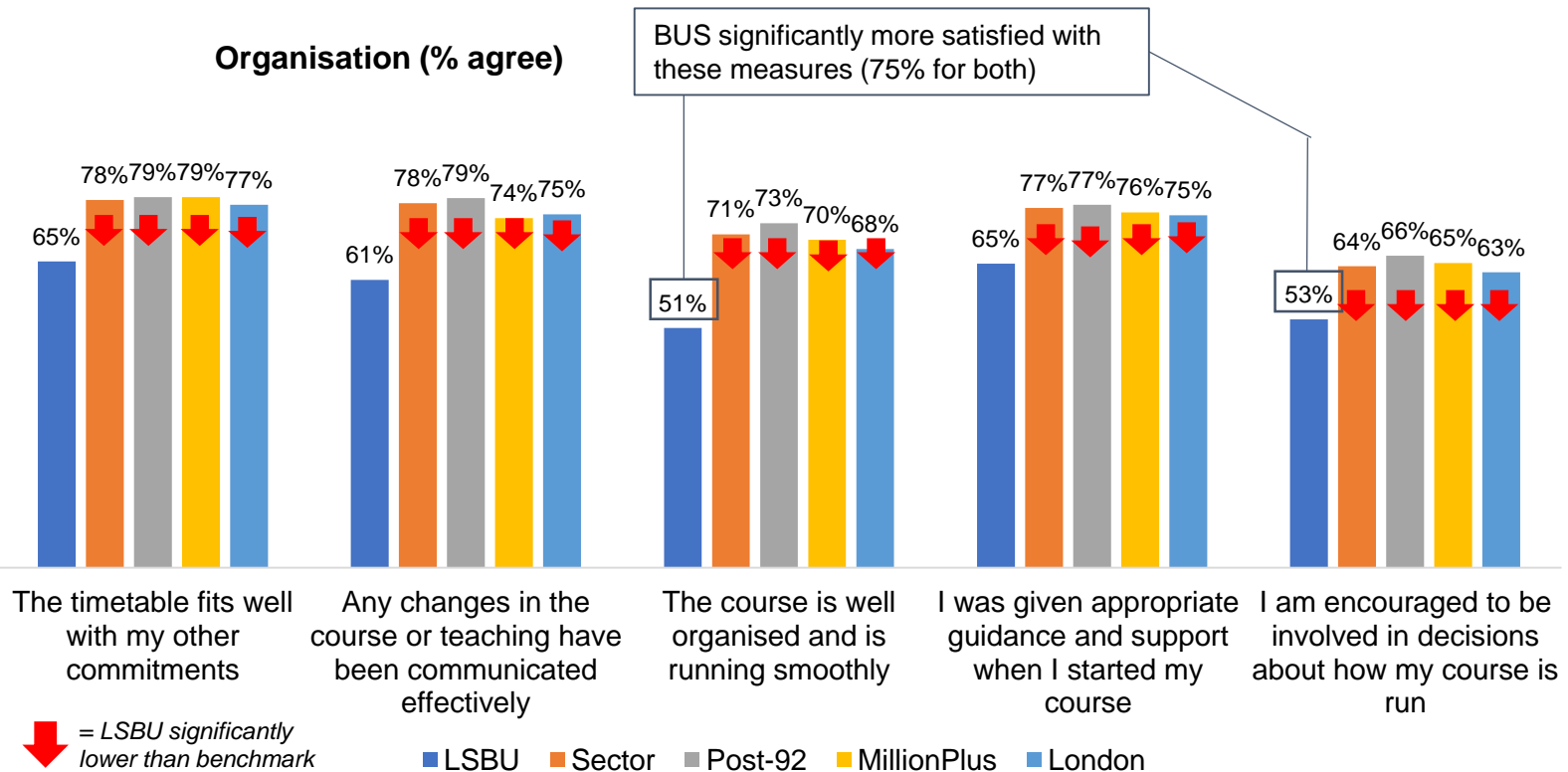
HSC, Primary & Social Care, FT

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Q. If you have any further comments on these issues [Skills Development] then please provide them here
(Open text response, base n=33)

Organisation continues to be one of the poorest performing areas at LSBU across all measures and benchmarks

Organisation (% agree)

BUS significantly more satisfied with these measures (75% for both)

	The timetable fits well with my other commitments	Any changes in the course or teaching have been communicated effectively	The course is well organised and is running smoothly	I was given appropriate guidance and support when I started my course	I am encouraged to be involved in decisions about how my course is run
LSBU	65%	61%	51%	65%	53%
Sector	78%	78%	71%	77%	64%
Post-92	79%	79%	73%	77%	66%
MillionPlus	79%	74%	70%	76%	65%
London	77%	75%	68%	75%	63%

= *LSBU significantly lower than benchmark*

■ LSBU ■ Sector ■ Post-92 ■ MillionPlus ■ London

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LSBU students are significantly less satisfied than all other benchmarks across all measures within Organisation, while course organisation is particularly concerning. Addressing organisation and management issues should continue to be a key priority for LSBU moving forward. BUS perform better in certain areas for course organisation and involvement in decision making.

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Q. To what extent do you agree or disagree with the following statements regarding organisation and management on your course? (Single choice, base n=139-140)

Ineffective and inconsistent timetabling, along with last minute course changes, were key touchpoints for poor Organisation

Timetabling was a commonly mentioned issue. Many suggested that timetables aren't being updated, or have incorrect information. Timetabling is a consistent issue recurring throughout other internal research:

"Changes for timetabling are through e-mail which I cannot access on my phone. I've communicated this with the support team, but never heard back"

BEA, Construction, Property & Surveying, PT

"Sometimes changes in timetable or location of classroom do not reflect on the online system in a timely way"

BUS, Accounting, Finance & Economics, FT

"Course organisation and management has been poor. My timetable is not yet updated with the courses that I have been instructed to attend. This is making me unsure about the courses I will be taking on next semester"

BEA, Architecture, FT

Issues around changes to the course were cited frequently. Students noted how changes to courses (e.g. room changes or lecture cancellations) are often made last minute, with poor communication and little consideration as to how cohorts would be affected. This was especially felt by PT students, where the implications of such changes are greater:

"There have been occasions of missed or miscommunication during the course which has impacted on people missing sessions"

APS, Psychology, PT

"Classes have been cancelled at the last minute. When asked when the last module would start I was told April, then with less than 3 weeks' notice told it would start in February"

HSC, Adult Nursing & Midwifery, PT

"I fit the timetable around my work - being part time. Changes are usually made last minute and not communicated effectively"
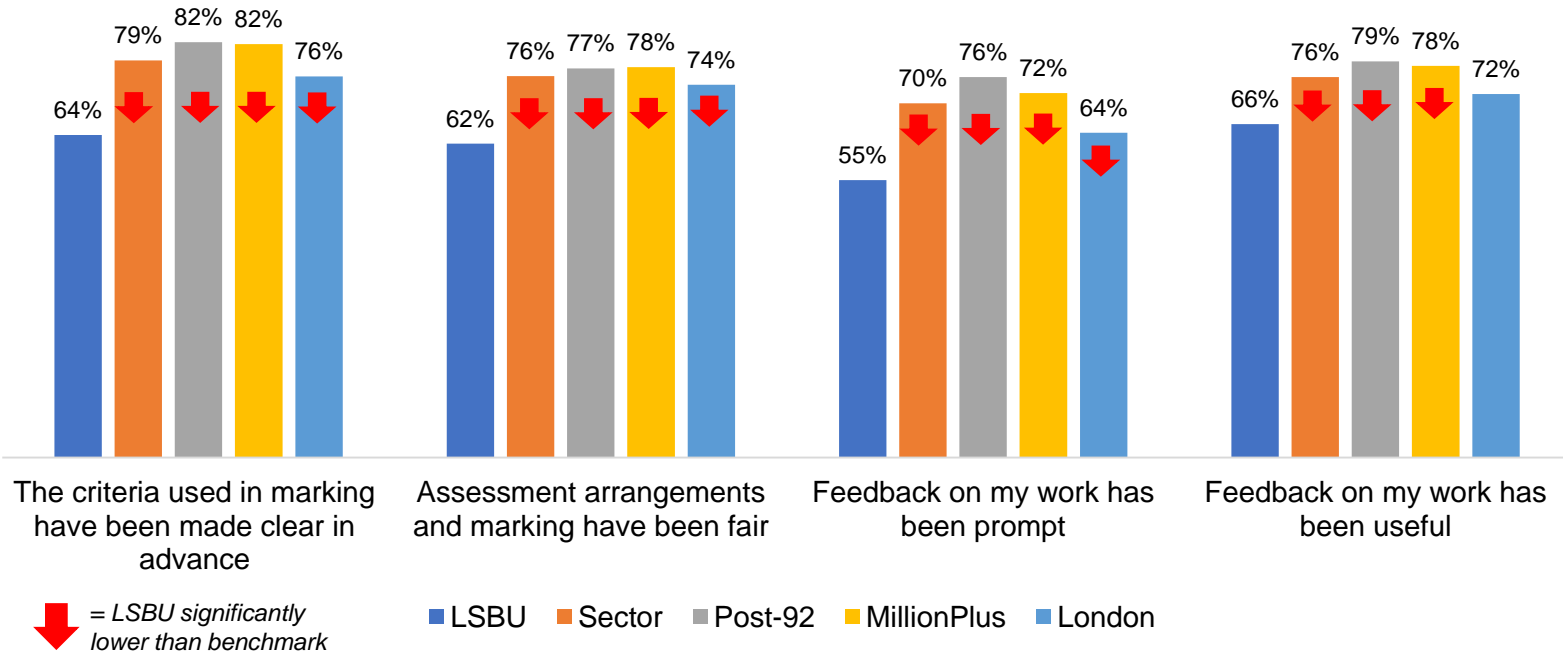
BEA, Construction, Property & Surveying, PT

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Q. If you have any further comments on these issues [Organisation] then please provide them here (Open text response, base n=25)

Assessment is one of LSBU's weakest measures overall

Assessment (% agree)

Chart data:

The criteria used in marking have been made clear in advance
- LSBU: 64%
- Sector: 79%
- Post-92: 82%
- MillionPlus: 82%
- London: 76%

Assessment arrangements and marking have been fair
- LSBU: 62%
- Sector: 76%
- Post-92: 77%
- MillionPlus: 78%
- London: 74%

Feedback on my work has been prompt
- LSBU: 55%
- Sector: 70%
- Post-92: 76%
- MillionPlus: 72%
- London: 64%

Feedback on my work has been useful
- LSBU: 66%
- Sector: 76%
- Post-92: 79%
- MillionPlus: 78%
- London: 72%

⬇ = *LSBU significantly lower than benchmark*

Legend: ■ LSBU ■ Sector ■ Post-92 ■ MillionPlus ■ London

LSBU students' satisfaction is significantly lower than all other benchmarks for nearly every measure within Assessment, and no one measure scores as much as 70%. While there is a need for improvement across the board, receiving prompt <u>constructive</u> feedback appears to be a particular concern for LSBU's audience.

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Q. To what extent do you agree or disagree with the following statements regarding engagement on your course? (Single choice, base n=140)

There are continued issues around quality and transparency of grading/marking, and promptness of feedback

For many PGT students, criteria around assessment and marking procedures is often unclear or is contradictory. There appears to be no set approach to marking assignments, with many questioning the legitimacy of feedback and the overall fairness of the marks they received:

"I really recommend that you read the feedback we as a cohort received for the last module. Lecturers contradict one another with marking and it's really hard to understand what the lecturer is trying to say"
HSC, Adult Nursing & Midwifery, PT

"There is no further feedback to justify why we have received a certain score. Assessment criteria are not always well explained."

HSC, Primary & Social Care, FT

"I was criticised for reflecting on a single episode that happened during the course, rather than on the course in general; it was specifically asked in the assignment instructions to do so…"
APS, Psychology, PT

For others, and especially for BEA, feedback on work is simply arriving too late. In their open comments, students indicated that tutors aren't sticking to agreed timescales for delivering feedback, leaving affected students completely in the dark:

"On most occasions feedback for our coursework has been later than the University 15 days target"

BEA, Construction, Property & Surveying, PT

"In some cases markers have had more time marking coursework than students have had to write the piece, and when presented with the mark and comments it has been unhelpful"
BEA, Construction, Property & Surveying, PT

"Feedback from our final assessments was given way late. The course states feedback will be given 14 days after submission. We received some over a month after we submitted"
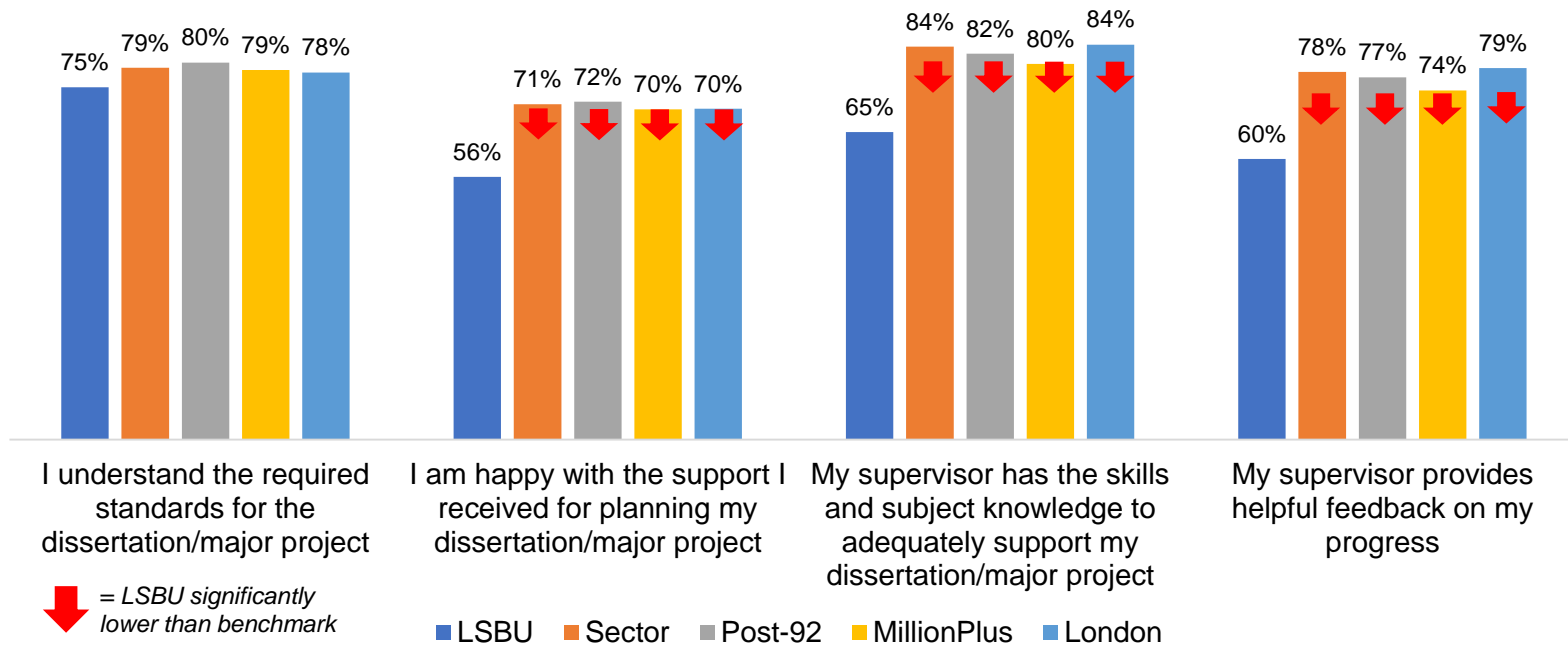**BUS, Business & Enterprise, FT**

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Q. If you have any further comments on these issues [Assessment] then please provide them here (Open text response, base n=32)

Dissertation supervisors score lower for subject knowledge, support and feedback compared to all other benchmarks

Dissertation (% agree)

	LSBU	Sector	Post-92	MillionPlus	London
I understand the required standards for the dissertation/major project	75%	79%	80%	79%	78%
I am happy with the support I received for planning my dissertation/major project	56%	71%	72%	70%	70%
My supervisor has the skills and subject knowledge to adequately support my dissertation/major project	65%	84%	82%	80%	84%
My supervisor provides helpful feedback on my progress	60%	78%	77%	74%	79%

= *LSBU significantly lower than benchmark*

■ LSBU   ■ Sector   ■ Post-92   ■ MillionPlus   ■ London

LSBU students are significantly less satisfied than all benchmarking groups across all measures for Dissertations relating to the level of support/feedback received, and subject knowledge of supervisors. However, required standards are similarly clear as in other benchmark groups. Moving forward, students will need significantly more support and useful guidance from their tutors in this area.

Q. To what extent do you agree or disagree with the following statements regarding your dissertation / major project? (Single choice, base n=99-100) *N.B. Measures pertaining to Dissertation only shown to those who indicated that they are planning, undertaking or have completed a dissertation/major project (base n=100)

For many, proactive dissertation support and supervisor contact continues to be viewed as inadequate

For those currently planning their dissertation/major project, many cited difficulties and a general lack of awareness around the process of being allocated a supervisor. This is likely contributing towards wider feelings of a lack of support:

"Requirements, dates, and general information would have been helpful to receive sooner. Maybe have a meeting at the beginning of the year outlining our courses schedule and final project"

BUS, Business & Enterprise, FT

"I am not well aware of who my supervisor for the dissertation will be and how am I supposed to approach them, to choose a topic and proceed with the dissertation"

BEA, Architecture, FT

"I wasn't happy with the planning and support in the initial stages of the dissertation… I didn't know where to look for the information I needed and how to proceed"

ENG, Chemical & Petroleum Engineering, FT

Supervisor availability and expertise also features as an issue for some of those allocated with a supervisor. Responsiveness and suitability will need to continue to be addressed moving forward:

"My supervisor was not a town planner, but a geographer. He is very good, but he didn't know planning"

LSS, Urban, Environment & Leisure Studies, FT

"It can take a long time to get a response from my supervisor. I have to email 3 or 4 times constantly chasing for this"

BEA, Construction, Property & Surveying, PT

"My supervisor is overworked and feedback is given to us much too late and when it does arrive it is often generic and not anything that I can learn from"

BEA, Architecture, PT

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Q. If you have any further comments on these issues [Dissertation] then please provide them here (Open text response, base n=21)

To boost satisfaction around Engagement, issues around workload and student feedback need particular attention

Engagement (% agree)
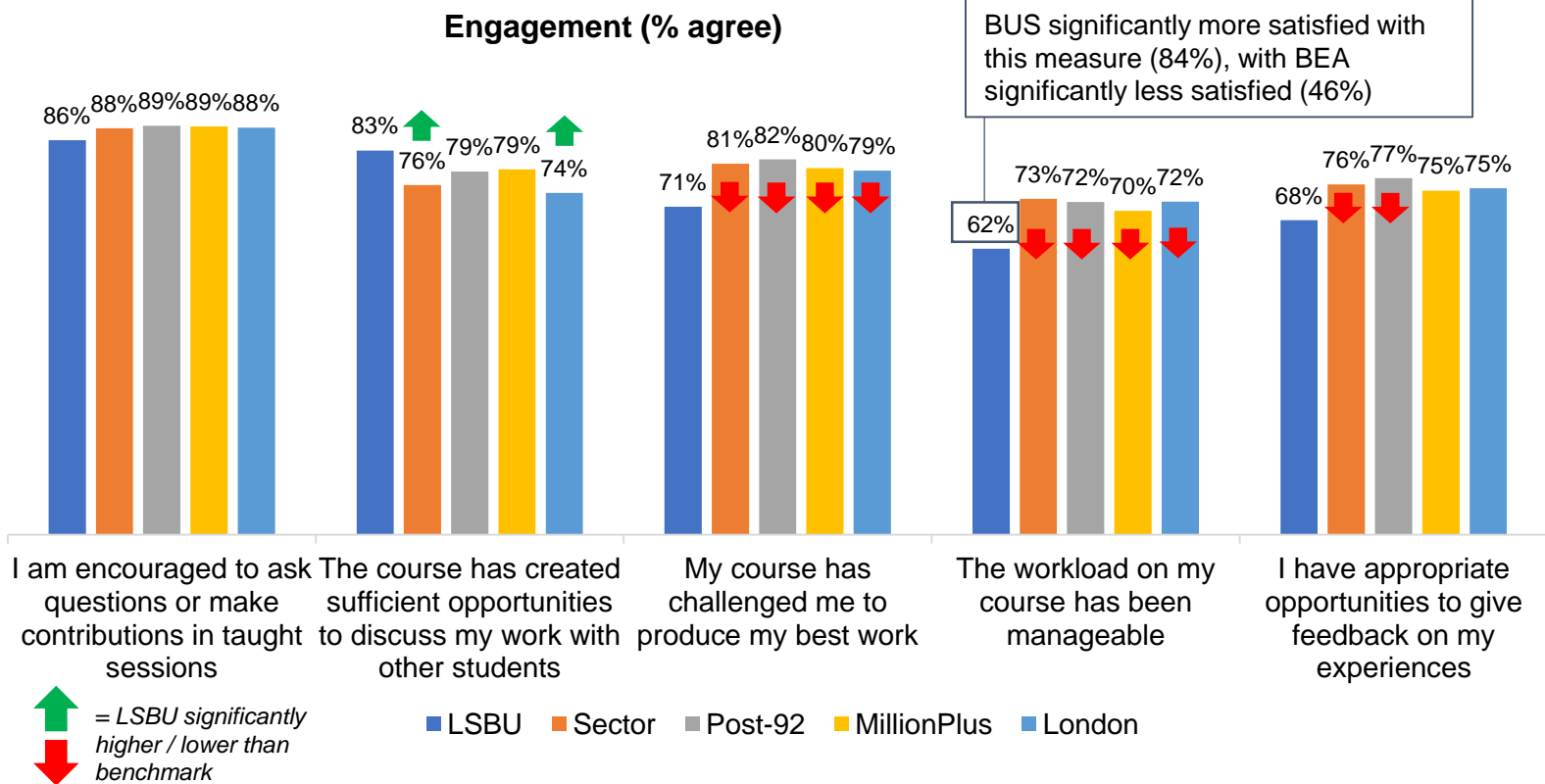
BUS significantly more satisfied with this measure (84%), with BEA significantly less satisfied (46%)

I am encouraged to ask questions or make contributions in taught sessions
86% 88% 89% 89% 88%

The course has created sufficient opportunities to discuss my work with other students
83% 76% 79% 79% 74%

My course has challenged me to produce my best work
71% 81% 82% 80% 79%

The workload on my course has been manageable
62% 73% 72% 70% 72%

I have appropriate opportunities to give feedback on my experiences
68% 76% 77% 75% 75%

↑ = LSBU significantly higher / lower than benchmark
↓

■ LSBU ■ Sector ■ Post-92 ■ MillionPlus ■ London

LSBU performs comparatively well around opportunities to discuss work with other students (83%). However, having manageable workloads looks to be a key issue (62%), which may be further impacting upon quality of work (71%).This is being felt particularly amongst BEA students. Satisfaction around being able to feedback on own experiences is significantly lower compared to sector and Post-92 benchmarking groups.

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Q. To what extent do you agree or disagree with the following statements regarding engagement on your course? (Single choice, base n=139-140)

Workload challenges vary and may require tailored support; Students more widely don't always feel listened to or informed

Unmanageable workloads was an issue cited by many. LSBU's PT students in particular struggle to balance work and study and would likely benefit from greater support from the University. However, Full-time students may also feel workload pressures due to concentrated deadlines, the logistics of which require attention:

"I would like the fact that we work full time to be taken into account when deciding on assignments - a 5,000 word prose essay is not suitable, whereas a 2,500 word report is"
LSS, Urban, Environment & Leisure Studies, PT

"It should be taken into account most of us are working full time whilst we try to study and group work isn't always as feasible as if we were studying full time on campus"
BEA, Construction, Property & Surveying, PT

"The assignments and assessments all being due at the same time has been quite challenging. It would be useful if the assignments and assessment due dates were spread out throughout the semester"
HSC, Children's Nursing, FT

Other students indicated that they're not being listened to by their tutors or course directors, where logistical issues around deadlines / feedback continue to feature. More open and timely communication between students and lecturers will be beneficial. Those in Construction, Property & Surveying appear least contented here:

"Questions during class have been met with retaliation in some courses, leading to less engagement. I find myself asking fellow students for help, rather than the lecturers themselves"
BEA, Construction, Property & Surveying, PT

"Deadlines for our course work often overlap, leaving some weeks with 2 or more assignment/exams to be submitted or taken. Lecturers need a better communication strategy"
BEA, Construction, Property & Surveying, PT

"The feedback time in relation to the second piece of follow up coursework leaves only a few days between the expected feedback date and the next submission, which causes confusion."
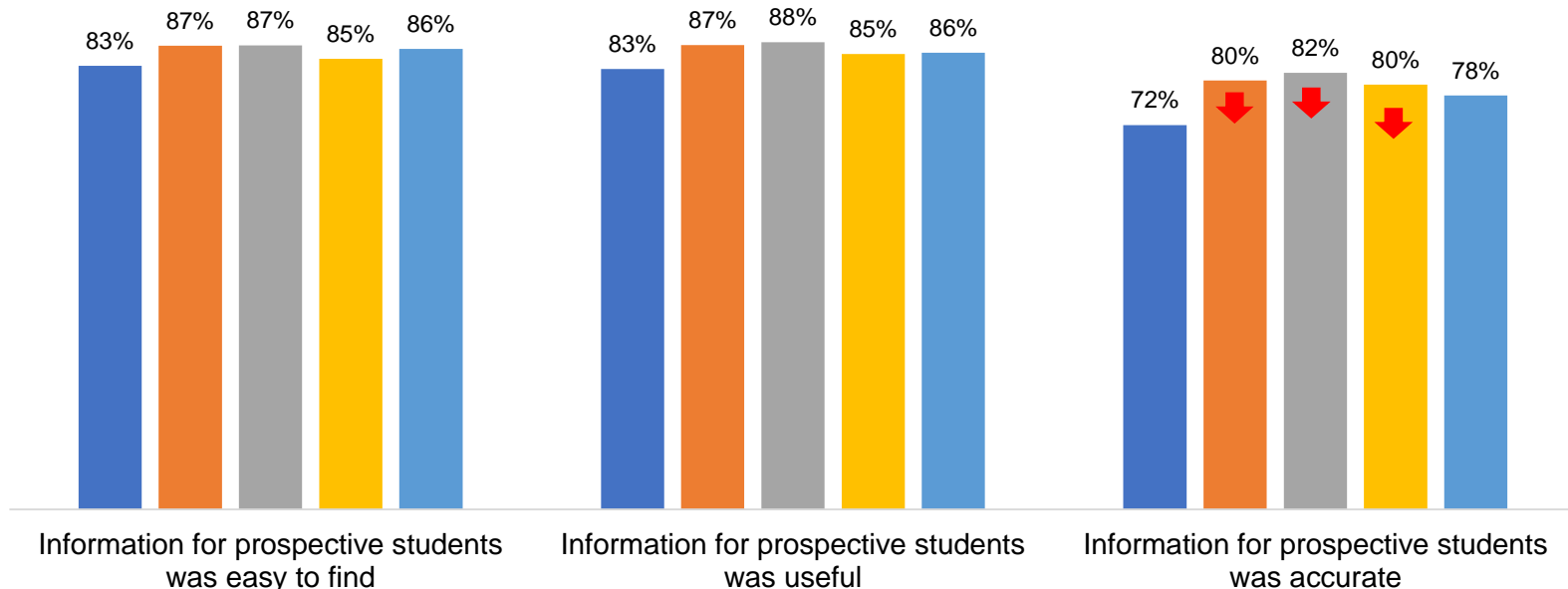**LSS, Urban, Environment & Leisure Studies, PT**

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Q. If you have any further comments on these issues [Engagement] then please provide them here (Open text response, base n=19)

Overall, students appeared largely satisfied across the different measures around Information

Information (% agree)

	Information for prospective students was easy to find	Information for prospective students was useful	Information for prospective students was accurate
LSBU	83%	83%	72%
Sector	87%	87%	80% ⬇
Post-92	87%	88%	82% ⬇
MillionPlus	85%	85%	80% ⬇
London	86%	86%	78%

⬇ = LSBU significantly lower than benchmark

■ LSBU   ■ Sector   ■ Post-92   ■ MillionPlus   ■ London

However, there does look to be scope to improve the accuracy of information provided to prospective students (72%). This likely links into issues around matching PGT students' expectations during recruitment before they enrol on their course – it is essential to deliver effectively on promises for this experienced audience

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Q. Would you agree or disagree that the information provided by your institution (including course specific information) to help you choose your course was…(Single choice, base n=137-139)

PGT students continue to want as much detailed information about their course as possible

As prospects, LSBU's PGT students and PGT students more broadly look for as much detailed information as they can find. In many cases students felt information received during the application stage to be inadequate:

"The LSBU website talks about being able to top us to a MSc but from speaking to lectures this is not the case"

HSC, Children's Nursing, FT

"My course was listed incorrectly on the LSBU website and also had an out of date course code which delayed my student finance"

HSC, Children's Nursing, FT

"When I was researching there was a course outline. When I started it was a whole different course structure. I later found out the course was revised over the summer"

BUS, Business & Enterprise, FT

However some were perfectly happy with all the information they have received!

"The accessible website design recommended LSBU's ethos. The open day I attended was also instructive. Both suggested an attitude of openness and fair opportunity"

APS, Psychology, FT

"Please continue to do what you are doing!"

HSC, Education, FT

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Q. If you have any further comments on these issues [Information] then please provide them here (Open text response, base n=11)

Resources is one of LSBU's stronger performing measures, although visibility of support services needs some attention

Resources (% agree)

The library resources and services are good enough for my needs
- LSBU: 80%
- Sector: 85%
- Post-92: 86%
- MillionPlus: 83%
- London: 84%

I have been able to access general IT resources when I needed to
- LSBU: 85%
- Sector: 87%
- Post-92: 87%
- MillionPlus: 85%
- London: 86%

I have been able to access subject specific resources necessary for my studies
- LSBU: 84%
- Sector: 83%
- Post-92: 84%
- MillionPlus: 81%
- London: 81%

I am aware of how to access the support services at my institution
- LSBU: 72%
- Sector: 81%
- Post-92: 82%
- MillionPlus: 80%
- London: 77%

= LSBU significantly lower than benchmark

■ LSBU ■ Sector ■ Post-92 ■ MillionPlus ■ London

Resources in general (I.T., library and course specific) are well received and satisfaction scores are in line with all other benchmarking groups. However, LSBU students' satisfaction around awareness of how to access University support services is significantly lower than almost all other benchmarks. This may link into wider feelings of isolation.

Q. To what extent do you agree or disagree with the following statements regarding the learning resources and support services at your institution? (Single choice, base n=140)

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While some students are content with resources and related support, others request better learning materials and facilities

In open feedback, a number of students relayed their frustrations around not being able to access the specific resources or technical software needed for their course, as well as a poor learning environment perceived within the LSBU library:

"I spend much of my time in the library, there is very poor material. There are 50 students on my course with only 8 available core/optional textbooks. Online downloads are limited."

BEA, Construction, Property & Surveying, FT

"Make known the software and services offered through LSBU. I was not told of any besides the physical and online library. I learned about them through talking with other students"

BUS, Business & Enterprise, FT

"The library is loud, illogical, stinks and is not a friendly or conducive working environment"

BEA, Construction, Property & Surveying, PT

Other PGT students have a more positive experience of resources at LSBU, and speak highly of available materials and support received from staff:

"Librarians have been helpful. Good support on RefWorks and other IT issues"

BUS, Accounting, Finance & Economics, FT

"The library offers a splendid service, they are well organised and knowledgeable, I couldn't praise them more… one thing that stopped me using it is the lack of cleanliness"

BEA, Construction, Property & Surveying, PT

"IT facilities have been excellent and easy to use"

APS, Psychology, PT

Q. If you have any further comments on these issues [Resources] then please provide them here (Open text response, base n=15)

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LSBU's PGT students feel there is a lack of community at the University, and a failure to close feedback loops

Community (% agree)

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	I feel part of a community of staff and students	It is clear how students' feedback on the course has been acted on	The Students' Union (association or guild) effectively represents students' academic interests
2020	59%	47%	49%
2019	53%	44%	46%

■ 2020 ■ 2019
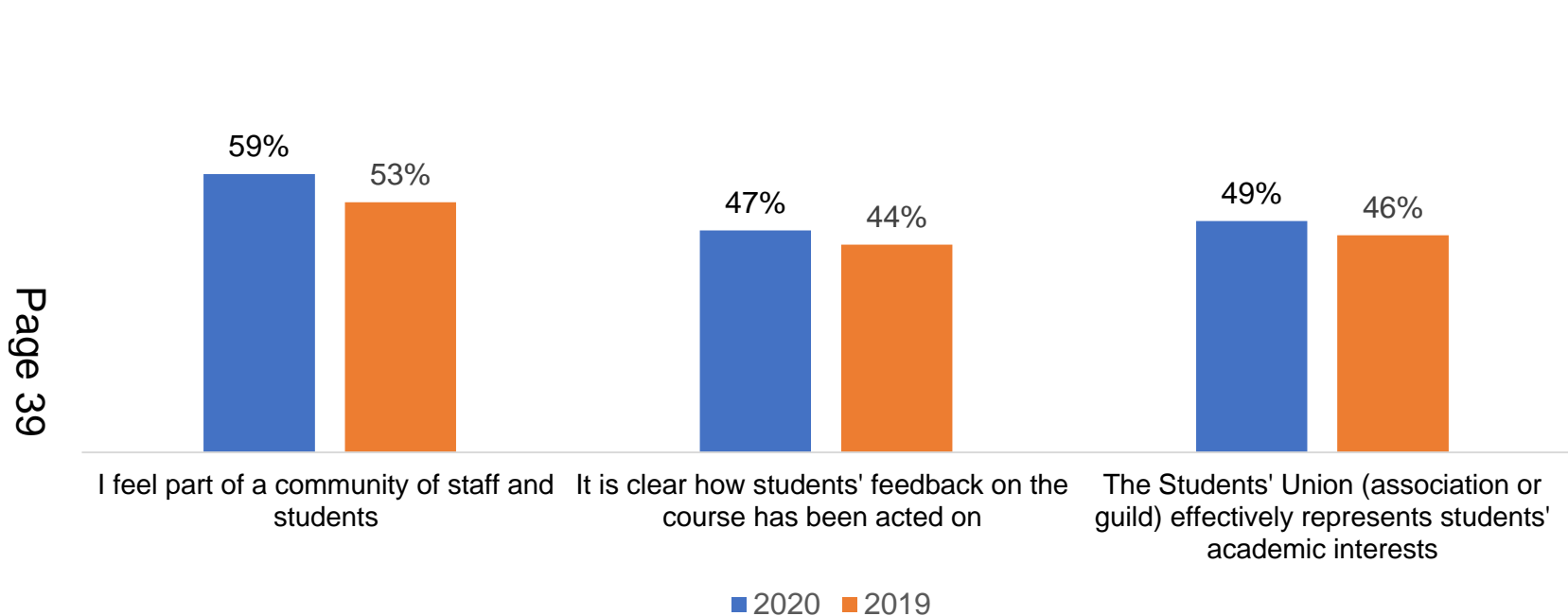
As with last year, community continues to be LSBU's worst performing question area overall, reflecting other research conducted with LSBU's undergraduates. Issues around student community will need addressing moving forward, especially in clarifying how course feedback has been acted on, and how PGT students are being represented by the SU.

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Appendix 3:
Detailed Methodology and Sample demographics

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Introduction and methodology

- LSBU participates annually in AdvanceHE's Postgraduate Taught Experience Survey (PTES)

- The PTES benchmarks Postgraduate Taught (PGT) students' experiences on their courses across the UK sector of participating institutions.

- For the PTES LSBU's performance is benchmarked by AdvanceHE against participating universities in each of the UK Sector, UK Post-92, MillionPlus and London groups of HE providers.

- The survey examines student experience covering *overall satisfaction*, as well as specific experiences across the following:
    - *teaching, engagement, assessment, dissertation, organisation, resources, skills development, information, student community (student community asked at institutional level only and not benchmarked)*

- Results shown in this report refer to the percentage of students who have provided a positive response (i.e. definitely agree or mostly agree) to any given statement. To generate results at a headline Question Area level (e.g. 'Teaching' or 'Assessment'), all positive responses are aggregated across all responses to all statements in that area to provide % agree for the area as a whole.

- The 2020 PTES at LSBU ran between 2nd March and 15th of June 2020 with 140 responses collected from 2,716 eligible PGT students invited across all Schools, modes, and fee statuses (equal to a 5% response rate). Low response rate reflects DESEs' proactive decision not to promote the PTES survey after March 2020 in response to changing circumstances relating to government restrictions and associated challenges for students in terms of changes to tuition.

- The vast majority of responses were received before the end of March 2020. Student sample is largely representative of those with an early inclination to respond to the PTES survey and results may reflect an increased likelihood to share particular concerns or issues. However, timeframe for response means findings are broadly reflective of 'conventional' rather than online teaching.

- This report provides an overview of findings from PTES. Comparisons made with the previous year's results (2019) will be noted where appropriate. Any significant differences by School will also be reported on where sample sizes are large enough.

- School-level summary findings are available separately for BEA, BUS and HSC. Other Schools are not specifically examined due to insufficiently robust response levels.

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PTES sample demographics

Mode	Respondent count
Full-time	94
Part-time	46

Gender	Respondent count
Female	73
Male	61
Prefer not to say	5
Unknown	1

School	Respondent count
Applied Sciences	10
Arts and Creative Industries	0
Built Environment and Architecture	52
Business	32
Engineering	7
Health and Social Care	25
Law and Social Sciences	14

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Thank you

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	INTERNAL
Paper title:	Access & Participation Plan: 2018/19 progress against targets
Board/Committee:	Student Experience Committee
Date of meeting:	14 October 2020
Author(s):	Karen McLernon, Head of Performance Analysis
Sponsor(s):	Deborah Johnston, Pro Vice Chancellor (Education)
Purpose:	For Information
Recommendation:	The Committee is asked to note the 2018/19 progress against the 2024/25 Access & Participation Plan targets.

Executive summary

The committee is requested to note the 2018/19 progress against the Access & Participation Plan (APP) targets:

1. LSBU's Access & Participation Plan 2020/21 to 2024/25 which was approved by the Office for Students (OfS) in September 2019 contains ten specific targets for full-time, UK domiciled, Undergraduate students. The first annual milestones are set for the Academic Year 2020/21; a formal progress report to the OfS will be due after completion of that AY.

2. This report tracks progress against the ten targets for the most recent year of data available (2017/18 and 2018/19, respectively). Four of the ten measures have improved and six have deteriorated compared to the previous year.

3. Significant improvement was achieved against the two targets related to Disabled students.

4. The deteriorated indicators are concentrated in Ethnicity-related targets on Degree Attainment and Continuation. The awarding gap between White and Black students widened by 5 percentage points and reverted to the long-term average of 21%. The awarding gap between White and Asian students widened by 6 percentage points to 11%.

5. The latest results for the two targets related to Progression (Employment and Further Study outcomes) represent a discontinuity in the data time series as they are the first set of results from the Graduate Outcomes survey which replaced DLHE in 2018/19. The latest results are therefore not directly comparable with the data used to set the Progression targets, and the targets may need to be reassessed following the next Graduate Outcomes data release, due in 2021.

Access & Participation Plan: Progress against targets

Y6 in the table is the most recent year of data available

Category	Reference number	Target group	Description (500 characters maximum)	Performance data (%)							Yearly milestones for 2020-25 APP					Variances		
				Y1	Y2	Y3	Y4	Y5	Y6	6 year average	2020-21	2021-22	2022-23	2023-24	2024-25	Y6 vs Y5	Y6 gap to 2020-21 target	Y6 gap v 2024-25 target
Access	PTA_1	Ethnicity	Percentage difference in offer-to-application rates between White and Black applicants through UCAS for all subjects excluding subjects allied to medicine (all UG, FT)					12	8	10	11	10	9	7.5	6	-4 ▼	-3	2
Success - Non-continuation	PTS_1	Socio-economic	Percentage difference in non-continuation rates between IMD quintile 5 and quintile 1 students (all UG) [IMD 2015]	8.4	2.1	0.4	5.7	3.3	6	4	3.0	2.7	2.3	1.9	1.5	2.7 ▲	3.0	4.5
Success - Attainment	PTS_2	Socio-economic	Percentage difference in attainment rates between IMD quintile 5 and quintile 1 students (all UG) [IMD 2015]	13.4	7.9	12.5	16.9	15.7	12	13	14.6	13.4	12.3	11.1	10.0	-3.7 ▼	-2.6	2.0
Success - Non-continuation	PTS_3	Ethnicity	Percentage difference in non-continuation rates between White and Black students (all UG)	3.8	4.1	1.9	5.1	5.4	6	4	4.9	4.3	3.7	3.1	2.5	0.6 ▲	1.1	3.5
Success - Attainment	PTS_4	Ethnicity	Percentage difference in attainment rates between White and Black students (all UG)	25	20	20	21	16	21	21	16.0	15.5	15.0	14.5	14	5.0 ▲	5.0	7.0
Success - Attainment	PTS_5	Ethnicity	Percentage difference in attainment rates between White and Asian students (all UG)	18	12	13	16	5	11	13	12.5	12	11	10	8	6.0 ▲	-1.5	3.0
Success - Non-continuation	PTS_6	Disabled	Percentage difference in non-continuation rates between Non-Disabled and Disabled / Mental Health students (all UG)	10	10	16	8	15	0	10	13.6	12.2	10.8	9.4	8	-15.0 ▼	-13.6	-8.0
Success - Attainment	PTS_7	Disabled	Percentage difference in attainment rates between Non-Disabled and Disabled students (all UG)	3.5	5.8	5.5	1.4	7.1	2	4	4.7	3.7	2.7	1.7	1	-5.1 ▼	-2.7	1.0
Progression	PTP_1	Socio-economic	Percentage difference in progression rates between IMD quintile 5 and quintile 1 students (all UG)	10.6	11.1	7.0	4.0	3.1	4.2 (Graduate Outcomes Survey)	N/A	2.7	2.3	1.9	1.5	1	1.1 ▲	1.5	3.2
Progression	PTP_2	Ethnicity	Percentage difference in progression rates between White and Asian students (all UG)	24	17	10	8	10	23.9 (Graduate Outcomes Survey)	N/A	8.8	7.6	6.4	5.2	4	13.9 ▲	15.1	19.9

Baseline year for APP target

Coverage of the OfS APP dataset

Full-time mode

Category	Indicator	Y1	Y2	Y3	Y4	Y5	Y6
Continuation	Continuation rate	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Attainment	Good Honours awarding gap	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Progression	Graduate level employment / Further study rate	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18*

* internal LSBU analysis of Graduate Outcomes survey results published in July 2020

Paper title:	Access & Participation Plan: Proposed 2024/25 internal targets for part-time students
Board/Committee:	Student Experience Committee
Date of meeting:	14 October 2020
Author(s):	Karen McLernon, Head of Performance Analysis
Sponsor(s):	Deborah Johnston, Pro Vice Chancellor (Education)
Purpose:	For Approval
Recommendation:	The Committee is asked to review the proposed targets and to recommend them to Academic Board for approval.

Executive summary

1. LSBU's 2020/21 to 2024/25 Access & Participation Plan includes formal targets for full-time Undergraduates as the largest cohort of the student population. In the plan, LSBU committed to define an internal set of targets for the part-time cohort.
2. Through assessment of LSBU's performance across the student life cycle stages and under-represented groups defined by the Office for Students, ten targets have been identified for the part-time cohort.
3. Eight of these targets apply to the same target groups as for the full-time cohort. Two are new, based on the size of the observed gaps in performance.

The committee is asked to opine on three specific targets, to review the other seven proposed targets and to recommend them to Academic Board for approval.

Access & Participation Plan: Proposed 2024/25 internal targets for part-time students

Introduction

LSBU's latest [Access & Participation Plan](#) (APP), covering the period from 2020/21 to 2024/25, was approved by the Office for Students (OfS) in September 2019. The plan includes formal targets for LSBU's largest cohort of students: full-time, UK domiciled Undergraduates[1]. LSBU committed in the plan to define an internal set of targets for the part-time (PT) cohort that is consistent with those for full-time (FT) students.

This paper outlines the approach taken to identify and set the proposed PT targets. The approach is consistent with that used for setting the FT targets.

Assessment of performance

The OfS APP guidance specifies that providers need to assess their performance for groups identified by the OfS as being under-represented in Higher Education across the student lifecycle.

The student life cycle as defined by the OfS covers four stages: Access, Continuation, Attainment (Good honours awarding gap) and Progression (to graduate level employment or further study).

The OfS considers under-represented groups to include students with the following characteristics:

- Students from areas of lower higher education participation, lower household income and/or lower socioeconomic status groups;
- Some black, Asian and minority ethnic (BAME) students;
- Mature students;
- Disabled students (those in receipt of disabled students allowance (DSA) and those who have declared a disability but are not in receipt of DSA);
- Care leavers.

Our performance assessment for these groups across the student life cycle stages based on the OfS APP dataset from May 2020 is summarised in the schematic below. Persistent statistically significant gaps between under-represented groups and their peers are highlighted in red while periodic statistically significant gaps and other sizeable gaps are shown as amber. The assessment of the Progression stage is based on our internal analysis of the Graduate Outcomes (GO) survey data that HESA

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[1] *OfS Regulatory notice 1: Access and participation plan guidance* specifies the APP scope as Undergraduate courses and UK domiciled students. Provider performance for other student cohorts, such as Postgraduates and International students, is tracked by the OfS through Conditions of Registration B3 monitoring.

published in July 2020, rather than the OfS APP dataset where Progression outcomes are still based on the DLHE survey.

Figure 1: Heatmap of performance gaps, part-time, UK domiciled, Undergraduate students

Numbers in the schematic denote cohort sizes in the most recent year of data

Under-represented group	Access	Success		Progression
		Non-continuation	Attainment	(based on GO)
Socioeconomic status				
IMD quintile 1	60 (14%)	110	70	52
Ethnicity				
Black	60 (14%)	110	80	80
Asian	30 (7%)	80	40	43
Mixed	20 (5%)	30		
Other	10 (2%)			
Mature students	360 (80%)	640	290	350
Disabled students	50 (11%)	90	80	47

Key
- consistent trend of statistically significant gaps
- statistically significant gaps in some years
- no or very small gaps
- numbers too small to analyse

POLAR 4 and Care leaver cohort sizes too small to analyse (<10 PFE)

Similar to the FT cohort, the largest performance gaps are present in Attainment, or the Good honours awarding gap. These are significantly larger for PT Black and Asian students than in the FT population. In addition, we have identified significant Progression gaps for Black and Asian graduates compared to White graduates in the GO results that were not present at these levels in the DLHE results. It should be taken into account that GO is a completely new dataset which HESA has classified as "experimental statistics". However, in the overall sector results there is no Progression gap for PT Black graduates and only a small gap for PT Asian graduates.

Proposed targets

The ten proposed targets for PT students are shown in the table at the end of this paper. The selection of these targets was informed by the performance assessment above as well as the targets for the FT cohort.

- Eight targets apply to the same target groups as the FT targets. Even though the OfS data does not indicate statistically significant gaps in the PT mode for all the indicators and target groups, the absolute performance gaps are still sizeable and should be reduced. We would expect improvement actions aimed at the FT cohort to also benefit PT students.

- The FT Access target is not applicable to PT student and the FT target to improve continuation rates for the Disabled – Mental health group cannot be assessed in the PT mode because of small numbers.
- Two additional targets are proposed for PT students based on the size of the observed gaps: PTS_6_PT, the percentage difference in non-continuation rates between Young (<21) and Mature students, and PTP_3_PT, Percentage difference in Progression rates between White and Black students.

The timeframe for the PT targets is the same as in the APP, covering 2020/21 through 2024/25.

The considerations in setting the 2024/25 numerical targets were as follows:

- LSBU performance compared to sector average. Where LSBU is significantly above the sector average, the targets are set to bring LSBU in line with the sector (PTS_2_PT and PTS_7_PT). **The committee is asked to consider whether these two targets are sufficiently ambitious**.
- Calibration against the targeted reductions for the FT cohort. For example, if the FT gap is to be halved, the PT target aims for a similar level of improvement.
- In absence of a GO timeseries, the Progression targets were set using DHLE results as a reference point. This will need to be reviewed as and when more GO data becomes available.
- The awarding gap between PT White and Asian students more than halved in 2018/19 (Year 6 in the target schedule) from the long-term average of well above 30%. **The committee is requested to consider an appropriate 2024/25 target level for this metric**. This will need to be informed by the size of the 2019/20 awarding gap, once this data becomes available.

The annual milestones between 2020/21 and 2024/25 are largely set in even increments. Progression targets assume an acceleration of improvement in the latter years due to an expected time lag for remediation actions to take effect.

Access & Participation Plan: Proposed internal targets for part-time students

Category	Reference number	Target group	Description (500 characters maximum)	Y1	Y2	Y3	Y4	Y5	Y6	6 year average	Sector average	For reference: Target for the Full-time cohort by 2024/25	Target for the Part-time cohort by 2024/25	2020-21	2021-22	2022-23	2023-24	2024-25
Success - Non-continuation	PTS_1_PT	Socio-economic	Percentage difference in non-continuation rates between IMD quintile 5 and quintile 1 students (all UG) [IMD 2019]		8	20	6	3	5	8	7	To reduce the absolute gap from 3.3% to 1.5% by 2024-25, moving towards eliminating the absolute gap by 2030-31 in line with the OfS sector target	In line with Full-time target, phased towards eliminating the absolute gap by 2030-31	4.5	4.0	3.5	3.0	2.5
Success - Attainment	PTS_2_PT	Socio-economic	Percentage difference in attainment rates between IMD quintile 5 and quintile 1 students (all UG)		39	40	28	45	27	36	20	To reduce the absolute gap from 15.7% to 10% by 2024-25	To bring the gap in line with sector average by 2024-25	25.6	24.2	22.8	21.4	20
Success - Non-continuation	PTS_3_PT	Ethnicity	Percentage difference in non-continuation rates between White and Black students (all UG)	7	6	14	7	12	11	10	7	To reduce the absolute gap from 5.4% to 2.5% by 2024-25	To halve the gap by 2024-25, proportional to the full-time target	9.9	8.8	7.7	6.6	5.5
Success - Attainment	PTS_4_PT	Ethnicity	Percentage difference in attainment rates between White and Black students (all UG)	41	42	45	35	42	41	41	36	To reduce the gap from the long-term average of 21% to 16% by 2024-25. OfS sector target is to eliminate the absolute gap by 2030-31	To reduce the gap by 2024-25 proportional to the full-time target	39	37	35	33	31
Success - Attainment	PTS_5_PT	Ethnicity	Percentage difference in attainment rates between White and Asian students (all UG)	42	35	35	34	35	15	33	27	To halve the absolute gap by 2024-25, using 2016-17 (Year 4 of the OfS dataset) as the baseline, from 16% to 8%	TBC - Y6 (2018/19) is a significant outlier in the time series. Target to be set taking into account the 2019/20 awarding gap. 2024-25 target would be not to fall below 15%					15
Success - Non-continuation	PTS_6_PT	Age	Percentage difference in non-continuation rates between Young (<21) and Mature students (all UG)	-9	4	17	7	-2	11	5	10	N/A	To reduce the absolute gap from the long-term average of 5% to 1% by 2024-25	5	4	3	2	1
Success - Attainment	PTS_7_PT	Disabled	Percentage difference in attainment rates between Non-Disabled and Disabled students (all UG)	9	11	6	9	10	16	10	5	To reduce the absolute gap from 7% to 1% by 2024-25	To bring the gap in line with sector average by 2024-25	10	8.8	7.5	6.3	5
Progression	PTP_1_PT	Socio-economic	Percentage difference in progression rates between IMD quintile 5 and quintile 1 students (all UG) [IMD2019]	33	17	25	14	8	19.7 (Graduate Outcomes Survey)	N/A	Not available	To reduce the absolute gap from 3.1% to 1% by 2024-25	To reduce the absolute gap to 8% by 2024-25	18	16	14	11	8
Progression	PTP_2_PT	Ethnicity	Percentage difference in progression rates between White and Asian students (all UG)	26	37	21	14	8	18.6 (Graduate Outcomes Survey)	N/A	3.9% (Graduate Outcomes Survey)	To improve our performance to be in line with the sector baseline by 2024-25, from 10% to 4%	To reduce the absolute gap to 8% by 2024-25	18	16	14	11	8
Progression	PTP_3_PT	Ethnicity	Percentage difference in progression rates between White and Black students (all UG)	39	30	20	17	10	19.2 (Graduate Outcomes Survey)	N/A	-0.4% (Graduate Outcomes Survey)	N/A	To reduce the absolute gap to 10% by 2024-25	19	17	15	13	10

STEX is asked to opine on these targets in particular

Baseline for internal target

Coverage of the OfS APP dataset
Part-time mode

Category	Indicator	Y1	Y2	Y3	Y4	Y5	Y6
Continuation	Continuation rate	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Attainment	Good Honours awarding gap	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Progression	Graduate level employment / Further study rate	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18*

*internal LSBU analysis of Graduate Outcomes survey results published in July 2020

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	INTERNAL
Paper title:	2019/20 Student Withdrawals and Interruptions
Board/Committee:	Student Experience Committee
Date of meeting:	14 October 2020
Author(s):	Karen McLernon, Head of Performance Analysis
Sponsor(s):	Nicole Louis, Chief Customer Officer
Purpose:	For Discussion
Recommendation:	The Committee is asked to discuss the key findings and the Approach to improving retention which is covered in a separate paper.

Executive summary

1. Withdrawals and interruptions in total are lower in 2019/20 than in the previous year, both in absolute terms and as a proportion of the student population.
2. In particular, the number of withdrawn students declined by -85 FPE and -0.5% proportionally. This reduction reflects a pause on LSBU-initiated withdrawals during the pandemic. While Schools and Student Services continued to monitor student engagement, the primary focus was to provide teaching and pastoral support.
3. The number of students who interrupted is in line with last year and marginally lower by -0.1% in proportional terms. However, the 2019/20 figures include 39 Nursing Associates who interrupted their studies to support the NHS frontline during the pandemic and 30 other students who interrupted due to Covid-19. Therefore, the underlying interruptions trend has significantly improved in 2019/20.
4. The reductions pertain to Undergraduate students only. Postgraduate withdrawals and interruptions have increased slightly in 2019/20.
5. The number of UG students transferring to other providers more than doubled, rising from 16 FPE in 2018/19 to 35 FPE in in 2019/20.

The committee is asked to discuss the retention figures in conjunction with the separately presented Approach to improving retention.

2019/20 Student Withdrawals and Interruptions

Withdrawals and Interruptions link to the Continuation rate, an important external metric used by the OfS, in TEF and in university league tables and therefore significant in terms of reputation. Withdrawals and interruptions also have significant income implications for the university.

2019/20 Performance Summary

The key figures for 2019/20 as at 28th September 2020 are shown in *Figure 1* below:

Figure 1: 2019/20 Withdrawals and Interruptions compared to 2018/19

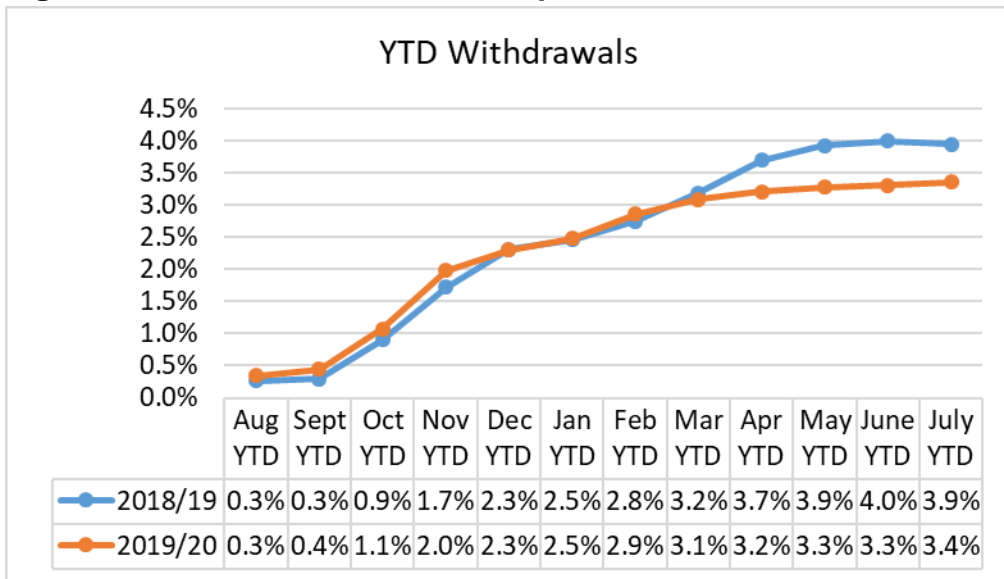|	Level	Mode	Headcount			Proportion of students		
			18/19	19/20	Change	18/19	19/20	Change
Withdrawals	UG	FT	353	304	(49)	4.0%	3.4%	-0.6%
		PT	155	121	(34)	5.2%	3.8%	-1.4%
	PG	FT	62	63	1	3.1%	3.0%	0.0%
		PT	47	44	(3)	2.6%	2.9%	0.3%
	Total		**617**	**532**	**(85)**	**3.9%**	**3.4%**	**-0.5%**
Interruptions	UG	All	446	437	(9)	3.8%	3.6%	-0.2%
	PG	All	236	247	11	6.1%	6.8%	0.7%
	Total		**682**	**684**	**2**	**4.4%**	**4.3%**	**-0.1%**
Grand total			**1299**	**1216**	**(83)**	**8.3%**	**7.7%**	**-0.6%**

- Overall, withdrawals and interruptions are lower in 2019/20 than in the previous year, both in absolute terms and as a proportion of the student population.
- The reductions relate to Undergraduate (UG) students only. Postgraduate (PG) withdrawals and interruptions have increased slightly in 2019/20.
- A significantly higher proportion of PG students interrupt their studies compared to UG students (6.8% vs 3.6%).
- The reduction in UG withdrawals reflects a pause on LSBU-initiated withdrawals for non-engagement during the pandemic. While Schools and Student Services continued to monitor student engagement, the primary focus was to provide teaching and pastoral support.

Withdrawals

Withdrawals trended in line with 2018/19 until March 2020 when LSBU-initiated withdrawals were paused due to the pandemic. Between April and July 2020, there were 64 student-initiated withdrawals.
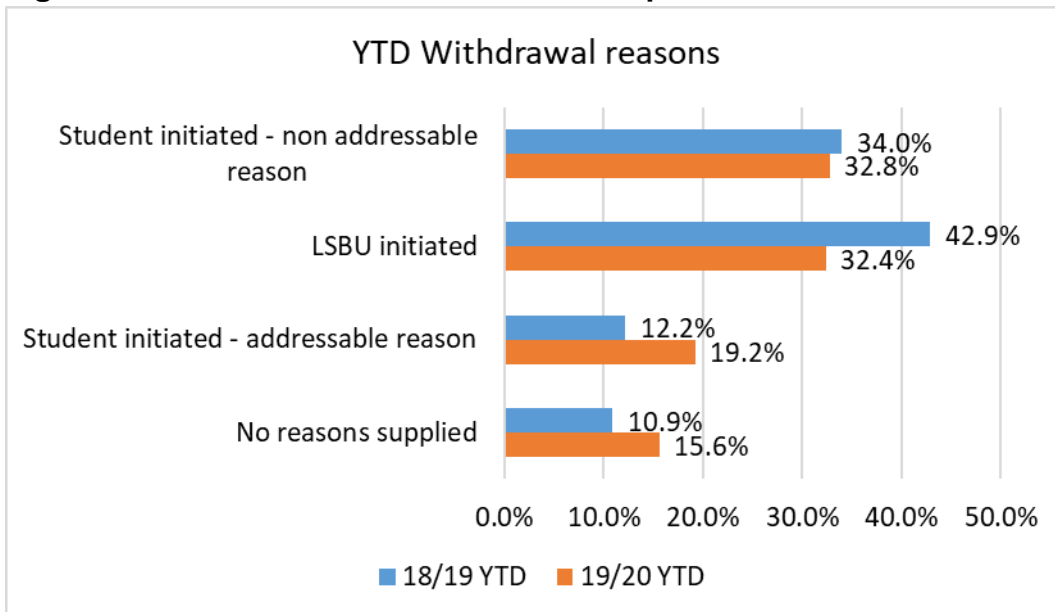
Please note that the 2019/20 figures do not yet reflect the outcomes of the final September re-sit boards.

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Figure 2: 2019/20 Withdrawals compared to 2018/19

YTD Withdrawals

	Aug YTD	Sept YTD	Oct YTD	Nov YTD	Dec YTD	Jan YTD	Feb YTD	Mar YTD	Apr YTD	May YTD	June YTD	July YTD
2018/19	0.3%	0.3%	0.9%	1.7%	2.3%	2.5%	2.8%	3.2%	3.7%	3.9%	4.0%	3.9%
2019/20	0.3%	0.4%	1.1%	2.0%	2.3%	2.5%	2.9%	3.1%	3.2%	3.3%	3.3%	3.4%

All schools apart from BUS saw a decrease in the proportion of students that withdrew and all schools apart from BEA and BUS saw a decrease in the absolute number of students that withdrew in 2019/20, see *Appendices 1 and 2*.

Figure 3: 2019/20 withdrawal reasons compared to 2018/19

YTD Withdrawal reasons

Reason	18/19 YTD	19/20 YTD
Student initiated - non addressable reason	34.0%	32.8%
LSBU initiated	42.9%	32.4%
Student initiated - addressable reason	12.2%	19.2%
No reasons supplied	10.9%	15.6%

The proportion of LSBU-initiated withdrawals has reduced in 2019/20, as these were paused during the Covid-19 pandemic. The increase in the proportion of student initiated reasons needs to be viewed in this context.

The proportion of student initiated – addressable reasons* increased significantly compared to last year due to a rise in the number of students that transferred to a different provider (35 compared to 16) and a larger number of students withdrawing

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because the course was unsuitable (50 compared to 36). The vast majority in both these withdrawal categories were UG students.
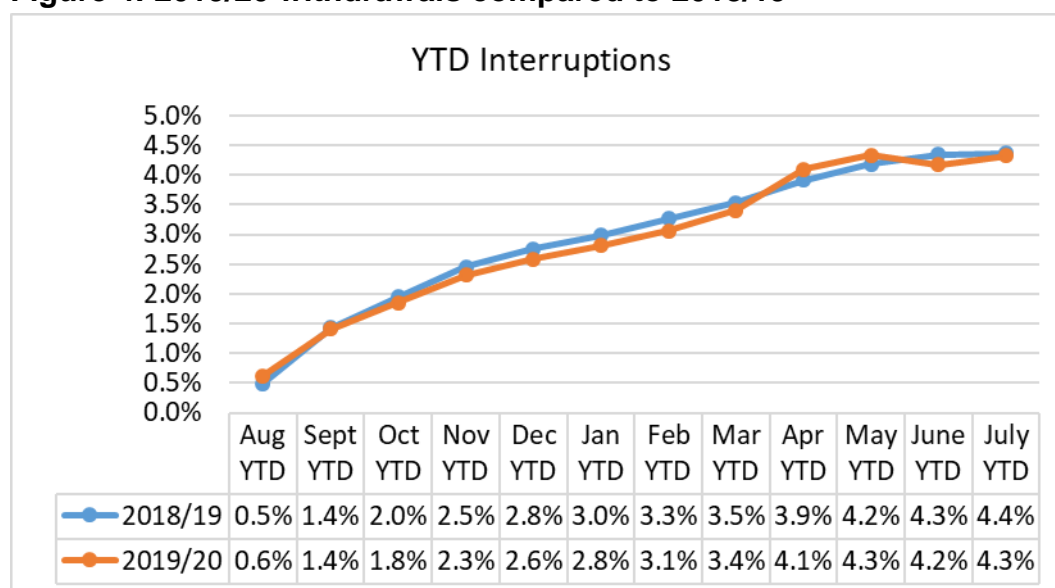
Though the proportion of student initiated – non addressable reasons remains lower than last year, the number of students that withdrew due to health reasons increased from 26 to 38.

* includes suitability / quality of course or transfer to another provider

Interruptions

Interruptions trended slightly below the previous year until March 2020. They spiked in the month of April due to a significant number of Nursing Apprentices interrupting their studies to support the NHS frontline during the peak of the Covid-19 pandemic. 40 of these 79 Nursing Associates have since returned to continue their studies and the chart below has been adjusted to reflect their return. A further 30 students have been recorded in recent months as having interrupted due to Covid-19 (stage code ECCNR).

Figure 4: 2019/20 withdrawals compared to 2018/19

YTD Interruptions

	Aug YTD	Sept YTD	Oct YTD	Nov YTD	Dec YTD	Jan YTD	Feb YTD	Mar YTD	Apr YTD	May YTD	June YTD	July YTD
2018/19	0.5%	1.4%	2.0%	2.5%	2.8%	3.0%	3.3%	3.5%	3.9%	4.2%	4.3%	4.4%
2019/20	0.6%	1.4%	1.8%	2.3%	2.6%	2.8%	3.1%	3.4%	4.1%	4.3%	4.2%	4.3%

All schools apart from BEA and HSC saw a decrease in the proportion and number of students that interrupted compared to last year. see *Appendices 3 and 4*.
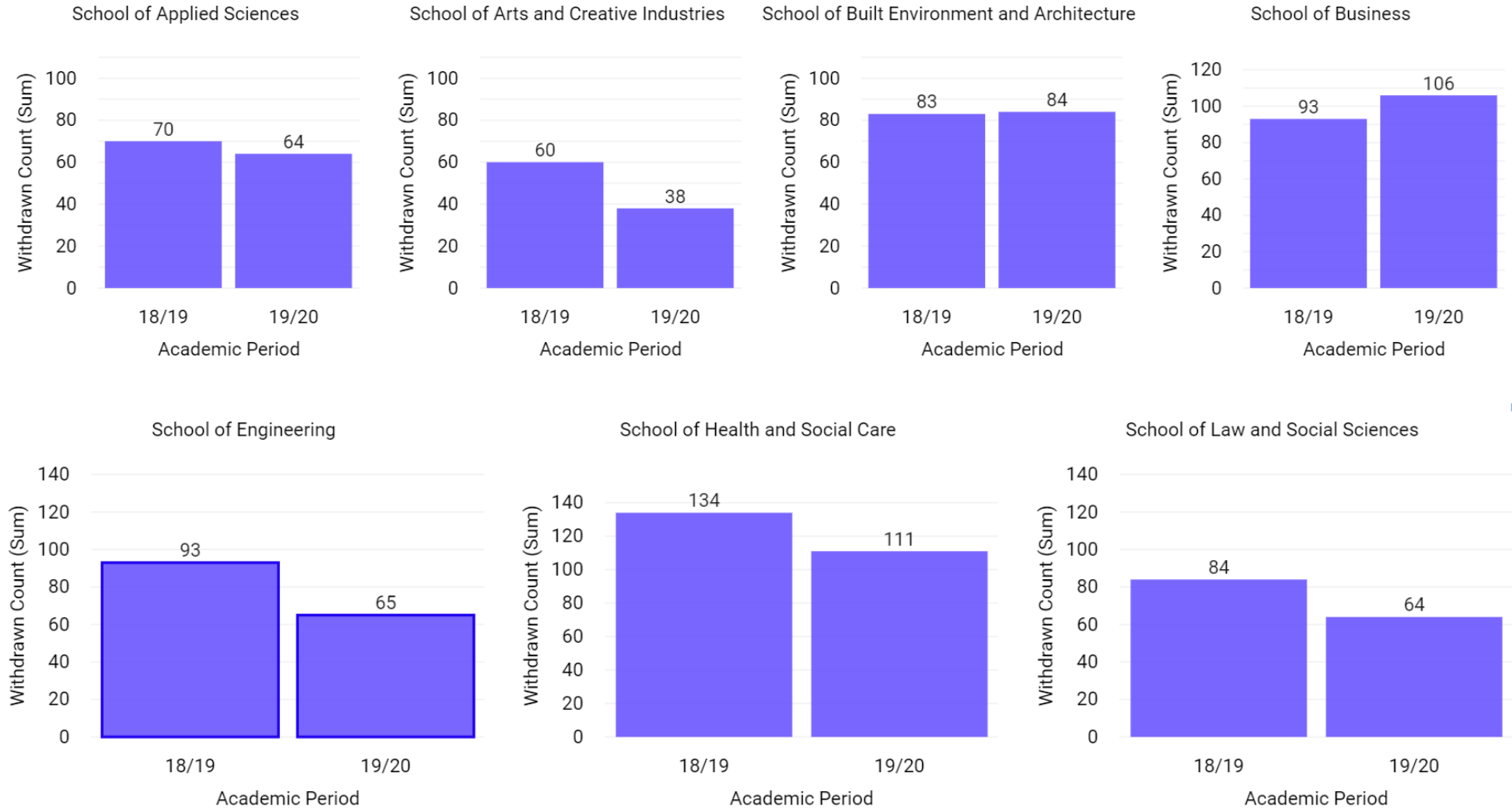
Analysis carried out by PPA prior to the pandemic showed that only approximately one-third of students who interrupt actually return in the following academic year to continue their studies.

Appendices:
1. Withdrawals by School – headcount (FPE)
2. Withdrawals by School – proportion (%)
3. Interruptions by School – headcount (FPE)
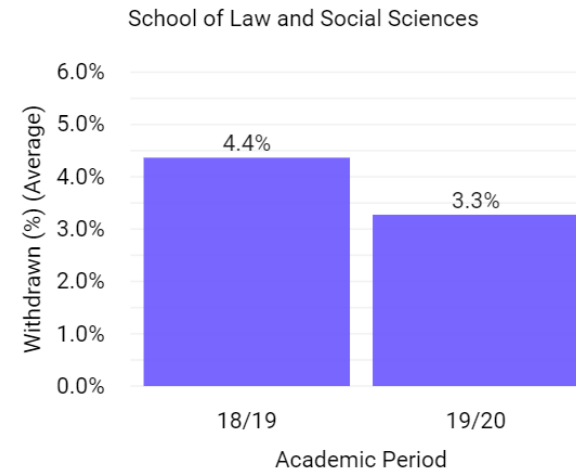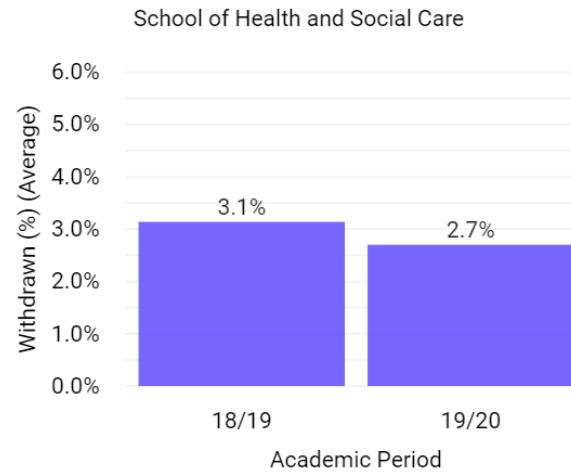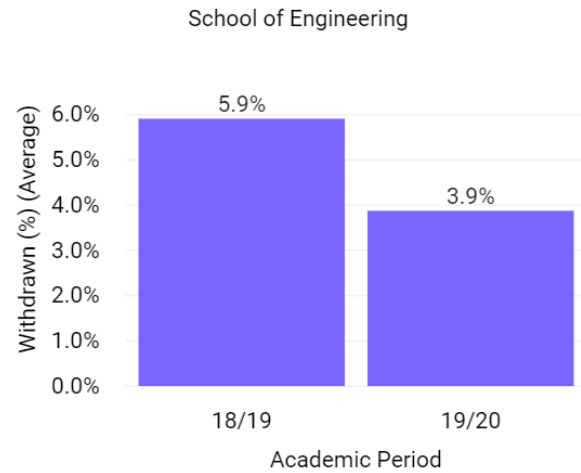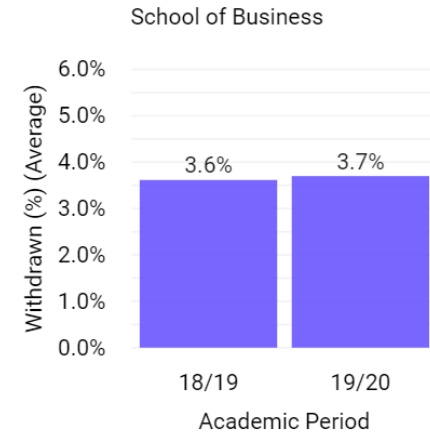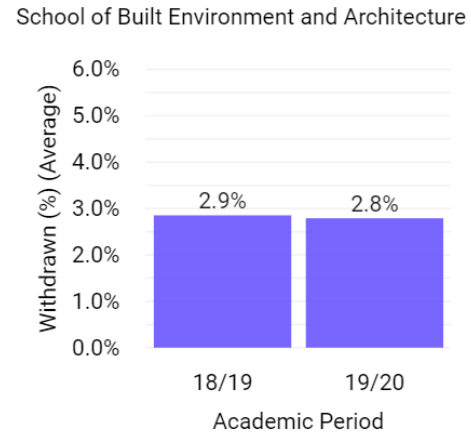4. Interruptions by School – proportion (%)

Appendix 1: Withdrawals by School – headcount (FPE)

Withdrawals count

School of Applied Sciences

Academic Period	Withdrawn Count (Sum)
18/19	70
19/20	64

School of Arts and Creative Industries

Academic Period	Withdrawn Count (Sum)
18/19	60
19/20	38

School of Built Environment and Architecture

Academic Period	Withdrawn Count (Sum)
18/19	83
19/20	84

School of Business

Academic Period	Withdrawn Count (Sum)
18/19	93
19/20	106

School of Engineering

Academic Period	Withdrawn Count (Sum)
18/19	93
19/20	65

School of Health and Social Care

Academic Period	Withdrawn Count (Sum)
18/19	134
19/20	111

School of Law and Social Sciences

Academic Period	Withdrawn Count (Sum)
18/19	84
19/20	64

Appendix 2: Withdrawals by School – proportion (%)

Withdrawals %

School of Applied Sciences

School of Arts and Creative Industries

School of Built Environment and Architecture

School of Business

School of Engineering

School of Health and Social Care

School of Law and Social Sciences
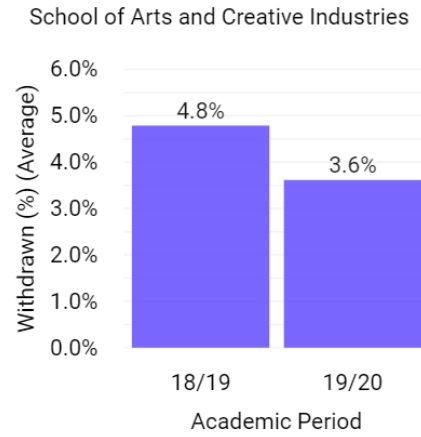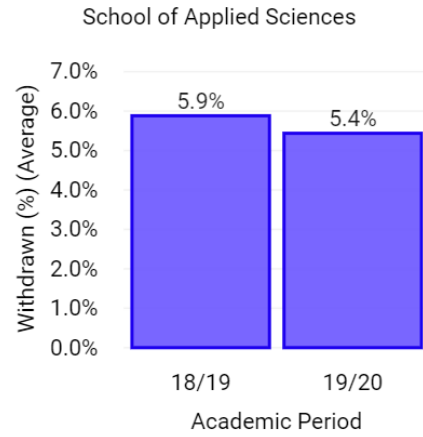
Appendix 3: Interruptions by School – headcount (FPE)

Interruption counts
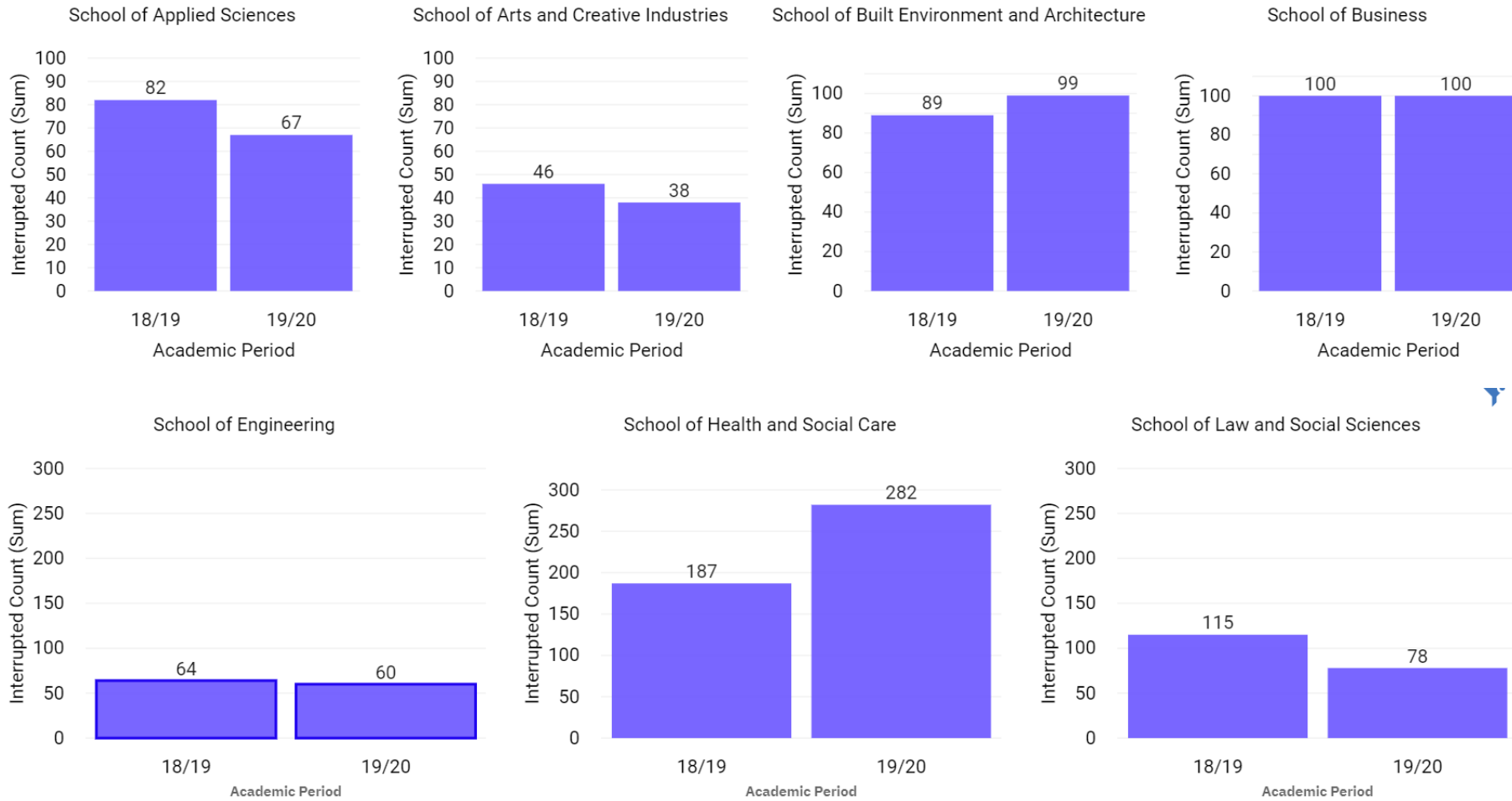
School of Applied Sciences
- 18/19: 82
- 19/20: 67

School of Arts and Creative Industries
- 18/19: 46
- 19/20: 38

School of Built Environment and Architecture
- 18/19: 89
- 19/20: 99

School of Business
- 18/19: 100
- 19/20: 100

School of Engineering
- 18/19: 64
- 19/20: 60

School of Health and Social Care
- 18/19: 187
- 19/20: 282

School of Law and Social Sciences
- 18/19: 115
- 19/20: 78

Note: The Interruption figures for the School of Health and Social Care do not reflect the 40 Nursing Apprentices that returned in June from the NHS frontline.
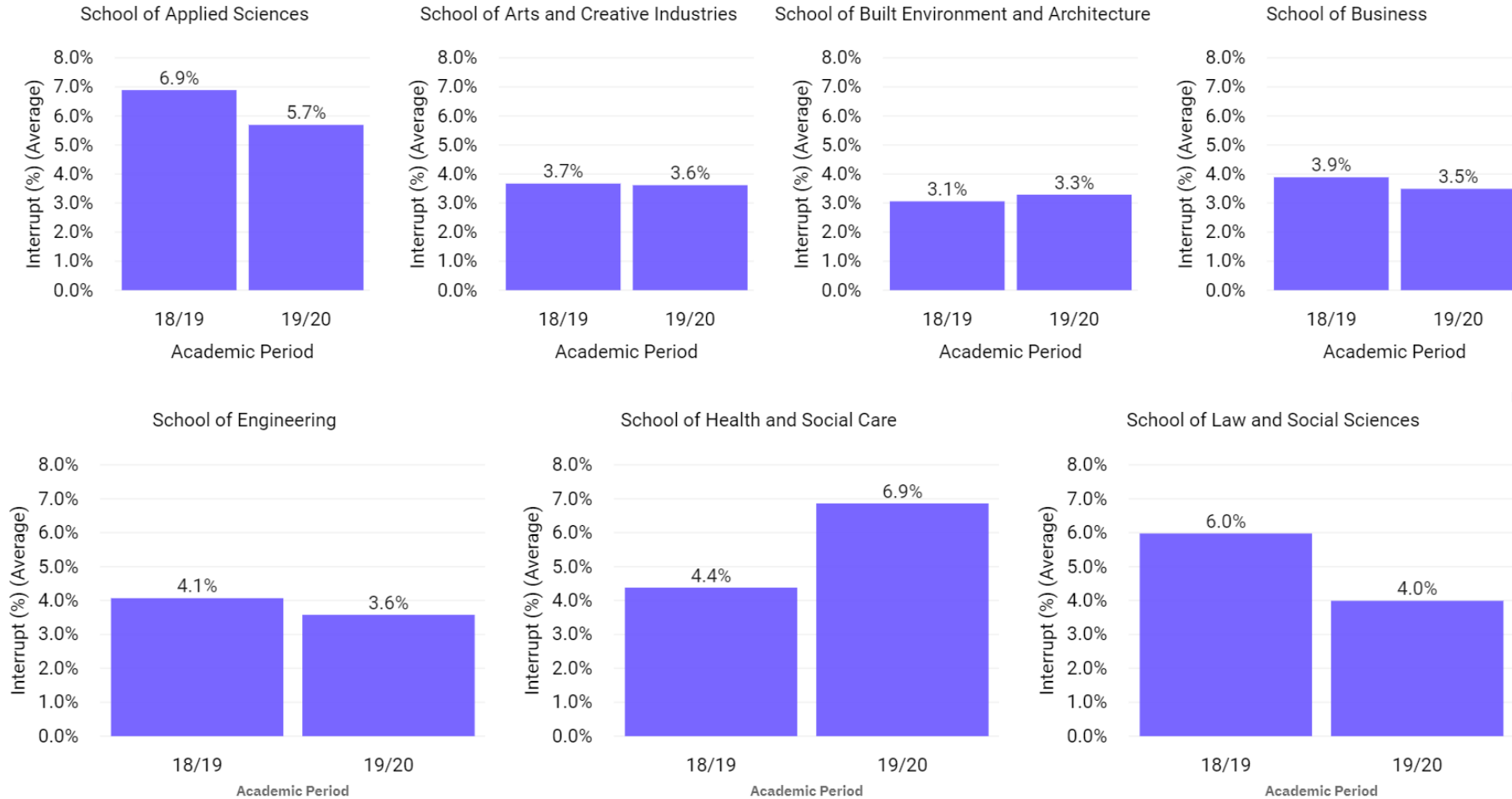
Appendix 4: Interruptions by School – proportion (%)

Interruption %

Note: The Interruption figures for the School of Health and Social Care do not reflect the 40 Nursing Apprentices that returned in June from the NHS frontline.

	INTERNAL
Paper title:	NSS 2020 High level findings
Board/Committee:	Student Experience Committee
Date of meeting:	14 October 2020
Author(s):	Karen McLernon, Head of Performance Analysis
Sponsor(s):	Deborah Johnston, Pro Vice Chancellor (Education)
Purpose:	For Discussion
Recommendation:	The Committee is asked to discuss the key findings and the NSS action plan which is covered in a separate paper.

Executive summary

The 2020 NSS results were published in July. The committee is asked to discuss the key findings in conjunction with the separately presented NSS action plan:

1. LSBU's average NSS score of 75.9% represents a -2.5% decline against the prior year and an adverse variance of -1.8% to the sector average, which saw only very minor change year-on-year.
2. There is no firm evidence that the Covid-19 pandemic or London Road closure had a significant negative impact on the 2020 NSS results. Survey data shows that over 60% of LSBU responses were submitted prior to campus lockdown and out of over 1,100 verbatim comments, only 1% negatively reference Covid-19 and 1% the London Road closure
3. Result trends are not uniform between LSBU Schools and there is also wide variation at course level; for example, LSBU's highest scoring course (BEng Hons Chemical and Process Engineering FT) with an average agree score of 92.3% contrasting with the lowest scoring course (BSc Hons Human Nutrition FT) at 46.9%.
4. LSBU's decline in average score was the largest among London Moderns.

NSS 2020 High level findings

Context

The 2020 National Student Survey (NSS) of final year Undergraduate students was conducted between January and April 2020. LSBU's 74.1% overall response rate is similar to that of 2019 and is above the sector response rate of 69%.

There is no firm evidence that the Covid-19 pandemic or London Road closure had a significant negative impact on the 2020 NSS results. The majority of LSBU responses were submitted before campus lockdown in March 2020 (60.6% of the overall 74.1%), and out of over 1,100 verbatim comments, only 1% negatively reference Covid-19 and 1% the London Road closure.

Following recent criticism by the DfE, the Office for Students (OfS) has been tasked with conducting a "root and branch" review of the NSS by end of 2020. The OfS confirmed on 23 September 2020 that the 2021 NSS will go ahead regardless of this review, although providers will no longer be required to promote the survey internally and the full results may not be published.

LSBU performance

LSBU's average NSS score of 75.9% represents a -2.5% decline against 2019 and an adverse variance of -1.8% to the sector average, see *Table 1* below. However, the average score remained slightly above the 2018 result. The 2020 sector result fell by a marginal -0.4% despite widespread industrial action and the Covid-19 pandemic.

Table 1: LSBU and Sector results, 3 year trend

| % Agree score, all respondents | LSBU | | | | | | SECTOR | | | | | |
| | | | | *YoY change* | | | | | | *YoY change* | | |
	2018	2019	2020	'19 v '18	'20 v '19	'20 v '18	2018	2019	2020	'19 v '18	'20 v '19	'20 v '18
The teaching on my course	80.8%	82.8%	80.0%	2.0%	-2.8%	-0.8%	84.1%	84.1%	83.9%	0.1%	-0.3%	-0.2%
Learning opportunities	82.3%	84.3%	82.2%	2.0%	-2.0%	-0.0%	83.1%	83.2%	82.9%	0.1%	-0.3%	-0.2%
Assessment and feedback	69.3%	74.6%	71.5%	5.3%	-3.1%	2.2%	73.0%	73.4%	72.6%	0.4%	-0.8%	-0.4%
Academic support	75.1%	80.0%	77.7%	4.9%	-2.3%	2.7%	79.5%	79.9%	79.4%	0.4%	-0.4%	-0.0%
Organisation and management	67.7%	72.4%	69.7%	4.7%	-2.6%	2.0%	74.6%	75.0%	73.8%	0.4%	-1.2%	-0.8%
Learning resources	83.6%	84.0%	82.3%	0.4%	-1.7%	-1.2%	85.6%	85.8%	85.8%	0.3%	0.0%	0.3%
Learning community	76.5%	79.1%	75.9%	2.5%	-3.2%	-0.7%	76.8%	76.0%	75.8%	-0.8%	-0.2%	-1.1%
Student voice	71.8%	76.1%	73.7%	4.2%	-2.4%	1.8%	73.5%	73.7%	73.6%	0.2%	-0.1%	0.1%
Student union	57.3%	60.5%	58.3%	3.3%	-2.2%	1.1%	56.8%	55.7%	56.0%	-1.1%	0.3%	-0.8%
Overall Satisfaction	78.8%	81.8%	79.5%	3.1%	-2.3%	0.8%	83.5%	83.7%	82.6%	0.2%	-1.0%	-0.8%
Average score	**75.1%**	**78.4%**	**75.9%**	3.3%	-2.5%	0.8%	78.0%	78.1%	77.7%	0.1%	-0.4%	-0.3%

Average score is based on average of all questions except Overall Satisfaction

above sector score
below sector score

In the 2020 results, LSBU has negative flags against OfS provider specific benchmarks for four individual questions and two question areas: The teaching on my course and Learning resources. OfS flags indicate a statistically significant difference from the benchmark of >3 standard deviations and equate to double negative TEF flags.

LSBU's scores declined in 2020 across all NSS question areas and for each individual question. The full breakdown of results by question is shown in *Appendix 1*.

There are significant variances in score between individual questions. Respondents are most satisfied with opportunities to work with other students as part of their courses (question 22, 85.4% agree) and least satisfied with 'The course is well organised and running smoothly' (question 15, 61.9% agree). These questions were also the highest and lowest scoring in 2019.

Full-time students are more satisfied than part-time students, with average agree scores of full-time 76.4% vs part-time 72.3%. This difference is consistent with prior year results.

School and Course performance

Result trends are not uniform between LSBU schools, see *Table 2* below. Two schools, APS and LSS, improved their average NSS score in 2020. The same two schools plus ENG also score above their sector benchmark based on subjects mapped to schools.

Table 2: School results compared to Sector benchmark, 3 year trend

	Average score			Variance to sector			No. of questions (out of 27) above sector average			3 year trend
	2018	2019	2020	2018	2019	2020	2018	2019	2020	
APS	72.9%	75.4%	78.4%	-9.3%	-3.4%	0.5%	0	3	18	⬆⬆
ACI	81.5%	79.5%	76.0%	-0.2%	2.3%	-1.1%	12	19	11	⬇
BEA	74.2%	78.2%	74.5%	-8.1%	1.4%	-0.5%	0	18	10	⬆
BUS	80.7%	77.5%	77.2%	-2.1%	-0.9%	-0.7%	9	10	10	➡
ENG	74.9%	83.9%	80.8%	-2.2%	8.4%	5.0%	7	25	24	⬆⬆
HSC	77.8%	78.0%	74.0%	-1.0%	-1.5%	-4.2%	8	9	0	⬇⬇
LSS	80.1%	78.1%	79.8%	-2.5%	-0.1%	2.4%	7	10	17	⬆

The larger schools in terms of student population have the poorest NSS results, see the bubble chart in *Appendix 2*. The continued negative trend in HSC's scores and the increasing gap to the sector average is of particular concern. Currently none of the seven schools ranks in the top quartile of its individual sector benchmark. LSBU's institutional aspiration in the new Group Strategy is to achieve top quartile scores by 2025.

Results also vary widely at course level: for example, LSBU's highest scoring course (BEng Hons Chemical and Process Engineering FT) has an average agree score of 92.3%, contrasting with the lowest scoring course (BSc Hons Human Nutrition FT) at 46.9%. Refer to the attached "NSS 2020 Report" for full details of course results.

Competitor performance

Despite the overall stable result at sector level, 66 out of 126 institutions reported a decline in average score in 2020, with Goldsmiths experiencing the highest decline at -6.5%.

The results of London Modern Universities presented in *Appendix 3* show a varied picture. Seven out of 11 institutions improved their scores in 2020, one remained flat and three declined (Kingston, Greenwich and LSBU). LSBU's decline was the largest.

Only West London achieves scores in the top quartile of the sector, reputedly attributable to a strong focus on student support and significant £150 million investment in facilities in recent years. Three smaller institutions, London Met, Roehampton and St. Mary's, Twickenham, have scores above sector average.
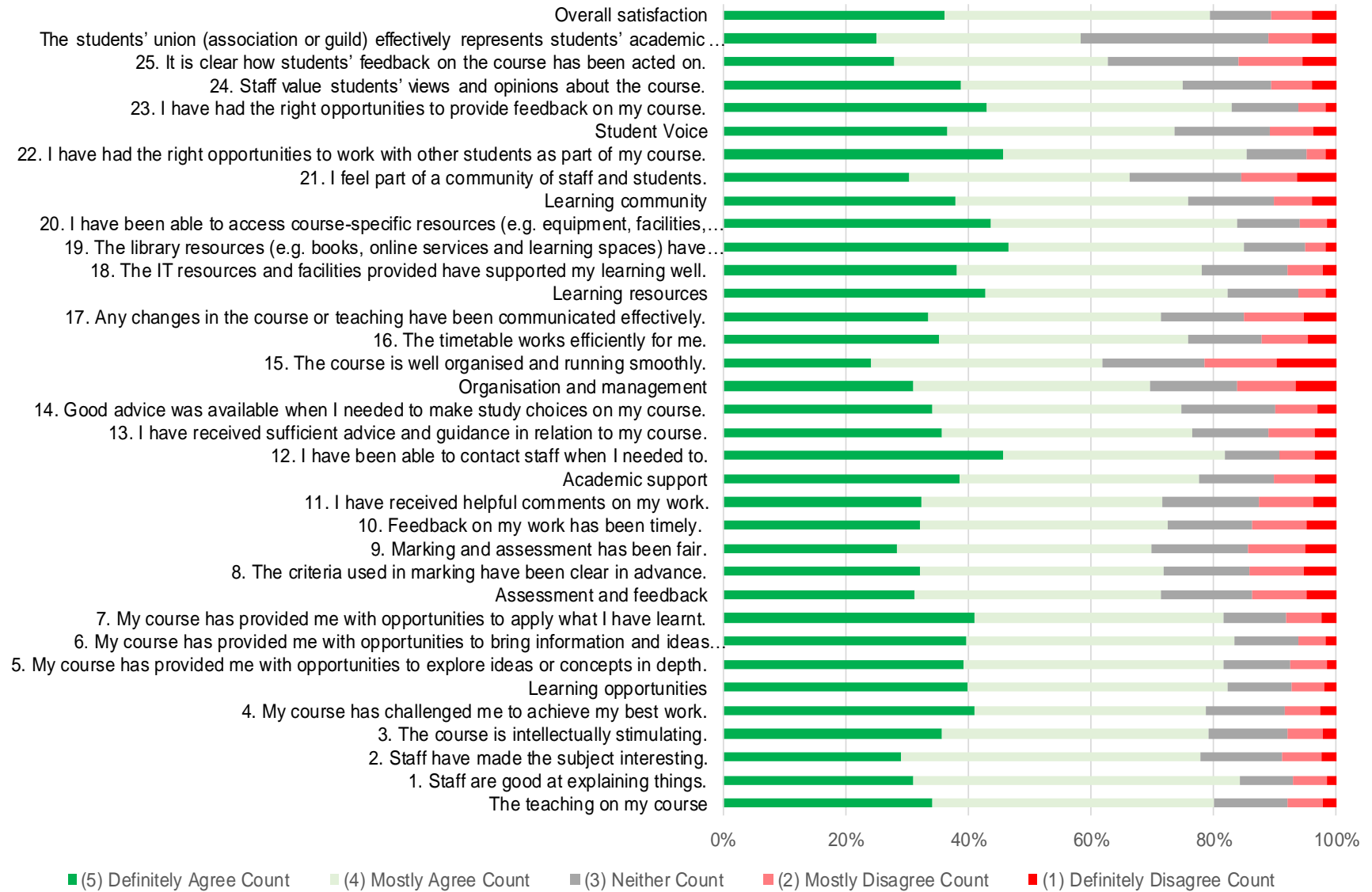
Appendices:
1. 2020 NSS results by question
2. 2020 NSS average score and year-on-year change by School
3. 2020 NSS average score and year-on-year change, London Modern Universities
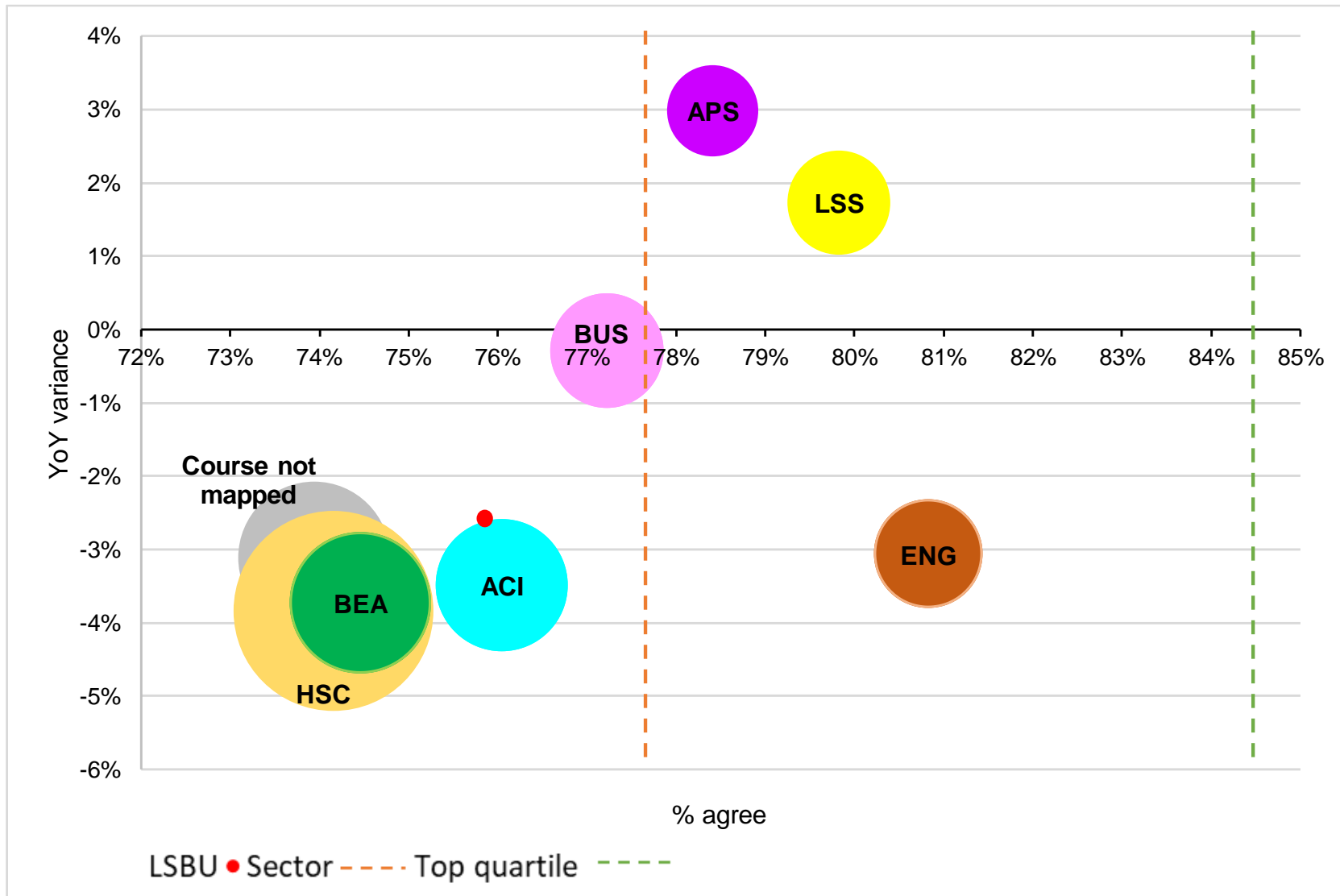
Attachment:
NSS 2020 Report (PDF document containing detailed data on School, subject, course and competitor performance)
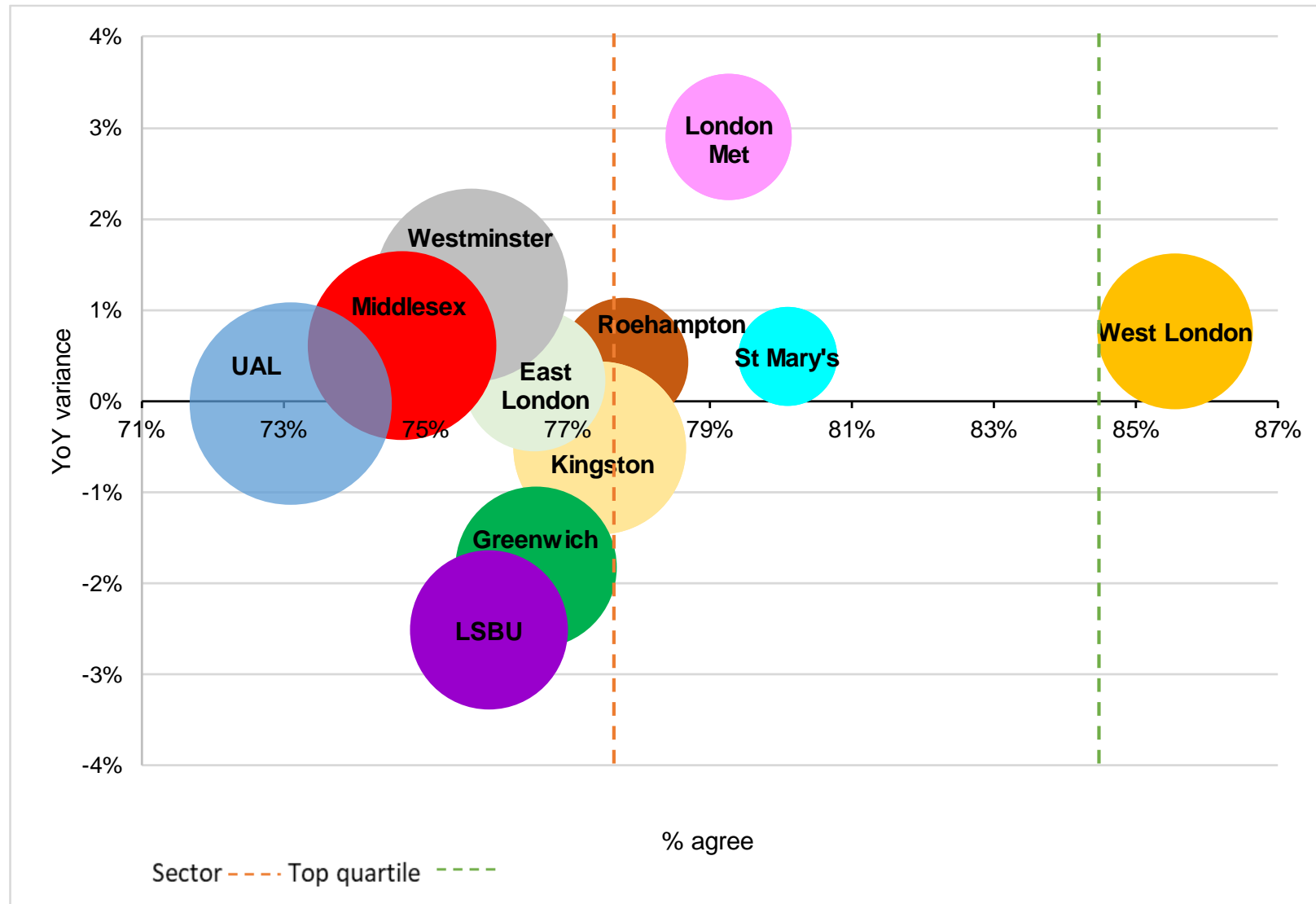
Appendix 1: 2020 NSS results by question

Horizontal stacked bar chart showing 2020 NSS results by question (percentages from 0% to 100%), with categories:
- (5) Definitely Agree Count
- (4) Mostly Agree Count
- (3) Neither Count
- (2) Mostly Disagree Count
- (1) Definitely Disagree Count

Questions listed (top to bottom):
- Overall satisfaction
- The students' union (association or guild) effectively represents students' academic …
- 25. It is clear how students' feedback on the course has been acted on.
- 24. Staff value students' views and opinions about the course.
- 23. I have had the right opportunities to provide feedback on my course.
- Student Voice
- 22. I have had the right opportunities to work with other students as part of my course.
- 21. I feel part of a community of staff and students.
- Learning community
- 20. I have been able to access course-specific resources (e.g. equipment, facilities,…
- 19. The library resources (e.g. books, online services and learning spaces) have…
- 18. The IT resources and facilities provided have supported my learning well.
- Learning resources
- 17. Any changes in the course or teaching have been communicated effectively.
- 16. The timetable works efficiently for me.
- 15. The course is well organised and running smoothly.
- Organisation and management
- 14. Good advice was available when I needed to make study choices on my course.
- 13. I have received sufficient advice and guidance in relation to my course.
- 12. I have been able to contact staff when I needed to.
- Academic support
- 11. I have received helpful comments on my work.
- 10. Feedback on my work has been timely.
- 9. Marking and assessment has been fair.
- 8. The criteria used in marking have been clear in advance.
- Assessment and feedback
- 7. My course has provided me with opportunities to apply what I have learnt.
- 6. My course has provided me with opportunities to bring information and ideas…
- 5. My course has provided me with opportunities to explore ideas or concepts in depth.
- Learning opportunities
- 4. My course has challenged me to achieve my best work.
- 3. The course is intellectually stimulating.
- 2. Staff have made the subject interesting.
- 1. Staff are good at explaining things.
- The teaching on my course

Appendix 2: 2020 NSS average score and year-on-year change by School

Bubble size denotes share of total LSBU response (range 6% to 28%)

Appendix 3: 2020 NSS average score and year-on-year change, London Modern Universities

Bubble size denotes number of respondents (range 710 to 2973 FPE)

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NSS report 2020

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1. LSBU compared to Sector (% agree, all students)

	LSBU			Sector			LSBU vs Sector	
	19/20	18/19	YoY Change	19/20	18/19	YoY Change	19/20	18/19
The teaching on my course	80.0%	82.8%	-2.8%	83.9%	84.1%	-0.3%	-3.9%	-1.3%
Learning opportunities	82.2%	84.3%	-2.0%	82.9%	83.2%	-0.3%	-0.7%	1.1%
Assessment and feedback	71.5%	74.6%	-3.1%	72.6%	73.4%	-0.8%	-1.2%	1.2%
Academic support	77.7%	80.0%	-2.3%	79.4%	79.9%	-0.4%	-1.7%	0.1%
Organisation and management	69.7%	72.4%	-2.6%	73.8%	75.0%	-1.2%	-4.0%	-2.6%
Learning resources	82.3%	84.0%	-1.7%	85.8%	85.8%	0.0%	-3.5%	-1.8%
Learning community	75.9%	79.1%	-3.2%	75.8%	76.0%	-0.2%	0.1%	3.1%
Student voice	73.7%	76.1%	-2.4%	73.6%	73.7%	-0.1%	0.1%	2.4%
Student union	58.3%	60.5%	-2.2%	56.0%	55.7%	0.3%	2.3%	4.9%
Overall Satisfaction	79.5%	81.8%	-2.3%	82.6%	83.7%	-1.0%	-3.1%	-1.8%
Average score	**75.9%**	**78.4%**	**-2.5%**	**77.7%**	**78.1%**	**-0.4%**	**-1.8%**	**0.3%**

Average score is based on average of all questions except Overall Satisfaction.
Scores may differ slightly from the OfS dashboard due to aggregation methodology.

Above 0   Below 0

2a. Competitor Performance - London Moderns

		The University of West London	St Mary's University, Twickenham	London Metropolitan University	Roehampton University	Kingston University	The University of Greenwich	The University of East London	London South Bank University	The University of Westminster	Middlesex University	University of the Arts, London
The teaching on my course	% Agree	89.2%	86.6%	83.2%	82.2%	81.9%	79.6%	81.4%	80.0%	80.8%	78.5%	76.5%
	YoY Change	1.5%	0.9%	2.2%	-0.1%	0.7%	-1.6%	-1.0%	-2.8%	2.5%	1.0%	0.9%
Learning opportunities	% Agree	89.1%	83.9%	84.2%	82.1%	82.8%	80.6%	82.9%	82.2%	80.5%	79.1%	79.1%
	YoY Change	1.0%	-2.1%	2.2%	0.8%	0.1%	-3.0%	0.8%	-2.0%	0.4%	-0.1%	-0.6%
Assessment and feedback	% Agree	79.5%	73.8%	76.4%	72.7%	72.8%	73.6%	73.0%	71.5%	70.1%	70.8%	74.9%
	YoY Change	-0.2%	-0.3%	3.9%	-1.3%	-0.9%	-0.9%	2.2%	-3.1%	2.7%	0.9%	-0.4%
Academic support	% Agree	87.5%	83.8%	79.2%	78.9%	78.9%	78.0%	77.2%	77.8%	76.0%	76.2%	76.3%
	YoY Change	0.1%	0.7%	3.1%	-0.1%	-0.6%	-2.2%	0.5%	-2.3%	0.9%	0.9%	1.6%
Organisation and management	% Agree	79.5%	76.1%	75.7%	73.6%	72.9%	70.1%	70.4%	69.7%	74.0%	70.4%	62.4%
	YoY Change	0.5%	3.6%	1.6%	-3.4%	-1.3%	-2.8%	-2.4%	-2.6%	0.6%	1.6%	-0.4%
Learning resources	% Agree	90.9%	85.1%	84.3%	89.3%	85.6%	86.5%	81.7%	82.3%	85.1%	81.8%	81.9%
	YoY Change	0.1%	0.0%	2.7%	2.8%	-0.4%	-0.5%	-0.5%	-1.7%	-0.4%	-3.1%	-0.1%
Learning community	% Agree	83.8%	80.0%	77.5%	73.0%	77.2%	76.2%	77.8%	75.9%	73.4%	73.4%	68.9%
	YoY Change	0.8%	-1.0%	3.0%	-0.8%	-0.8%	-1.3%	1.3%	-3.2%	0.3%	0.0%	-0.5%
Student voice	% Agree	86.0%	78.9%	78.4%	74.3%	75.8%	74.4%	74.6%	73.7%	71.3%	71.8%	69.2%
	YoY Change	0.9%	2.6%	4.6%	3.9%	-0.8%	-2.2%	0.1%	-2.4%	1.5%	2.7%	-0.7%
Student union	% Agree	82.9%	57.5%	62.0%	62.9%	52.8%	56.3%	56.3%	58.3%	56.0%	59.6%	50.3%
	YoY Change	4.9%	-2.1%	2.2%	6.5%	-1.9%	-3.0%	3.1%	-2.2%	2.7%	2.1%	-0.7%
Overall Satisfaction	% Agree	86.3%	85.9%	80.0%	82.3%	80.8%	78.9%	77.7%	79.5%	79.8%	77.0%	70.8%
	YoY Change	-1.1%	1.6%	1.8%	0.1%	-1.4%	-3.3%	-2.2%	-2.3%	1.8%	0.2%	-0.4%
Average score	**% Agree**	**85.6%**	**80.1%**	**79.3%**	**77.8%**	**77.5%**	**76.6%**	**76.5%**	**75.9%**	**75.6%**	**74.7%**	**73.1%**
	YoY Change	*0.8%*	*0.5%*	*2.9%*	*0.4%*	*-0.5%*	*-1.8%*	*0.2%*	*-2.5%*	*1.3%*	*0.6%*	*0.0%*

Average score is based on average of all questions except Overall Satisfaction.
Universities are in descending order of Average score.

Colour coding is based on the difference from question area average of this competitor group.

Above 3% | Above 2% | -2% to 2% | Below -2% | Below -3%
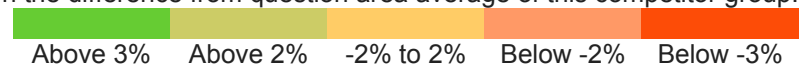
2b. Competitor Performance - Aspirational Group

		The University of Lincoln	Liverpool Hope University	Keele University	Aston University	London South Bank University	Oxford Brookes University
The teaching on my course	% Agree	86.7%	85.2%	85.3%	82.6%	80.0%	80.3%
	YoY Change	3.5%	0.1%	-1.6%	-1.2%	-2.8%	-0.3%
Learning opportunities	% Agree	86.1%	84.8%	84.2%	81.6%	82.2%	80.7%
	YoY Change	2.9%	0.4%	-2.1%	-0.3%	-2.0%	-0.8%
Assessment and feedback	% Agree	73.5%	79.6%	72.0%	69.6%	71.5%	67.4%
	YoY Change	3.1%	1.2%	-2.2%	-0.6%	-3.1%	-2.1%
Academic support	% Agree	83.5%	82.9%	80.7%	77.4%	77.8%	76.9%
	YoY Change	2.4%	0.8%	-1.9%	0.1%	-2.3%	-1.0%
Organisation and management	% Agree	75.7%	74.0%	72.7%	73.7%	69.7%	73.2%
	YoY Change	2.4%	0.7%	-5.9%	-1.6%	-2.6%	-0.6%
Learning resources	% Agree	88.7%	86.6%	89.1%	86.0%	82.3%	84.2%
	YoY Change	1.1%	0.1%	-0.6%	1.0%	-1.7%	-2.2%
Learning community	% Agree	82.5%	80.5%	77.6%	74.0%	75.9%	77.0%
	YoY Change	3.2%	-0.1%	-2.8%	0.5%	-3.2%	0.0%
Student voice	% Agree	77.2%	76.1%	74.1%	77.4%	73.7%	73.1%
	YoY Change	3.4%	-1.0%	-3.8%	3.1%	-2.4%	-0.4%
Student union	% Agree	57.8%	58.9%	60.0%	58.7%	58.3%	44.3%
	YoY Change	-5.8%	3.6%	-5.4%	5.4%	-2.2%	-0.4%
Overall Satisfaction	% Agree	87.2%	84.1%	85.1%	83.4%	79.5%	81.3%
	YoY Change	2.3%	-0.1%	-3.8%	-0.4%	-2.3%	-0.1%
Average Score	**% Agree**	**80.6%**	**80.5%**	**78.7%**	**77.1%**	**75.9%**	**75.1%**
	YoY Change	**2.4%**	**0.4%**	**-2.7%**	**0.2%**	**-2.5%**	**-0.9%**

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Average score is based on average of all questions except Overall Satisfaction. Colour coding is based on the difference from question area average of this competitor group.
Universities are in descending order of Average score.

Above 3% | Above 2% | -2% to 2% | Below -2% | Below -3%
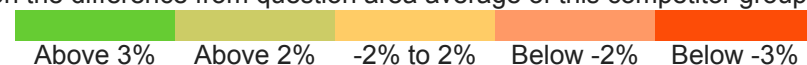
3. School performance % agree scores

		Applied Sciences	Arts and Creative Industries	Built Environment and Architecture	Business	Engineering	Health and Social Care	Law and Social Sciences	LSBU Overall
The teaching on my course	% Agree	82.5%	79.0%	75.0%	79.5%	82.3%	80.6%	84.7%	**80.0%**
	YoY Change	2.9%	-4.2%	-8.2%	-1.9%	-3.3%	-3.8%	2.7%	-2.8%
Learning opportunities	% Agree	76.7%	81.3%	78.1%	83.3%	85.0%	85.4%	85.6%	**82.2%**
	YoY Change	-3.2%	-4.1%	-2.5%	1.9%	-4.6%	-2.9%	3.1%	-2.0%
Assessment and feedback	% Agree	74.5%	73.1%	74.2%	66.8%	75.9%	71.1%	71.5%	**71.5%**
	YoY Change	3.4%	-4.2%	-1.6%	0.6%	-4.4%	-4.6%	-1.3%	-3.1%
Academic support	% Agree	79.5%	84.0%	75.9%	76.1%	85.4%	72.4%	82.7%	**77.8%**
	YoY Change	3.3%	-0.8%	-5.4%	-4.7%	1.2%	-4.4%	4.0%	-2.3%
Organisation and management	% Agree	80.4%	65.3%	72.6%	78.6%	74.1%	60.1%	83.0%	**69.7%**
	YoY Change	4.8%	-7.7%	-3.9%	1.7%	-3.6%	-2.1%	3.1%	-2.6%
Learning resources	% Agree	82.7%	80.6%	79.9%	84.0%	85.7%	82.5%	85.3%	**82.3%**
	YoY Change	2.2%	-3.1%	-0.4%	-0.7%	-0.6%	-5.8%	2.2%	-1.7%
Learning community	% Agree	76.3%	75.9%	75.1%	78.8%	83.6%	77.2%	68.5%	**75.9%**
	YoY Change	3.9%	-0.2%	-2.7%	-2.0%	-7.0%	-5.5%	-4.5%	-3.2%
Student voice	% Agree	79.6%	77.0%	71.5%	76.1%	79.6%	69.5%	81.5%	**73.7%**
	YoY Change	7.7%	-2.6%	-4.6%	1.9%	-4.0%	-3.4%	4.6%	-2.4%
Student union	% Agree	60.8%	52.4%	55.1%	70.8%	72.6%	57.5%	59.7%	**58.3%**
	YoY Change	0.2%	-1.6%	-1.7%	1.1%	0.1%	0.4%	-2.5%	-2.2%
Overall Satisfaction	% Agree	86.5%	76.8%	75.7%	81.5%	84.0%	75.3%	90.4%	**79.5%**
	YoY Change	11.9%	-1.8%	-8.2%	-2.9%	0.6%	-8.1%	6.9%	-2.3%
Average score	**% Agree**	**78.4%**	**76.0%**	**74.5%**	**77.2%**	**80.8%**	**74.2%**	**79.8%**	**75.9%**
	YoY Change	**3.0%**	**-3.5%**	**-3.7%**	**-0.3%**	**-3.1%**	**-3.8%**	**1.7%**	**-2.5%**

Average score is based on average of all questions except Overall Satisfaction.

Colour coding is based on the difference from question area average of all Schools

Above 3%　　Above 2%　　-2% to 2%　　Below -2%　　Below -3%

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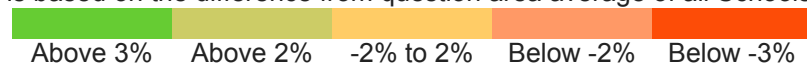
4. KPI performance : LSBU and Schools

		Applied Sciences	Arts and Creative Industries	Built Environment and Architecture	Business	Engineering	Health and Social Care	Law and Social Sciences	LSBU Overall
Overall Satisfaction	% Agree	86.5%	76.8%	76.4%	81.5%	86.3%	77.0%	90.4%	**80.3%**
	Target	85.0%	82.0%	82.0%	89.0%	88.0%	85.0%	90.0%	**84.0%**
	Variance	*1.5%*	*-5.2%*	*-5.6%*	*-7.5%*	*-1.7%*	*-8.0%*	*0.4%*	*-3.7%*
Learning resources	% Agree	82.7%	80.6%	79.8%	84.0%	86.6%	83.5%	85.3%	**82.9%**
	Target	95.0%		80.0%	92.0%	90.0%	90.0%	85.0%	**90.0%**
	Variance	*-12.3%*		*-0.2%*	*-8.0%*	*-3.4%*	*-6.5%*	*0.3%*	*-7.1%*
Average score	% Agree	78.4%	76.0%	74.3%	77.2%	82.7%	74.5%	79.8%	**76.7%**
	Target	85.0%	82.0%	77.0%	85.0%	76.0%	80.0%	85.0%	**81.0%**
	Variance	*-6.6%*	*-6.0%*	*-2.7%*	*-7.8%*	*6.7%*	*-5.5%*	*-5.2%*	*-4.3%*

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Average score is based on average of all questions except Overall Satisfaction.
The population for the KPIs are First Degree respondents.

Colour coding is based on the variance from KPI Target.

Above 0   Below 0

5. School performance compared to Sector benchmark

		Applied Sciences	Arts and Creative Industries	Built Environment and Architecture	Business	Engineering	Health and Social Care	Law and Social Sciences
The teaching on my course	**% Agree**	**82.5%**	**79.0%**	**75.0%**	**79.5%**	**82.3%**	**80.3%**	**84.7%**
	Variance	**-2.4%**	**-3.2%**	**-4.1%**	**-0.9%**	**1.7%**	**-4.5%**	**0.2%**
1. Staff are good at explaining things.	% Agree	92.5%	88.2%	79.8%	85.4%	84.8%	81.5%	92.7%
	Variance	1.4%	0.6%	-3.3%	-2.1%	1.0%	-6.0%	2.7%
2. Staff have made the subject interesting.	% Agree	85.8%	82.7%	70.0%	77.3%	82.8%	76.9%	78.8%
	Variance	2.9%	-1.3%	-4.5%	1.5%	8.3%	-7.0%	-2.9%
3. The course is intellectually stimulating.	% Agree	80.2%	71.5%	72.8%	76.2%	80.1%	82.9%	83.9%
	Variance	-5.9%	-7.0%	-7.0%	-3.7%	-3.1%	-1.4%	-1.2%
4. My course has challenged me to achieve my best work.	% Agree	71.7%	73.8%	77.4%	79.1%	81.5%	80.0%	83.2%
	Variance	-8.0%	-5.0%	-1.8%	0.7%	0.8%	-3.7%	2.1%
Learning opportunities	**% Agree**	**76.7%**	**81.3%**	**78.1%**	**83.3%**	**85.0%**	**85.3%**	**85.6%**
	Variance	**-4.6%**	**-1.7%**	**-1.0%**	**2.1%**	**3.9%**	**-1.8%**	**3.2%**
5. My course has provided me with opportunities to explore ideas or concepts in depth.	% Agree	79.2%	77.4%	79.0%	87.1%	86.8%	82.1%	83.9%
	Variance	-2.2%	-5.8%	0.4%	5.8%	6.6%	-2.6%	0.0%
6. My course has provided me with opportunities to bring information and ideas together from different topics.	% Agree	80.2%	83.7%	78.2%	87.8%	84.0%	84.1%	89.1%
	Variance	-4.6%	0.6%	-2.7%	3.3%	1.2%	-1.8%	5.5%
7. My course has provided me with opportunities to apply what I have learnt.	% Agree	70.8%	82.8%	77.0%	75.0%	84.1%	89.7%	83.9%
	Variance	-6.9%	0.0%	-0.6%	-2.7%	4.0%	-1.1%	4.1%
Assessment and feedback	**% Agree**	**74.5%**	**73.1%**	**74.2%**	**66.8%**	**75.9%**	**71.0%**	**71.5%**
	Variance	**3.2%**	**-1.0%**	**6.9%**	**-5.3%**	**8.8%**	**-3.6%**	**-1.7%**
8. The criteria used in marking have been clear in advance.	% Agree	68.9%	71.0%	75.5%	70.1%	74.7%	71.8%	75.2%
	Variance	-3.1%	0.0%	7.7%	-4.0%	6.9%	-2.3%	1.5%
9. Marking and assessment has been fair.	% Agree	77.4%	73.3%	77.0%	64.0%	73.3%	65.0%	70.8%
	Variance	5.6%	1.6%	6.9%	-8.6%	2.6%	-4.1%	-0.6%
10. Feedback on my work has been timely.	% Agree	77.4%	67.9%	74.2%	67.1%	76.2%	75.8%	72.1%
	Variance	6.4%	-6.8%	10.0%	-5.9%	12.1%	-4.5%	-2.0%

Average score is based on average of all questions except Overall Satisfaction.

Colour coding is based on the variance from Sector benchmark.

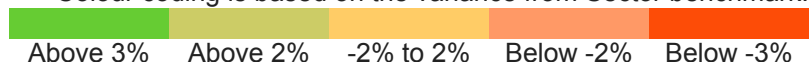Above 3% | Above 2% | -2% to 2% | Below -2% | Below -3%

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5. School performance compared to Sector benchmark

		Applied Sciences	Arts and Creative Industries	Built Environment and Architecture	Business	Engineering	Health and Social Care	Law and Social Sciences
11. I have received helpful comments on my work.	% Agree	74.5%	80.1%	70.0%	65.9%	79.5%	71.2%	67.9%
	Variance	3.7%	1.2%	2.9%	-2.8%	13.4%	-3.5%	-5.6%
Academic support	**% Agree**	**79.5%**	**84.0%**	**75.9%**	**76.1%**	**85.4%**	**71.9%**	**82.7%**
	Variance	**1.0%**	**3.2%**	**-1.7%**	**-3.6%**	**8.0%**	**-6.3%**	**4.7%**
12. I have been able to contact staff when I needed to.	% Agree	85.8%	89.1%	81.2%	79.3%	89.4%	75.1%	88.3%
	Variance	1.0%	3.5%	-2.9%	-6.8%	4.3%	-5.7%	4.1%
13. I have received sufficient advice and guidance in relation to my course.	% Agree	77.4%	81.0%	75.0%	73.8%	85.4%	72.2%	79.6%
	Variance	0.8%	1.8%	-1.4%	-5.2%	10.2%	-5.4%	2.3%
14. Good advice was available when I needed to make study choices on my course.	% Agree	75.2%	81.8%	71.5%	75.3%	81.2%	68.5%	80.3%
	Variance	1.2%	4.2%	-0.7%	1.2%	9.4%	-8.0%	7.5%
Organisation and management	**% Agree**	**80.4%**	**65.3%**	**72.6%**	**78.6%**	**74.1%**	**59.5%**	**83.0%**
	Variance	**5.8%**	**-3.6%**	**0.4%**	**0.4%**	**1.3%**	**-4.9%**	**8.2%**
15. The course is well organised and is running smoothly.	% Agree	72.6%	50.7%	65.8%	76.8%	68.9%	48.7%	78.1%
	Variance	3.2%	-9.1%	2.0%	0.6%	4.1%	-6.9%	7.7%
16. The timetable works efficiently for me.	% Agree	84.0%	77.4%	79.8%	77.4%	76.0%	69.0%	86.9%
	Variance	7.1%	1.8%	1.7%	-0.5%	-0.9%	-1.4%	9.1%
17. Any changes in the course or teaching have been communicated effectively.	% Agree	84.8%	67.7%	72.2%	81.5%	77.3%	60.8%	83.9%
	Variance	7.1%	-3.4%	-2.6%	1.0%	0.7%	-6.3%	7.9%
Learning resources	**% Agree**	**82.7%**	**80.6%**	**79.9%**	**84.0%**	**85.7%**	**83.0%**	**85.3%**
	Variance	**-4.6%**	**-3.3%**	**-5.2%**	**-2.8%**	**-0.1%**	**-4.6%**	**-0.4%**
18. The IT resources and facilities provided have supported my learning well.	% Agree	83.5%	74.9%	75.3%	84.0%	80.8%	76.9%	85.3%
	Variance	-2.0%	-5.1%	-7.2%	-1.5%	-2.8%	-7.7%	2.6%
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well.	% Agree	84.8%	83.8%	82.2%	83.5%	87.8%	87.8%	86.1%
	Variance	-4.0%	-2.4%	-4.5%	-4.2%	1.1%	-2.6%	-2.0%
20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to.	% Agree	80.0%	83.2%	82.3%	84.7%	88.7%	84.2%	84.3%
	Variance	-7.8%	-2.6%	-4.0%	-2.6%	1.6%	-3.7%	-1.9%

Average score is based on average of all questions except Overall Satisfaction.
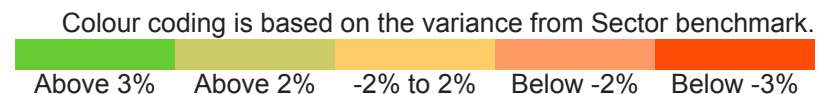
Colour coding is based on the variance from Sector benchmark.

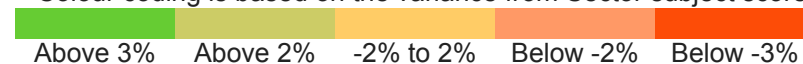| Above 3%	Above 2%	-2% to 2%	Below -2%	Below -3%

5. School performance compared to Sector benchmark

		Applied Sciences	Arts and Creative Industries	Built Environment and Architecture	Business	Engineering	Health and Social Care	Law and Social Sciences
Learning community	**% Agree**	**76.3%**	**75.9%**	**75.1%**	**78.8%**	**83.6%**	**77.1%**	**68.5%**
	Variance	**1.4%**	**-2.1%**	**-2.1%**	**2.1%**	**5.3%**	**-3.7%**	**-3.5%**
21. I feel part of a community of staff and students.	% Agree	65.1%	67.3%	63.2%	72.2%	75.8%	65.8%	64.0%
	Variance	0.8%	-3.9%	-3.5%	4.9%	7.5%	-7.1%	-1.4%
22. I have had the right opportunities to work with other students as part of my course.	% Agree	87.6%	84.5%	87.0%	85.3%	91.3%	88.5%	73.0%
	Variance	2.1%	-0.3%	-0.7%	-0.6%	3.2%	-0.2%	-5.7%
Student voice	**% Agree**	**79.6%**	**77.0%**	**71.5%**	**76.1%**	**79.6%**	**69.6%**	**81.5%**
	Variance	**4.9%**	**3.7%**	**0.3%**	**1.2%**	**7.0%**	**-4.3%**	**8.3%**
23. I have had the right opportunities to provide feedback on my course.	% Agree	87.6%	85.9%	82.0%	84.1%	86.7%	82.6%	82.5%
	Variance	3.0%	3.9%	-0.5%	-0.7%	2.5%	-3.1%	-1.3%
24. Staff value students' views and opinions about the course.	% Agree	80.8%	79.5%	73.6%	75.6%	78.0%	71.1%	83.9%
	Variance	4.5%	3.6%	0.6%	-0.5%	5.3%	-3.5%	8.2%
25. It is clear how students' feedback on the course has been acted on.	% Agree	70.2%	65.5%	58.7%	68.5%	74.0%	55.1%	77.9%
	Variance	7.1%	3.5%	0.5%	4.7%	13.1%	-6.5%	18.0%
Student union	**% Agree**	**60.8%**	**52.4%**	**55.1%**	**70.8%**	**72.6%**	**57.5%**	**59.7%**
	Variance	**0.7%**	**-2.1%**	**3.0%**	**9.3%**	**17.4%**	**-2.2%**	**2.4%**
26. The students' union (association or guild) effectively represents students' academic interests.	% Agree	60.8%	52.4%	55.1%	70.8%	72.6%	57.5%	59.7%
	Variance	0.7%	-2.1%	3.0%	9.3%	17.4%	-2.2%	2.4%
Overall Satisfaction	**% Agree**	**86.5%**	**76.8%**	**75.7%**	**81.5%**	**84.0%**	**74.8%**	**90.4%**
	Variance	**2.5%**	**-2.1%**	**-3.2%**	**-1.6%**	**4.2%**	**-4.6%**	**6.7%**
27. Overall, I am satisfied with the quality of the course.	% Agree	86.5%	76.8%	75.7%	81.5%	84.0%	74.8%	90.4%
	Variance	2.5%	-2.1%	-3.2%	-1.6%	4.2%	-4.6%	6.7%
Average score	**% Agree**	**78.4%**	**76.0%**	**74.5%**	**77.2%**	**80.8%**	**74.0%**	**79.8%**
	Variance	**0.5%**	**-1.1%**	**-0.5%**	**-0.7%**	**5.0%**	**-4.2%**	**2.4%**

Average score is based on average of all questions except Overall Satisfaction.

Colour coding is based on the variance from Sector benchmark.

| Above 3% | Above 2% | -2% to 2% | Below -2% | Below -3% |

6. Subject performance compared to Sector subject score
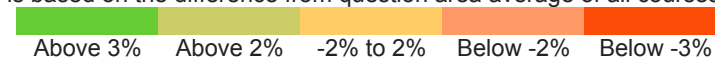
		The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Student union	Overall Satisfaction	No. of respondents (FPE)
architecture, building and planning	% Agree	73.3%	75.5%	71.1%	75.0%	69.2%	79.5%	71.4%	67.7%	56.4%	73.5%	206
	Variance	-9.7%	-7.1%	1.2%	-4.4%	-4.2%	-5.1%	-7.9%	-6.1%	0.3%	-8.1%	
biosciences	% Agree	79.7%	75.0%	71.9%	79.2%	64.6%	66.7%	75.0%	64.6%	60.0%	87.5%	16
	Variance	-7.2%	-8.0%	2.3%	0.0%	-12.1%	-20.9%	-2.5%	-12.2%	3.7%	0.7%	
business and management	% Agree	77.2%	83.5%	66.2%	76.0%	76.2%	84.0%	78.9%	75.6%	67.1%	81.4%	331
	Variance	-3.3%	1.5%	-6.4%	-3.7%	-1.1%	-2.6%	1.6%	0.6%	6.0%	-1.5%	
communications and media	% Agree	79.4%	79.2%	65.0%	84.2%	70.8%	84.5%	72.2%	75.0%	48.6%	75.0%	40
	Variance	0.3%	-1.4%	-6.3%	5.6%	2.3%	0.5%	-2.2%	4.9%	-3.1%	-0.3%	
computing	% Agree	66.3%	73.1%	51.0%	73.1%	50.6%	71.1%	71.2%	51.9%	52.2%	73.1%	26
	Variance	-12.1%	-5.6%	-15.6%	-4.0%	-19.9%	-11.3%	-4.1%	-19.6%	0.3%	-4.4%	
creative arts and design	% Agree	77.6%	79.7%	73.6%	82.7%	63.5%	79.5%	77.4%	77.5%	52.9%	75.1%	199
	Variance	-5.4%	-4.2%	-1.6%	1.4%	-6.2%	-3.1%	-0.3%	3.4%	-3.8%	-4.1%	
economics	% Agree	86.0%	84.6%	78.0%	81.6%	84.2%	78.9%	91.7%	81.6%	53.8%	91.7%	18
	Variance	5.5%	7.9%	11.5%	4.6%	4.7%	-7.1%	23.7%	10.3%	0.7%	8.8%	
education and teaching	% Agree	82.9%	90.2%	78.0%	82.1%	81.3%	85.2%	68.3%	85.2%	69.2%	92.5%	41
	Variance	-2.6%	2.0%	-0.1%	-0.8%	7.1%	-1.4%	-13.3%	6.6%	7.9%	7.5%	
engineering	% Agree	81.8%	82.4%	76.7%	81.3%	76.1%	84.5%	80.5%	75.7%	61.8%	82.7%	243
	Variance	1.6%	2.9%	12.0%	4.0%	3.3%	-1.9%	1.4%	4.2%	7.9%	2.4%	
english studies	% Agree	93.3%	95.7%	90.6%	95.7%	75.0%	79.2%	86.7%	76.0%	62.5%	100.0%	28
	Variance	5.9%	12.0%	15.0%	15.7%	-0.6%	-5.8%	16.6%	3.8%	10.5%	15.1%	
health and social care	% Agree	80.6%	90.3%	73.4%	64.5%	58.7%	82.6%	64.5%	63.7%	58.6%	63.3%	31
	Variance	-4.3%	2.3%	-2.9%	-13.6%	-12.6%	-2.2%	-14.0%	-10.8%	-1.3%	-17.2%	
law	% Agree	91.1%	84.0%	67.1%	86.2%	82.4%	89.1%	69.0%	77.8%	58.3%	93.7%	67
	Variance	6.9%	5.7%	0.1%	11.4%	9.4%	3.5%	3.0%	8.7%	5.2%	10.3%	
nursing	% Agree	82.8%	86.4%	73.6%	72.7%	59.4%	87.1%	80.5%	72.2%	62.2%	78.4%	351
	Variance	-1.2%	-0.5%	-0.9%	-4.6%	-3.1%	-1.0%	0.1%	-0.7%	1.8%	-0.2%	

Colour coding is based on the variance from Sector subject score.

Above 3%   Above 2%   -2% to 2%   Below -2%   Below -3%

6. Subject performance compared to Sector subject score

		The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Student union	Overall Satisfaction	No. of respondents (FPE)
physical, material and forensic sciences	% Agree	94.6%	84.1%	75.0%	85.3%	89.9%	97.0%	89.1%	95.7%	78.3%	100.0%	23
	Variance	*6.8%*	*-0.9%*	*2.3%*	*3.6%*	*15.5%*	*7.4%*	*6.5%*	*17.2%*	*20.9%*	*12.9%*	
psychology	% Agree	81.0%	78.6%	75.4%	77.6%	87.1%	84.4%	67.9%	79.0%	47.5%	85.4%	43
	Variance	*-3.3%*	*-0.6%*	*4.8%*	*0.2%*	*9.9%*	*-3.4%*	*-3.6%*	*4.6%*	*-11.8%*	*1.4%*	
sociology, social policy and anthropology	% Agree	76.0%	75.2%	66.5%	83.2%	84.8%	77.9%	56.0%	76.2%	50.0%	81.0%	46
	Variance	*-7.5%*	*-6.8%*	*-6.1%*	*6.8%*	*11.1%*	*-7.2%*	*-13.1%*	*5.4%*	*-4.5%*	*-1.2%*	
sport and exercise sciences	% Agree	86.7%	80.0%	83.3%	86.7%	80.0%	88.9%	93.1%	83.3%	64.3%	85.7%	15
	Variance	*0.2%*	*-6.1%*	*5.4%*	*1.9%*	*-0.1%*	*0.4%*	*10.6%*	*3.0%*	*2.4%*	*-1.5%*	
subjects allied to medicine not otherwise specified	% Agree	74.8%	79.9%	63.2%	73.5%	62.1%	72.5%	70.9%	64.6%	46.0%	69.2%	146
	Variance	*-11.6%*	*-5.2%*	*-7.9%*	*-6.2%*	*-8.9%*	*-13.9%*	*-10.1%*	*-12.1%*	*-13.0%*	*-13.9%*	

Colour coding is based on the variance from Sector subject score.

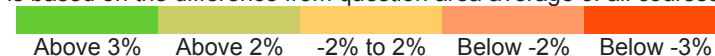| Above 3%	Above 2%	-2% to 2%	Below -2%	Below -3%

7. Course performance ranked by Average score

Course Title	School / PSG	The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Student union	Overall Satisfaction	Average score	Rank	No. of respondents (FPE)
BEng (Hons) Chemical and Process Engineering (FT)	School of Engineering	94.1%	96.1%	86.8%	90.2%	86.3%	96.1%	94.1%	98.0%	88.2%	94.1%	92.3%	1	17
BEng (Hons) Mechanical Engineering (FT)	School of Engineering	93.0%	90.6%	85.9%	92.7%	91.7%	91.7%	87.5%	92.7%	87.5%	93.8%	90.6%	2	32
BA (Hons) Marketing (FT)	School of Business	86.4%	90.9%	88.6%	84.8%	90.9%	90.9%	95.2%	97.0%	90.9%	90.9%	90.2%	3	11
BA (Hons) English with Creative Writing (FT)	School of Arts and Creative Industries	93.8%	95.8%	90.6%	97.9%	79.2%	87.2%	89.7%	85.4%	66.7%	93.8%	89.2%	4	16
BSc (Hons) Forensic Science (FT)	School of Applied Sciences	94.8%	84.7%	76.0%	85.9%	90.3%	97.1%	89.6%	95.8%	79.2%	100.0%	88.6%	5	24
BA (Hons) Film Studies (FT)	School of Arts and Creative Industries	92.6%	86.3%	82.4%	90.2%	90.2%	88.2%	76.5%	86.3%	62.5%	94.1%	86.1%	6	17
BSc (Hons) Commercial Management (Quantity Surveying) (PT)	School of Built Environment and Architecture	79.2%	83.3%	90.3%	85.2%	87.0%	96.3%	80.6%	85.2%	76.5%	77.8%	85.6%	7	18
BSc/BSc (Hons) Sport and Exercise Science (FT)	School of Applied Sciences	86.5%	84.6%	82.7%	87.2%	84.6%	87.2%	92.0%	86.1%	66.7%	91.7%	85.3%	8	13
BSc (Hons) Product Design (FT)	School of Engineering	88.1%	92.1%	79.8%	92.1%	75.8%	85.7%	83.3%	88.9%	66.7%	90.5%	84.9%	9	21
BEng (Hons) Electrical and Electronic Engineering (FT)	School of Engineering	88.2%	90.2%	82.4%	76.5%	88.2%	90.2%	91.2%	78.4%	70.6%	88.2%	84.8%	10	17
BEng (Hons) Petroleum Engineering (FT)	School of Engineering	81.9%	90.7%	77.1%	85.2%	79.6%	88.9%	91.7%	85.2%	88.9%	83.3%	84.5%	11	18

Average score is based on average of all questions except Overall Satisfaction.

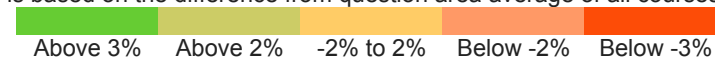Colour coding is based on the difference from question area average of all courses.

| Above 3% | Above 2% | -2% to 2% | Below -2% | Below -3% |

7. Course performance ranked by Average score

Course Title	School / PSG	The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Student union	Overall Satisfaction	Average score	Rank	No. of respondents (FPE)
BA (Hons) Education Studies (Work Based) (FT)	School of Law and Social Sciences	95.8%	97.2%	83.3%	80.6%	83.3%	91.4%	58.3%	83.3%	45.5%	100.0%	84.1%	12	12
BSc (Hons) Psychology - Clinical (FT)	School of Applied Sciences	83.3%	80.6%	87.5%	80.6%	88.9%	91.7%	79.2%	83.3%	54.5%	91.7%	83.5%	13	12
BA (Hons) Accounting and Finance (with placement) (FT)	School of Business	89.1%	85.0%	76.8%	81.6%	86.9%	86.0%	85.4%	80.1%	74.6%	94.1%	83.4%	14	69
BEng/BEng (Hons) Civil Engineering (FT)	School of Built Environment and Architecture	88.9%	88.9%	76.2%	87.0%	82.4%	85.2%	84.7%	79.6%	60.0%	91.7%	83.1%	15	36
BA (Hons) Creative Advertising with Marketing (FT)	School of Arts and Creative Industries	87.5%	83.3%	82.5%	83.3%	73.3%	80.0%	80.0%	90.0%	80.0%	100.0%	82.7%	16	10
BSc (Hons) Adult Nursing (FT)	School of Health and Social Care	85.7%	88.9%	80.5%	83.5%	67.5%	90.2%	87.3%	76.4%	64.5%	85.7%	81.6%	17	126
BA (Hons) Education Studies (FT)	School of Law and Social Sciences	79.0%	88.2%	76.6%	81.7%	81.7%	81.7%	72.6%	87.0%	76.7%	90.0%	81.0%	18	31
LLB (Hons) Law (FT)	School of Law and Social Sciences	90.8%	85.6%	66.5%	86.7%	82.2%	88.8%	73.1%	78.3%	60.7%	95.0%	80.8%	19	60
BSc (Hons) Occupational Therapy (PT)	School of Health and Social Care	94.2%	92.3%	78.8%	82.1%	84.6%	84.2%	76.9%	61.5%	33.3%	76.9%	80.5%	20	13
BSc (Hons) Occupational Therapy (FT)	School of Health and Social Care	83.6%	89.7%	70.7%	83.7%	75.9%	83.9%	79.3%	80.5%	51.7%	82.8%	79.6%	21	29
BSc (Hons) Psychology (FT)	School of Applied Sciences	83.6%	78.2%	78.4%	78.2%	90.7%	79.8%	63.8%	82.4%	46.4%	89.3%	78.8%	22	29

Average score is based on average of all questions except Overall Satisfaction.

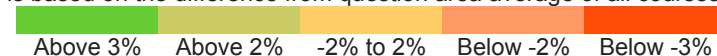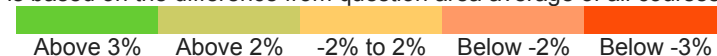Colour coding is based on the difference from question area average of all courses.

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7. Course performance ranked by Average score

Course Title	School / PSG	The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Student union	Overall Satisfaction	Average score	Rank	No. of respondents (FPE)
BSc (Hons) Quantity Surveying 5yrs (Surveying Apprenticeship) (PT)	School of Built Environment and Architecture	75.0%	81.8%	79.5%	75.8%	84.8%	85.9%	85.4%	72.6%	57.9%	81.0%	78.8%	23	22
BSc (Hons) Engineering Product Design (FT)	School of Engineering	81.8%	78.8%	72.7%	84.8%	66.7%	72.7%	95.0%	90.0%	60.0%	90.0%	78.7%	24	11
BSc (Hons) Operating Department Practice (FT)	School of Health and Social Care	89.3%	90.5%	75.0%	88.1%	81.0%	65.0%	78.6%	66.7%	57.1%	92.9%	78.7%	25	14
BSc (Hons) Mental Health Nursing (FT)	School of Health and Social Care	88.8%	91.7%	65.0%	65.5%	70.8%	91.7%	83.8%	70.8%	66.7%	87.5%	77.7%	26	40
BA (Hons) Photography (FT)	School of Arts and Creative Industries	75.8%	86.0%	79.0%	83.9%	61.3%	76.3%	77.4%	84.9%	53.3%	80.6%	77.1%	27	31
BSc (Hons) Criminology (FT)	School of Law and Social Sciences	76.1%	77.3%	76.1%	83.3%	90.9%	73.8%	54.5%	84.8%	47.6%	81.8%	76.8%	28	22
BSc (Hons) Civil Engineering (FT)	School of Built Environment and Architecture	93.8%	83.3%	70.8%	75.0%	80.6%	68.6%	79.2%	58.3%	75.0%	91.7%	76.5%	29	12
BA (Hons) Drama and Performance (FT)	School of Arts and Creative Industries	85.1%	82.3%	69.1%	80.1%	66.0%	78.6%	83.7%	76.8%	52.3%	82.6%	76.5%	30	47
BSc (Hons) Diagnostic Radiography (FT)	School of Health and Social Care	84.7%	87.0%	62.5%	83.3%	71.3%	82.4%	79.2%	66.7%	55.2%	88.9%	75.9%	31	36

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7. Course performance ranked by Average score

Course Title	School / PSG	The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Student union	Overall Satisfaction	Average score	Rank	No. of respondents (FPE)
HND Building Services Engineering (PT)	School of Built Environment and Architecture	73.3%	80.0%	75.0%	83.3%	71.1%	81.1%	79.7%	72.2%	55.6%	70.0%	75.8%	32	30
BSc (Hons) Quantity Surveying (PT)	School of Built Environment and Architecture	72.0%	78.9%	78.0%	76.2%	74.0%	82.9%	76.2%	71.7%	66.7%	80.0%	75.8%	33	41
BEng (Hons) Building Services Engineering (PT)	School of Built Environment and Architecture	79.4%	72.5%	79.4%	70.6%	82.4%	80.0%	72.7%	76.5%	28.6%	88.2%	75.2%	34	17
BA (Hons) Business Management with Marketing (FT)	School of Business	77.5%	83.3%	60.0%	73.3%	60.0%	96.6%	70.0%	80.0%	80.0%	80.0%	75.0%	35	10
BA (Hons) Business Management with HR (FT)	School of Business	79.5%	87.9%	54.5%	75.8%	68.8%	97.0%	72.7%	69.7%	54.5%	81.8%	74.4%	36	11
BA/BSc (Hons) Game Design and Development (FT)	School of Arts and Creative Industries	78.0%	80.0%	78.3%	82.2%	53.3%	77.3%	73.3%	71.1%	50.0%	80.0%	73.6%	37	15
BSc (Hons) Bioscience (FT)	School of Applied Sciences	77.8%	74.1%	73.6%	81.5%	66.7%	70.4%	77.8%	68.5%	64.7%	88.9%	73.4%	38	18
BA (Hons) Business Management with Accounting (FT)	School of Business	68.2%	90.9%	56.8%	72.7%	75.8%	81.8%	86.4%	63.6%	81.8%	72.7%	73.4%	39	11
BA (Hons) Tourism and Hospitality Management (FT)	School of Law and Social Sciences	72.9%	83.3%	62.5%	66.7%	75.0%	91.7%	70.8%	75.0%	45.5%	75.0%	73.2%	40	12

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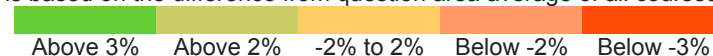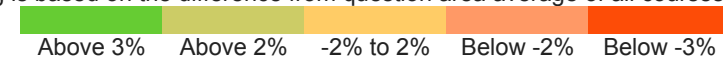Colour coding is based on the difference from question area average of all courses.

Above 3%   Above 2%   -2% to 2%   Below -2%   Below -3%

7. Course performance ranked by Average score

Course Title	School / PSG	The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Student union	Overall Satisfaction	Average score	Rank	No. of respondents (FPE)
BSc (Hons) Architectural Technology (PT)	School of Built Environment and Architecture	77.5%	76.7%	77.5%	66.7%	72.4%	86.7%	55.0%	72.4%	42.9%	60.0%	72.9%	41	10
BA (Hons) Business Management with Enterprise & Entrepreneurship (FT)	School of Business	73.2%	85.7%	55.4%	76.2%	76.2%	78.6%	75.0%	71.4%	57.1%	71.4%	72.5%	42	14
BA (Hons) Social Work (FT)	School of Health and Social Care	80.6%	90.3%	73.4%	64.5%	58.7%	82.6%	64.5%	63.7%	58.6%	63.3%	72.4%	43	31
FdSc Nursing Associate (Apprenticeship) (PT)	School of Health and Social Care	76.9%	84.4%	75.6%	67.7%	54.5%	77.0%	76.0%	69.6%	55.2%	65.8%	72.2%	44	77
BA (Hons) Film Practice (FT)	School of Arts and Creative Industries	70.5%	75.4%	71.7%	83.6%	61.5%	81.3%	68.9%	71.6%	47.4%	62.3%	72.1%	45	61
BEng (Hons) Building Services Engineering (TAC Design Apprenticeship) (PT)	School of Built Environment and Architecture	66.7%	73.3%	70.0%	71.1%	66.7%	81.0%	86.7%	77.8%	30.8%	66.7%	71.5%	46	15
BSc (Hons) Children's Nursing (FT)	School of Health and Social Care	80.6%	81.1%	70.7%	65.0%	42.5%	83.6%	76.2%	68.4%	68.2%	73.0%	71.1%	47	76
BSc (Hons) Computer Science (FT)	School of Engineering	76.9%	71.8%	53.8%	87.2%	55.3%	67.6%	80.0%	59.0%	58.3%	84.6%	67.9%	48	13
BSc (Hons) Midwifery (FT)	School of Health and Social Care	75.0%	84.0%	48.0%	62.2%	57.3%	94.6%	68.0%	64.0%	45.5%	76.0%	67.7%	49	25

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7. Course performance ranked by Average score

Course Title	School / PSG	The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Student union	Overall Satisfaction	Average score	Rank	No. of respondents (FPE)
BSc (Hons) Construction Management (FT)	School of Built Environment and Architecture	62.5%	63.9%	64.6%	67.6%	65.7%	77.8%	62.5%	77.8%	54.5%	58.3%	67.2%	50	12
BA (Hons) Journalism (FT)	School of Arts and Creative Industries	70.8%	75.0%	51.0%	80.6%	55.6%	80.9%	68.1%	66.7%	36.4%	62.5%	66.7%	51	24
BA (Hons) Business Management (FT)	School of Business	66.0%	73.7%	54.6%	65.5%	69.3%	74.1%	65.3%	69.0%	62.2%	62.2%	66.5%	52	38
BA (Hons) Architecture (FT)	School of Built Environment and Architecture	70.7%	73.9%	60.9%	71.0%	53.6%	58.8%	65.2%	52.9%	60.0%	60.9%	63.3%	53	23
BSc (Hons) Construction Management (PT)	School of Built Environment and Architecture	58.3%	65.1%	61.9%	60.0%	46.0%	69.4%	54.8%	58.1%	26.3%	61.9%	58.0%	54	21
HND Electrical and Electronic Engineering (PT)	School of Engineering	50.0%	65.6%	59.1%	81.2%	33.3%	74.2%	57.1%	39.4%	60.0%	54.5%	57.4%	55	11
BSc (Hons) Physiotherapy (FT)	School of Health and Social Care	54.3%	66.7%	64.1%	60.6%	31.9%	60.6%	54.3%	62.3%	27.3%	34.8%	56.0%	56	23
BSc (Hons) Therapeutic Radiography (FT)	School of Health and Social Care	56.8%	66.7%	47.7%	51.5%	54.5%	51.5%	63.6%	60.6%	27.3%	45.5%	54.9%	57	11
BEng (Hons) Electrical and Electronic Engineering (PT)	School of Engineering	52.3%	60.6%	56.8%	59.4%	39.4%	84.4%	50.0%	42.4%	22.2%	45.5%	54.5%	58	11

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7. Course performance ranked by Average score

Course Title	School / PSG	The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student voice	Student union	Overall Satisfaction	Average score	Rank	No. of respondents (FPE)
BSc (Hons) Health and Social Care: Administration and Management (FT)	School of Health and Social Care	57.5%	76.7%	52.5%	43.3%	33.3%	51.7%	55.0%	36.7%	55.6%	50.0%	51.2%	59	10
BSc (Hons) Human Nutrition (FT)	School of Applied Sciences	52.5%	43.3%	35.0%	53.3%	36.7%	63.3%	55.0%	40.0%	50.0%	30.0%	46.9%	60	10

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	INTERNAL
Paper title:	Student Disciplinary approach – Covid-19
Board/Committee:	Student Experience Committee
Date of meeting:	14 October 2020
Author(s):	Sasha Powell, Jamie Jones, Rosie Holden
Sponsor(s):	Nicole Louis
Purpose:	For Discussion
Recommendation:	The Committee is requested to note the proposed app

Executive summary

In addition to new Government law and regulation, guidelines have been introduced at LSBU to support safe work, study, and living in the context of Covid-19. It is acknowledged that there will be occasions where students do not follow the guidelines, potentially creating an unsafe environment for fellow students and staff. It is important that the University's approach to responding to 'breaches' of Covid-19 guidelines is considered, fair, and consistently applied.

This paper sets out a proposed approach which:
-   Follows existing disciplinary procedures
-   Follows the principles of natural justice
-   Allows for an educative and supportive approach where possible
-   Assures a firm response to persistent or significant misconduct which poses risk the LSBU community
-   Can be consistently applied to all students

It is fundamental to the principles of natural justice that students are aware and informed of the procedures to which they may be held to account. While it does not replace or amend the existing Student Disciplinary Procedure or Halls of Residence Disciplinary Procedure, it is proposed that the disciplinary approach outlined in this paper is published and promoted to the student body. This Committee is asked to consider the best location for publication and channels for communication.

07/10/2020 Rosie Holden

Student Disciplinary approach – Covid-19

Principles

Our approach is educative and supportive – we seek to create the conditions, environment, information and motivation that allow all members of the LSBU community to follow guidelines designed to keep us all safe.

We acknowledge that we are all adjusting to new ways of living, working, and studying and that we will make mistakes – we treat each other with tolerance and patience. At the same time we prioritise a safe community and use our procedures and policies to ensure that behaviour that poses risk to the community is responded to.

Approach

halls-of-residence-disciplinary-procedure 2

student disciplinary-procedure.pdf

As stated in the Student and Halls of Residence Disciplinary procedures, an incident may be dealt with by either, or both procedures either additionally or independently.

Student Disciplinary Procedure

A single breach of a Covid guideline can be reported to Student Disciplinary - the procedure would be followed on a case by case basis following the principles of natural justice as per our policy.

A first breach with no aggravating factors would likely result in an informal or formal warning (formal warning remains on student's permanent record).

A further breach with no aggravating factors can go to a Disciplinary panel where the penalties available include suspension from campus and go up to exclusion from the University.

A breach of a Covid guideline with an aggravating factor (e.g. physical or verbal abuse) can be reported to Student Disciplinary – the procedure would be followed on a case by case basis following the principles of natural justice as per our policy – in the example given, an aggravated breach would likely result in a Disciplinary panel where the penalties available include a formal written warning, suspension from campus and go up to exclusion from the University.

Halls of Residence Disciplinary Procedure

A single breach of a Covid guideline can be reported to Halls of Residence Student Disciplinary - the procedure would be followed on a case by case basis following the principles of natural justice as per our policy.

A first breach with no aggravating factors would likely result in an informal or formal warning.

A further breach with no aggravating factors can go to a Disciplinary committee where the penalties available include revocation of guest permission and relocation to alternative accommodation, and go up to termination of the Accommodation Licence Agreement.

A breach of a Covid guideline with an aggravating factor (e.g. physical or verbal abuse) can be reported to Halls of Residence Student Disciplinary – the procedure would be followed on a case by case basis following the principles of natural justice as per our policy – in the example given, an aggravated breach would likely result in a Disciplinary committee where the penalties available include revocation of guest permission and relocation to alternative accommodation, and go up to termination of the Accommodation Licence Agreement.

Publication and communication

Options (any or all)
- Published on external website along with policies and procedures
- Published on MyLSBU
- Shared through course teams (Moodle and in lectures – short slide)
- In student newsletter
- Specific email with explicit title e.g. 'important discipline update'
- Halls of residence – via Residential Life Ambassadors, at flat meetings, posters in communal areas
- Social media
- Students' Union comms teams (newsletter, social media)

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	INTERNAL
Paper title:	Student Services Report
Board/Committee:	Student Experience Committee
Date of meeting:	14 October 2020
Author(s):	Jamie Jones, Rosie Holden
Sponsor(s):	Nicole Louis
Purpose:	For Discussion
Recommendation:	The Committee is request to note the key indicators shared within the Student Services report and contribute to future direction.

Executive summary

This highlight report seeks to present lead indicators which demonstrate how well student related services are operating, inform service delivery, and identify patterns of student need across Schools and PSGs.

This first iteration, drawn from monthly reporting by the teams represented, is weighted towards operational indicators linked to impact measures which will be refined month by month.

We welcome feedback and suggestions from the Committee to inform the indicators presented in the future.

At the next Committee, a broader range of student related services will be represented, including Library and Learning Resources.

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Student Services Report

August/September 2020

This highlight report seeks to present lead indicators which demonstrate how well student related services are operating.

This first iteration, drawn from monthly reporting by the teams represented, is weighted towards operational indicators linked to impact measures which will be refined month by month.

We welcome feedback and suggestions from the Committee to inform the indicators presented in the future.

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Contents

Student Administration

	Aug	Sep
Course teams		
Student interactions	6,184	6,729
EC reviews	53	61
Appealing withdrawals	7	5

ECs processed by School
August = September
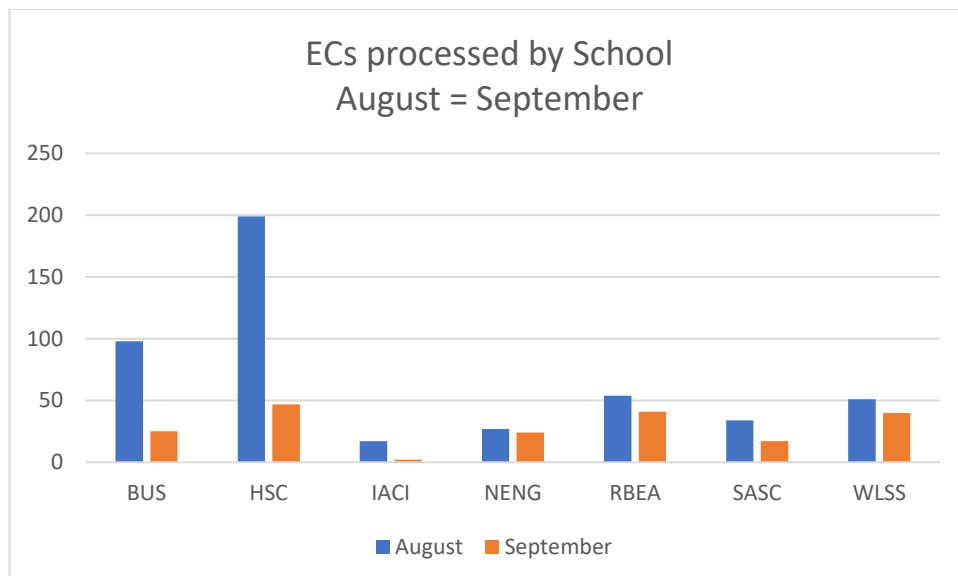
Student Life Centre

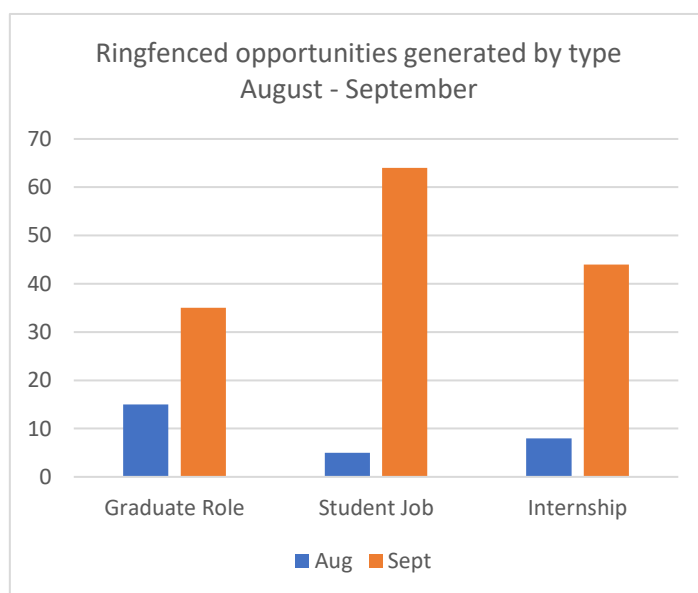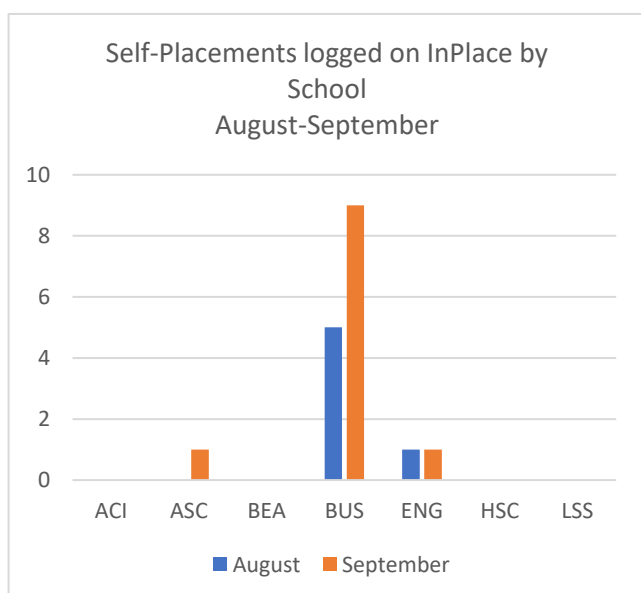|	Aug	Sep
Student Life Centre Helpdesk		
Customer Service brief survey % issue resolved	*Oct*	*Oct*
Customer Service brief survey % satisfied	*Oct*	*Oct*
Customer Service brief survey % would recommend	*Oct*	*Oct*
LiveChat average satisfaction rating (out of 4)	4	3.44
Student Retention Fund		
Students Applied	72	136
Students Awarded	41	69
Total Awarded (will increase retrospectively as applications approved)	£12,100	£15,050
Students Awarded – % still in study (cumulative)	*Oct*	*Oct*
Student Advice		
Withdrawal & Interruption Appointments Attended	50	71
Withdrawal & Interruption – % students still in study (cumulative)	*Oct*	*Oct*
Care experienced/estranged students supported - % still in study (cumulative)	*Oct*	*Oct*
Students with refugee status supports - % still in study (cumulative)	*Oct*	*Oct*

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Proportion of SLC Enquiries by size of School - September

Size of School (bars): ACI 6, ASC 7, BEA 16, BUS 13, ENG 9, HSC 38, LSS 11
SLC Enquiries (line): ACI ~10, ASC ~10, BEA ~11, BUS ~21, ENG ~12, HSC ~26, LSS ~13

Legend: ■ Size of School ── SLC Enquiries

Proportion of Retention Fund payments by size of School - September

Size of School (bars): ACI 6, ASC 7, BEA 16, BUS 13, ENG 9, HSC 38, LSS 11
Retention Fund Payments (line): ACI ~11, ASC ~4, BEA ~9, BUS ~19, ENG ~7, HSC ~42, LSS ~6

Legend: ■ Size of School ── Retention Fund Payments

Arts and Creative Industries Top 5 SLC Enquiries - September
Total enquiries: 159

- Enrolment: ~15
- Withdrawal/Interruption: ~16
- Student Funding Advice: ~16
- Disability & Dyslexia Support: ~20
- ID Card: ~34

Applied Sciences Top 5 SLC Enquiries - September
Total Enquiries 178

- Withdrawal/Interruption: ~17
- ID Card: ~18
- Disability & Dyslexia Support: ~18
- Covid 19 Support (DDS): ~22
- Student Funding Advice: ~25

Built Environment and Architecture Top 5 SLC Enquiries - September
Total Enquiries 175

- Disability & Dyslexia Support: ~14
- Student Funding Advice: ~20
- Coronavirus Query: ~20
- Withdrawal/Interruption: ~21
- Enrolment: ~31

Business Top 5 SLC Enquiries - September
Total Enquiries 349

- ID Card: ~22
- Withdrawal/Interruption: ~27
- Student Funding Advice: ~28
- Enrolment: ~47
- Coronavirus Query: ~57

Engineering Top 5 SLC Enquiries - September
Total Enquiries 216

- Pre Entry Support (DDS): ~10
- Withdrawal/Interruption: ~13
- Student Funding Advice: ~25
- Enrolment: ~35
- Coronavirus Query: ~35

Health and Social Care Top 5 SLC Enquiries - September
Total Enquiries 371

- Pre Entry Support (DDS): ~33
- SPLD Screening (DDS): ~36
- Enrolment: ~36
- Student Funding Advice: ~41
- Disability & Dyslexia Support: ~57

Law and Social Sciences Top 5 SLC Enquiries - September
Total Enquiries 231

- Disability & Dyslexia Support: ~22
- MHWB Phone Appointment: ~20
- Covid 19 Support (DDS): ~23
- Student Funding Advice: ~27
- Enrolment: ~27

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3

Academy of Sport

	Aug	Sep
Sports Participation		
Social Sport participants (annual target = 2000)	0	217
Student fitness and wellbeing		
Move 4 Change participants (adapted to be CovidSafe – no Sept participants)	0	0
% of Move 4 Change participants still in study (cumulative)	0	0
LSBU Moves users (annual target = 1750)	N/A	15
% of LSBU Moves users stating positive impact on wellbeing	N/A	*Oct*
Students engaged in halls/recreational activities (annual target 300)	N/A	345
Sports Ambassador Scheme		
Number of Sports Ambassadors	60	60
% of Ambassadors still in study (cumulative)		*Oct*

Employability

Semester 1 Careers Fair programme:

- Part-Time Jobs Fair, Wednesday 30th September
- Engineering Careers Fair, Wednesday 7th October
- Business Careers Fair, Wednesday 14th October
- Built Environment and Architecture Careers Fair, Wednesday 21st October
- ACI, Law and Social Sciences Careers Fair, Wednesday 28th October
- Volunteering Fair, Wednesday 25th November

Self-Placements logged on InPlace by School
August-September

Ringfenced opportunities generated by type
August - September

Wellbeing

MHWB top 10 presenting concerns
August - September

	Aug	Sep
Mental Health and Wellbeing		
Average working day wait for MHWB initial appointment (excluding duty on the day appointments)	3	3
% students accessing MHWB 1:1 who report improvement with study engagement	-	Oct
Being Well Living Well users: online modular emotional support (annual target 750 students)	4	4
Silvercloud signups (online CBT 24/7)	19	50
Silvercloud logins (online CBT 24/7)	50	114
Silvercloud user reported improvement	-	Oct
Fitness to Study		
Level 2 Case Conference referral	0	2
Level 4 Return to Study referral	0	1
% students under FtS still in study (cumulative)	-	Oct
Sexual Violence and Hate Crime Liaison Service		
Sexual Violence referral	0	0
Hate Crime referral	0	1
% students receiving support still in study (cumulative)	-	Oct
Safety Concern Response Meeting		
New cases	3	23
Resolved	22	11
% students receiving SCRM intervention still in study (cumulative)	-	Oct

Students disclosing a disability by type
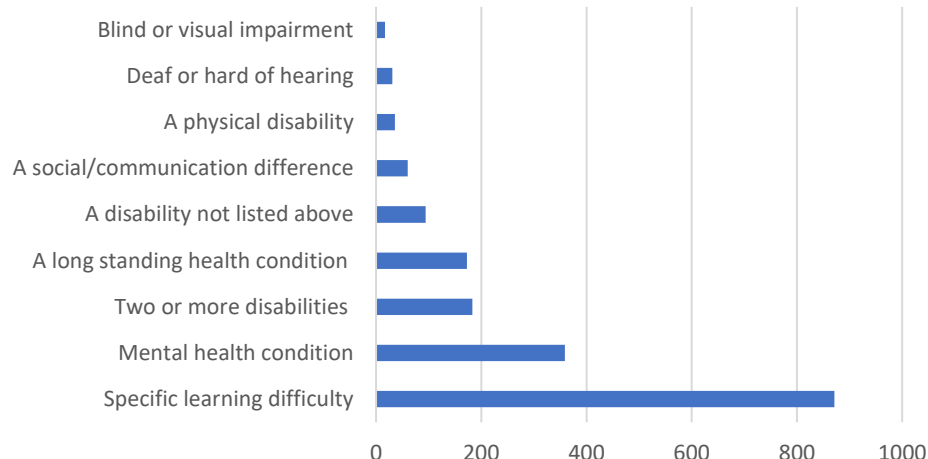
Students disclosing disability by size of School September
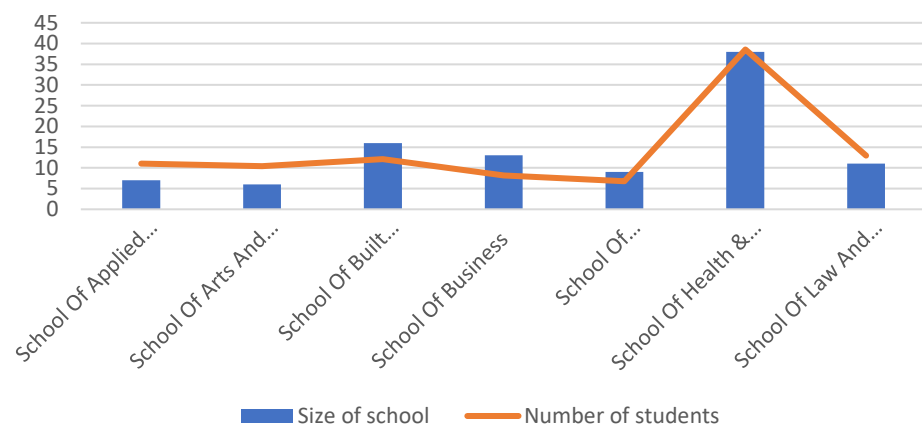
	Aug	Sep
Disability and Dyslexia Support		
Number of students disclosing a disability (for 20/21 academic year)	-	1824
% of students disclosing a disability with support in place	76%	65%
Average working day wait for DDS appointment	1	1
Covid support appointments (access support for those clinically vulnerable)	0	106

Timetabling

	Aug	**Sep**
Changes to Semester 1 timetable	-	905
Student download of timetable link	-	1685
Number of cancellations (target to be set)	-	6
Number of re-scheduled events	-	0
Deadlines met by TT contacts (target = 100%)	90%	N/A
% students receiving personalised TT by mid-September (target to be set)	-	95%

6

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Student Disciplinary

August – September 2020

Total referrals: 8 (3 incidents)

	Number of referrals
August	1
September	7

Student Disciplinary - referrals by School
August - September

School	Referrals
BUS	1
HSC	2
ASC	2
LSS	1
ACI	1
BEA	1

Student Disciplinary - Referrals by category
August - September

Category	Referrals
Racially offensive social media posts	1
Anti social/disruptive behaviour in lectures	1
Online bullying	6

Student Disciplinary - referrals by level of investigation
August - September

Level	Referrals
Stage 1 investigation	1
No formal investigation - informal verbal warning	7

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	CONFIDENTIAL
Paper title:	Student Complaints Report – October 2020
Board/Committee:	Student Experience Committee
Date of meeting:	14 October 2020
Author(s):	Nicola Mitchell, Student Case Officer
Sponsor(s):	Irina Bernstein and Nicola Hargreaves, University Solicitor
Purpose:	For Information
Recommendation:	The Committee is to note the information on Student Complaints received/completed in academic year 2019/20.

Executive summary

The attached report provides an update on Internal Student Complaints received/completed in academic year 2019/20.

The key matters that the Committee should note are:

- The number of complaints received (105) in academic year 2019/20 shows a slight decrease in relation to the previous year (112) (2018/19). While almost half of our complaints were closed at Stage 1, this continues to be a year on year trend and we should be aiming to resolve more complaints informally. The use of more conciliators can help achieve this.

- We have paid around £35,037.00 to students in the form of compensation or fee waivers in academic year 2019/20 as a result of upheld/partly upheld complaints. However, this is less than what was paid out last academic year – 2018/19 (£62,000.00).

- The number of complaints that are being upheld and partly upheld remain relatively similar year on year, although there has been a slight increase this year (48 – 2019/20 and 37 – 2018/19). Recommendations are made to the relevant department/school in relation to those complaints where we are recognising that things have gone wrong. We encourage teams to take these recommendations on board where possible to avoid any similar issues reoccurring in the future.

To Student Experience Committee 14 October 2020

Student Complaints Report - Academic year 2019/20

This report covers a final overview of LSBU's Internal Student Complaints received and completed in academic year 2019/20. The detail in this report will be provided on an annual basis (i.e. October) and each subsequent report (January, May and July) will provide a quarterly detailed update (i.e. specific complaint detail) on cases for academic year 2020/21.

Please see Appendix 1 for a reminder about the stages of the Student Complaints Procedure discussed within this report and Completion of Procedures Letters.

Student Complaints

Table 1 - Internal Student Complaints in academic year 2019/20 (1 September 2019 – 18 September 2020) by School

School	Total received	Total closed *NB	Upheld	Partly Upheld	Not upheld	Not eligible **NB	Withdrawn ***NB
ASC	14	14	3	3	4	1	3
ACI	2	3	1	0	1	1	0
BEA	14	11	2	1	4	1	3
BUS	15	19	4	2	11	0	2
ENG	10	11	3	2	1	3	2
HSC	34	35	14	8	10	1	2
LSS	16	22	2	3	10	5	2
Total	105	115	29	19	41	12	14

*NB – the amount of complaints closed may include those complaints that were not completed in academic year 2018/19 and have been carried over.
**NB – 'Not eligible' includes those complaints that have been considered out of time or those that do not fit into the category complaint.

***NB – 'Withdrawn' includes those complaints where students have confirmed that they would like to submit a complaint but when asked for their availability for a conciliation meeting they have not provided a response or did not otherwise engage with the process. It also includes those students who have decided that they no longer wish to continue with their complaint.

Table 2 – breakdown by stage of complaints closed in academic year 2019/20 (1 September 2019 – 18 September 2020) by School

School	Closed at Stage 1	Closed at Stage 2	Closed at Stage 3	Total
ASC	6	6	2	14
ACI	0	1	2	3
BEA	6	5	0	11
BUS	6	9	4	19
ENG	8	3	0	11
HSC	17	13	5	35
LSS	12	7	3	22
Total	55	44	15	115

Table 3 – total number of CoP letters issued in academic year 2019/20 (1 September 2018 – 18 September 2019) (from internal complaints only)

School	CoP
ASC	5
ACI	3
BEA	1
BUS	6
ENG	2
HSC	5
LSS	9
Total	31

Table 4 – historic data for internal student complaints

	2016/17	2017/18	2018/19	2019/20
Number of Internal Student Complaints received	81	117	112	105
Upheld	23 (28%)	27 (23%)	21 (21%)	29 (27%)
Not Upheld	18 (21%)	43 (37%)	25 (25%)	41 (39%)
Partly Upheld	8 (10%)	25 (20%)	16 (17%)	19 (18%)

Other (Withdrawn /out of time/no show/no response)	17 (20%)	24 (20%)	37 (37%)	26 (24%)
Ongoing	18 (21%)	16 (13%)	27 (25%)	16 (15%)

Table 5 – breakdown by nature of complaints closed in academic year 2019/20 (1 September 2019– 18 September 2020) by School

School	Administrative error (e.g. incorrect/unclear information provided)	Fees/Finance	Staff/Teaching /support	Student experience (including CMA issues)	Unknown as student did not engage with the process
ASC	1	7	3	2	1
ACI	0	0	2	1	0
BEA	0	5	4	2	0
BUS	3	9	2	5	0
ENG	1	4	3	3	0
HSC	7	6	7	15	0
LSS	6	3	4	9	0
Total	18	34	25	37	1

- Total amount of compensation paid in academic year 2019/20 = £9,488.75 (2018/19 = £23,795.00)

- Total amount of fee waivers issued in academic year 2019/20 = £25,549.00 (2018/19 = £37,972.47)

Trends

- The number of complaints received (105) in academic year 2019/20 shows a slight decrease in relation to the previous year (112) (2018/19).
- This year we have seen that, out of the 115 complaints that were completed in academic year 2019/20, half of these were closed at Stage 1. This again seems to be a year on year trend and it would be great to see a higher number of cases being resolved at the informal stage (Stage 1) next year. The use of more conciliators can help achieve this.

- The number of complaints that are being upheld and partly upheld remain relatively similar year on year, although there has been a slight increase this year (48 – 2019/20 and 37 – 2018/19). Recommendations are made to the relevant department/school in relation to those complaints where we are recognising that things have gone wrong. We encourage teams to take these recommendations on board where possible to avoid any similar issues reoccurring in the future.
- To date we have received 8 complaints relating to the impact of COVID. Some of these have already been investigated and closed (2 – Not Upheld) and the others will be considered at the newly formed Stage 2 COVID Complaints Panel.

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	INTERNAL
Paper title:	Student Support Plans
Board/Committee:	Student Experience Committee
Date of meeting:	14 October 2020
Author(s):	Rosie Holden, Director of Student Services
Sponsor(s):	Nicole Louis, Chief Customer Officer
Purpose:	For Information
Recommendation:	The Student Experience Committee is requested to note the student support plans outlined in this paper.

Executive summary

LSBU's Group Strategy outlines our commitment to increase targeted support for the recruitment and retention of hard to reach groups including care leavers, military families and students from lower sociodemographic groups. This paper outlines targeted support plans for different student cohorts during the 2020/21 academic year notably through:

- Additional information gathered as standard through enrolment
- Remote Learning Fund directed at students with lowest household incomes
- Enhanced support package for care experienced and estranged students
- Personal Study and Support Plan: Maximise your success at LSBU

There are no risks directly associated with the plans for targeted student support.

It is expected that this plan will have a positive equality and diversity impact, better meeting student needs by directing targeted support at the earliest opportunity and with an anticipated impact on those students' retention, progression, and outcomes, maximising student success.

The committee is requested to note the plans presented.

Student Support Plans 2020/2021

Introduction and context
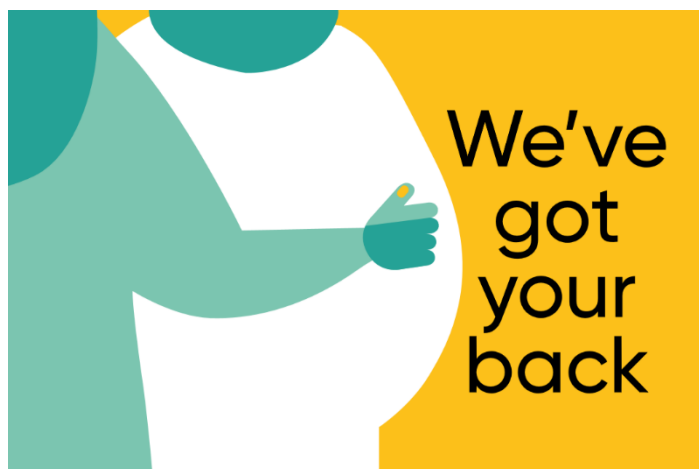
This year, more than ever, knowing what support is available, and where to access it, will be critical for our students. We have reviewed our support and introduced new interventions including emotional, financial, digital, and academic support. We have developed a new personal support and study tool to deliver targeted, bespoke support offerings as early as possible, and changed the way that services are delivered so that we're operating as safely as we can. And for the first time, we've brought together student support services from across the University. Support has been grouped into nine themes with a consistent look and tone so that services are more visible and accessible to our students.

Support with your studies: LLR, Skills for Learning, DDS	**Independent advice:** Students' Union Advice	**Real skills for the real world:** careers, employability, enterprise
Money matters: fees, financial support, bursaries, housing	**Connected for life:** belonging and community at LSBU	**Level up your digital skills:** IT support, digital skills, online learning
Living your best life: mental and physical health, wellbeing	**Inclusive by design: tailored support** (disability, care leaver, estranged,	**Be safe at LBSU:** safety and security, crime, hate crime, sexual violence

It's all on Moodle

Everything is brought together in one place: a new student support Moodle site has been created – it's open to all students and staff and the intention is for everyone to be enrolled on the module by default. The site provides an overview of all support available across the university with clear ways to contact each team. All induction and welcome sessions are collated there, acting as a repository of helpful information for new and returning students to access at any time. As the year develops, the depth and breadth of the resources available via Moodle will grow.

Additionally, a new 'support block' has been added to Moodle (highlighted in blue below) which appears as default on every single module, meaning a student is never far away from being able to access support.
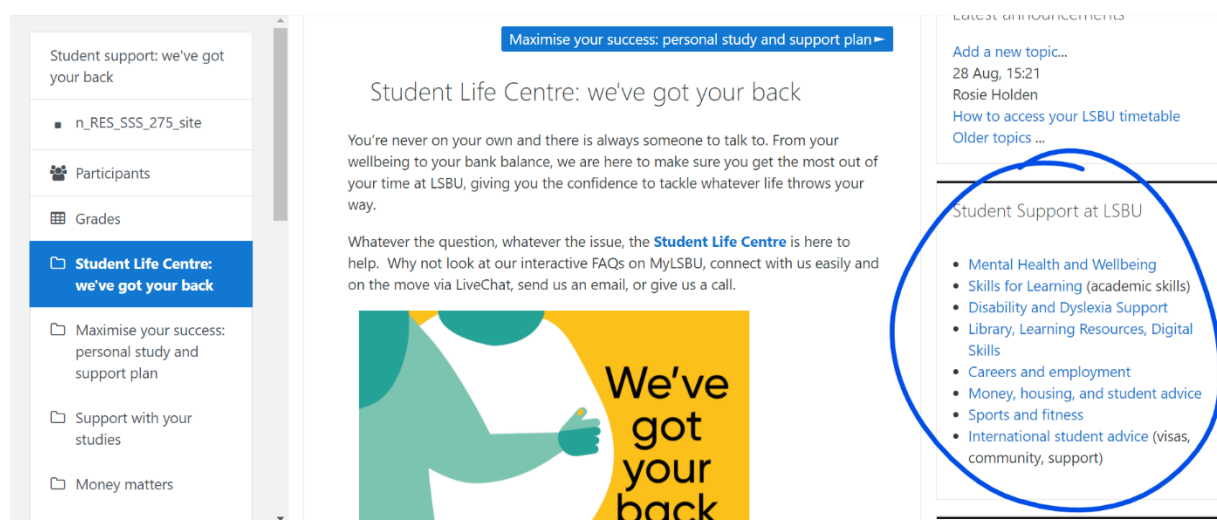
Additional information gathered at enrolment

New questions have been added in at enrolment, allowing us to understand more about our new students and directly reach out with offers of support. This year we invited new students to inform us whether they were care experienced, estranged students and whether they had parenting responsibilities or caring responsibilities. This information provides us with a better understanding of the circumstances, needs, and experiences of our student body so that we can effectively plan and develop our services. The information is also available to the Student Advice team to reach out to students across the year to ensure that they are fully aware of support available. Student Advice offer a single point of contact to care experienced and estranged students using a case management approach.

New support introduced for 2020/21

- A new Moodle site - all support together in one place
- New personal support and study tool - a self-assessment of strengths and needs and a personal menu of support, and the option of targeted support from relevant teams
- Get Ahead summer programmes from the Library, Digital Skills, and Skills for Learning preparing students for online study
- Be Prepared summer sessions and orientation tours from the Disability Team
- Enhanced study support, particularly with online learning and digital skills

- Increased and new financial support targeted at students most in need (includes access to technology via an Online Learning Fund and a Laptop Loan Scheme)
- Support for international students - increased advice sessions, social and community opportunities, free accommodation in halls for duration of any quarantine period
- Support for students in halls - wellbeing support from Halls Wellbeing, Student Wellbeing, and Academy of Sport. Includes care packages, distanced social activities, free fitness and wellbeing sessions, and comprehensive practical, social, and emotional support for students required to self-isolate
- Mental health and wellbeing - prioritised support for students on clinical placement, increased weekend and evening appointments, new emotional support interventions, bespoke mindfulness programmes, new social groups (online book club, film club, discussion groups...)
- Employability and careers - evening appointments, enhanced graduate support for 19/20 cohort, in-depth virtual careers programmes, online careers fairs, networking, and employer engagement, ringfenced placement and job opportunities
- Enhanced safety - changes to how we identify and support safety concerns and students in distress, increased specialist training for staff, enhanced package of resources for students at risk of domestic violence

Remote Learning Fund

A £200,000 Remote Learning Fund has been introduced for 2020/21 and targeted at those students most in need. The fund is initially opened to new entrants who Student Finance England (SFE) classify as having "zero income and special circumstances" (this includes those students where parents are on certain benefits, care leavers, estranged students and refugees). Based on data from 2019/20, the ethnicity breakdown of students falling into this category is 87% BAME, 10% White, 3% No info given. The second round of funding is opened to new entrants who Student Finance England (SFE) classify as having "zero income" (this includes those students where parents are on certain benefits and/or low income). Based on data from 2019/20, the ethnicity breakdown of students falling into this category is 76% BAME, 23% White, 1% No info given.

The targeted nature of the Remote Learning Fund directly reaches out to students most in need and addresses disproportionate disadvantage experienced by BAME students.

The impact of the Remote Learning Fund will be tracked and monitored across the 2020/21 academic year and the Office for Students' Financial Support Evaluation Toolkit will be utilised. The results will be brought back to this committee.

Support for care experienced and estranged students

Our commitment to ensuring that independent students can succeed has seen us develop an enhanced support package, introduced this year.

A student who is a care leaver has spent time in care as a child. An estranged student starting university may be an individual who no longer has the support of their family due to a breakdown in their relationship, which has ceased contact.

Our support package for independent students includes:

- Year-long accommodation. We're pleased to be able to offer independent students up to 52-week contracts in our halls of residence, including over the Christmas and summer breaks.
- 24/7 accommodation support. In halls, our Operational Residence Management teams, Accommodation Office Team and Out of Hours Residential Wellbeing Managers are on hand 24-hours a day to provide welfare, wellbeing and support.
- Financial support. Independent students can get support managing their finances with the Student Advice team and with this team's support apply for hardship funds when available.
- Single point of contact. At LSBU, we offer students a single point of contact for all queries, concerns and support needs Nina Brawley, Student Advice Manager (studentlife@lsbu.ac.uk).
- Employability support. At the LSBU Careers Hub we have students covered for job and placement support, as well as loads of career resources, connecting students with employers, exciting events, 1-1 support and relevant workshops.
- Ongoing support. Regular 1:1 advice, guidance and coaching, as well as signposting you to access wider student support services around the University.

The impact of the Independent Students support package will be tracked and monitored across the 2020/21 academic year. The results will be brought back to this committee.

Personal support and study plan

Building on an initiative developed within the Education Division, and working with academic and support colleagues across LSBU, with particular input and support from the School of Applied Sciences, a new self-assessment tool has been developed for new and continuing students.

The survey is hosted on Jisc Online Surveys and managed by Student Services. New students and continuing students have been sent links over the summer via enrolment, welcome, student newsletters, and re-enrolment communication and a section of the new Moodle support site is dedicated to the tool.

It is a survey of strengths and needs to help students reflect on their goals and motivation and identify services they may wish to use over the summer and in the coming year – based on their answers, the survey generates a personal menu of support. In addition to ensuring that students are aware of and able to utilise interventions that maximise their success, the purpose is to normalise accessing support, build students' confidence in taking advantage of services that are designed to be used, and contribute to the development of students' self-reflective skills.

Students can complete the survey anonymously, or provide their details to receive information from relevant support teams based on their answers. Students are encouraged to

use the tool as the start of a conversation with their academic advisor/personal tutor/course team/support staff.

The information gathered from the survey will also be used to help better understand student need, deliver proactive interventions, and help courses and support teams' future planning.

Course teams are strongly encouraged to promote the tool with their students and to use it as a helpful conversation starter and personal tutoring intervention.

Additionally, the Jisc tool is being used as a template for building personalised strengths and needs identification and targeted, case managed support into the student journey through LEAP – this approach to personalised support is fundamental to LSBU's vision of a transformed student experience.

An action group within and without Student Services has been set up to work across the academic year to implement structures and processes that support a robust case management approach to increasingly personalised support across all student facing services using LEAP Release 2, which sees Wellbeing services brought into the new CRM, acting as a blueprint.

The impact of the Personal Support and Study Plan will be tracked and monitored across the 2020/21 academic year. The results will be brought back to this committee.