

Meeting of the Student Experience Committee

2.00 pm on Wednesday, 31 January 2018
in 1B16 - Technopark, SE1 6LN

Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		PB
2.	Declaration of interests		PB
3.	Minutes of the previous meeting	3 - 8	PB
4.	Matters arising	9 - 10	PB
Items to discuss			
5.	Student Race Equality at LSBU - Understanding our data <i>Student experiences and engagement with Race Equality</i>	Presentation	SJ
6.	Start-of year issues including estate facilities	11 - 18	PB
7.	Student Halls Disciplinary Procedure	19 - 36	PB
8.	Educational Framework update	To Follow	SWe
9.	National Teaching Fellowship nominations - approval / notice of nominees	To Follow	SWe
10.	Student-led projects update	Verbal Report	PB, SB
11.	Student Support and Employment annual report	37 - 112	KC
12.	Items from students (as required)		
Items to note			
13.	Any other business		

Date of next meeting
2.00 pm on Wednesday, 2 May 2018

Members: Pat Bailey (Chair), Sodiq Akinbade, Kat Colangelo, Kirsteen Coupar, James Emmett, Mel

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
	Godfrey, Patricia Godwin, Gary Francis, Nicole Louis, Paul McCardle, David Mead, Indira Patel, Samantha Robson, Carol Rose, Shân Wareing and Saranne Weller		

Apologies: Dawn Ingleson

In attendance: Claire Freer and Steve Baker



**Minutes of the meeting of the Student Experience Committee
held at 2.00 pm on Wednesday, 11 October 2017
1B16 - Technopark, SE1 6LN**

Present

Pat Bailey (Chair)
Sodiq Akinbade
Kat Colangelo
Kirsteen Coupar
Mel Godfrey
Patricia Godwin
Gary Francis
Dawn Ingleson
Paul McCardle
Indira Patel
Samantha Robson
Shân Wareing
Saranne Weller

Apologies

James Emmett
David Mead
Carol Rose
Seth Stromboli
Sue Turnbull

In attendance

Joe Kelly
Steve Baker
Kevin Bond (for minute 6)
Claire Freer
Alison Chojna
Rosie Holden (for minute 13)
Annie Johnson (for minute 13)

1. Welcome and apologies

The Chair welcomed new and returning members to the first meeting of the academic year and provided an overview of the committee's responsibilities and terms of reference. The Chair reiterated his commitment to ensuring that there was a strong student voice and representation.

Apologies were noted as above.

2. **Declaration of interests**

No member declared an interest in any item on the agenda.

3. **Minutes of the previous meeting**

The committee approved the minutes of the previous meeting held on 3 May 2017.

4. **Matters arising**

Minute 6: The Chair and the SU CEO had reviewed the course-based societies. It was noted that in 2016/17 there had been funding issues and changes had been made for the 2017/18 year.

Minute 7: A number of changes had been made to address the concerns raised by part-time students. These included access to catering, LLR, and IT support services.

Minute 9: A report was presented to the Operations Board on student mental health and funding for additional resources was being investigated. An online support tool had been launched for staff to help students and further tools were in the pipeline.

5. **Annual Work Plan**

The committee reviewed the annual work plan. No amendments or additional items were proposed.

6. **Estates matters**

Kevin Bond, Head of Estates, joined the meeting.

The Head of Estates provided an update on the St George's Quarter development. The design phase was almost completed and the project was moving into the planning phase.

The Student Centre feasibility survey had been completed and a meeting was scheduled with the Vice Chancellor to discuss and agree next steps.

The committee raised the following issues:

- The current state of the London Road building and the general state of disrepair.
- Broken/inadequate toilets in the Student Centre and the Keyworth centre.
- A request for more regular emptying and cleaning of sanitary units throughout the campus.

- A safety concern regarding the positioning of electrical sockets directly below hand dryers in the Borough Road building and uneven flooring in the Student Life Centre
- The closure of the student bar at 8:00pm

The Head of Estates noted the maintenance contract, previously with CBRE, had been changed and new contracts for each area of maintenance had been agreed. It was anticipated that this would result in issues being resolved quicker and lead to a more proactive maintenance programme.

Kevin Bond left the meeting.

7. **Student-led projects update**

The Director of CRIT provided an update of the outcomes of the 2016/17 student-led projects and put forward recommendations for any future running of the program.

Key issues that would need to be resolved, if the scheme was to be repeated, included:

- In 2016/17 it had not been possible to secure an intern to support the projects. It was agreed that this was critical to the success of future projects. The committee noted the incredible support the SU had provided to the projects in the absence of a dedicated intern.
- Funding. No funding had been allocated within the CRIT budget to support the projects for 2017/18 and therefore additional funding would need to be found.
- There had been ambiguity around oversight, lines of reporting, student/staff/department interaction and how the results of the projects would be acted on.

The committee discussed the value of the projects, both to students and to the university, if they offered value for money or if there were alternative proposals that should be considered.

It was agreed that the project should be run again in 2017/18 but only if a dedicated intern, and subsequently funding, was secured.

8. **Review and evolution of course-based communities**

The SU CEO provided an update on the status of course-based societies at the start of the new academic year 2017/18. It was noted that there had been some drop-off in membership at the start of the new academic year which had been expected. The SU were currently working to support the groups that had continued into the new academic year and were looking to identify and support new leadership for the inactive societies.

There had been issues with funding previously, in part due to a 'one size fits all' approach. In future, all societies would have free membership and then as

the societies grew became established then funding sources would be reviewed.

The committee discussed the need to balance staff engagement with the societies. The societies should be student led but it was agreed that having a 'staff champion' would be beneficial.

The Chair would request that Deans encourage their staff to promote course-based societies within their schools and encourage students to get involved in existing societies and to explore establishing new societies.

9. Educational Framework update

The Director of CRIT provided the committee with an overview of the Educational Framework, noting that it was primarily focused on traditional three year undergraduate courses, and an update on progress made embedding the framework across LSBU. It was noted that some courses already met the criteria and the focus was on ensuring that there was uniformity across the university.

It was noted that developing 'relevant assessments' for modules and courses was key – both at an individual and cross-module level. Assessments needed to reflect the way in which the assessed skills and knowledge would actually be used.

It was asked if inclusive curriculum design was being incorporated, as it was not specifically referenced in the framework. It was suggested that inclusive learning sat underneath the framework. The focus this term was on high level course design but, as the project moved forward, inclusive learning would be addressed.

It was also noted that it had been shown that having flexible assessments, where students could choose the right assessment method for them, was also beneficial. Flexible assessment would be addressed by the assessment audit work that was underway. The team were still working to understand how flexible assessment could be achieved within different professional frameworks and requirements and would also require negotiation with, and agreement from, the various regulatory bodies.

10. National Student Survey

The PVC, Education and Student Experience, provided an overview of background of the National Student Survey process and a high level summary of LSBU's results. The results had been shared with all Schools' executive teams and were now being shared with all staff.

11. National Teaching Fellowship nominations - approval process

The Director of CRIT outlined the proposed changes to the nominations process for the National Teaching Fellowship nominations. The new process was designed to quickly identify potential candidates and then support them through the submission process. The process would also help identify future potential candidates and support them in building their profile.

12. LLR student experience

The Deputy Director, LLR, provided an update on the recent improvements to LLR services and facilities and noted that there was a continuous improvement process in place to review and address feedback.

13. Student Wellbeing Initiatives

Rosie Holden, Head of Welfare and Annie Johnson, Learning Resources Assistant, joined the meeting.

The committee noted the work that had been done in the last year and the significant improvements that had been made. The team was working to strike a balance between proactive and reactive support. The following new services were highlighted:

- The creation of podcasts on wellbeing themes and general advice
- Creation on online content around wellbeing.
- Development of a language bank of conversations starters for sensitive topics.

A new tool was also being rolled called 'Student Signposting'. The tool, accessible through the OurLSBU home page, was designed to make decision-making easier. It outlined what staff should do, who staff should contact, and the support available for common scenarios that staff could encounter whilst supporting students.

Next steps would include developing a student facing tool. Timelines for this, and budgets for necessary consultation work were still to be agreed.

14. Items from students

The committee noted the issue regarding the early closing of the Student Union bar at 8pm.

15. Terms of reference and membership

The committee noted the terms of reference.

**Date of next meeting
2.00 pm, on Wednesday, 31 January 2018**

Confirmed as a true record

..... (Chair)

**STUDENT EXPERIENCE COMMITTEE - WEDNESDAY, 11 OCTOBER 2017
ACTION SHEET**

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
7.	Student-led projects update	Start process to secure an intern to support projects in 2017/18		Saranne Weller	To do
8.	Review and evolution of course-based communities	DVC to request that Deans encourage staff to promote course-based societies within their departments		Pat Bailey	To do
13.	Student Wellbeing Initiatives	Committee members to review 'Student Signposting' tool and provide feedback at the next meeting		Student Experience Committee	To do

This page is intentionally left blank



	CONFIDENTIAL
Paper title:	Start-of-year issues (including estate facilities)
Board/Committee	Student Experience Committee
Date of meeting:	31 st Jan 2018
Author:	Pat Bailey and Jennifer Hackett
SEC sponsor:	Pat Bailey
Purpose:	Information/ Discussion To check that issues that have been raised concerning problems at the start of the academic year have been addressed as far as possible, both for the remainder of this year, and also for students starting in September 2018.
Which aspect of the Strategy/Corporate Delivery Plan will this help to deliver?	Student experience.
Recommendation:	The meeting is requested to note the actions and timeline, and comment on additional potential action or issues that might be addressed.

Executive Summary

Although all universities need to deal with problems that arise at the start of each academic year, there were more issues than usual in Sep-Dec 2017. Consequently the DVC set up a task-and-finish group to look at the issues, and to do four things:

- Identify as clearly as possible what each issue was, and its cause;
- Identify a specific individual to take responsibility for each issue;
- Outline a potential remedy, or a clear course of action that should deliver this;
- Define a timeline for the resolution of each issue.

The attached short report was completed just before Christmas, and addresses the four points for each issue. SEC is asked to comment on the report, make suggestions that might improve the outcomes, and raise any other issues of concern.

This page is intentionally left blank

Start of Term Issues

Background

It was agreed at Operations Board in October that a Task & Finish Group would be set up to review issues that had arisen at the start of the academic year. The group met twice and consisted Pat Bailey, Kirsteen Coupar, Ralph Sanders, Steven Brabenec, Simon Francis and David Mead. Each issue was categorised as:

- one-off issues that shouldn't recur (no further action required)
- issues for which a remedy has already been put in place
- issues for which a remedy has been identified but not put yet in place
- issues for which a remedy has not been identified and further work is required.

Next steps

The outputs identified will be reviewed on a monthly basis by the VC's office to ensure delivery against timescales and identify any further actions.

Table 1 shows the list of issues, identified actions and deadlines assigned to each T&F group members.

Issue	Lead	Output	Date completion
Timetabling (including ICT CMIS Go issues around a delay in sub-grouping not being available on staff PCs).	Simon Francis	1. Project Plan to manage January induction TT is developed.	15 th December 2017
		2. A student -centered January induction TT is delivered.	29 th January 2018 (Induction week)
		3. Logistics Analyst hired to review TT systems & processes and develop recommendations.	28 th February
		4. Scope personalized, CMIS TT at other universities and develop	31 st April

		recommendations for online TT.	
Communications with new students	Steven Brabenec	<ol style="list-style-type: none"> 1. Develop communications plan for January induction 2. Review existing comms channels, develop and deliver a coherent, customer focused offer that maximizes engagement. 	<p>15th December 2017</p> <p>Induction week 2018</p>
<p>The Faraday wing building:</p> <ul style="list-style-type: none"> • Air conditioning/chiller systems (office temperature reaching 34°C in summer time). Maintenance have indicated the air conditioning/chiller system is beyond operational life, and have made a capital proposal. • Water supply. Pressure is not enough to run labs and domestic supplies (toilets, tap water). • Heating turned off or just not working in cold winter months (very cold labs/offices) and the control system needs repairing so it starts at the right times. Has to be started manually sometimes. • Toilets often very dirty/damaged and out of service 	Simons Francis	<p>Chiller works complete</p> <p>Ventilation system/Fresh air system is obsolete</p> <p>New vessel for the pressure booster to be purchased.</p> <p>Ventilation system/Fresh air system is obsolete.</p> <p>Scope the cost and requirements of a toilet text service</p>	<p>16th September 2018</p> <p>16th September 2018</p> <p>16th September 2018.</p> <p>31st March 2018</p>

Rodents on campus	Simon Francis	Rodent treatment to be administered over Christmas period	31 st January 2018
Access to buildings/barriers	Simon Francis	Review contract management of barrier provider to ensure VfM and timeliness of customer service. Scope with Ralph Sanders the introduction of an emergency fund for estates issues (<i>consider escalation method, sign off procedures and funding</i>)	31 st January 2018 31 st January 2018
Delays in automatic course lists with pictures of students not being available to academic staff.	Simon Francis and Ralph Sanders	Communicate to Academics where and how student photos can be accessed. Confirmation from GDPR Data Protection Officer as to whether Module or Class lists can be produced as the last officer suggested it would breach data protection regulations. IT to develop report if approved by GDPR	31 st January 2018 July 2018
Rooms cannot accommodate large classes (e.g. 70) so, classes need to be duplicated or triplicated in some cases	Simon Francis	Space utilization consultant hired and report delivered.	30 th April 2017
Lecture theatre lighting black out (no console buttons worked and lights were out for 20 minutes)	Simon Francis	Repair works require access to the ceiling so works are planned to take place during the Christmas	31 st January 2017

		break.	
Partnership agreement changes (specifically Westminster & Kingsway College)	Ralph Sanders	Increased capacity within Registry at peak times No impact for Semester 2, increased recruitment within Registry team to fill open vacancies	July 2018
PG fees and 13-month Masters courses (All Full time Post Graduate courses have been agreed by academic board to be moved to a duration of 12 months and payment plan communications agreed)	Ralph Sanders	A phased approach to the move to 12 months for FT PG for some schools has been agreed. (eg Business school move from 15 month courses to 12 months) Review of all FT PG courses offered in Semester 2 with confirmation as to the length of study Review of both communications to affected Students and PG Loan instalment plan	15 January 2018 15 January 2018
Registration of students in partner agreements (affecting on-line access in particular)	Ralph Sanders	A update to the enrolment and reenrolment process for partner students has been proposed and documented by collaborations team. The proposed changes are going through approval currently.	Confirmation of changes being confirmed as approved by 15 th January 18.
Extremely slow computer logon and network connectivity issues	David Mead	Roll out Windows 10.	Dec 17: Capital budget approved Jan to May 18: Active Directory Rebuild and testing Summer/Autumn: Roll out – we will look to see if we can accelerate in anyway and will define the timings in more details over the coming weeks.

<p>Seriously ageing PC stock (very old and slow low grade PCs in most labs)</p> <p>Low spec and do not match the requirements to run specialised industrial sponsored software – e.g. video card, processing speed)</p>	<p>David Mead</p>	<p>Asset refresh delivered. Include consultation with Schools to ensure the correct machines are targeted.</p>	<p>From January 2018 and annually</p>
<p>Delays with ICT requests</p>	<p>David Mead</p>	<p>To develop SLA's on waiting time for issue resolution and communicating what the escalation process is when not met.</p>	<p>December 2018 (TBC)</p>

This page is intentionally left blank

	CONFIDENTIAL
Paper title:	Student Halls Disciplinary Procedure
Board/Committee	Student Experience Committee
Date of meeting:	31 st Jan 2018
Author:	Pat Bailey
SEC sponsor:	Pat Bailey
Purpose:	Information/ Discussion It has been proposed that SEC should take on oversight of disciplinary matters in Halls of Residence, with responsibility for setting the procedures; SEC will receive reports on disciplinary action taken, and may discuss the issues.
Which aspect of the Strategy/Corporate Delivery Plan will this help to deliver?	Student experience.
Recommendation:	The meeting is requested to agree to SEC taking on this responsibility, as outlined below (procedures attached).

Executive Summary

The procedures have the following aims and format:

- The main purpose of judgments under the procedure is to determine if student residents have breached the accommodation agreement and what action to take;
- The attached procedure is intended to be fair to the student (no perceived bias) whilst addressing issues that affect the wellbeing or safety of others;
- The process is as follows: (A) investigation of a complaint with informal resolution if appropriate; (B) if informal resolution is inappropriate, calling a Halls of Residence Disciplinary Committee; and (C) the Student Resident has a right to appeal on limited grounds – if they appeal, the matter will be reviewed by the Director of Estates and Academic Environment or his/her nominee;
- It is also open to the Halls of Residence Disciplinary Committee to refer a matter to the PVC (Education and Student Experience) if it could also constitute a breach of discipline under the University's main disciplinary procedure.

SEC is asked to sign off these procedures, to receive (and comment on) reports on disciplinary issues that have taken place, and to amend the processes as necessary.

This page is intentionally left blank

HALLS OF RESIDENCE DISCIPLINARY PROCEDURE FOR STUDENT RESIDENTS 2017-2018

This procedure is available in accessible format on request from the Head of Student Accommodation at accommodation@lsbu.ac.uk.

In an emergency

In an emergency situation, where it is believed that a person's health or wellbeing presents an immediate risk to themselves or others, call the appropriate Emergency Services: 999 (and inform the University on Extension 6666) or call the University's Emergency Number: 0207 815 6666 (who will call 999).

Halls of Residence Disciplinary Procedure for Student Residents

1. Introduction – the principles behind the procedure

- 1.1. All University staff, students, contractors and visitors have a right to work, study and learn in a safe environment and any conduct which unreasonably interferes with the safe and orderly operation of the University community will be investigated and addressed in accordance with this procedure.
- 1.2. The security and integrity of University property must be safeguarded and any unacceptable conduct which jeopardises this will be investigated and addressed to ensure that security and integrity are maintained.
- 1.3. An attempt will be made where possible to resolve unacceptable conduct issues informally and any investigation and necessary action will be undertaken as speedily as possible, normally within 90 days from the start of the formal process (unless prevented by vacation periods, police investigations or other circumstances outside the University's control). The 90-calendar-day timeframe requires the student to engage with the disciplinary process by meeting all of the University's stipulated deadlines for submission of materials and attending the meetings the student is invited to at each stage of the procedure.
- 1.4. Complaints of misconduct made in good faith will be taken seriously and dealt with in accordance with this procedure. Students against whom complaints have been made will be presumed to be innocent until proven guilty on the balance of probability.
- 1.5. Complaints of misconduct considered under this procedure will be dealt with as allegations of breach of the University's own Accommodation Agreement terms and are not treated as offences under the criminal law. Therefore, each allegation will be judged by the civil standard of proof which is the balance of probabilities (i.e. more likely than not/51% or more). The possible sanctions and outcomes are those described in this procedure.
- 1.6. The judgements reached will not be a pronouncement of guilt or innocence in a legal sense but will rather seek:
 - 1.6.1. to establish whether a particular incident or incidents took place;
 - 1.6.2. to consider whether the incident(s) represent behaviour which is a breach of the terms and conditions contained in the Accommodation Agreement or otherwise a disciplinary offence under this procedure;
 - 1.6.3. to determine what measures should be taken against a Resident who has breached the terms and conditions contained in the Accommodation Agreement in accordance with the Accommodation Agreement.

1.7. Where the University considers it reasonable and appropriate to do so, it will inform the victim of the alleged misconduct of the outcome of the disciplinary process.

2. Scope

2.1. Conduct in Halls of Residence shall be governed by the Accommodation Agreement which the student signs and accepts when taking up a Room in Halls of Residence. Once the student has done this, they become a Resident.

2.2. This procedure applies to any Resident who:

2.2.1. is registered and enrolled at the University, or

2.2.2. was enrolled at the University at any time in the previous 12 months; or

2.2.3. is on interruption; and

2.2.4. is suspected of being in breach of the terms and conditions set out in the Accommodation Agreement; and/or

2.2.5. is suspected of having committed a disciplinary offence under this procedure.

2.3. The University reserves the right to carry out and/or complete the disciplinary process in relation to students who withdraw from the University.

2.4. This procedure will be used solely when a Resident's behaviour in Halls of Residence is called into question and is separate to and independent of the Student Disciplinary Procedure.

3. Responsibilities

3.1. The Director of Estates and Academic Environment has overall responsibility for this procedure and jurisdiction under this process and shall nominate one or more members of Halls of Residence staff to act as local manager/s for every such case.

3.2. The Residence Customer Service Managers nominated by the Director of Estates and Academic Environment will act as local managers and for making decisions about individual cases at an informal stage.

3.3. The Student Accommodation Central Administrator is responsible for operating this disciplinary process and ensuring that records are kept of the process and destroyed promptly where appropriate.

3.4. All University staff and students are responsible for reporting unacceptable conduct which they witness or of which they have evidence.

4. Key support at LSBU

4.1. LSBU provides a number of student support services. These are open to both the reporting and the accused students. Students are encouraged to engage with the services and take up any appropriate support available to them.

4.2. The following are LSBU run services:

Mental Health and Wellbeing team

Support and advice to any student experiencing personal difficulties, who may be struggling to cope at university or who just needs someone to talk to. Appointments are available on the day by visiting the Student Life Centre helpdesk – you can also call 0207 815 6454 / email studentwellbeing@lsbu.ac.uk

SilverCloud – online support anywhere, any time

SilverCloud is an online self-help resource and can support you with anxiety, depression, body image or stress. It's free to use, just sign up with your lsbu.ac.uk email address: <https://lsbu.silvercloudhealth.com/signup/>

Disability and Dyslexia Support (DDS)

Disability & Dyslexia Support (DDS) is a dedicated service for students who have a disability, mental health condition, long term medical condition or specific learning difficulty (including dyslexia). We also offer screenings for dyslexia throughout the year. Visit the Student Life Centre helpdesk, call 0207 815 6545 or email disability@lsbu.ac.uk.

Student Advice

Advice and guidance on financial and money management, and help with any personal, emotional or academic issue you may face. Appointments are available on the day by visiting the Student Life Centre helpdesk – you can also call 0207 815 6454.

Skills for Learning team

The Skills for Learning team offer academic support in a range of areas (such as essay writing, presentation skills etc.). Appointments are available through the Student Life Centre or by calling 0207 815 6454.

Students' Union

Support is also available through the Students' Union. The Union provides free, confidential and impartial advice and a place to talk during difficult times you may face as a student. You can book an appointment by calling 0207 815 6060 or by visiting the SU reception in the Student Centre (by the Venue bar).

4.3. The following external providers offer support services for the victims of sexual violence.

NHS Choices

The team has information on local and national organisations who can support people who have been victims of sexual violence.

The Havens

Have a branch in Camberwell and work with people of any gender who have experienced sexual violence within the past 12 months. Its sexual assault referral centres offer medical, practical and emotional support to anyone who has been sexually assaulted or raped. They have specially trained doctors and counsellors to care for victims. If you're considering reporting the assault to the police, they can arrange for you to have an informal talk with a specially trained police officer who can explain what's involved.

Rape Crisis

Rape Crisis England & Wales is a feminist organisation that exists to promote the needs and rights of women and girls who have experienced sexual violence, to improve services to them and to work towards the elimination of sexual violence. They have a telephone helpline and have centres throughout the country including London which can be searched by postcode. Provides support in the immediate aftermath and in the longer term.

Survivors UK

Offer a range of support services including counselling and therapy appointments as well as web and SMS chat for men who have experienced sexual violence. All services are provided by trained professionals who as specialists in the field of male sexual violence have helped many men to work through their experiences. Provides support in the immediate aftermath and in the longer term.

5. Students with Disabilities

5.1. The University aims to create a safe environment for all students and staff. All unacceptable behaviour has to be addressed and where a Resident has a relevant disability, their behaviour may be addressed under this procedure in addition, potentially in particular circumstances, to another procedure (e.g. Fitness to Study). It is not a defence to claim that they have mental health issues, are under particular stress or that a disability caused them to behave in an unacceptable way. It is not a defence to claim that the behaviour was caused by drugs or other substances, even if prescribed for a recognised medical condition.

5.2. The University will, however, take a Resident's particular circumstances into account when investigating incidents, and when deciding a course of action. All efforts will be made to support disabled students under investigation. The Mental Health and Wellbeing team will be informed of the investigation if a Resident's mental health is considered to be affected or in question. Students who are registered with the Disability & Dyslexia Support (DDS) Service, or who the

University considers to have emerging mental or other health difficulties, can expect the University to consider their personal circumstances in the application of this procedure. Students may find themselves subject to the application of both this disciplinary procedure, the University Disciplinary procedure and the Fitness to Study procedure at the same time.

- 5.3. The University will make reasonable adjustments to this process for students with disabilities, or other relevant protected characteristics under the 2010 Equality Act. Students should discuss the appropriate adjustments with our DDS Service.

6. Use of Data

- 6.1. The University will collect data on disciplinary outcomes at each stage of this procedure and any complaints in relation to the disciplinary process submitted by students to any regulators (including the OIA), and use the data:

- (a) internally for reporting, evaluation, learning and training; and
- (b) externally for discussion with regulators in the higher education sector.

- 6.2. The data used by the University for the purposes in paragraphs 6.1(a) and 6.1(b) will be anonymised. Personal data and sensitive personal data (“Personal Data”) as defined in the Data Protection Act 1998, as amended or replaced (including by the General Data Protection Regulation) (the “DPA”) of students subject to a disciplinary process will be processed in accordance with this disciplinary procedure. Personal data will not be shared with any other third parties unless the University has the student’s express consent, has a statutory obligation to do so or is otherwise permitted to do so under the DPA.

7. Reporting disciplinary offences

- 7.1. All complaints of breaches under this procedure must be submitted to the Residence Customer Service Manager in the relevant Hall of Residence. Relevant documentary evidence must be attached or enclosed to the report where appropriate.
- 7.2. All University staff who become aware of a complaint of misconduct through some other means (for instance through a health and safety report or, if the conduct is reported to them in person or by email) will ensure that the matter is reported through the correct channel, either by advising the individual who witnessed the alleged misconduct, if necessary by reporting the matter themselves and attaching any email or other evidence to their report.
- 7.3. Complaints of misconduct made anonymously will not usually be accepted by the University. Individuals may request confidentiality if they do not wish their personal details to be made available to the student or students involved in the disciplinary procedure. If confidentiality is requested, the team will consult the University Solicitor to determine whether maintaining confidentiality in the circumstances would breach the duty of fairness to the accused student. If the report cannot be accepted, the University Solicitor will write

to the individual who has requested confidentiality with a statement of their reasons for rejecting the report. If a report is accepted confidentially, the University Solicitor will redact the form and attach a short statement of reasons to the case file.

8. Reporting Matters to the Police

8.1. Students who wish to make a complaint of misconduct which may also amount to a criminal offence have a number of options available to them once they have brought the alleged incident to the attention of the University. The main options are:

(a) reporting the matter to the police;

(b) seeking support from internal and external services; and

(c) not reporting the matter to the police but requesting that the University deals with the matter under the Halls Disciplinary Procedure.

8.2. The University will put no pressure on the reporting student in relation to any of the options.

8.3. Where a suspected criminal offence was committed against the University, the University may report the incident to the police. Where the alleged victim is not the University (e.g. not a member of University staff or not relating to University property), the University will normally allow the victim to decide whether or not to report the matter to the police. However, the University may start a disciplinary action against the accused student and investigate the incident on its own volition.

8.4. LSBU will only in exceptional circumstances report the alleged incident to the police against the wishes of the alleged victim/reporting student if the reporting is necessary to protect the alleged victim/reporting student or others from harm or to prevent a further harm taking place. The University will explain its decision and the reasons to the victim/reporting student either in advance or as soon as possible after the report was made.

9. Student Conduct under police investigation

9.1. If a complaint of misconduct reported under this procedure is also subject to police investigation, the Residence Customer Service Manager will ask the student to give consent for the police to provide information to the University on the progress of the police investigations or require the student to keep the University informed accordingly.

9.2. Where possible, the Head of Security will monitor the police investigation and share the information with:

9.2.1. the University Solicitor – to enable him or her to advise the local manager if and when they should continue/defer/resume investigation under this procedure; and

9.2.2. the Residence Customer Service Manager– to ensure that s/he has all available police intelligence about significant risk which might cause the local manager to recommend a student’s referral under the Student Disciplinary Procedure.

9.3. The University reserves the right to either suspend or continue with the disciplinary process in cases where the police investigation has been ongoing, suspended, or discontinued. This will be decided on a case-by-case basis in consultation with the University Solicitor and, where appropriate, in dialogue with the police. The University also reserves the right to proceed with the disciplinary process where the student against whom the allegation has been made has been acquitted in criminal proceedings.

9.4. Where the student is unable or had been advised not to attend a disciplinary hearing or say anything about a pending criminal matter, the University reserves the right to take a decision based on the available evidence.

9.5. Whilst a police investigation is under way, the University’s normal policy is to provide any reasonable support to the students involved in continuing their studies safely, and abiding by any bail conditions that may have been placed on them if practicable to do so. Where possible, the University will make reasonable adjustments to students’ academic programmes to help them ensure their own safety, the safety of others and/or to comply with any bail conditions which have been placed on them.

10. Allegations of misconduct against a group

10.1. Where there is an allegation of misconduct made against a group, normally separate hearings will be held by the same Residence Customer Service Manager or panel in succession in relation to each alleged perpetrator, but the University reserves the right to hear them all together.

11. Companions at meetings

11.1. The student has the right to be accompanied by either a friend or a representative of the Students’ Union at all meetings under this procedure. The student must provide to the local manager the names, postal and email addresses (for the circulation of papers) of the chosen companion (if any) in good time before any meetings.

11.2. The companion may take notes on the student’s behalf, make representations at the meeting and ask their own questions and may confer privately with the student but may not answer any questions on the student’s behalf.

11.3. The University has the right to ask the student to choose another companion for the meeting if their companion is unavailable to attend a meeting on two dates suggested by the

University.

- 11.4. The University may also ask the student to choose a different companion if the University believes that the chosen companion may cause a conflict of interest or if their presence may prejudice the meeting.
- 11.5. The University may, at its discretion, allow the student to bring a companion who is not a fellow student or a representative of a Students' Union in certain circumstances e.g. if this will help the student overcome a particular difficulty caused by a disability, but the University will not usually permit a companion who is legally qualified or professionally engaged in legal practice.

12. Formal and Informal Resolution

- 12.1. The Residence Customer Service Manager will investigate the alleged breach of the terms and conditions of the Accommodation Agreement.
- 12.2. Prior to starting the investigation, the manager should consider whether they could be deemed to have a conflict of interest, and if there is a conflict of interest, ask another suitably qualified person to take over the investigation.
- 12.3. If there is no conflict of interest, the local manager will review the report and determine whether the conduct, if proven, would be considered a disciplinary offence.
- 12.4. If a Resident is in the opinion of the Residence Customer Service Manager in breach of the terms and conditions of the Accommodation Agreement, an attempt will be made wherever possible to deal with the matter informally by giving either a verbal or written warning. This may be appropriate where for example, the issue relates to minor damage to property, conduct causing minor disruption or anti-social behaviour that is not directed at other individuals.
- 12.5. The Residence Customer Service Manager will compile a report which will include the allegations and a summary of the evidence gathered in the course of the investigation, including copies of relevant documents and witness statements including evidence and witness statements provided by the student in support of his/her case.
- 12.6. Detailed notes will be kept on the student's accommodation file which will be securely stored on the Accommodation system. The notes will record breaches, the name of the Resident, the date the breach occurred and the action taken. The notes will be kept for one full academic year following the date of the incident. In cases where such matters are resolved informally, the notes will be destroyed when the Resident leaves the Hall of Residence. Where in the view of the Residence Customer Service Manager appropriate informal measures have been ineffective, or are inappropriate, the following procedures outlined below shall apply.

13. Formal Proceedings of Halls of Residence Disciplinary Committee

- 13.1. Formal Proceedings will involve the constitution of a Halls of Residence Disciplinary Committee

- 13.2. Where a report of a complaint of misconduct was made, the Residence Customer Service Manager will contact the Student Accommodation Central Administrator (to notify him/her of the complaint and the decision to initiate formal proceedings and to pass on the results of their investigation), the Student Accommodation Central Administrator will appoint a Chair for the Halls of Residence Disciplinary Committee.
- 13.3. The Chair will forward details of the complaint and the details of the investigation carried out by the Residence Customer Service Manager together with details of the date when the Halls of Residence Disciplinary Committee will hold the disciplinary interview with the Resident, names of members of the Committee, and a copy of this Halls of Residence Disciplinary Procedure in writing to the Resident who will be invited to make an optional written response not later than two teaching days before the disciplinary interview. Written and oral evidence will be considered at the disciplinary interview. The Resident will be able to respond to all allegations and evidence and present any evidence of their own. The Committee will not usually require other witnesses to be present where written statements have been made available.
- 13.4. The purpose of the interview is to discuss the evidence gathered and to provide the Resident with an opportunity to make final representations to enable the Committee to decide on the basis of the evidence and the Resident's representations whether the allegations are proven and if so, the appropriate penalty, subject to any representations made in mitigation.
- 13.5. The date for the disciplinary interview will be not less than five teaching days from the date the details are forwarded to the Resident. The Committee will make their decision after the disciplinary interview and the Resident will be notified in writing within five teaching days after the disciplinary interview.
- 13.6. All relevant information relating to the alleged breach and the investigation report must be forwarded to the Resident not less than five teaching days before the disciplinary interview.
- 13.7. If the Resident or companion cannot attend the disciplinary meeting, the Resident should inform the Student Accommodation Central Administrator immediately and they will arrange an alternative time. The Resident must make every effort to attend the meeting, and failure to attend without good reason may be treated as a disciplinary offence in itself. If the Resident fails to attend without good reason, or is unable to do on more than two occasions, the University reserves the right to take a decision based on the available evidence provided that it is satisfied that due notice of the date and time was given to the Resident. The Chair of the Committee or his or her nominee shall decide in his/her discretion what constitutes "good reason".

14. Terms of Reference of the Halls of Residence Disciplinary Committee

- 14.1. The Committee shall deal with the case by either:-
- 14.1.1. dismissal of the case;
- or any of the sanctions below or an appropriate combination of them:

- 14.1.2. reprimanding the Resident with an oral or written warning (such oral or written warning shall not constitute a waiver by the University of any rights to enforce the breach in a court of law);
 - 14.1.3. requiring that any damage be made good at the Resident's expense;
 - 14.1.4. termination of the Accommodation Agreement and expulsion from the Hall of Residence, and withdrawal of all right of access to the Hall of Residence, except with the prior agreement of the Residence Customer Service Manager of the relevant Hall of Residence to recover personal belongings;
 - 14.1.5. reference to the Pro Vice Chancellor (Education and Student Experience) if, in the opinion of the Committee the alleged breach additionally constitutes a breach of discipline under the Student Disciplinary Procedure; such proceedings would apply to the Resident's status as a London South Bank University Student.
- 14.2. In the case of Clause 14.1.4, the Resident will normally be given notice within which he/she is required to leave in accordance with the provisions of the Accommodation Agreement.
- 14.3. In the event that the Resident has been excluded from the University as a student for any reason and has exhausted the internal provisions for appeal, this procedure will not apply and the case shall be dealt with separately by the Pro Vice Chancellor (Education and Student Experience) or his or her nominee.

15. Constitution of the Halls of Residence Disciplinary Committee

- 15.1. The Committee shall be made up of three persons being: one Residence Customer Service Manager of a Halls of Residence who are not from the Hall of Residence concerned; the Student Accommodation Central Administrator, or such nominees as the Student Accommodation Central Administrator shall deem appropriate; and a representative of the Student Union. None of the members of the panel shall have had any previous involvement in the matter.
- 15.2. The Chair shall be appointed by the Student Accommodation Central Administrator and the Student Accommodation Central Administrator shall be responsible for the administration of the Committee's proceedings and shall keep a written/electronic record of the proceedings.
- 15.3. Quorum shall be two members of the Committee (including the Chair).

16. Halls of Residence Disciplinary Committee: Disciplinary Interview Proceedings

- 16.1. The Committee shall have the power to call for documents, call and examine witnesses and conduct such other enquiries into the matter as it considers fit.

- 16.2. The Committee shall examine oral and written evidence presented to it regarding the allegations of breach against the Resident and the results of the investigation carried out by the Residence Customer Service Manager and oral and written evidence from the Resident.
- 16.3. The interview may be adjourned at the discretion of the Chair, in the interests of fairness e.g. new evidence which has come to light which could not reasonably have been disclosed in accordance with the prescribed timetable.
- 16.4. The Committee will make its decision known in writing to the Resident within five teaching days of the disciplinary interview and where there is a finding of guilt, shall provide reasons for the decision and for the penalty imposed. The Resident shall be informed of his/her right to appeal under paragraph 18.

17. Records of Halls of Residence Disciplinary Committee

- 17.1. If the case is dismissed, the Chair will arrange to destroy the records of the case. The Student Accommodation Central Administrator will manage the destruction of records.
- 17.2. If a decision is taken to apply appropriate sanctions against a Resident in terms of the Accommodation Agreement, the disposal of the records shall be a matter for the decision of the Chair.
- 17.3. If the Resident does not exercise his/her right to appeal under the provisions contained under Clause 18 below, the decision of the Disciplinary Committee shall be final with no further internal right to appeal the decision.
- 17.4. In the event that the Halls of Residence Disciplinary Committee considers the breach to constitute a breach of discipline under the Student Disciplinary Procedure in accordance with Clause 14.1.5 above, details of the proceedings shall be made available to the Pro Vice Chancellor for Education and Student Experience.

18. Formal Appeals of the Halls of Residence Disciplinary Committee Decision: Review Stage

- 18.1. If the Resident wishes to appeal the decision of the Halls of Residence Disciplinary Committee, he/she shall submit his/her request in writing stating grounds for appeal to the Head of Student Accommodation, within five teaching days of receiving a decision under Clause 16 above.
- 18.2. The Resident must state the grounds for appeal which shall fall into the following three categories:
- 18.2.1. There is evidence of a procedural irregularity in the procedures e.g. bias or a failure to comply with the procedure which has had a material adverse effect on the outcome; or

18.2.2. There is substantive new information which was not, for valid reasons, available at the time of the disciplinary interview.

18.3. If the conditions described in Clause 0 apply, the Head of Student Accommodation shall grant leave to appeal.

18.4. The Head of Student Accommodation will reply to the Resident within five teaching days of receiving the request for appeal, notifying the Resident whether leave to appeal has been granted or not.

18.5. In the event that leave to appeal has been granted, the Director of Estates and Academic Environment or his/her nominee will review the matter.

18.6. At review, the Director of Estates and Academic Environment will consider whether the grounds relied on by the Resident are proven, on the balance of probability.

18.7. The outcome of review will be that the Director of Estates and Academic Environment (or his/her nominee) either upholds the outcome made at the formal stage, or makes a different finding which overturns the outcome or may reduce the penalty. Decisions taken by the Director of Estates and Academic Environment (or her/his nominee) at the review stage are final unless compelling new evidence can be provided which it would have been impossible to provide before.

18.8. If the outcome of the review is favourable to the Resident, it will be communicated to the Resident by letter within 28 days of the review request being accepted by the University. The Resident can, however, request the University to provide them with a Completion of Procedures Letter (a “COP”) within 30 days of the date of outcome letter. Where such request is made, a COP will be provided within 14 days of the request. If the outcome of the disciplinary process is unfavourable to the Resident, the outcome will be communicated to the Resident by a COP automatically within 28 days of the review request being accepted by the University.

18.9. If this deadline is not deliverable, the University will contact the Resident to explain the delay and set a new deadline for the response. The University reserves the right to extend the period it needs for response during vacation and exam periods.

18.10. Once the process under this procedure has been completed, the local manager will write to the person who reported the conduct to confirm the case outcome and that the case is closed.

19. Independent External review

19.1. Once the appeal stage has been completed, and within 12 months of the date of the Completion of Procedures Letter, the Resident is entitled to ask the Office of the Independent Adjudicator to review the University’s handling of the disciplinary matter under this procedure.

20. Additional Information

- 20.1. A student who has signed the Accommodation Agreement when accepting the University's offer of a Room in Halls of Residence is then deemed to be a Resident for the purposes of this Agreement.
- 20.2. Where a Resident has been excluded as a student of London South Bank University for any reason but has not yet exhausted the internal procedures for appeal contained in the Student Disciplinary Procedure, this Halls of Residence Disciplinary Procedure shall apply.
- 20.3. Where a Resident has been excluded as a Student of London South Bank University for any reason and has exhausted the internal procedures for appeal contained in the Student Disciplinary Procedure, this Halls of Residence Disciplinary Procedure will not apply and separate action will be taken by the Head of Student Accommodation to remove the Resident.
- 20.4. With respect to Constitution of the Halls of Residence Disciplinary Committee, no witness to any alleged offence being considered shall be a member of the Committee.
- 20.5. In exceptional cases, this disciplinary procedure may operate according to working days, rather than teaching days, where in the opinion of the Head of Student Accommodation an urgent decision is required, and where the Resident remains in the hall of Residence during the holiday period, and so is able to attend the interview.
- 20.6. Unless otherwise notified, the address for delivery to the Resident shall be the Room currently occupied by the student in Halls of Residence, and the Resident Student will be deemed to have received a letter if it has been delivered to the Room on the date of such delivery. Copies of correspondence will be sent first class recorded mail marked, "Confidential-Addressee only" to the Resident's home address.
- 20.7. The address for appeals in accordance with Clause 18.1 shall be Head of Student Accommodation, London South Bank University, 103 Borough Road, London SE1 0AA with a copy to the Student Accommodation Central Administrator at the same address.

Annex 1 - London South Bank University Student Disciplinary Misconduct Form

Use this form to report any incident of unacceptable conduct by a University student.

Please attach any evidence (such as emails) which you have.

Your name:		
Your LSBU staff/ student ID:		
Name of witness (if not you):		
Date of Incident :	Time of Incident:	Location of Incident :
If you want us to treat this report in confidence, please explain why below		
If you request confidentiality we will not give your name or any other details about you to anyone else. If we cannot fairly investigate your complaint without breaching your confidentiality we will write to you to explain that we will not investigate		
Name and ID number (if known) of student who caused the incident		
Date of this form		
Please describe the incident in your own words below		

This page is intentionally left blank

	CONFIDENTIAL
Paper title:	Student Support and Employment Annual Report 2016/17
Board/Committee:	Student Experience Committee
Date of meeting:	31 st January 2018
Author:	Kirsteen Coupar, Jamie Jones, Sukaina Jeraj and Rosie Holden
Purpose:	For information
Recommendation:	Student Experience Committee is requested to review the report.

Executive Summary

This is the annual report for Student Support and Employment for the academic year 2016/2017.

Its purpose is to improve retention, progression, attainment and outcomes by providing information on students accessing a range of services, trends in service usage and the impact of receiving services.

Each service has presented information and metrics and continues to develop ways to capture meaningful and useful information on the student population. Cross-university work and innovative projects have been detailed.

The Annual Report includes three documents

- Report - For discussion at the meeting
- Appendices – For Information Only. Individual School level data.
- Student Feedback Infographic – For Information Only.

This page is intentionally left blank

Department of Student Support and Employment Annual Report 2016/2017

Department Overview

We support students to stay and succeed in their studies at LSBU. We provide students with skills and opportunities to enable them to successfully pursue their career goals.

Our key contributions to access, retention, progression, degree attainment and employability outcomes.

We manage student and organisational risk, meet several key legal duties and enhance the reputation of LSBU through our work with students, families, partners, local and statutory bodies and employers.

Executive Summary

Student demand on services has risen across all areas.

- 6.7% increase on student enquiries (3,515 additional – total enquiries 52,163)
- In addition, 51,822 enquiries came to Student Administration Helpdesks.
- 2121 student interactions via Job Shop
- 6% increase in students disclosing a disability (2573 students or 14.5% of our student population) This represents £23,157,000 in annual income.
- 13% rise in mental health and wellbeing appointments (1216 appointments)
- 49% more students accessing counselling than year before
- 75 students accessed services because of suicidal thoughts or actions.
- Over 250,000 students marks are annually input onto student records system.

442 students attended a withdrawal/interruption appointment

£137,576 of funds/bursaries was awarded to students

7838 Extenuating Circumstance claims were handled

48 Student Disciplinary cases were coordinated

94.4% of graduates in further work or study

85% of graduates in graduate level work or study

Contribution to University of the Year for Graduate Outcomes

Cross-University Initiatives and Impact

Student Engagement

25,100 contacts by email and letter have been made to students regarding their engagement and attendance.

Student Engagement interns, recruited, trained and managed by SSE have had significant impact in Schools.

Tier 4 Monitoring

1421 Tier 4 students were contacted due to non-attendance, 138 were dealt with at weekly case review and 19 were withdrawn for non-attendance.

HEFCE Funding

We have successful jointly bid for HEFCE Catalyst Fund for a Student Safeguarding project focusing on support for and response to instances of sexual misconduct and violence. (£43,000)

Re-enrolment

Student Support and Employment temporarily took on re-enrolment activity – contacting all students who were expected to return but who had not yet re-enrolled. This increased the % of returning students from 85% in 2016 to 89% in September 2017. However there is no resource to support this continuing work and a university decision is needed to identify the most appropriate place for this function and allocate resources.

LSBU Employment Agency

The Employment Agency procurement and set up has been ongoing and opened doors in December 2017

Institute of Customer Service Index

We increased our customer service index score for the Student Life Centre and associated support services, contributing to the university being graded first class.

Staff Signposting Tool

We have created a tool aimed at providing academic and professional service colleagues with information to deal with student queries and disclosures. This has received very positive feedback and we will be creating a student facing tool as a result.

Student Life Centre

The Student Life Centre (SLC) is the operational hub for Student Support and Employment. Student Advisers staff the student life centre desk and answer student queries at initial point of contact as far as possible. The student advisers book appointments for all wellbeing services and act as the initial point of contact for the Fees and Bursaries team. Student advisers issue letters to students (bank and council tax), identification cards and are responsible for the Student Oyster Card discount scheme.

The Student Life Centre offers both face to face and telephone enquiry management. More complex student issues are referred to the Senior Student Advice team who offer advice on finance/debt management, student funding, housing and other non-academic queries.

Several bursaries are managed via the Senior Student Advisers.

Key Activity/Outcomes

Our key activity remains students enquires to the Student Life Centre front desk. In terms of outcomes: Total student queries managed 16/17 = 55,678. This is an increase of 3,515 annual queries from 15/16 (52,163). This represents a 6.7% increase on student queries from last year.

	Queue		Calls		Emails	
	16/17	15/16	16/17	15/16	16/17	15/16
September	4633	4045	4105	2892	1812	1957
October	4768	3502	1883	1538	1356	2106
November	3056	2347	1011	1321	1873	1580
December	2099	1513	573	1003	850	1276
January	1086	1002	498	1145	826	1148
February	2120	1795	714	1492	1624	1600
March	2306	1858	905	1053	1573	1215
April	1500	833	939	1070	1418	1174
May	1366	1287	773	930	1315	1155
June	1144	898	1081	1514	1717	1039
July	608	382	830	986	1146	844
August	504	419	576	1212	1090	1032
	25190	19881	13888	16156	16600	16126

27% increase in face to face queries

14% decrease in telephone queries

3% increase in email enquiries

The total number of individual students who used the service is 10,537.

6741 students used the service more than once.

667 students used the service more than 10 times.

Kirsteen Coupar, Jamie Jones, Rosie Holden and Sukaina Jeraj. January 2018

Types of Enquiries

The list below breaks down the enquiries we receive into categories. We received most queries on Disability & Dyslexia Support. We have included categories where we had more than 300 interactions logged:

Disability & Dyslexia support	4875
Student Status Letter	3499
ID Card	3450
Student Funding Advice	2861
Fees and Bursaries Support	2837
Council Tax Exemption	2787
Mental Health & Wellbeing Support	1992
Tuition Fee Queries	1114
Withdrawal & Interruption Advice	1009
Student Advice	899
CV and Applications	889
Student Life Centre Information	808
SPLD Screening Assessment	758
Student Admin Office Queries	736
Oyster Card	699
Bank Letter	480
Student Support Confirmations	468
Accommodation	360
International Student Advice	324
Money Advice	323

The list below shows the number of enquiries we have received from students within each school for the 16/17 year:

Health & Social Care	7408
Business	6782
Engineering	6425
Law & Social Science	5069
Built Environment & Architecture	4762
Applied Sciences	3181
Arts & Creative Industries	2597

Senior Student Advice appointments

In 2016/17 we offered 2,947 student appointments. 1,449 of these were attended and 977 students did not attend. 521 available sessions were not booked or attended. As we are only delivering half of the offered sessions (due to lack of demand and non-attendance) we are in the process of trialling new ways to deliver such advice to our students.

Interruption/Withdrawal Appointments

Every student who applies to interrupt or withdraw is encouraged to attend a one-to-one appointment with a senior student adviser. 442 students attended an appointment in 2016/17 out of a total of 705 appointments offered (223 students did not attend booked appointments)

Funds/Bursaries Awarded

Fund	Number of students	Amount awarded
Care Leaver Bursary	67	£57,728
Emergency Fund	303	£66,644
Laurence Burrows Trust	10	£10,000
British & Foreign Schools Society Grants		£3,204

Upcoming Activity

- The Student Advice service is returning an offering to the Havering Campus, we will be present one day a week during term time

Overview of service

We provide a range of services and support aimed at allowing students to get the most from their university experience, prioritising student wellbeing. Our teams consist of experienced specialist advisers and practitioners providing a professional support and advisory service to students and staff. We are led by the input and experience of our students and by collaboration and cooperation with colleagues: we are committed to evidence based service development and place the student's experience, safety, and best interests at the heart of all our work.

Disability & Dyslexia Support:

Disability & Dyslexia Support (DDS) is a dedicated service for students who have a disability, mental health condition, medical condition or specific learning difficulty (including dyslexia). DDS provide advice on available support, including reasonable adjustments, and help coordinate support to remove barriers to learning, enabling students to achieve the success of which they are capable. Over the last 2 years, DDS has been leading the University's inclusive practice agenda.

- Support arrangements (for teaching, assessment, exams...)
- Assistive technology
- Accessibility support
- Disabled Students' Allowances
- Support workers
- Dyslexia and SpLD screenings
- Disability awareness
- Staff training and advice
- Inclusive Practice awareness and workshops

Mental Health & Wellbeing:

Mental Health & Wellbeing is a free and open service available to all students. Physical and mental health, social support systems, and spiritual wellbeing all play a part in keeping us well: in the context of university life, poor mental health can impact on students' studies and limit their opportunity for success – the MHWB team offer support to students when they need it to help them get the most from their time at LSBU. This may range from one off support following an unexpected life event, or ongoing support for students with complex mental health difficulties.

- Short-term support and advice to all students who are experiencing personal or emotional difficulties, who may be struggling to cope at university or just need someone to talk to
- A safe space to talk
- Access to our University counselling service
- Self-help resources
- Support accessing external services and help liaising with other support teams
- Information on and coordination of wellbeing workshops and events
- Staff training and advice

- Embedded content for courses and modules

Wandsworth & Westminster Mind:

LSBU has a new contract with Wandsworth and Westminster Mind to provide counselling, CBT, psychodynamic, or integrative therapy to LSBU students. Students receive a referral through the MHWB team: from there they have a triage appointment with Mind to determine the most appropriate support with a standard provision of 6 sessions (and the possibility of further support if required).

Clinical Mental Health Support:

LSBU employs the services of a clinical psychologist (via Wandsworth & Westminster Mind) to ensure the safe running of the MHWB team – the link clinical psychologist offers second opinion assessments of LSBU students and regularly meets with the MHWB team, offering supervision, case advice, and service development.

Fitness to Study and Cause for Concern:

Student Wellbeing coordinate the University's Fitness to Study and Cause for Concern processes, working collaboratively with academic and professional colleagues. These are both supportive policies aimed at ensuring the wellbeing of students.

Fitness to Study is a supportive procedure which can be used by staff when a student's health, wellbeing and/or behaviour seriously disrupts their welfare or academic progress, or that of other members of the University community.

Cause for Concern is a fortnightly meeting chaired by the Head of Wellbeing with key university stakeholders – the meeting considers any students who are at risk themselves or posing risk to others in order to assess and manage risk through coordinating a supportive response.

Chaplaincy

The chaplaincy service is unfunded (both in terms of staff and operational budget) by LSBU and staffed entirely by volunteers from local faith communities and offers pastoral support regardless of faith, opportunities to volunteer in the local community and to celebrate and explore different faiths.

- The clergy team at the local Church of England Parish of St George the Martyr
- The Roman Catholic FJC Sisters

Activities in 2016/17 included:

- Multi-faith chaplaincy drop-ins at the Student Life Centre
- Regular services and discussion groups
- Volunteering at St George's, particularly for the community arts festival
- Pancake Day
- Christmas Carols sung by the local Church School Choir

We hope to broaden the faith representation within the chaplaincy. The lack of funding and staff resource makes improvement difficult – for example, universities that have chaplains available to the community from a range of faiths pay those chaplains a salary. Currently any chaplaincy service administration is completed by the Head of Wellbeing.

DDS in brief:

- 2573 students disclosed a disability on QL (by registering with DDS or at application) – up 6% on 15/16
- In 16/17, 14.5% of the student population disclosed a disability, representing £23,157,000 in annual income¹
- 2045 students with DDS support arrangements – up 7.5% on 15/16
- 80% of students disclosing a disability had support in place with DDS (discounting students who contacted DDS but did not require support) – up 1% on 15/16
- 3,117 appointments offered during 16/17
- 7699.5 hours of non-medical help support facilitated via Randstad in 16/17 – down 20% on 15/16 (move to inclusive practice / non-human dependent support)
- 281 17/18 applicants with direct DDS contact regarding support ahead of enrolment
- Students with disabilities achieve better graduate outcomes compared to non-disabled peers

Mental Health and Wellbeing in brief:

- 1,496 appointments offered in 2016/17 (high non-attendance rate particularly Nov/Dec)
- 1,216 one to one student appointments booked (up 13% on previous year)
- 505 students seen by MHWB
- 357 students (71%) came to us as a one-off
- 296 students referred to counselling via Waterloo Community Counselling – up 49% on 15/16
- 213 students seen for counselling (83 students did not pursue referral)
- 227 students signed up to SilverCloud online emotional support
- 37 workshops delivered to students and staff (double our activity in 15/16)
- 118 (23%) students who came to see us lived in university accommodation
- 87% (439) of the students who came to see us were undergraduates
- The majority of students who came to see us were experiencing life stress, or worry/anxiety/panic (50%)
- 38% of students came with academic stress
- 42% of students who came to see MHWB had a diagnosed mental health condition
- 65 students came to see us in 16/17 with thoughts of suicide
- 10 students came to see us with suicide behaviour (deliberate action to end life)

Key activity/outcomes

Procurement for new counselling and clinical support – Student Wellbeing undertook a full procurement exercise during 16/17 for counselling and clinical support after the existing contracts with Waterloo Community Counselling and South London and Audley Trust came

¹ Assuming an average fee income of £9000 per student.

to an end in August 2017. The exercise was taken as an opportunity to review our requirements and priorities to ensure absolute best service and value for money. The procurement exercise allowed Student Wellbeing to invite an academic partner to work closely with us on the panel and we were delighted to award the contract to Wandsworth and Westminster Mind. We are the first University to officially partner with a local Mind in London, with our students directly benefiting from Mind's local experience, expertise, and highly successful portfolio of Talking Therapies and Wellbeing, Children and Young People's Services.

Successful funding bid from HEFCE Catalyst Fund – working with Health, Safety, and Resilience, Student Wellbeing was successful in a bid to the HEFCE Catalyst Fund for £43,000 to support a Student Safeguarding Project focussed on support for and response to instances of sexual misconduct. The project will be led within Student Wellbeing but coordinated across the University and in partnerships with students – a project officer will be recruited to begin their role early in the 2017/18 academic year. This is a hugely important milestone to LSBU, acting as a driver for review and improvement to student safeguarding and the University's commitment to creating a safe community for everyone.

Look After Your Mate training – during 16/17, MHWB signed up to Student Mind's Look After Your Mate scheme, By attending the 'train the trainer' programme we are able to deliver our Look After Your Mate workshop which empowers students to support friends experiencing mental health difficulties. This has been successfully introduced with halls ambassadors with a further roll out for 2017/8.

Widening Participation hosted by DDS - Aim Higher London South – Preparing to Progress Transitioning and Support with into University (Monday 27th March, London South Bank University). The DDS Team were instrumental in the organisation of the event with Widening Participation team and hosted a pan London conference aimed at school and college students considering HE. The DDS team delivered a workshop 'To disclose or not to disclose' – encouraging students of the benefit of accessing support at university and eradicating myths.

Inclusive Practice Steering Group – Student Wellbeing chairs the University's Inclusive Practice Steering Group, tasked with driving a University-wide move to inclusive practice to the benefit of all students. Key motivating factors for this are the changes to Disabled Students' Allowances (with more responsibility placed on HEIs to provide and fund support), widening participation duty to ensure progression and retention of key student groups, addressing the attainment gap, and the Teaching Excellence Framework (excellent teaching is synonymous with inclusive teaching).

'A Switch in Time' Inclusive Practice staff forums and workshops – in partnership with students, DDS created and delivered a workshop at the staff conference for all staff, but aimed at academics, to encourage simple 'switches' to improve the inclusivity of teaching and learning. A 'switch guide' was published to accompany the workshop.

SilverCloud online mental health support for students – Student Wellbeing has invested in SilverCloud – an online programme allowing 24/7 and remote access to 4 programmes of cognitive behavioural therapy – this allows students to access support who may have difficulty, or may not want to, meet an advisor face to face.

Staffing – During the 16/17 year, Student Wellbeing recruited to long-term vacancies including the key role of disability manager.

Kirsteen Coupar, Jamie Jones, Rosie Holden and Sukaina Jeraj. January 2018

Embedding DisabledGo Access Guides – providing access information not only helps meet legal obligations but actively promotes the University to current students, prospective students, staff and visitors; boosting inclusion and revenue. Work took place to embed links to LSBU's DisabledGo access guides across our internal and external websites – the aim of this was to ensure that the information is made available to users in a timely and meaningful way. The success of this project is clear with a 50% increase in traffic to the guides from LSBU's website and the number of unique users more than doubled in one year, with 1,423 individual users viewing the guides.

Upgrade to Customer Records Management system – Wellbeing has been working with ICT Engagement and LSBU/external business analysts over the since summer 2015 (following work started in 2013/2014) to address the need for a functioning records system that meets the needs of the service as well as assisting LSBU meet its legal duty to communicate student support need. As a result of this work, funding was secured for an upgrade to Maximizer, Wellbeing's records system. This has been a frustrating project over 2016/17 where the upgrade has still not been fully implemented due to delays with coordination between Registry and ICT with the external software provider. It is sincerely hoped that the project will be complete within 2017. Once the project is complete, Student Wellbeing intends to share a report documenting the experience to highlight areas of cross-university communication and cooperation for future improvement.

Wellbeing workshops and events and staff training – MHWB delivered 37 separate workshops and events to staff and students during 2016/17 – this was more than double our activity in 2015/16. Sessions ranged from embedded resilience sessions within courses to drop ins following the terror attack in Borough Market to Mindfulness sessions during LGBTQ history month. DDS offered sessions to staff including an introduction to the service, inclusive practice workshops, briefings to course teams on support forms, inclusive training for library tutors and 'myth busting' sessions for all staff. Bespoke training sessions offered to course teams, student cohorts, professional services (including Security, GovLegal, Student Administration, library, Academy of Sport, LRC).

DDS and MHWB student engagement – student feedback forum groups were run for the second time, following on last year's success, and all students were sent a questionnaire seeking their experience of wellbeing support across the year. This is the first time that DDS and MHWB have sought feedback as a unified Wellbeing Service. Student representatives were invited to, and sat on, key working groups, for example the Inclusive Practice Steering Group. Students co-created staff training relating to disability support and inclusive practice.

Student dashboard/learner analytics – contributing to the ongoing Learner Analytics project – secured presence of DDS Support Arrangement Form on the dashboard so that all academic staff can easily access support information.

Joint halls and wellbeing meetings – Student Wellbeing established fortnightly meetings with halls managers and staff to share best practice and identify joint action to support students.

Partnership work with Staff Wellbeing including DrinkChecker and blood donation events

Improved visibility for the chaplaincy - visible weekly Chaplaincy drop-ins in Student Life Centre

Staff guidance on OurLSBU including publication of the Student Signposting Tool and a range of guides and resources for staff from how to have conversations about mental health to how to make course materials accessible.

Future view

- **Disability & Dyslexia Support:** The way that disability support is funded by both government and universities is changing: the cuts to Disabled Students' Allowances means that support previously funded through DSA is expected to be met by universities. A way of meeting support needs that is sustainable, efficient, and of benefit to all is through inclusive design and practice. Different skills, structures and funding models will be needed to meet the change.

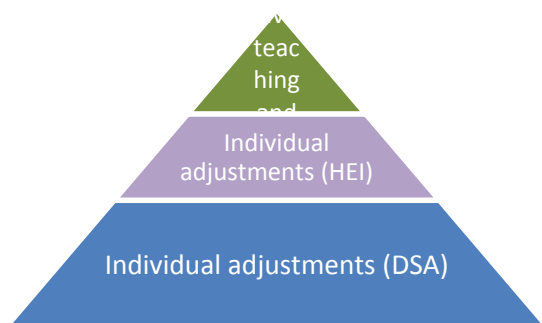


Figure 1: Old model of student support

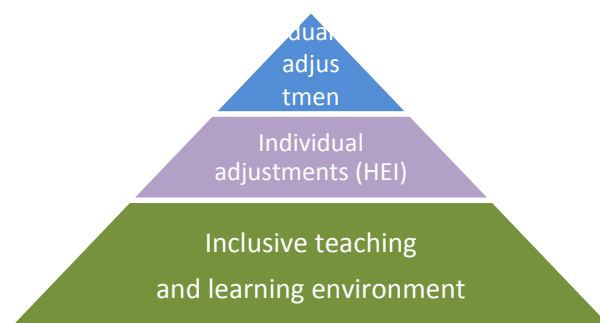


Figure 2: Future model of student support

- **Mental Health & Wellbeing:** The demand on university mental health services is increasing rapidly. The impact of this increase will create changing need at both ends of the scale: on the one hand, the increasing accessibility of study means that universities are supporting more students with complex mental health difficulties and are seeing a rise in complex mental health crises while on the other hand the greater understanding and awareness of good vs. low wellbeing achievement means that the majority of students would benefit from wellbeing support and intervention. Different skills, interventions, funding and delivery models will be needed to meet the change.

Transition

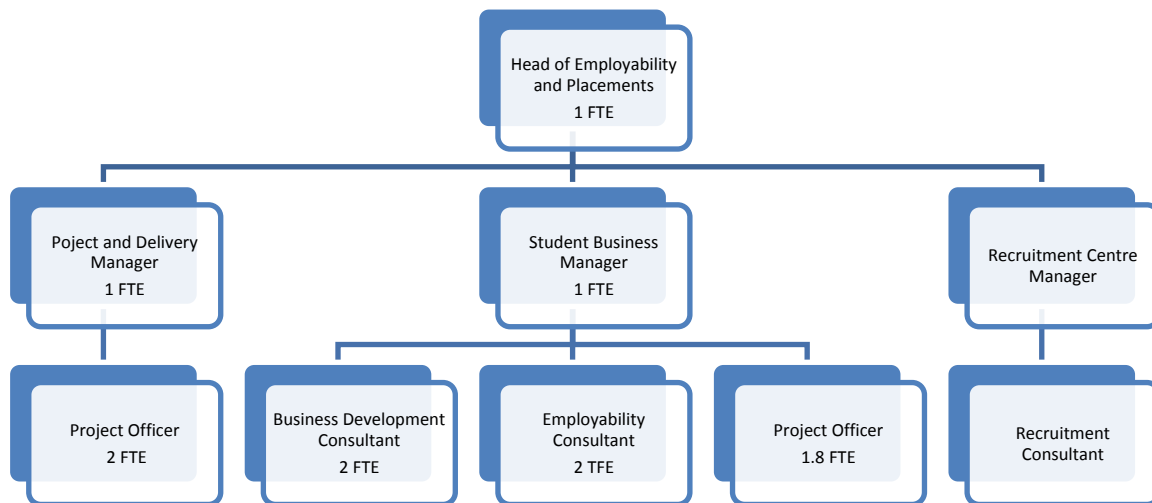
- **Disability & Dyslexia Support:** A university-wide change from disability support to 'accessible teaching and learning'. A shift in practice from disability advisers supporting individual students to advisers collaborating with teaching staff to develop inclusive curriculums and environments. 'Learning Access Advisors' will require a deeper understanding of inclusive teaching and learning methods as well as department and course specific understanding (specialism shifting from student and disability to teaching and learning). Initial investment may be required to make the change to create a more sustainable model for the future. Funding may move away from individual student support to teaching design. Inclusivity will need to be embedded as a core value of all aspects of university life (partnerships, course validation, estate planning, procurement, timetabling, social spaces, online resources, staff training)
- **Mental Health & Wellbeing:** A range of support methods and interventions need to be developed which move away from a model of 1:1 appointments which cannot meet the increased demand. Instead, a balance of 1:1 support for students with chronic or significant mental health and wellbeing needs (plus effective crisis/concern response) should be balanced alongside facilitated wellbeing support in curriculums, aware and confident front line staff (personal tutors, halls staff etc...), self-help programmes, online resources, workshop series, drop ins and peer support. This may require initial funding investment to set up long-term. Staff and student training will be essential (specialist training for MHWB for example CBT/mindfulness, student peer support training/self-help skills, and general mental health and wellbeing training for all staff).

Employability and Placements

Summary

In 16/17 the Employability Service saw significant change through a restructure with over 90% staff turnover alongside continued performance delivery with exceptional DLHE results and work towards the launch of the new temporary recruitment agency. With an established team focused on high delivery, this year we have already delivered over 70 assignments through the recruitment agency and continue to work on our corporate priorities against our last year of DLHE and our placement promise.

Staffing structure:



A successful restructure undertaken in February 2017 has created three distinct streams in the Employability Service with clear remits for performance and a new head of service. The focus this year and ongoing into next is to ensure with such high turnover in the team, post the restructure, we are able to quickly upskill new members of staff to ensure no break in the delivery of our service.

Opportunities Team

The Opportunities Team is responsible for all student and employer facing functions of the service. This includes the JobShop, which operates a face-to-face and online service for students and graduates for up to 2 years after graduation, supporting them with internships, placements and graduate roles. There are two dedicated Placement Officers, who offer placement advice and support using InPlace, the placement management software. In addition, the team engage with employers through the Business Development Consultants to offer vacancies for students as well as events, including attending employer led events and inviting them into the Jobshop and lectures. The team are also responsible for delivering workshops as standalone and within lectures to upskill students in areas including interview skills and business etiquette.

Project Team

The Projects Team manage annual and ad-hoc employability projects. Annual projects include the conducting of the DLHE survey, phase 2 roll out of the HEAR and creation and management of the careers fairs. They are also responsible for ad hoc projects that are responsive to the business need including our digital footprint and producing case studies of student and graduates that have engaged with the service.

LSBU Employment

LSBU Employment is the temporary recruitment arm of the service. The agency provides temporary staffing solutions to students and graduates through roles within both the University and the wider business community in the boroughs surrounding the University.

Key Activities

DLHE

- Leavers Project is undertaken by the Employability Consultants through the summer to work closely with under/unemployed graduates to help them secure work. This includes one to one appointments and workshops to increase their graduate employability.
- The Destination of Leavers of Higher Education (DLHE) is a survey conducted 6 months after graduation to measure graduate employability. The survey is managed through the Employability service with temporary staff who are recent graduates brought in to contact recent graduates. Outcomes contribute to our standing in league tables.
- Post Graduate Certificates in Project Management are offered to graduates who are under or unemployed from the Schools of Engineering and Business to increase their employability through the PGCert and a 'live' project brief at the end.
- The Graduate Internship Programme is administered through the Employability service offering internal Schools, PSG's and local SME's the opportunity to take on unemployed graduates for an 8 week internship fully funded by LSBU.

KPI's

DLHE – Percentage of Graduates in work or further study	94.4%
DLHE – Percentage in graduate level work or further study	85.0%
Total Graduate Internships internally and through SME's	69
Total Interactions on Leavers Project	6020

Student and Business Engagement

- The JobShop provides 121 and online tailored support for students and graduates. The Service has an online careers hub, called the Employability Bank that is able to accommodate students unable to attend the JobShop. They also manage the online jobs board advertising roles exclusively to LSBU students and graduates.
- The Employability Service offer workshops and employability sessions both in lectures and in our dedicated employability space, the Careers Gym. The workshop offering has increased this year to accommodate our placement commitments, with helping first and second year students to prepare and apply for placement opportunities.

- The service offers annual Careers Fairs for final year students with representation from employers across all seven schools
- There are two dedicated Business Development Consultants who work with Industry to provide placements, internships and graduate employment opportunities for students and graduates. In 16/17 the team delivered 7 'Day in the Life' opportunities for students to visit employers and spend a day understanding their business.

KPI's

Total number of face to face interactions in the JobShop	2121
Total number of roles advertised through Jobs Board	4832
Total workshops delivered	62
Careers Fair attendance	648 students

Placements

- The placement provision is made up of two Placement Officers, one who works closely with students to prepare and help source placements for them and another who manages the InPlace activity and works closely with the Schools to ensure compliance.
- Through the restructure, these were new positions and we currently have one post vacant

KPI's

Total number of placements through InPlace	800
Total number of placements administered through the Employability Service	280

HEAR

The HEAR is a mechanism for promoting student engagement and ensures recognition of their full university experience. It will improve prospects of our students on graduation by providing them with a richer resource to articulate their achievements to external audiences including employers. The HEAR will encourage student engagement in co and extra-curricular activities and will support employers to have a clear understanding of the skills developed by LSBU graduates.

- Work on the HEAR reduced in 16/17 with the Project Officer responsible for this leaving the business. The priority for 17/18 will be to pick this back up and to deliver Phase 2 of the roll out to include references on the HEAR

LSBU Employment

Set up of systems and processes to deliver an agency for 17/18

Upcoming activities

Graduate Outcomes

- Delivering the last DLHE for the organisation.
- Preparing for GO (Graduate Outcomes), the replacement for DLHE for roll out in 18/19.
- The Employability Service have already delivered 7 careers fairs in Semester One of 17/18 across all Schools and on both campuses.

Placement Provision

- Increasing our portfolio of placement providers to deliver against our corporate commitment
- Full use of Inplace across all Schools

HEAR

- Communicate new and clear processes for academics to validate activities with 115 already put through in 17/18
- Engage all 1st year undergraduates onto the HEAR
- Provide reference capability onto the HEAR

LSBU Employment

- Launch and ensure full operational use of the Recruitment Agency
- Engage staff internally to use the system for their temporary staff
- Business development within the Borough for new business opportunities
- Has already delivered over 70 opportunities through the agency including the Graduate Internship programme

Student Administration

The Student Administration offices are responsible for course and student administration. Student Administrators in the five administration office locations work closely with the students, on the courses to which the administrator has been allocated to work with. They also work with both academic staff and colleagues across the University to support the student experience. Each office has a student facing helpdesk where students can speak with their administrator for help or a referral to the relevant service.

The Student Engagement Team is responsible for student engagement and attendance monitoring, for both home and overseas students, across the 7 schools. The team are also responsible for the the administration of the extenuating circumstances process and the examination arrangements for those students registered with Disabilities and Dyslexia Support. The Information and Liaison Team are responsible for administering the Fitness to Practice procedure and co-ordinating Schools and SFE responses to the OIA and FOI requests. The Tier 4 Attendance Monitoring team are responsible for monitoring the attendance of those students that hold a Tier 4 visa.

Key Activity/Outcomes

The Student Administration teams look after a portfolio of some 540 courses across the seven Schools of the University and 250 further modules on the School of Health and Social Care's CPD portfolio.

Administrators service over 600 course and examination boards across the academic year and made 250,000 data entries to student records in module results alone. Our administrators also process a large number of "Chair's Action" amendments to Exam Board decisions. We also continue to operate 5 student facing helpdesks across our offices.

A major outcome during 2016/17 was that, across the 7 schools, Student Admin ensured that over 99% of students results were released to them on time. This was a major step forward on the service offered to our students in previous years.

The Student Engagement, Information and Liaison and Tier 4 attendance teams continued with their core activities whilst making major innovations in terms of our processes and how they better fit the student need.

Service Information and KPIs

Student Administration Offices

Administration Office	School	No. of Courses	No. of Students
Tower	Applied Science	40	1097
	Engineering	72	1544
	Built Environment & Architecture	72	2557
Borough Road	Law and Social Sciences	85	1779
	Arts and Creative Industries	39	1126
London Road	Business	117	2498
K2 and Havering	Health and Social Care	115	3828

The teams manually input over 250,000 student marks onto the student record system.

Students Enquiries at our 5 Student Admin Helpdesks

Reason for Visit	No. of Students
Coursework Submission	24930
Travel Expenses	3264
Coursework Collection	2914
See a Course Administrator	2784
Results / Transcripts	2392
DBS Check	2018
Badges	1552
Timetable Query	1276
Letter Requests	1032
Academic Staff Info.	964
Attendance Monitoring	858
Extenuating Circumstances	818
Enrolment / Re-enrolment	796
Module Attachments	340
Student Finance/Fees	336
Moodle / IT	280
Referral from Student Centre	180
Bursary	160
Uniforms	400
Other (not specified)	4528
	51822

Student Engagement

The number of e-mails/letters sent to student regarding their engagement/attendance

HSC (SWK)	3100
HSC (ESX)	300
BUS	5800
IACI	2600
NENG	3300
SASC	3400
RBEA	3000
WLSS	3600
Total	25100

The number of additional needs exam arrangements put in place:

Semester 1	1902
Semester 1 (resit)	534
Semester 2	1545
Semester 2 (resit)	404
July HSC (resit)	47
Total support arrangements provided	4432

The number of extenuating circumstances claims administered:

HSC (SWK and ESX combined)	2288
BUS	1237
ACI	227
ENG	977
ASC	633
BEA	1210
LSS	1265
Total ECs handled	7837

Information & Liaison Team

HSC Fitness to Practise cases administered	19
OIA cases serviced	18
Information requests (all Schools)	193
Reference requests	4142

Tier 4 Attendance Monitoring Team

E-mails and letters sent to non-attending students

E-mail 1s sent	900
E-mail 2s sent	500
DTW letters sent	21
Total	1421

Students dealt with at weekly Case Reviews

Semester 1	65
Semester 2	73
Total	138

Students who were withdrawn

Semester 1	11
Semester 2	8
Total	19

Upcoming Activity

In 2017/2018 we have, so far:

- Moved the Extenuating Circumstances process fully online.
- Began work with ICT on “single marks entry” which would enable marks to feed from Moodle into QLS.
- Working with schools to move more coursework submission onto Moodle
- Installed a “Student Administration Engagement Manager” with the brief to operationally and strategically lead the 3x Engagement teams with an emphasis of process improvement and expansion into new areas of work that would benefit our students.

Student Disciplinary

Jamie Jones took on the role of LSBU Student Disciplinary Officer in August 2016. Following that, for the first time, all Student Disciplinary cases across the university were co-ordinated via Jamie's office. Since February 2017, we have installed a Case Co-Ordinator to work with Jamie and the respective schools, on the rising number of disciplinary cases

Total number of disciplinary cases formally logged by Student Disciplinary: 48

Breakdown by School:

School	Number of Cases
ACI	5
APS	4
BEA	6
BUS	14
ENG	13
HSC	4
LSS	4
OnCampus	1

- Some cases involved students from more than one School.

1. Types of disciplinary offence reported:

Sexual assault	1
Drugs (possession or use)	5
Physical assault/ fighting	11
Verbal assault/ aggressive behaviour	9
Alcohol abuse	3
Stalking/ harassment	4
Racism/ homophobia	5
Theft/ criminal damage	4
IT (hacking, etc.)	1
Misuse of LSBU ID card	3
Possession/ threat to use a weapon	2
General rule breaking	5

- In some cases, more than one offence committed

2. Disciplinary Case Outcomes:

Exclusion	1
Written Warning	19
Behavioural Code	1
Fine	1
Attendance at drugs workshop	1
Verbal Warning	3
Informal Resolution/ apology/ no further action	14
Other (dealt with by Halls or OnCampus)	2

In 6 cases, no penalty was issued, either because the case has not closed (in the more serious cases where the police are investigating) or because the allegation was retracted.

Upcoming Activity

In 2017/18 so far we have:

- Formalised the role of the Case Co-Ordinator to offer logistical and advisory support to the schools when dealing with disciplinary matters.
- Worked with GovLegal to introduce the concept of partial suspension.
- Ensured that all cases run to the timelines identified in the Student Disciplinary Procedure.
- Amended the way that we receive reports to protect the anonymity of those making the report, if requested.
- Established key contacts and working relationships with internal and external stakeholders.

Student Support and Employment Local Roadmap 2017-2018

1. Recommend an LSBU model of student enquiry management and create an implementation plan to go to Exec	Improved access to information impacting on retention and progression. Streamlined processes creating efficiencies in student advice delivery. Services that are fit for a changing student population with varied needs.
2. Development of business partnering model	Support better student experience by working in collaboration with other parts of the university, improve signposting of students to core student services, ensure student risk is identified and managed, develop joint provision of services (including placements) to students.
3. Set up and operate LSBU employment agency	Support retention by giving students an accessible route to temporary employment at or above the London Living Wage. Increase student networks leading to better graduate employment outcomes. Embed academic learning in real world working experiences contributing to HEAR.
4. Implement Phase 2 of the HEAR	Support graduate employment outcomes by providing employers with information on transferable skills and academic references
5. To engage in entrepreneurial and research activity, bringing resources into the university to explore and evidence best practice in student service provision	Continuous improve and innovate in terms of provision of student services impacting on student experience.
6. Inclusive practice	Inclusive strategy included in Education Framework, embedding inclusive practice. Work with colleagues to further reduce 1:1 support to meet DSA changes and in anticipation of further changes
7. Develop and improve responses to sexual violence and safeguarding	Identify the level of the issue at LSBU and put plans in place to reduce the incidence of sexual violence and to deal with incidents appropriately, safely and legally.
8. To develop existing ICS accreditation across all services within SSE	Improve student experience by continuously planning to improve customer service
9. To develop SSE provision to ensure apprentices receive parity of LSBU experience	Ensure each SSE service has worked with central apprenticeship team and relevant schools to develop local procedures and identify any resource implications or risks.
10. Embedding career and employability development into student journey	Increased student engagement with the Employability Service. Online and face to face career development for students throughout their time at LSBU. Students engaging in work experience and placements leading to graduate outcomes

This page is intentionally left blank

Student Support and Employment Annual Report 2016-2017

Appendices

Appendix 1 Disability and Dyslexia Support in 2016/17

- Type of disability (table and chart)
- Student with support by level of study
- Number of SAFs agreed by month
- Disability & Dyslexia appointments year on year comparison
- Education Psychologist assessments by month
- Assessment Outcomes

Appendix 2 School Information – Disability and Dyslexia

- Disability type by School

Appendix 3 Progression & Outcomes of Disabled students by School

Appendix 4 Mental Health and Wellbeing Service Information

- Appointments
- Workshops/events students and staff
- Who came to see us – by School
- Presenting Concern
- Support Interventions
- Students seen by counselling service

Appendix 5 Wellbeing Feedback Survey Results

APPENDIX 1

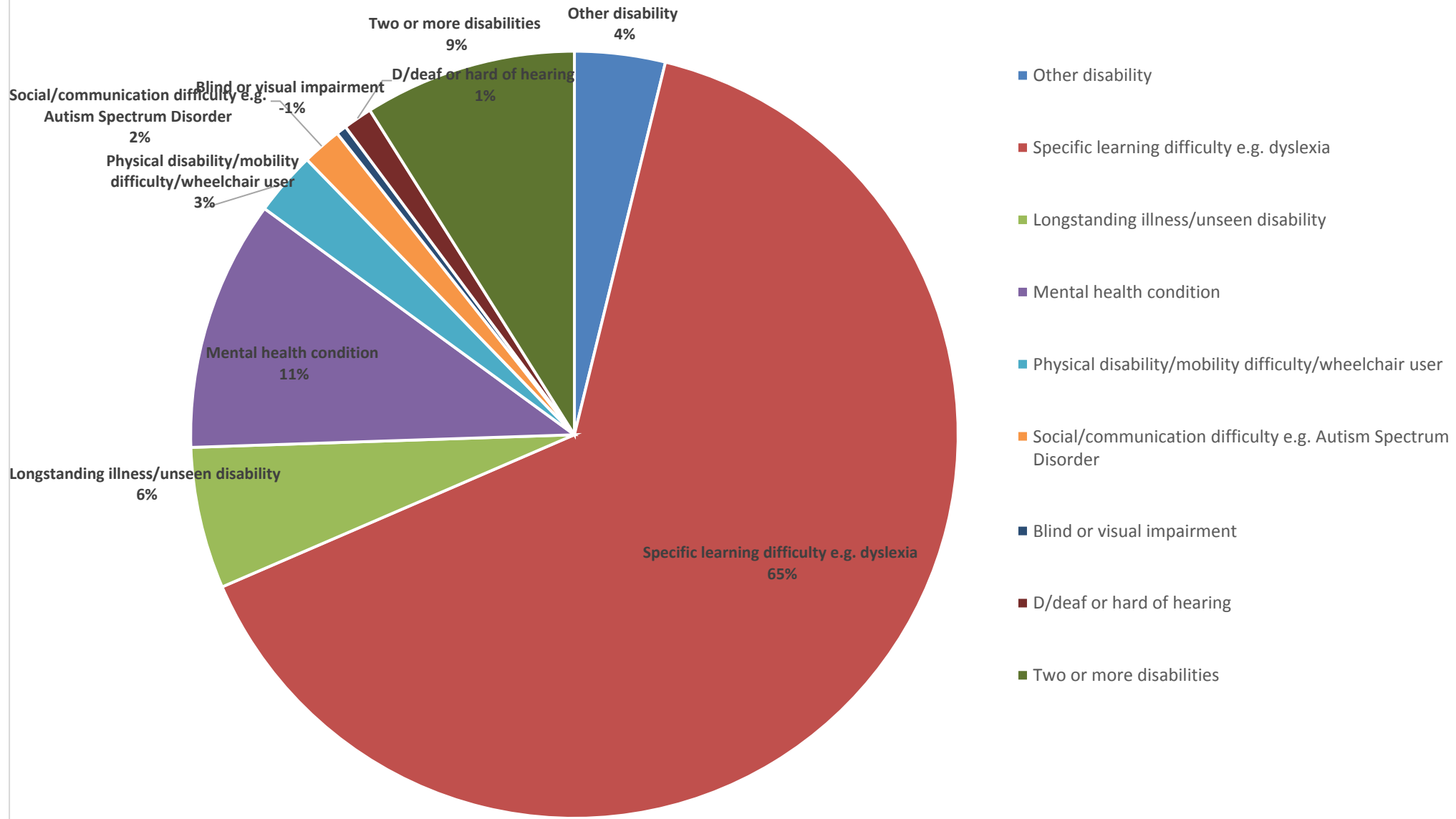
Disability & Dyslexia Support in 2016/2017

In brief:

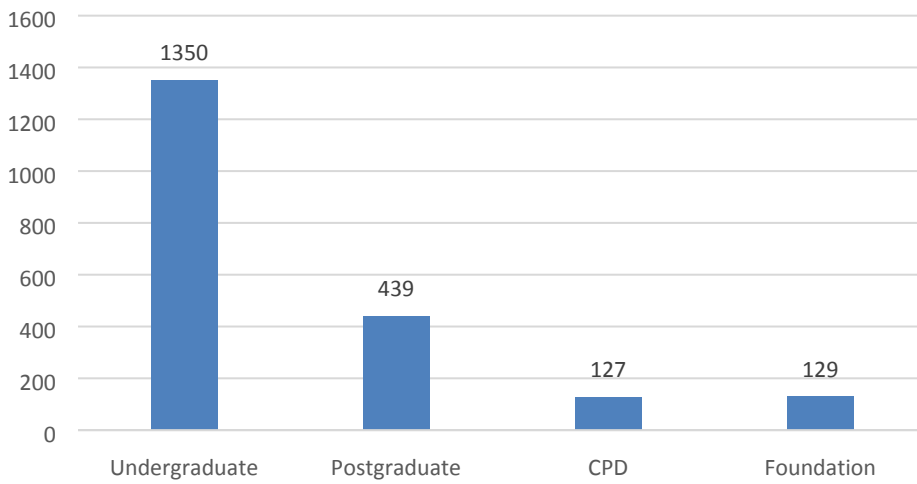
- 2573 students disclosed a disability – up **6% on 15/16**
- In 16/17, **14.5% of the student population** disclosed a disability
- 2045 students with DDS support arrangements – **up 7.5%** on 15/16
- 80% of students disclosing a disability had support in place with DDS (discounting students who contacted DDS but did require support) – up 1% on 15/16
- 3,117 appointments offered during 16/17
- 7699.5 hours of non-medical help support facilitated via Randstad in 16/17 – down 20% on 15/16 (move to inclusive practice / non-human dependent support)
- Students with disabilities achieve better graduate outcomes compared to non-disabled peers

Students supported by DDS in 16/17	
Blind or visual impairment	9
Longstanding illness/unseen disability	122
D/deaf or hard of hearing	25
Physical disability/mobility difficulty/wheelchair user	55
Social/communication difficulty e.g. Autism Spectrum Disorder	34
Mental health condition	216
Two or more disabilities	183
Specific learning difficulty e.g. dyslexia	1323
Other disability	78
Total	2045

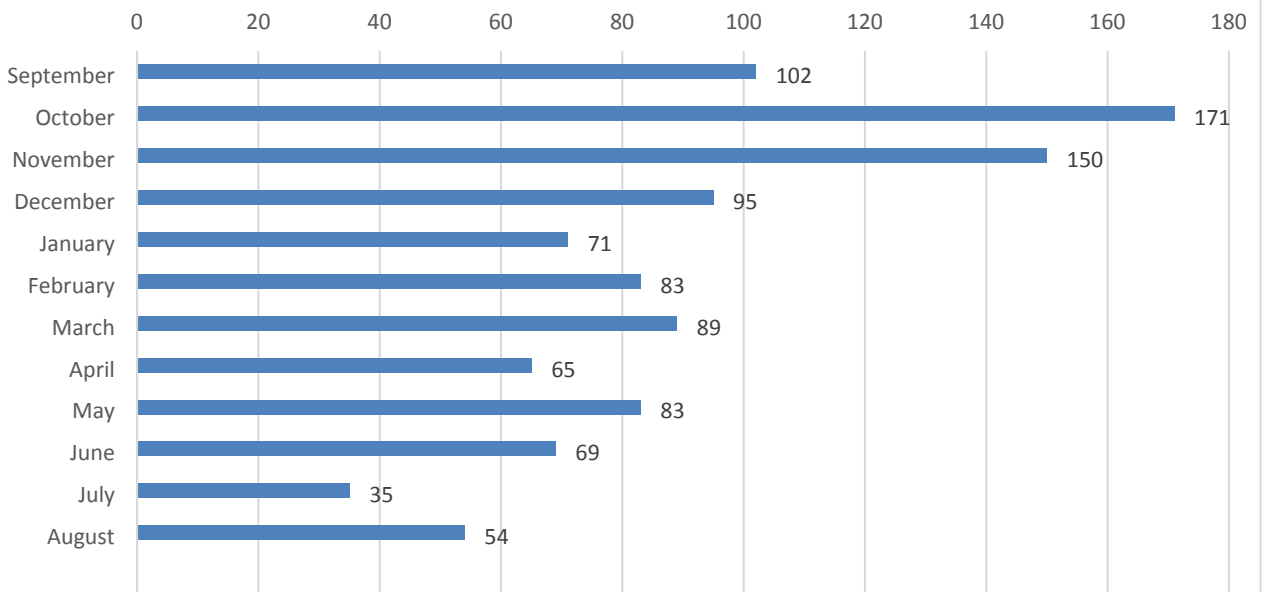
Students with DDS support by disability type 16/17

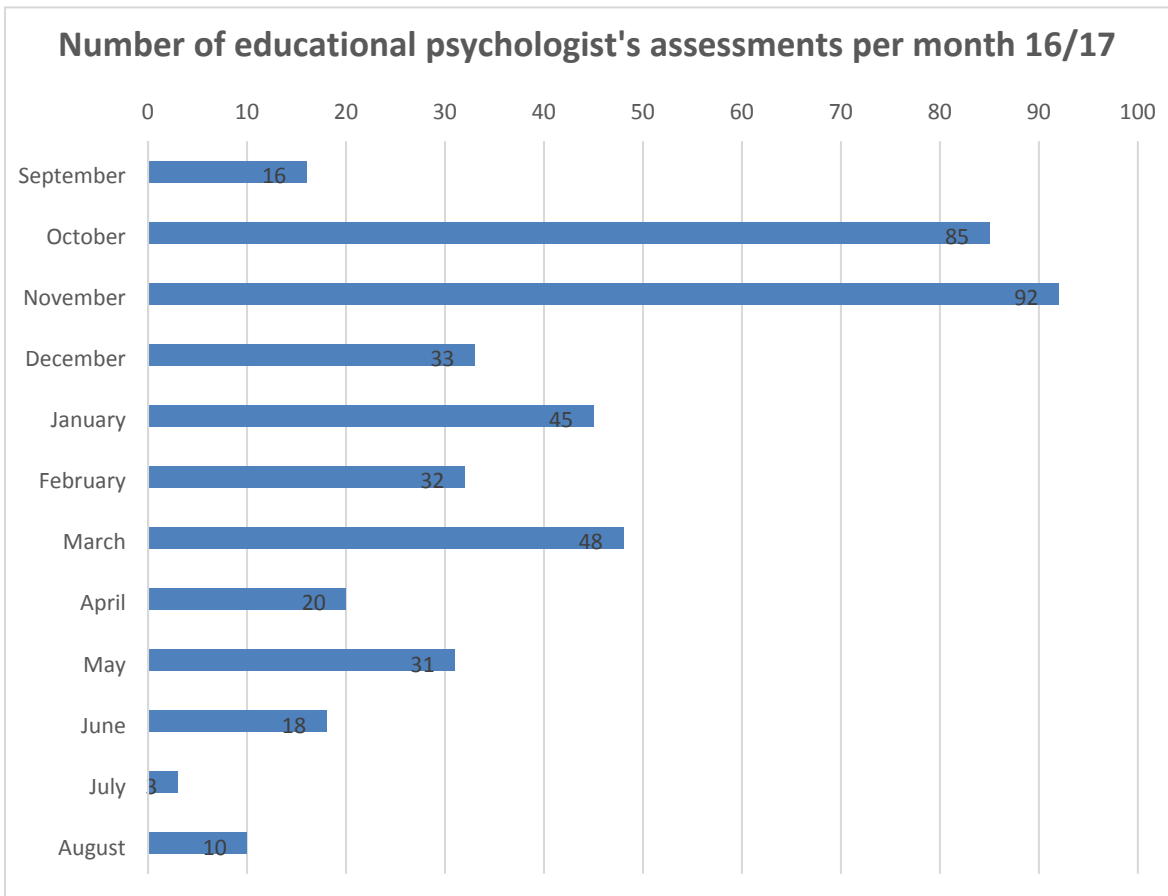
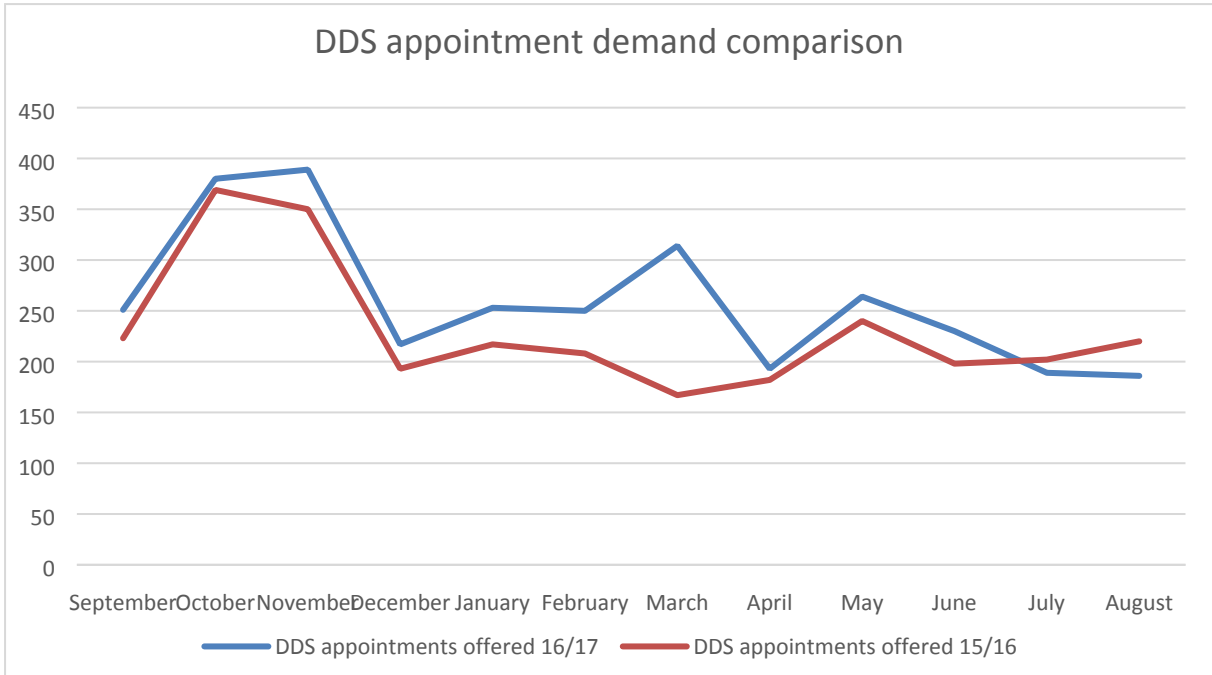


Students with DDS support by level of study 16/17



Number of SAFs agreed by month 16/17





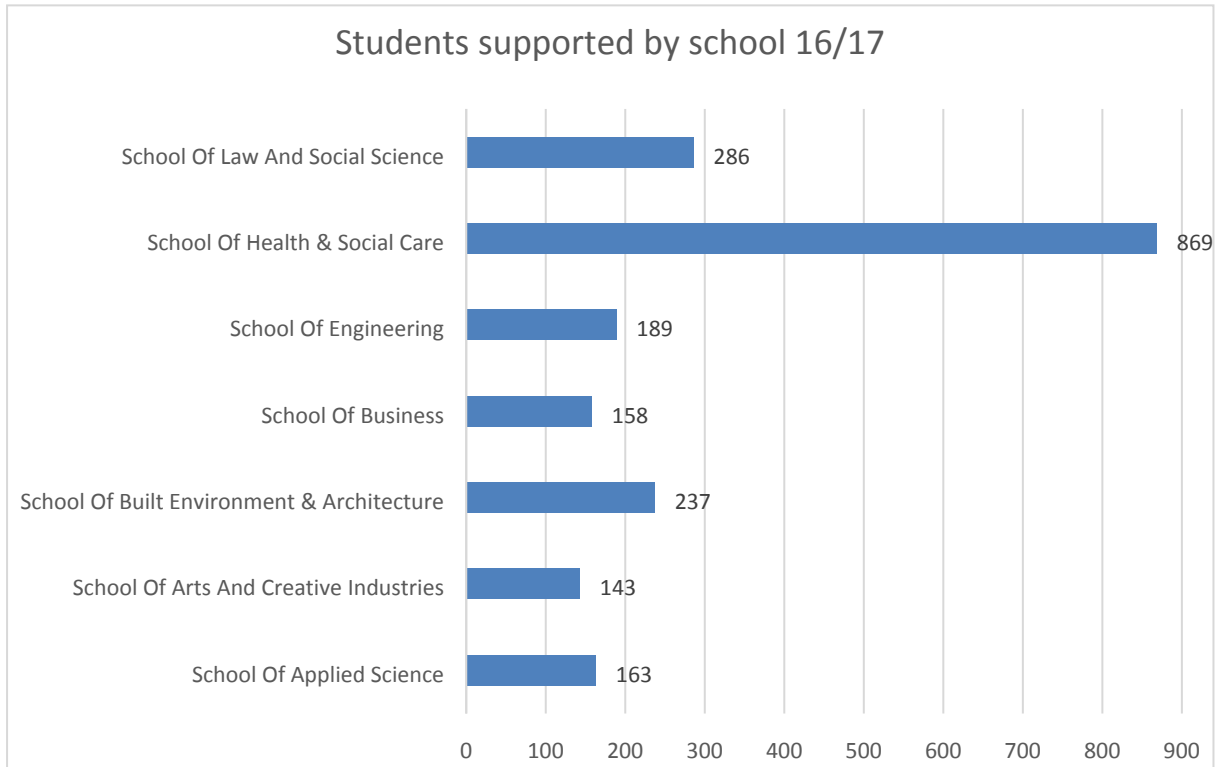
Assessment outcomes 16/17

dyslexia	284
dyslexia and dyspraxia	72
dyspraxia	17
dyslexia and dyscalculia	4
dyslexia and visual stress	3
ADHD	3
dyscalculia	3
dyslexia and ADHD	3
dyslexia and dysgraphia	1
dyspraxia and visual stress	1
visual stress	1
No SpLD	20

APPENDIX 2

School information –Disability and Dyslexia

Charts and statistics – by school



Disability type breakdown by school (DDS registered students)

School Of Applied Science	163
Other disability	10
Longstanding illness/unseen disability	14
Mental health condition	27
Physical disability/mobility difficulty/wheelchair user	4
Social/communication difficulty e.g. Autism Spectrum Disorder	4
Specific learning difficulty e.g. dyslexia	72
Blind or visual impairment	1
D/deaf or hard of hearing	3
Two or more disabilities	28

School Of Arts And Creative Industries	143
Other disability	6
Longstanding illness/unseen disability	4
Mental health condition	29
Physical disability/mobility difficulty/wheelchair user	3
Social/communication difficulty e.g. Autism Spectrum Disorder	13
Specific learning difficulty e.g. dyslexia	72
Blind or visual impairment	
D/deaf or hard of hearing	2
Two or more disabilities	14

School Of Built Environment & Architecture	237
Other disability	7
Longstanding illness/unseen disability	6
Mental health condition	19
Physical disability/mobility difficulty/wheelchair user	9
Social/communication difficulty e.g. Autism Spectrum Disorder	2
Specific learning difficulty e.g. dyslexia	173
Blind or visual impairment	
D/deaf or hard of hearing	3
Two or more disabilities	18

School Of Business	158
Other disability	10
Longstanding illness/unseen disability	18
Mental health condition	23
Physical disability/mobility difficulty/wheelchair user	9
Social/communication difficulty e.g. Autism Spectrum Disorder	
Specific learning difficulty e.g. dyslexia	76
Blind or visual impairment	3
D/deaf or hard of hearing	2
Two or more disabilities	17

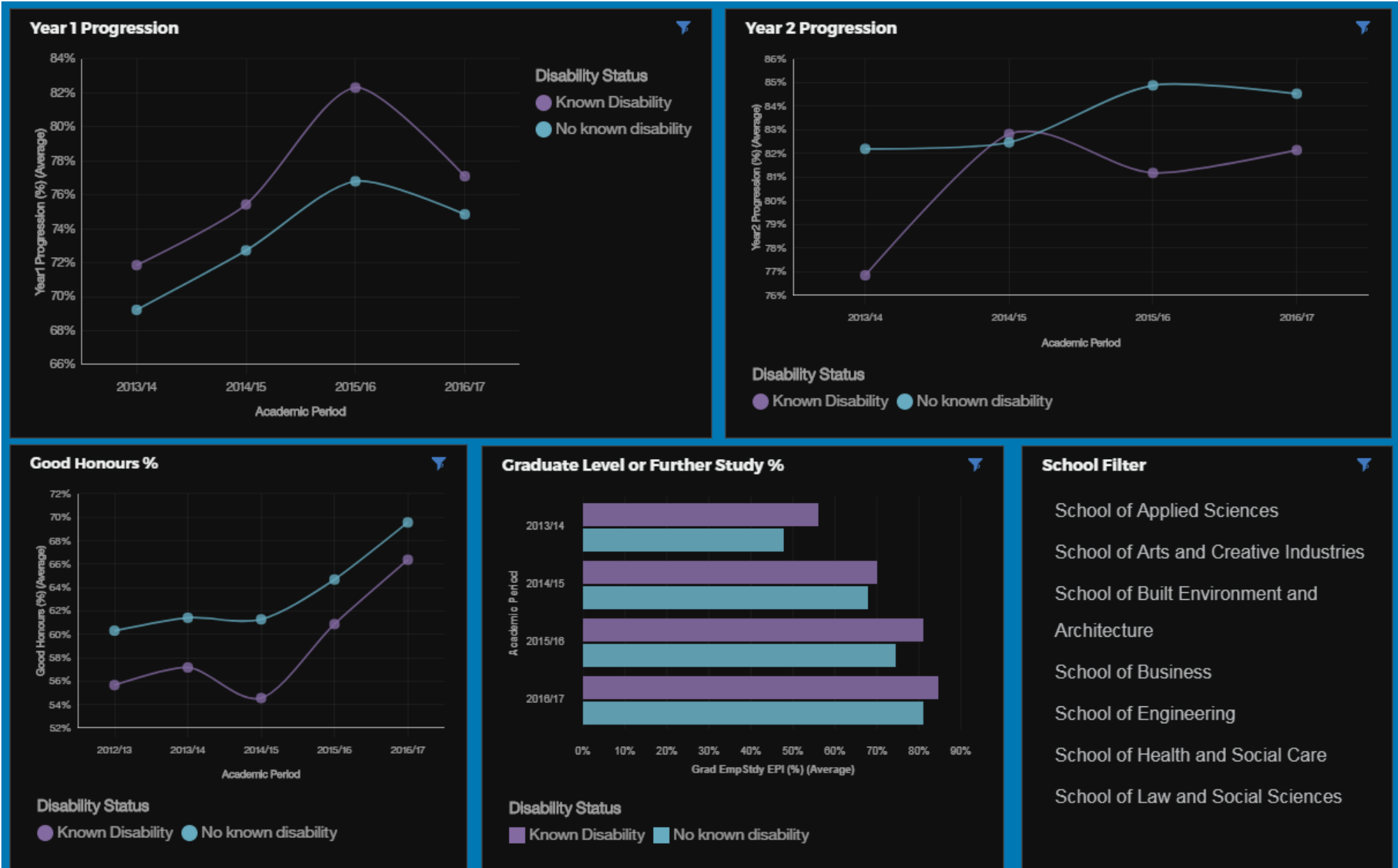
School Of Engineering	189
Other disability	12
Longstanding illness/unseen disability	11
Mental health condition	19
Physical disability/mobility difficulty/wheelchair user	5
Social/communication difficulty e.g. Autism Spectrum Disorder	9
Specific learning difficulty e.g. dyslexia	108
Blind or visual impairment	
D/deaf or hard of hearing	3
Two or more disabilities	12

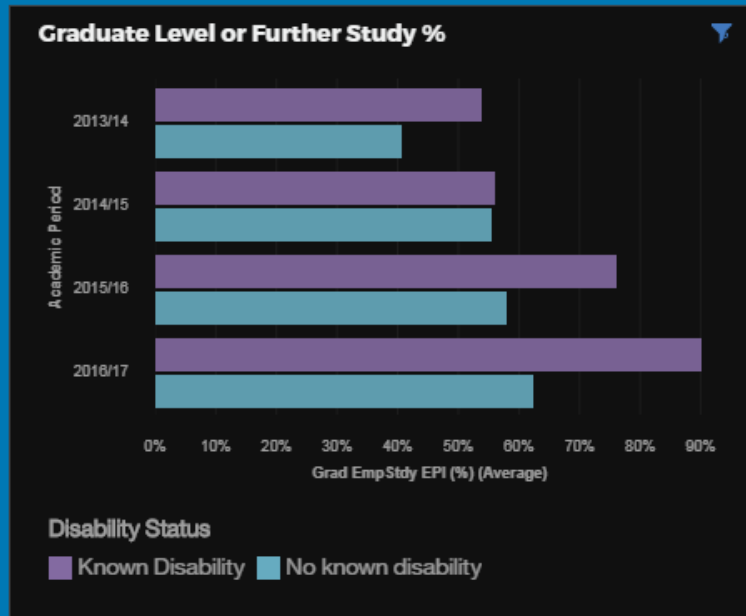
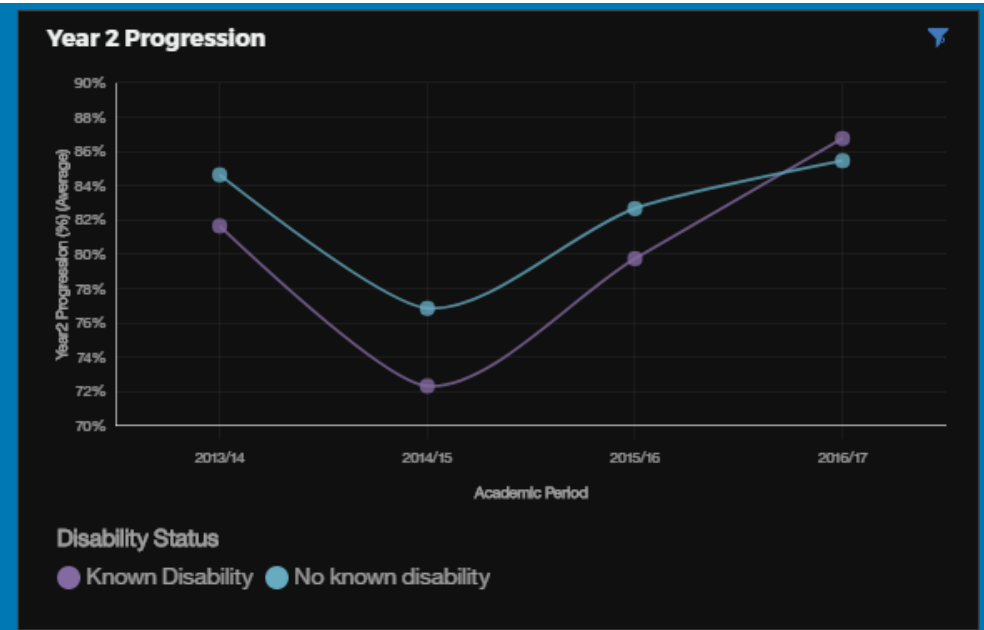
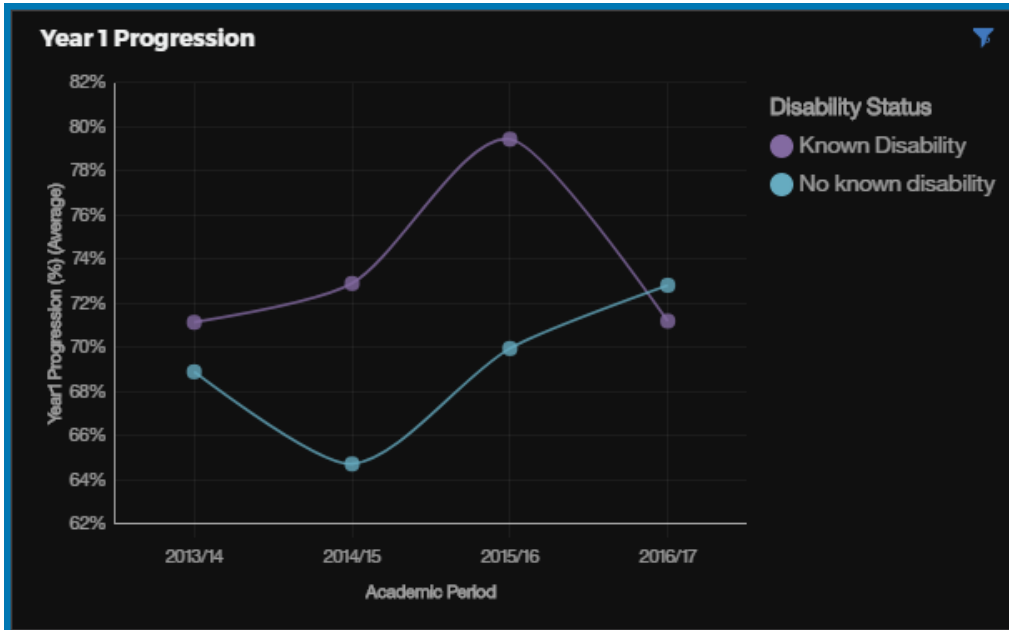
School Of Health & Social Care	869
Other disability	23
Longstanding illness/unseen disability	47
Mental health condition	59
Physical disability/mobility difficulty/wheelchair user	16
Social/communication difficulty e.g. Autism Spectrum Disorder	1
Specific learning difficulty e.g. dyslexia	656
Blind or visual impairment	1
D/deaf or hard of hearing	9
Two or more disabilities	57

School Of Law And Social Science	286
Other disability	10
Longstanding illness/unseen disability	22
Mental health condition	30
Physical disability/mobility difficulty/wheelchair user	9
Social/communication difficulty e.g. Autism Spectrum Disorder	5
Specific learning difficulty e.g. dyslexia	166
Blind or visual impairment	4
D/deaf or hard of hearing	3
Two or more disabilities	37

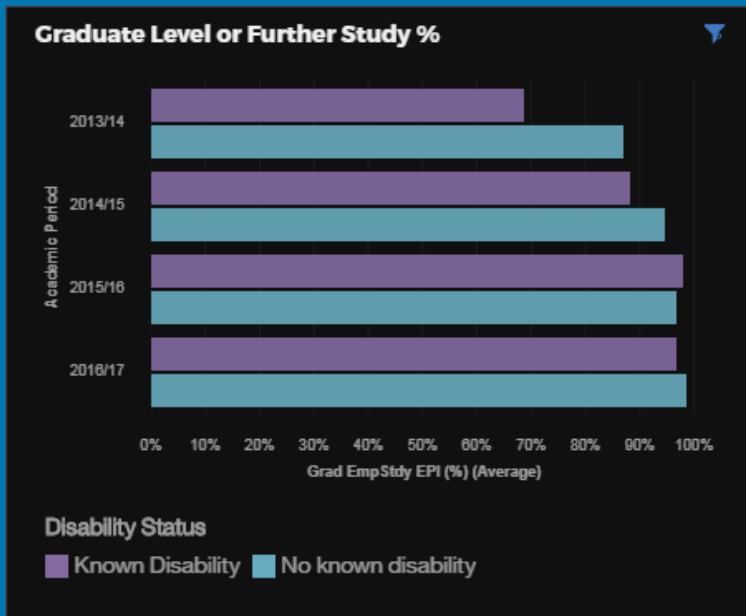
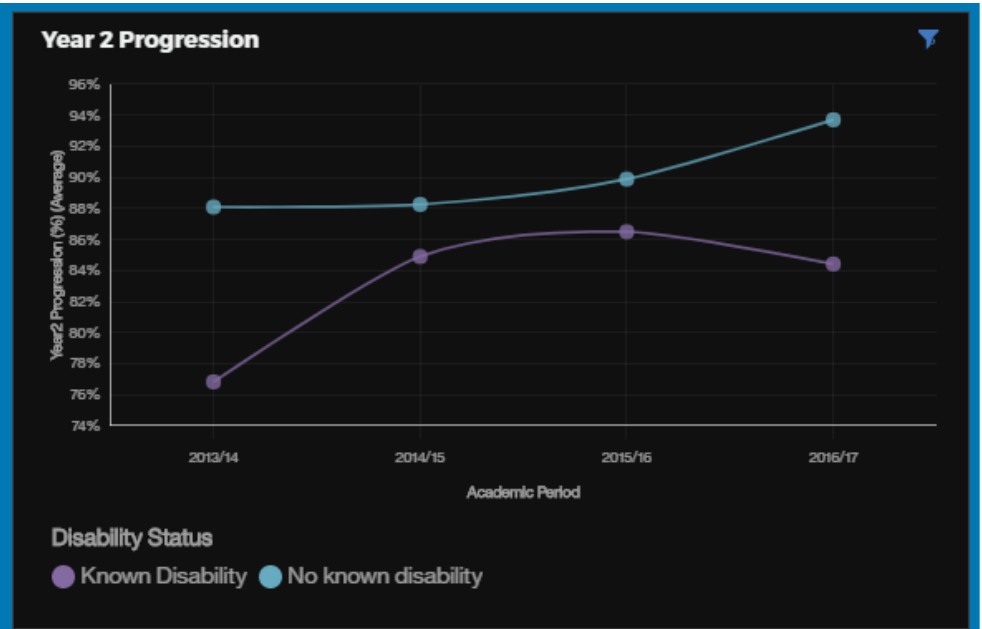
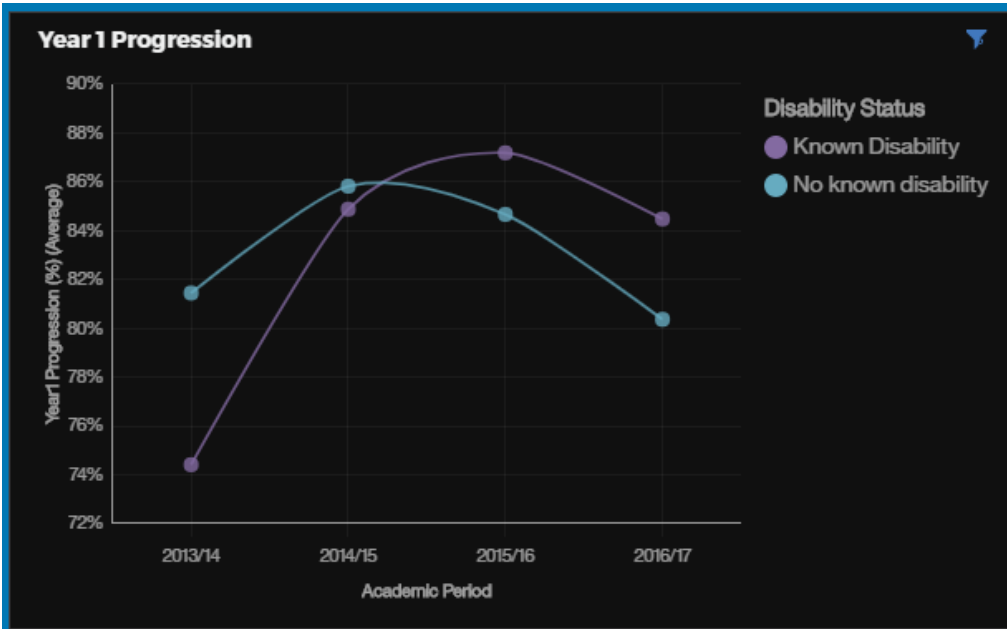
APPENDIX 3

Students with disabilities – Progression and Outcomes – all schools and by school

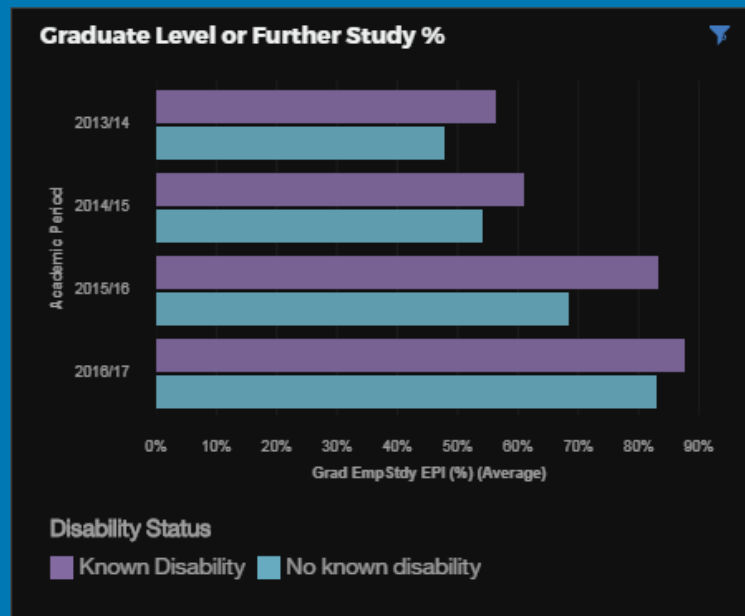
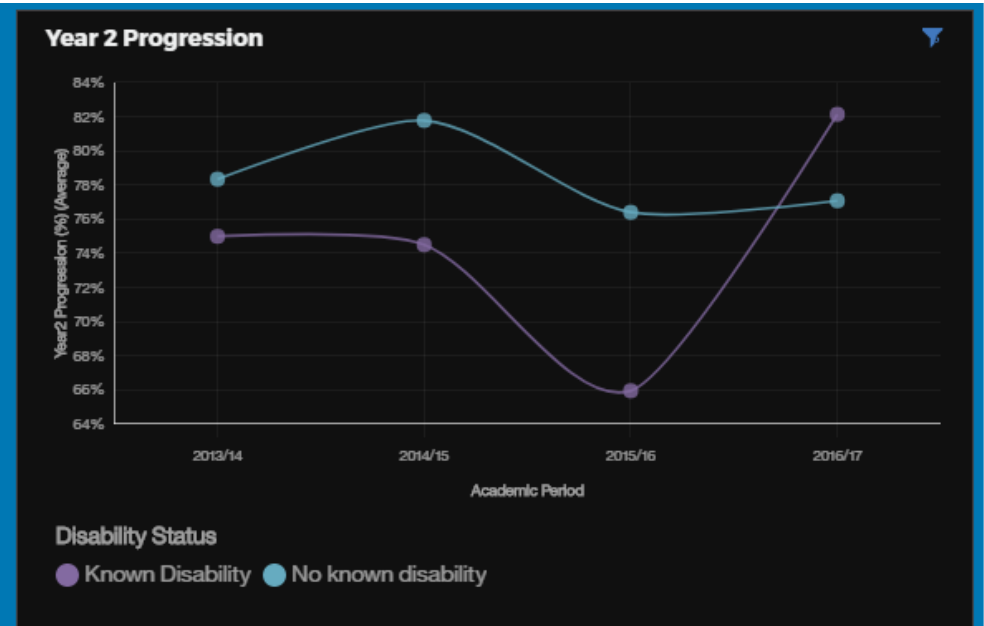
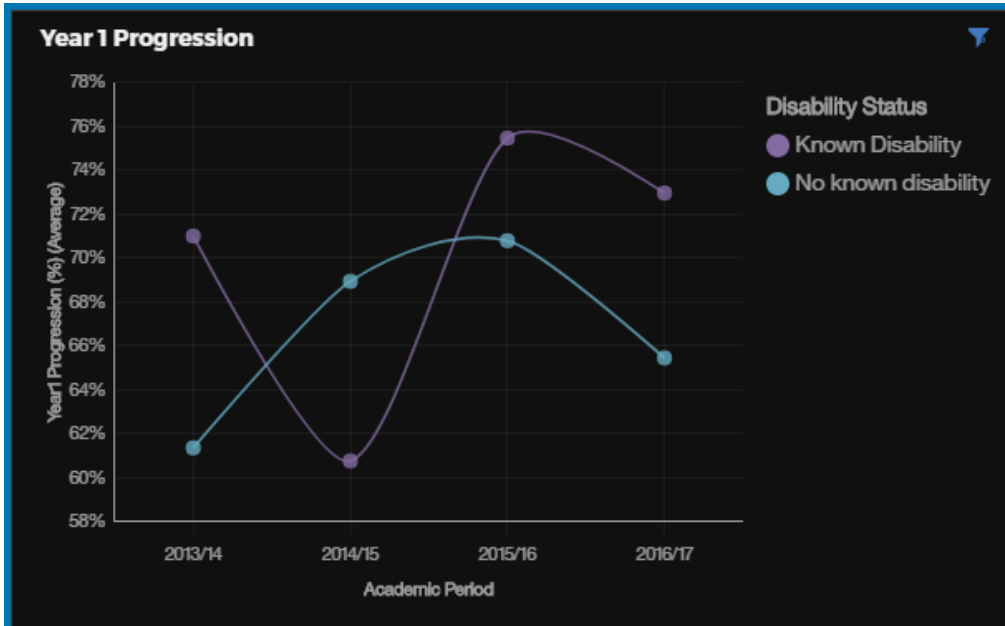




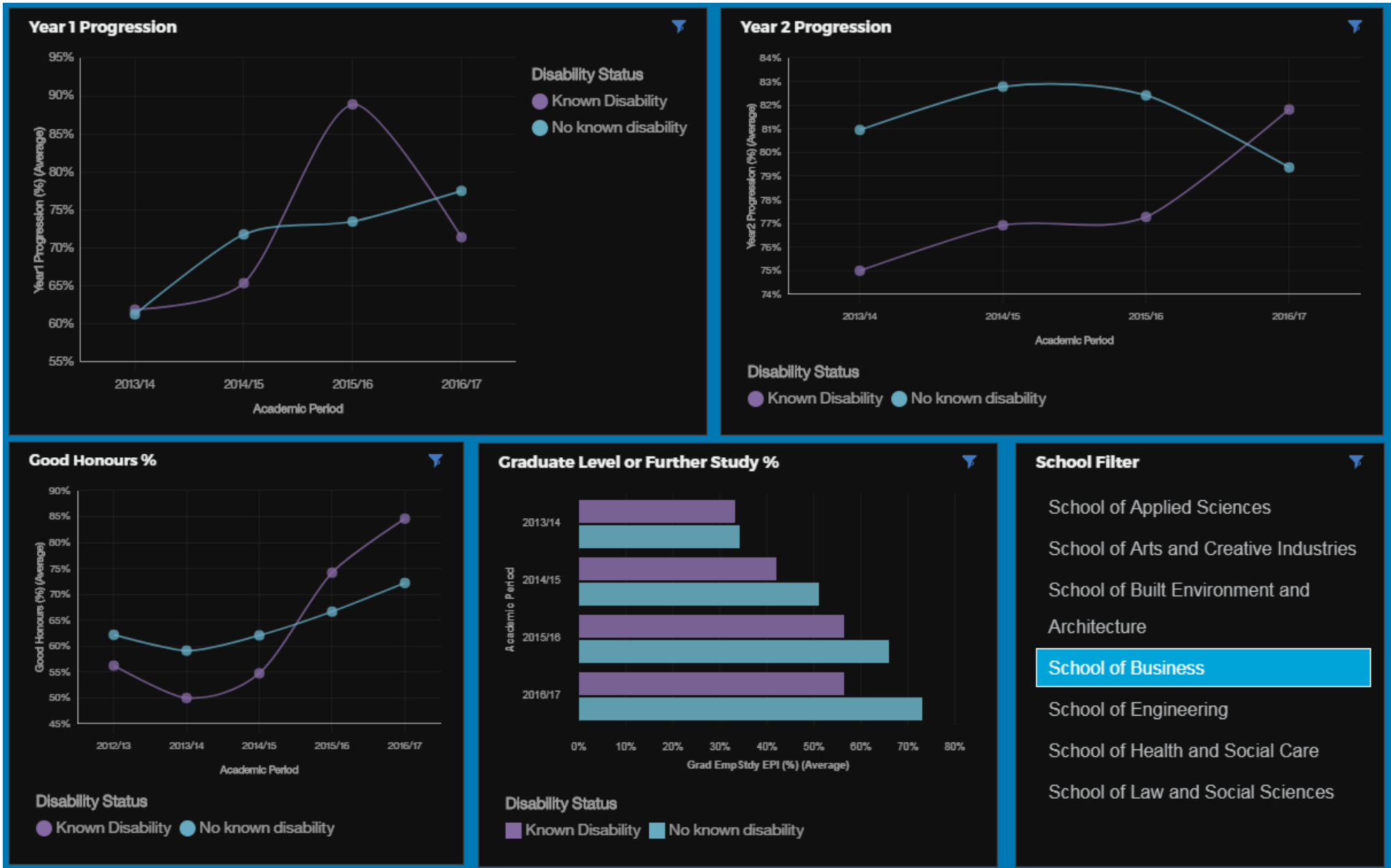
- ### School Filter
- School of Applied Sciences
 - School of Arts and Creative Industries
 - School of Built Environment and Architecture
 - School of Business
 - School of Engineering
 - School of Health and Social Care
 - School of Law and Social Sciences**

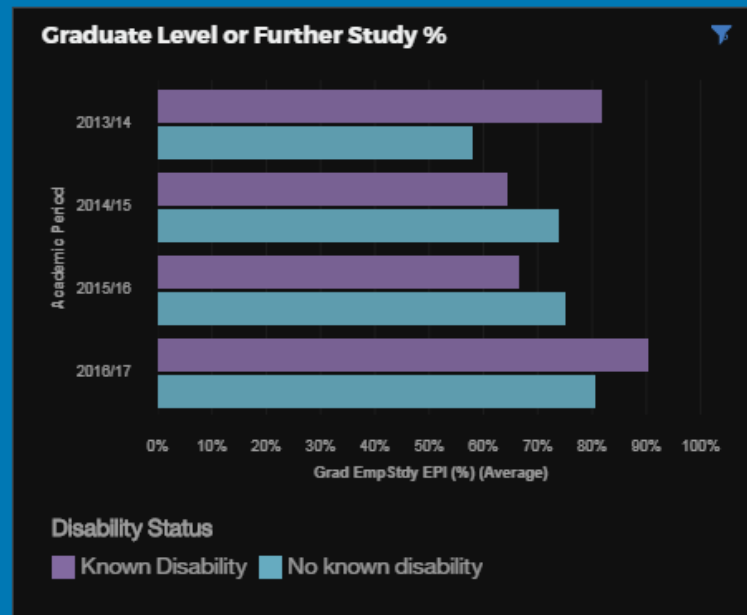
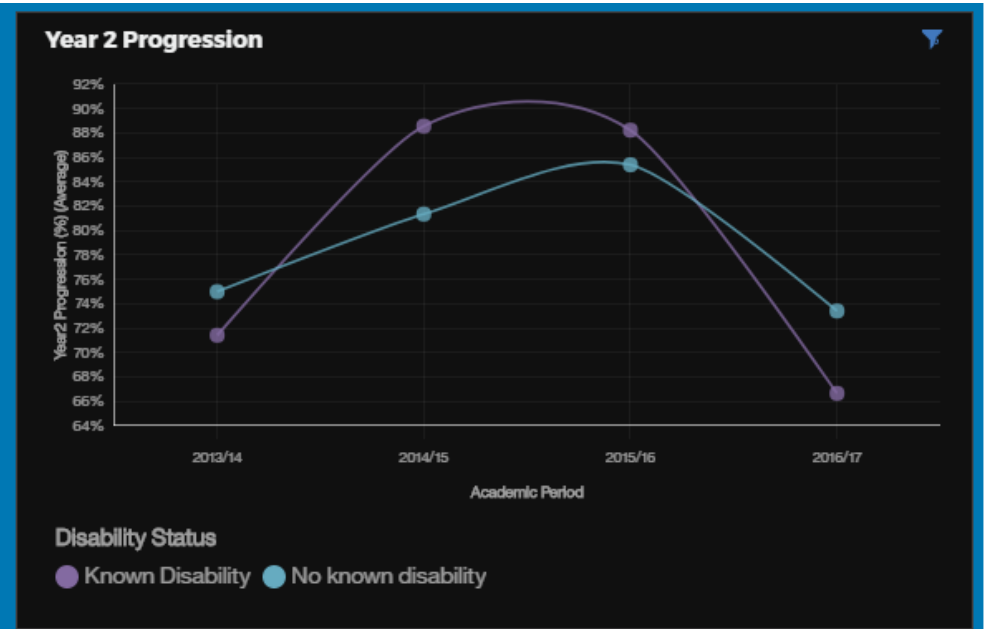
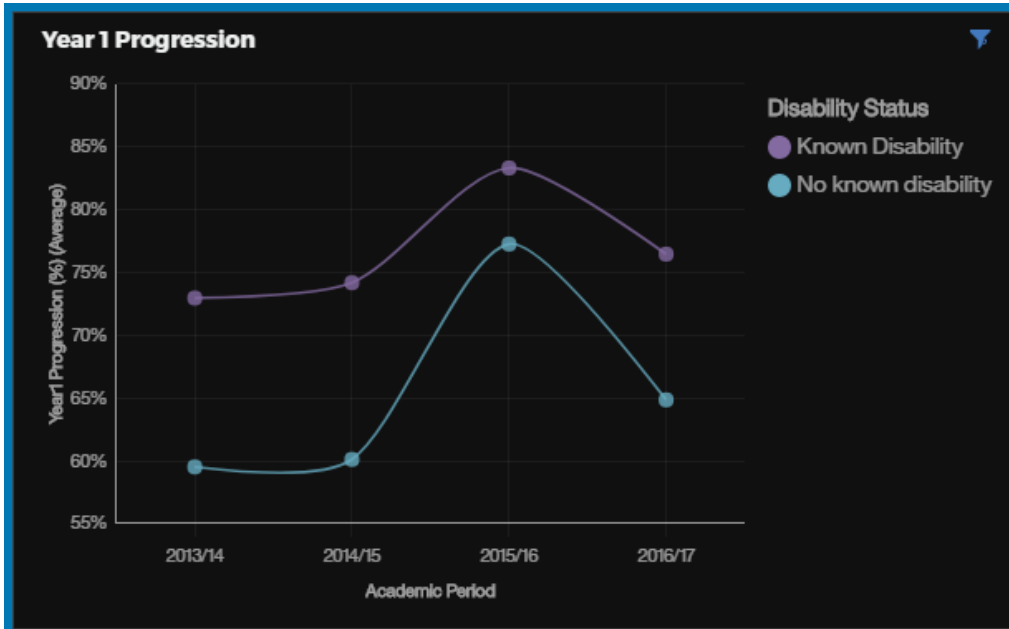


- ### School Filter
- School of Applied Sciences
 - School of Arts and Creative Industries
 - School of Built Environment and Architecture
 - School of Business
 - School of Engineering
 - School of Health and Social Care
 - School of Law and Social Sciences

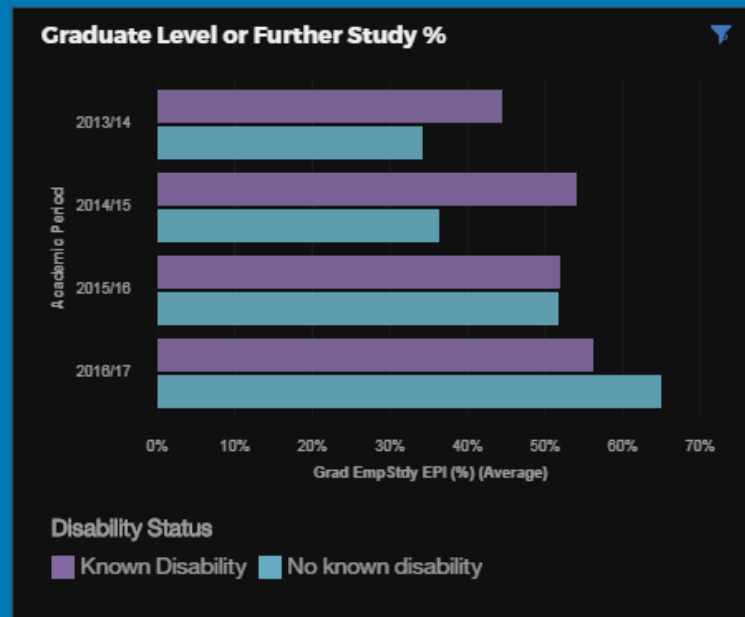
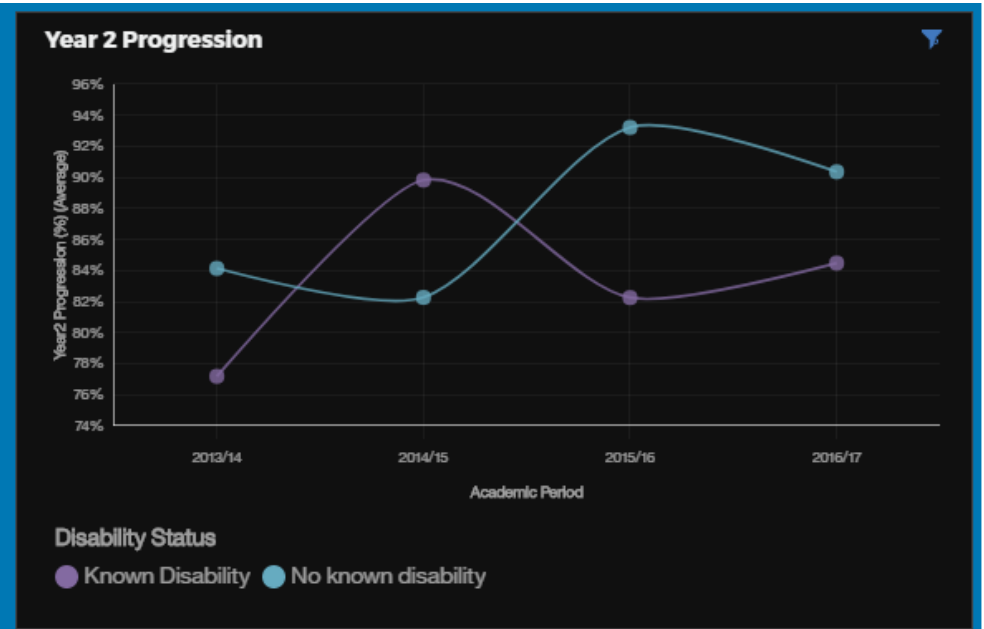
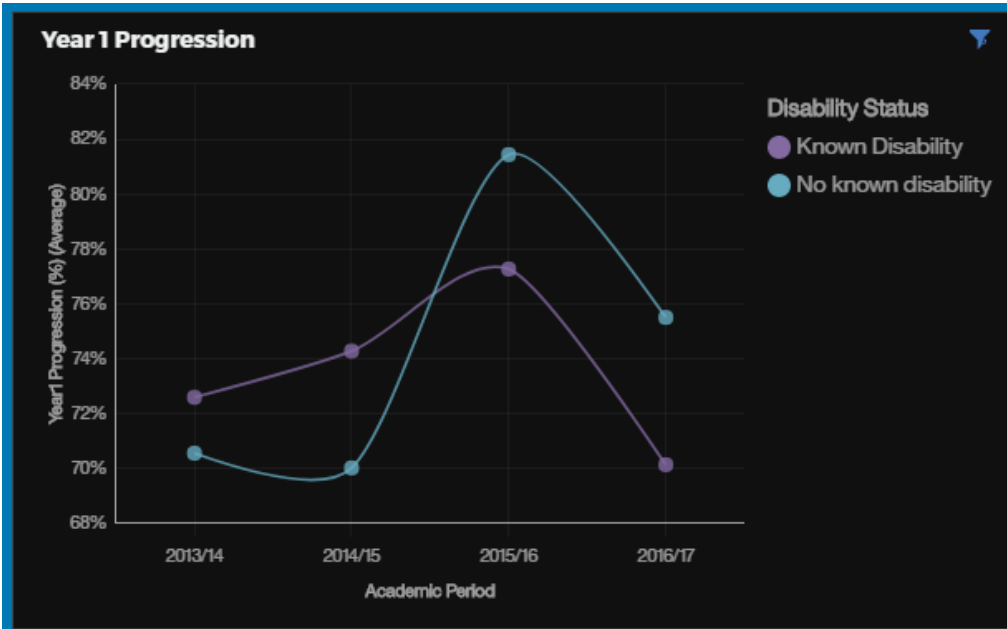


- ### School Filter
- School of Applied Sciences
 - School of Arts and Creative Industries
 - School of Built Environment and Architecture
 - School of Business
 - School of Engineering**
 - School of Health and Social Care
 - School of Law and Social Sciences



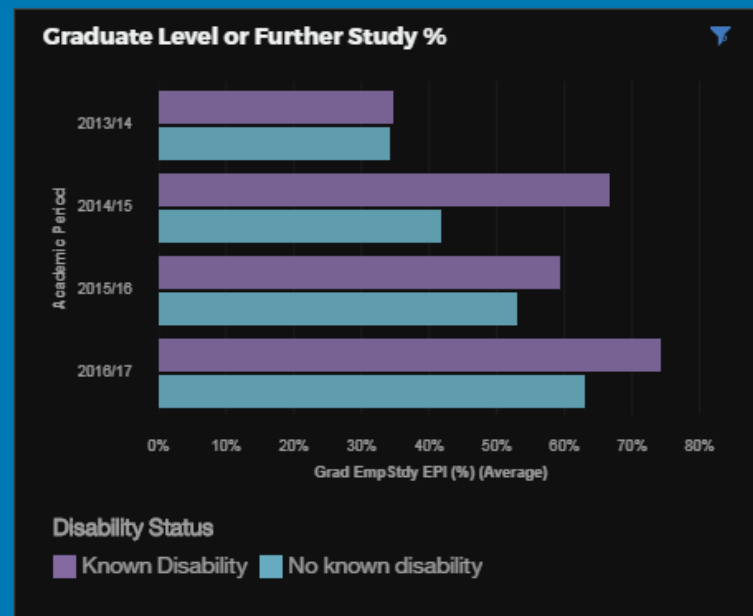
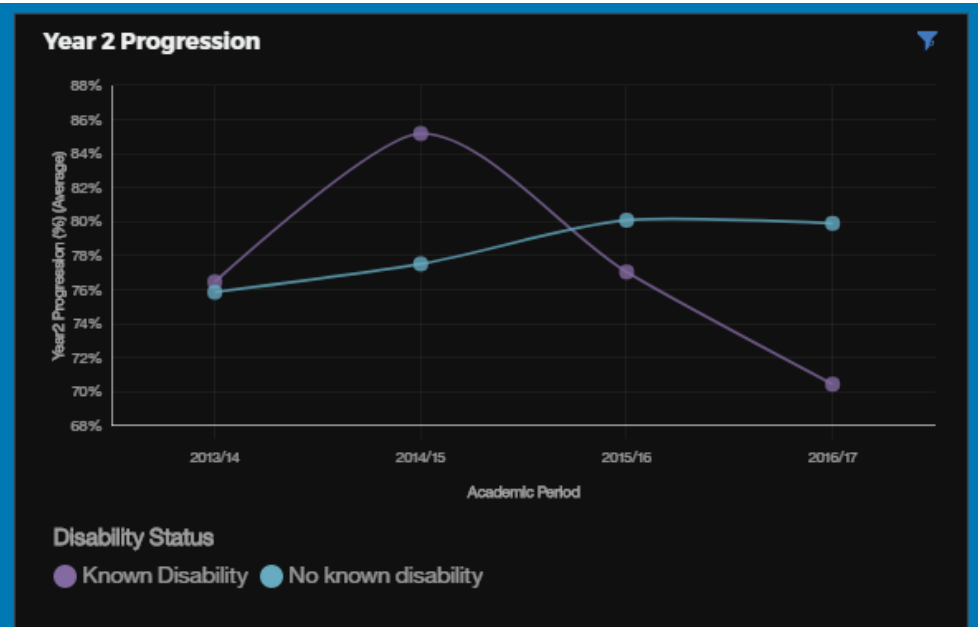
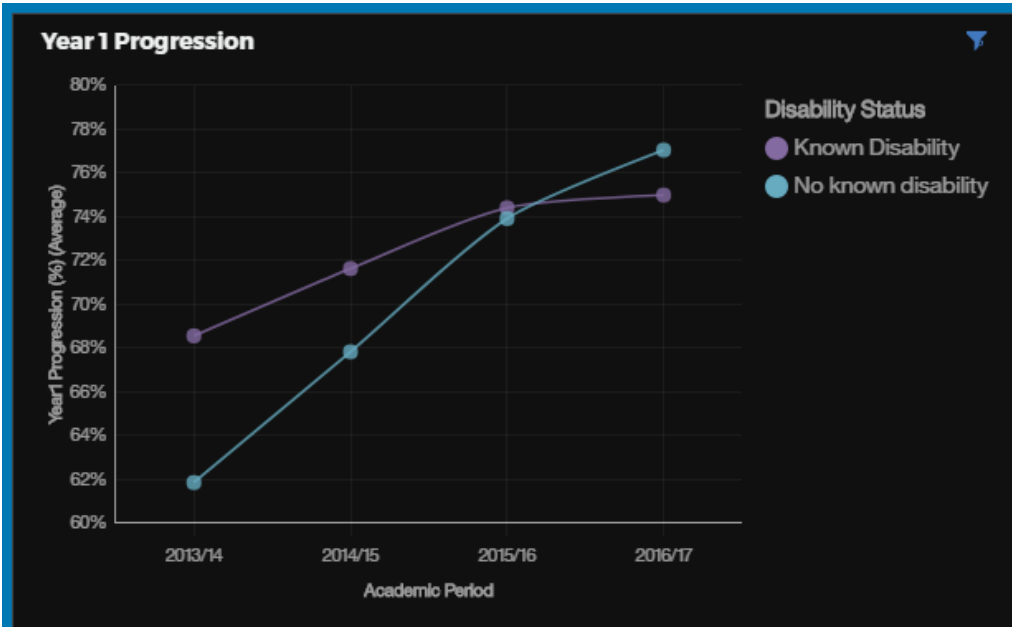


- ### School Filter
- School of Applied Sciences
 - School of Arts and Creative Industries
 - School of Built Environment and Architecture**
 - School of Business
 - School of Engineering
 - School of Health and Social Care
 - School of Law and Social Sciences



School Filter

- 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



- ### School Filter
- 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 4

Mental Health and Wellbeing Service Information

Mental Health & Wellbeing in numbers 2016/17

Data from Maximizer, SID, Cause for Concern, WCC referrals

In brief:

- 1,496 appointments offered in 2016/17 (high non-attendance rate particularly Nov/Dec)
- 1,216 one to one student appointments booked (**up 13%** on previous year)
- 505 students seen by MHWB
- 357 students (71%) came to us as a one-off
- 296 students referred to counselling via Waterloo Community Counselling – **up 49%** on 15/16
- 213 students seen for counselling (83 students did not pursue referral)
- 227 students signed up to SilverCloud online emotional support
- 37 workshops delivered to students and staff (**double our activity in 15/16**)
- 118 (23%) students who came to see us lived in university accommodation
- 87% (439) of the students who came to see us were undergraduates

Appointments:

Month	Appts offered	Appts unbooked	Appts booked	% of appts booked	Appts attended	% appts student DNA	% booked attended	% appts booked & attended
Sep-16	150	70	80	53	62	22	78	41
Oct-16	131	20	111	85	79	29	71	60
Nov-16	180	9	171	95	118	31	69	66
Dec-16	123	11	112	91	67	40	60	54
Jan-17	117	32	85	73	59	31	69	50
Feb-17	143	28	115	80	81	30	70	57
Mar-17	183	23	160	87	120	25	75	66
Apr-17	115	13	102	89	72	29	71	63
May-17	138	13	125	91	87	30	70	63
Jun-17	121	34	87	72	61	30	70	50
Jul-17	62	31	31	50	24	23	77	39
Aug-16	54	17	32	59	27	16	84	50

Workshops/events students

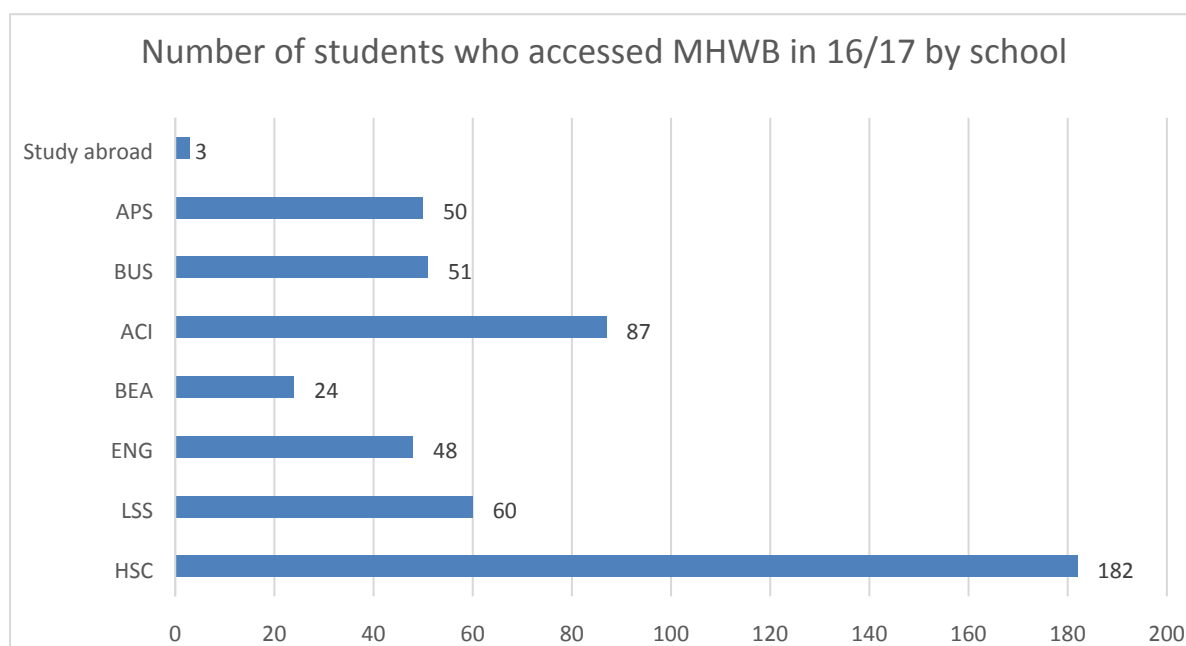
Workshop or event title	Run by or attended/supported	Date
Welcome week	attended	Sep 16
Embedded resilience workshop	MHWB	20/09/16
World Mental Health Day	MHWB	20/10/16
Stress Less	MHWB	06/12/16
Looking after yourself on placement	MHWB	15/12/16
Stress Less	MHWB	09/01/17
Stress Less	MHWB	11/01/17
Stress Less	MHWB	20/01/17
Mindfulness (LGBTQ history month)	MHWB	07/02/17
Food science embedded support	MHWB	28/02/17
University Mental Health Day	MHWB	02/03/17
Embedded resilience workshop	MHWB	29/03/17
Mental Health Awareness Day	MHWB	11/05/17
Working in mental health workshop OT Society	MHWB	11/05/17
Drop in following Borough Market terror attack	MHWB	05/06/17
Drop in following Borough Market terror attack	MHWB	06/06/17
Drop in following Borough Market terror attack	MHWB	07/06/17
Drop in following Borough Market terror attack	MHWB	08/06/17
Drop in following Borough Market terror attack	MHWB	09/06/17
Embedded workshop transition from student to nurse	MHWB	31/07/17
MHWB Feedback Forum	MHWB	15/06/17
Embedded resilience workshop	MHWB	07/08/17
Embedded resilience workshop	MHWB	11/08/17
Embedded resilience workshop	MHWB	18/08/17

Workshops/events staff

Workshop or event title	Target audience	Date
An introduction to Student Wellbeing	Student Engagement Interns	08/09/17
Communicating with Students in Challenging Circumstances	Legal team, including complaints and conciliators	24/11/17
Safeguarding and Safety	SLC team	31/01/17
Safeguarding and Safety	SLC team	03/02/17
Staff Wellbeing conference	All attendees	
Linking Student and Staff Wellbeing	All attendees	29/03/17

An introduction to Mindfulness	SSE Staff	05/04/17
Look After Your Mate	SLC staff	06/04/17
An introduction to Mindfulness	SSE Staff	03/05/17
Manned staff wellbeing table at Staff Conference	All staff	17/05/17
An introduction to Mindfulness	SLC Staff	31/05/17
Children's Nursing Staff Development Day – What can wellbeing do for you?	Children's nursing team	20/06/17
Trauma and Empathy, Supporting Students and Looking After Ourselves	SSE and Halls staff	27/07/17
Student Engagement Interns: An introduction to Wellbeing	Student Engagement Interns	08/08/17

Who came to see us?



What brought students to see us?

Many students cite more than one reason for attending an appointment with the MHWB team

Presenting concern	Number of students citing this as a concern	As a percentage
Academic stress	192	38%
Bereavement	52	10%
Bullying or harassment	16	3%
Change in mood character or behaviour	23	5%
Domestic Violence (inc forced marriage and Honour Based Violence)	15	3%
Emotional dysregulation	20	4%
Find out more about MHWB	22	4%
Homelessness	8	2%
Isolation or loneliness	33	7%
Lack of energy or motivation	56	11%
Life stress	250	50%
Low mood	233	46%
Relationship difficulties	131	26%
Self harm	32	6%
Sleep	109	22%
Substance or alcohol misuse	23	5%
Suicide behaviour (deliberate action to end life)	10	2%
Suicide thoughts	65	13%
Unhappiness	44	9%
Victim of crime including assault or violent crime	20	4%
Sexual violence including historical trauma	23	5%
Worry, anxiety or panic	253	50%
How many students seen by MHWB had a diagnosed MH condition	210	42%
Considering interruption or withdrawal	34	7%

Support Intervention	Number	Percentage
Crisis planning	100	20%
Refer to GP	200	40%
Refer to DDS	86	17%

Students seen by Waterloo Community Counselling 2016/17

Students may present with more than one issue

Presenting issue	Total
OBSESSIVE - COMPULSIVE	0
PSYCHOSEXUAL DISORDERS	3
MARITAL/RELATIONSHIP PROBLEMS	27
STRESS/GENERALISED ANXIETY	129
EATING DISORDER	1
DEPRESSION	94
ANGER AGGRESSION	4
POST-TRAUMATIC STRESS	3
BEREAVEMENT	21
JOB LOSS/DIFFICULTIES	0
VICTIM OF ASSAULT / RAPE	0

Total students seen by WCC in 2016/17 = 213

Male	Female	Other gender identification
56 (26%)	156 (73 %)	1 (0.5)

WELLBEING FEEDBACK SURVEY

We asked students to give us their feedback on their experience of Disability and Dyslexia Support (DDS) and Mental Health and Wellbeing (MHWB) this academic year. From 278 responses, here are some highlights.

STUDENT SATISFACTION

95% of respondents are happy that their level of support is right for them



STUDENT SUCCESS

91% of respondents agree that their support arrangements with DDS have helped them succeed on their course

WELLBEING STAFF

96% of respondents who saw MHWB felt that their advisor was knowledgeable about what might help them



APPOINTMENT OUTCOMES

Following an appointment with MHWB, 82% of respondents felt more confident that they could tackle their problems

"I am really happy with the DDS team...they are very helpful and listen to you very carefully and try to find ways to deal with your needs"

"the staff members were just so understanding and helped reassure me"



Wellbeing Feedback Survey 2016-17

In June 2017, Wellbeing (Disability and Dyslexia Support, and Mental Health and Wellbeing) sent out an end of year feedback survey to students who had made use of either service in the 2016-17* academic year. A total of 278 responses were received.

*The likert scale used for some of the questions in the 2016-17 survey was changed slightly to a 4 point scale (Strongly Agree, Agree, Disagree, Strongly Disagree) from a 5 point scale in the 2015-16 scale which included 'Neutral' as a response option. This means that direct comparisons between the surveys cannot be made for each question. In future surveys the response scale will be kept the same to allow for comparisons between academic years.

Survey Sections

[Disability and Dyslexia Support \(DDS\)](#) Page 2

[Study Skills Support](#) Page 6

[Specialist Mentoring](#) Page 9

[Note taking](#) Page 12

[Library Support Assistant](#) Page 12

[Exam Support](#) Page 14

[Mental Health and Wellbeing \(MHWB\)](#) Page 17

[Booking Appointments](#) Page 17

[Experience of MHWB](#) Page 19

[Moving Forward](#) Page 20

[Inclusivity](#) Page 23

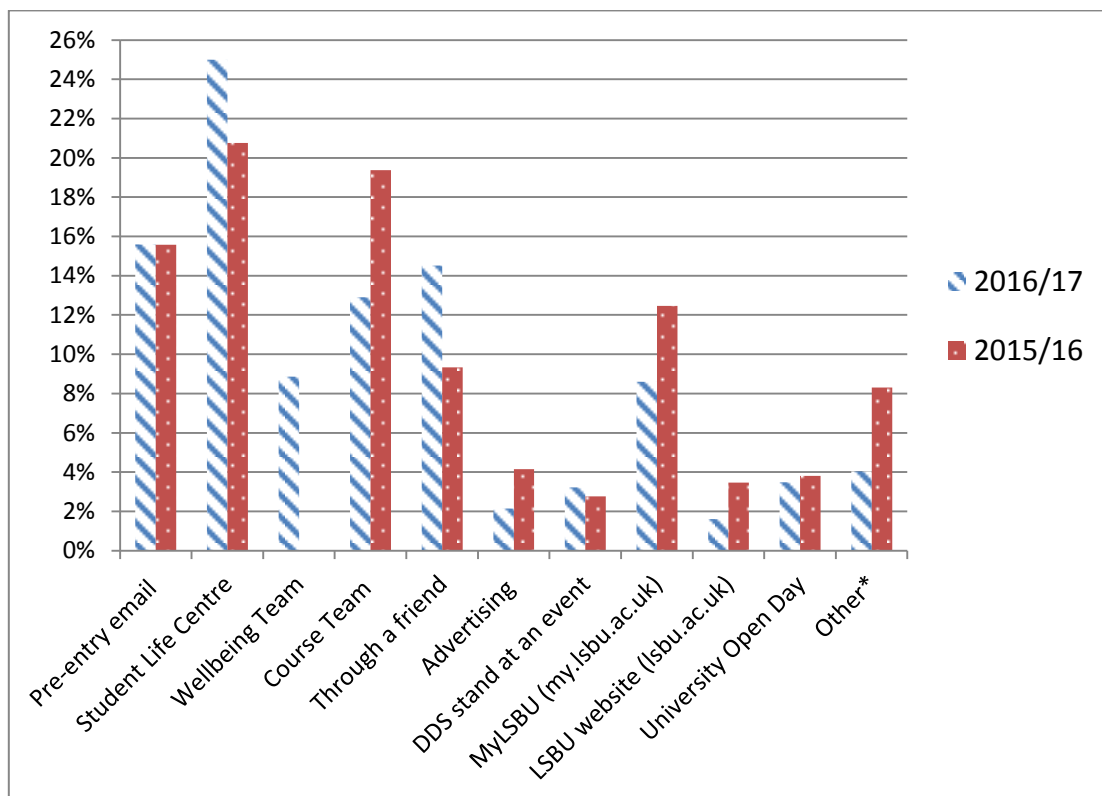
[Placement Support](#) Page 24

[Student Engagement](#) Page 25

Disability and Dyslexia Support (DDS)

94% (262 respondents) have had contact with DDS this year, or continued receiving support from a previous academic year.

2. How did you find out about DDS?

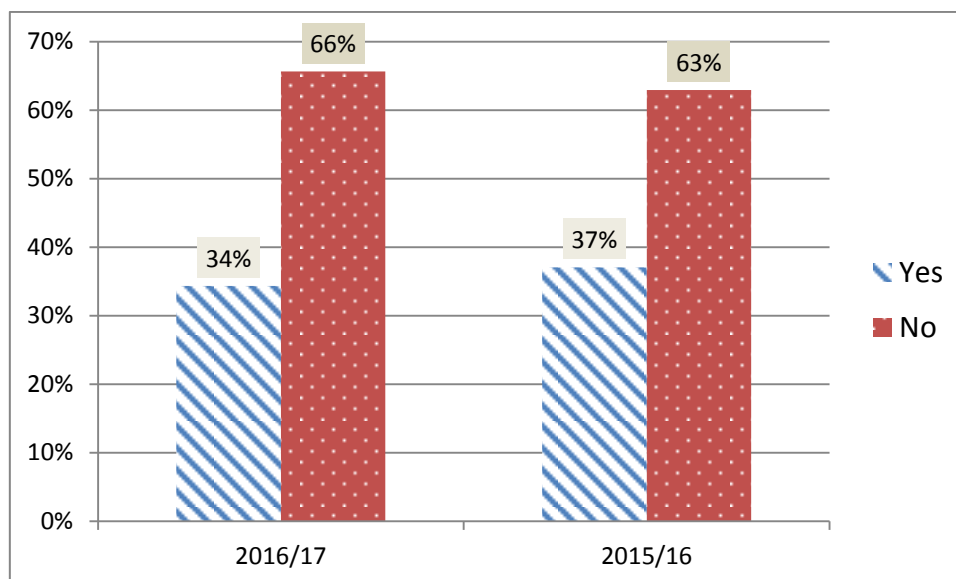


Most students continue to find out about DDS via the Student Life Centre or their Course Team, followed by pre-entry communications and information on MyLSBU.

*Other Free text responses

- Previous college or university
- Induction week
- Through DSA Needs Assessment
- Online
- Academic referral

3. I had already spoken with the DDS team (by email/ phone/ face to face) before my course started



4. Please select to what extent you would agree or disagree with the following statements

4a. I feel happy that the level of support agreed is right for me



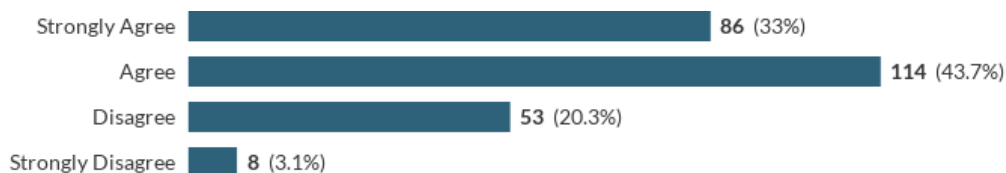
4b. My support arrangements have helped me to succeed on my course



4c. I feel confident that DDS staff understand my needs



4d. I feel confident that academic staff understand my needs



5. What two things would you improve about DDS as a service or the support you have received

Responses to this question were open-ended and common categories have been displayed below.

Academic Staff awareness/ Liaison between DDS and Academic teams	Support Reviews
Communication and Information <p>“Make them actually contactable.. no [...] answerphones that take days to get a response”</p> <p>“I would improve by putting together a pack for DDS students so people can know what they are entitled to and what they are not entitled to.”</p> <p>“To develop a magazine, workshops or more material about coping skills for people with learning difficulties”</p> <p>“Easier access to important information regarding DDS”</p>	Non-medical help <p>“More outreach/checkups throughout the year”</p> <p>“To have a few check ins with DDS students every so often as they are often struggling but don’t want to ask for help”</p> <p>“More contact with the DDS team and regular check up and reviews rather than waiting until a problem cropped up”</p> <p>“It will be helpful if the DDS team contact the students once in a while to ask if any help is needed rather than the student referring themselves to the team when help is needed”</p> <p>“More time for sessions with my dyslexia tutor”</p> <p>“More hours with my mentor”</p> <p>“Support workers should find a way to support their students at the time that is suitable for them”</p> <p>“I really needed help with the proofing and structure of my assignments and I did not get this from the tutors I had”</p> <p>“I will prefer a study tutor who is flexible”</p>

“Better online presence”

“Give students choice and chance to change support worker if they are not working”

Happy with the service

“For me the service was excellent”

“I feel the support I received was great!”

“I am really happy with the DDS team and they are very helpful and listen to you very carefully and try to find ways to deal with your needs”

“I received very good support throughout my course so far and I’m happy with the service provided”

“Really approachable. Within one meeting everything that was needed to be discussed and put in place was. I did not feel judged”

“I personally feel the services offered by DDS staff is fantastic and can’t think of any improvement needed at the moment”

Exams

“I would greatly improve the staff that assist in DDS exams. With training and knowledge of the disability of the student”

“I had a lot of stress from chasing them for exam arrangements up to the DAY BEFORE my exam... That was not good...”

“To be more organised on exam days as there are delays to starting exams due to other students not having their arrangements in place”

Booking Appointments

“More available appointments”

“It would be more helpful for if staff would be available for more days at Havering campus”

“The amount of time between requesting an appointment and attending the appointment.”

“Quicker appointment times”

Service Advertisement

“Advertisement of what is [on] offer”

“Better advertised to students about where to apply”

“I feel that the advertisements you have are already good but maybe some more would benefit those who are unaware? Targeting those who are mature and live off campus”

Assistive Technology

“The amount of specialised computers available. Also more up to date versions of specialised the software”

“have a room in the library where the computers contain the necessary assistive software needed to support our learning similar to the computers found in the LRC”

Peer / Online Support

“online support could have been useful!”

“More interaction with other DDS students in the university”

“Regular contact with people with Disabilities.”

“More Disability events that can give people information”

Support from a Study Skills Support Tutor

31% (82 respondents) of respondents who have had contact with DDS this year, or continued support from a previous year, have been receiving 1:1 study support.

81% (66 respondents) meet regularly with their tutor. Regularly means more than twice in the 2016-17 academic year.

8. If you have not met regularly with your Tutor, is there a reason why? (For example, you cannot find a time to meet, it's not convenient, or you did not find the support helpful?)

Responses to this question were open-ended.

Out of 14 responses, the most common response was related to finding a convenient time to meet with their tutor;

"I feel like during busy periods I don't have the time to meet for an hour a week as it's quite inconvenient"

"Couldn't always find the time"

"Sometimes is not convenient"

"As a part time student who works the rest the week sometimes its hard to get a later appointment (after 5:30pm)."

9. If you would like to meet with your Tutor, what could we change that would mean you would like / be able to see them?

Responses to this question were open-ended.

Out of 11 responses, the most common response was related to the availability of tutors:

"Enough tutor and their availability"

"More availability"

"More flexibility both in their time and in their help"

10. Please state to what extent you would agree with the following statements

10a. I found it easy to arrange to meet my Tutor



10b. My Study Skills Support met my needs



11. What has been the most helpful support have received this year from your Study Support Tutor?

Responses to this question were open-ended and common categories have been displayed below.

<p style="text-align: center;">Assignment Support</p> <p>“support with writing assignments and planning for exam revision as well as methods for tackling exam questions”</p> <p>“Help with planning my work”</p> <p>“Help with understanding assignments topics, writing skills, study skills, grammar, structure, etc”</p>	<p style="text-align: center;">Academic Skills</p> <p>“My writing style and structure has improved incredibly because of the help I received from my 1:1 tutor”</p> <p>“Helping me with abilities to do presentations and to write structured essays.”</p> <p>“Help with citing unusual documents”</p>
<p style="text-align: center;">Time Management</p> <p>“The study skill tutor has a tremendously helpful. She helped me plan my time and create a manageable work load”</p> <p>“Helping me plan my study timetable”</p> <p>“Organised time table which I religiously followed and made me succeeded for my exam and assignments”</p>	<p style="text-align: center;">Encouragement / Motivation</p> <p>“Encouragement that I am able to do the work. How to use a different variety of words to ensure that my work is up to a higher standard and where to correctly place grammar”</p> <p>“having someone to talk to about what I find difficult”</p> <p>“her warm positive attitude and interest in my work”</p>
<p style="text-align: center;">Understanding of needs</p> <p>“Getting me the right support tutor for my needs”</p> <p>“The study skills tutor understands my needs and where I come from needing support in learning wise as I am not diagnosed 7yslexic however I feel I do have some problem with learning”</p>	<p style="text-align: center;">Confidence</p> <p>“My study skills tutor has been brilliant, he has been helping with both my writing style and self confidence”</p> <p>“I gained a lot of confidence and my anxiety levels have reduced massively”</p>

12. What could we improve about your Study Skills Support? (This could be anything to do with the support – for example the location, how you keep track of your progress, the kind of support your Tutor provides)

Responses to this question were open-ended and common categories have been displayed below.

<p style="text-align: center;">Location of Support</p> <p>“If the study skills tutor has a set room as it is very inconvenient for both to not have set room for each tutor.”</p> <p>“if more choices of location was available”</p> <p>“not running around looking for rooms. They need to be located for DDS”</p>	<p style="text-align: center;">Additional Support Hours</p> <p>“would be nice to have 2 hour slots instead of 1 at times”</p> <p>“More time allowance”</p> <p>“Allocating more time”</p>
<p style="text-align: center;">Flexibility of Support</p> <p>“When the tutor goes on annual leave another tutor should take their place”</p> <p>“Choose the tutor you which(sic) to work with”</p> <p>“Tutor with greater availability”</p> <p>“my study skills tutor is not always available when I need them to be”</p>	<p style="text-align: center;">Subject Specific Support</p> <p>“It would be more helpful having a tutor who knew the subject and can therefore help to interpret assignments more effectively”</p> <p>“The stuff the offer to help you with is basic and not very useful for me and what I needed help with for my course, so being better suited to help with the course you’re actually on, rather than just a load of general basic stuff”</p> <p>“Possibly have sessions more tailored around my course rather than just in general”</p> <p>“...separate maths skills support specifically for nursing students”</p>
<p style="text-align: center;">Content of Sessions</p> <p>“Better advice on good study techniques”</p> <p>“Have more studying methods I can apply”</p>	<p style="text-align: center;">Assistive Technology</p> <p>“IT Support”</p> <p>“May be we should make use of the current technology a bit more”</p>

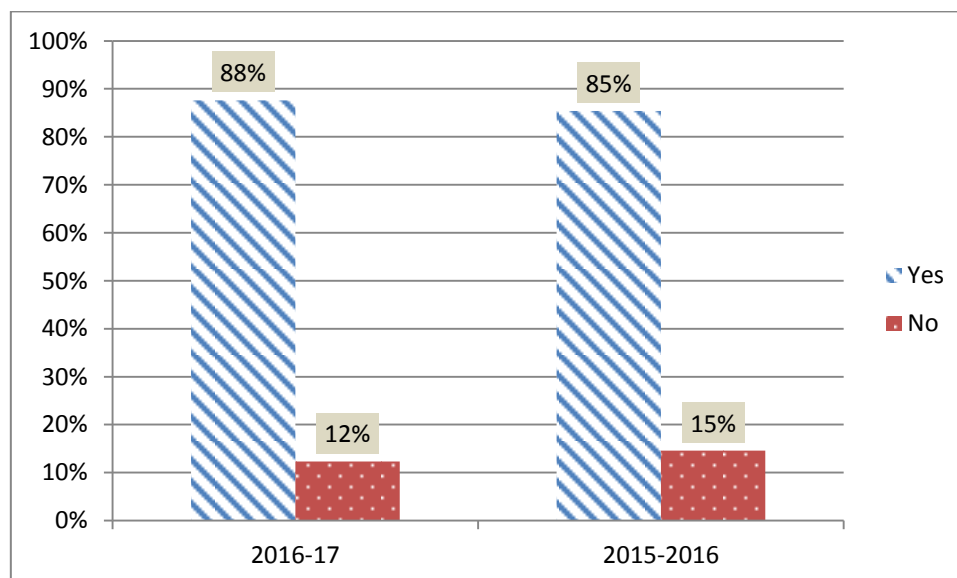
Happy with the support received:

“The support was very good”

“I personally feel that everything was good and I don’t have any improvements to input”

“I have been able to meet my tutor on a regular basis at the moment and i have not had any difficulties arranging meeting time and room have been conducive for my learning”

13. Would you recommend your Study Skills Support Tutor to a friend?



Support from a Specialist Mentor

17% (46 respondents) of respondents who have had contact with DDS this year, or continued support from a previous year, have been receiving 1:1 Specialist Mentoring.

84% (38 respondents) meet regularly with their Mentor. Regularly means more than twice in the 2016-17 academic year.

16. If you have not met regularly with your Mentor, is there a reason why? (For example, you cannot find a time to meet, it's not convenient, or you did not find the support helpful?)

Responses to this question were open ended.

Out of 7 responses, the most common responses were related to not needing the support;

“I needed a study skills tutor rather than a mentor”

“I didn't need a mentor”

“Not appropriate time”

“Not helpful”

17. If you would like to meet with your Mentor, what could we change that would mean you would like / be able to see them?

Responses to this questions were open ended. All three responses were either “na” or “nothing”.

18. Please state to what extent you would agree with the following statements

18a. I found it easy to arrange to meet my Mentor



18b. My Mentoring Support met my needs



19. What has been the most helpful support you have received this year from your Mentor?

Responses to this question were open-ended.

Out of 28 responses, the most common response was related to Mentors helping with tackling difficulties the student may be experiencing;

“She listened to my needs and helped me with what i needed help with”

“Throughout the two years receiving support from my mentor has helped me be able to continue studying and improve on areas needed. In my opinion if I didn’t not receive mentor and study skills tutor I would have struggled considerable and might not have been able to continue on my studies”

“They are there to listen to my problems and help me find ways to over come them”

Respondents also found Mentors helped with general study strategies;

“Talking through tactics and organisational skills”

“Breaking down big topics”

“Organisation / Planning / Motivation”

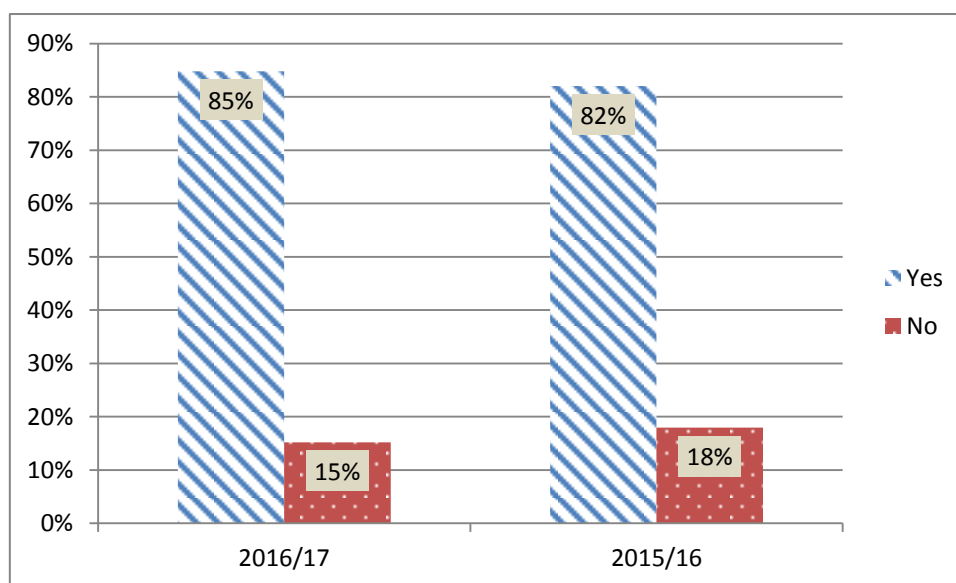
20. What could we improve about your Mentor support? (This could be anything to do with the support – for example the location, how you keep track of your progress, the kind of support your Tutor provides)

Responses to this question were open-ended.

Out of 22 responses, there were four themes;

Ease of contact with Mentor	Training of Mentors
<p>“Making it easier to get in contact with my mentor and meeting with them regularly”</p> <p>“To be available at least once in 2 weeks”</p> <p>“They should also send a reminder SMS text message to DDS student on the day of their session.</p>	<p>“Training for the mentors, sometimes I think there is not a great enough understanding of the issues that lead to the access to support particularly in mental health which requires a level of sensitivity which I feel is not always given but due to a lack of understanding”</p> <p>“Perhaps more training for mentors on mental health”</p>
Location of Support	Support hours
<p>“For the mentor to have set room in place”</p> <p>“They should allocate permanent class rooms / place to the Mentor to meet with DDS students every sessions”</p>	<p>“more time needed”</p> <p>“More availability”</p>

21. Would you recommend your Mentor to a friend?

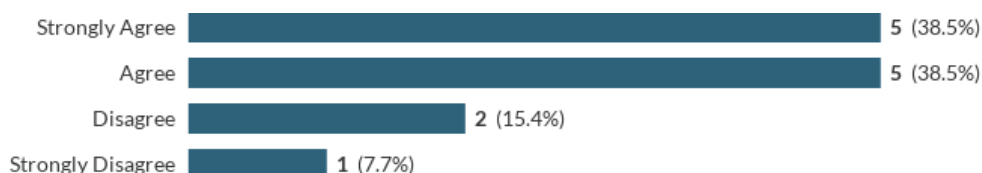


Support from a Note taker

5% (13 respondents) of respondents who have had contact with DDS this year, or continued support from a previous year, have been receiving 1:1 support from a Note taker.

23. Please state to what extent you would agree with the following statements

23a. My notes were of a quality that I expected



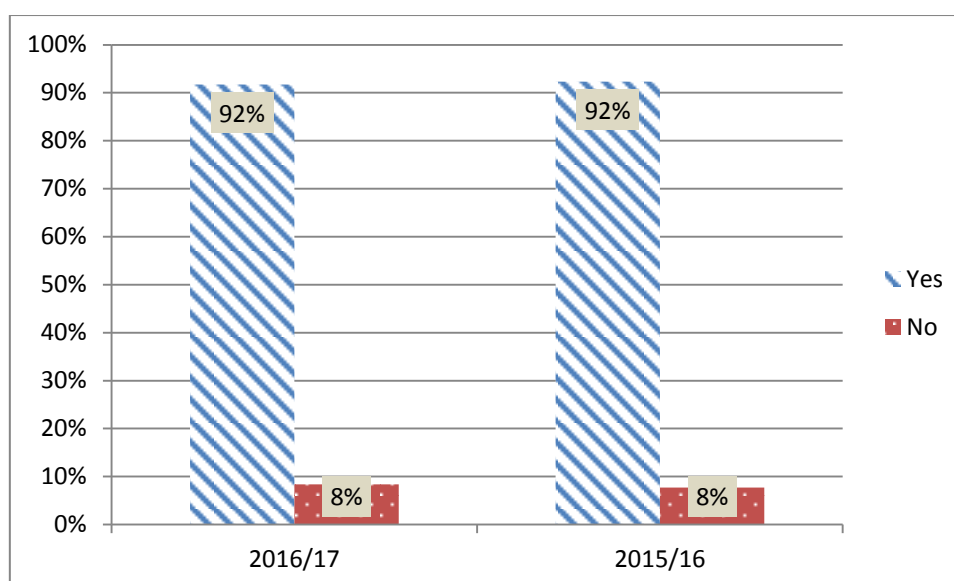
23b. Having a note taker has helped me with my studies



24. What could we improve about your note taking support

Responses to this question were open ended. Out of 5 responses, 3 said that they were happy with the support. One respondents said to “Give more time” and another that their note taker was not a deaf speciality note taker so have little deaf awareness.

25. Would you recommend your note taker to a friend?



Support from a Library Support Assistant

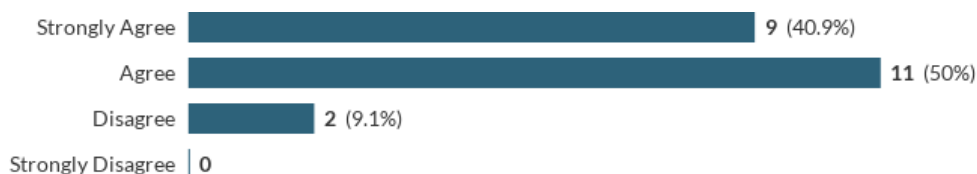
8% (22 respondents) of respondents who have had contact with DDS this year, or continued support from a previous year, have been receiving 1:1 support from a Library Support Assistant.

27. Please state to what extent you would agree with the following statements

27a. I found it easy to arrange to meet my Library Support Assistant



27b. My Library Support Assistant met my needs



28. What has been the most helpful support you have received this year from your Library Support Assistant?

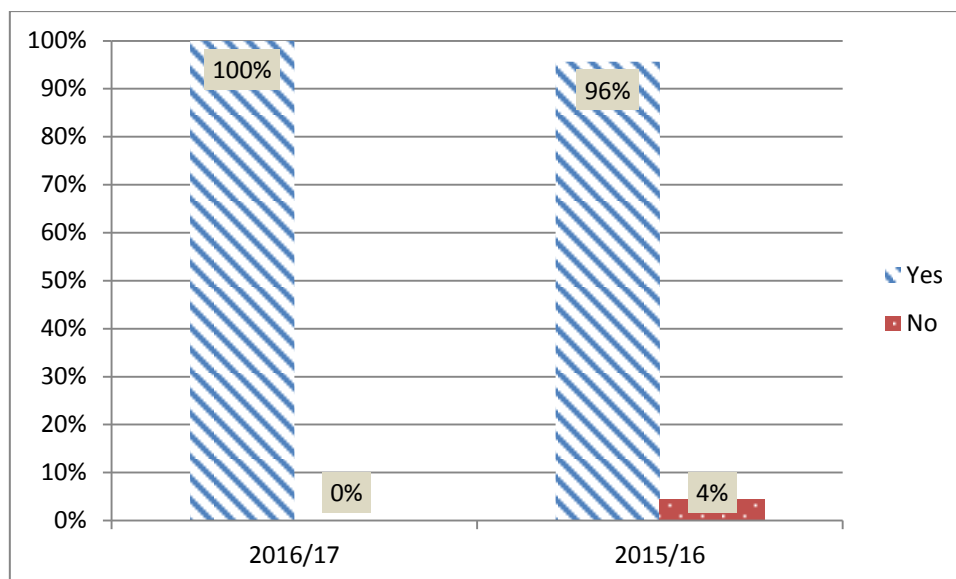
Responses to this question were open-ended. Common categories from the 15 responses have been displayed below.

Referencing Guidance	Research Skills	Attitude of Staff
“Helping us to reference correctly”	“One to one tutorial on literature search and referencing”	“very attentive and helpful all the time”
“helped...to reference unusual/difficult documents”	“Searching and collecting books”	“Helpful, approachable”
		“Always willing and... ready to help”

29. What could we improve about your Library support?

Out of 11 responses, the most common suggestions for improvement were having more appointments available (2 responses) followed by support for the Havering Campus (1 response) and a “better online presence”.

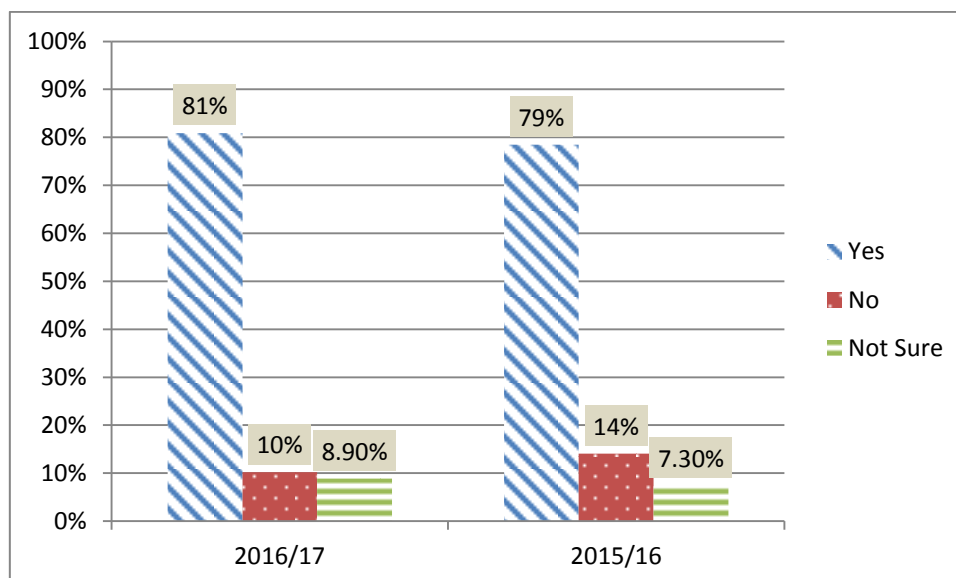
30. Would you recommend your Library Support Assistant to a friend?



Exam Support

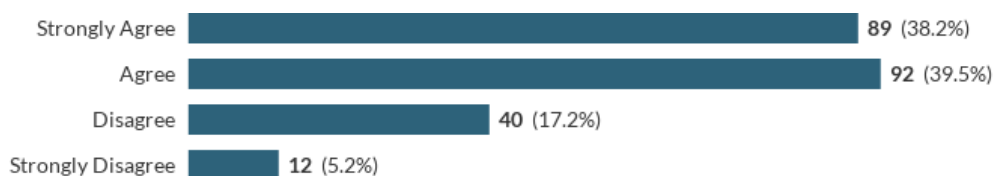
90% (236 respondents) have support agreed with DDS for exams (such as extra time, use of a computer etc).

32. Did you receive an email with your exam timetable?



33. Please state to what extent you would agree with the following statements

33a. I knew who to contact if I had any questions / problems with my exam timetable



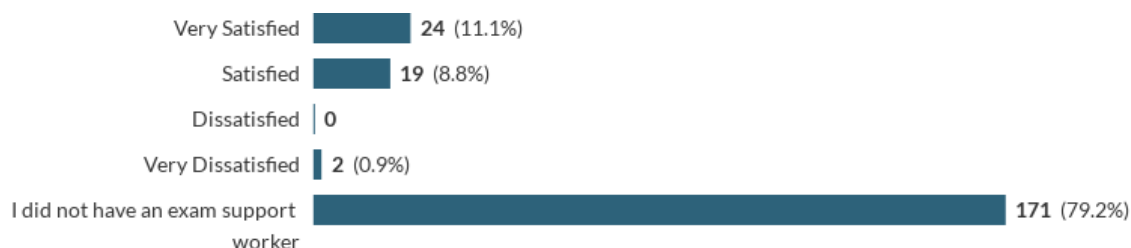
33b. During the exam I received all of the exam support that was agreed for me



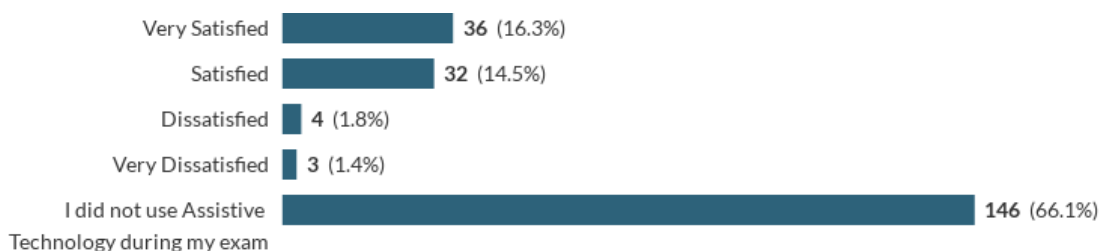
33c. I feel that the way my support was arranged meant I was able to do my best in my exams



34. If you had an exam support worker such as a reader or a scribe, how satisfied or dissatisfied were you with the support they provided?



34a. If you used a computer and Assistive Technology such as Claro Read how satisfied were you?



35. Is there anything else you'd like to say / suggestions for improvements to your exam support? (This could be the way exam support and timetables are shared, the experience of taking the exam itself)

Responses to this question were open-ended and common categories have been displayed below.

Exam Room	Timetabling
“If there isn’t a requirements to use the computers of if the student doesn’t want to use the computers, they should use a table that doesn’t have a computer to have more	“I think the exam arrangements are fair but I feel like a proper timetable needs to be conducted. Some emails aren’t clear and other times I don’t get one at all.”

space available for better usability of space on table”

“Its annoying doing an exam in a computer room when I’m not using a computer. The computer is in the way and the loud typing of others is distracting”

“Make sure rooms are suitable for exam environments. My room was very hot and muggy!”

“More personalised emails about exam rooms and clear contact numbers who to ring if needing assistance. Also maybe a text with the exam room would be helpful”

“Few more days before another exams would be great instead of taking exams within two days”

Invigilators

“The staff in my exam did not listen to me when I explained I was not meant to use a computer”

“Exam invigilators being aware of disabilities students face before the exam and being prepared about what students may need to bring in with them”

“DDS Invigilators should be made aware of who students are prior to the exam through ID pictures so they are aware of individual needs upon us entering the room instead of the student having to say “hi I’m the one with.....I need to...this might happen if...” which can be difficult for some to talk about”

Assistive Technology / Computers

“I received the software on my computer but never got a follow up appointment to teach me how to use it properly”

“I didn’t get any information about how to use the computer for the exam. They jusy said we can use computers but how? Any software or program”

“There are lack of controls over the submission of exam work on a computer. Students answers are saved on a memory stick, if the file isn’t saved properly or if the memory stick is faulty, the file will be lost”

Happy with Exam Support

“The extra time made a huge difference to me”

“The system in place is outstanding”

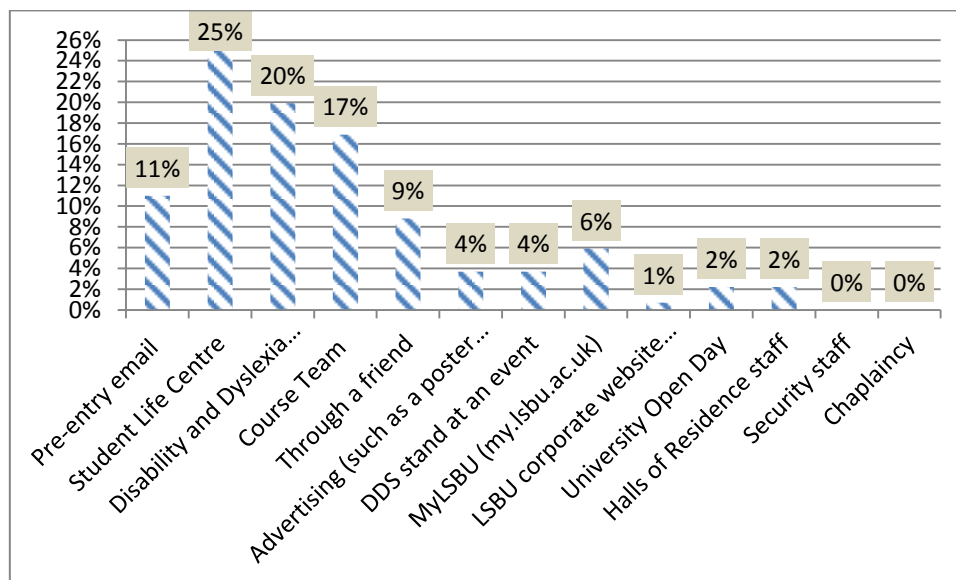
“I like the idea that you are emailed in regards to your exam. It allows me enough time to prepare. I also like how it tells you the end time including extra time”

“The support that has already been put in place for me is great, and has made a big difference in my learning”

Mental Health and Wellbeing (MHWB)

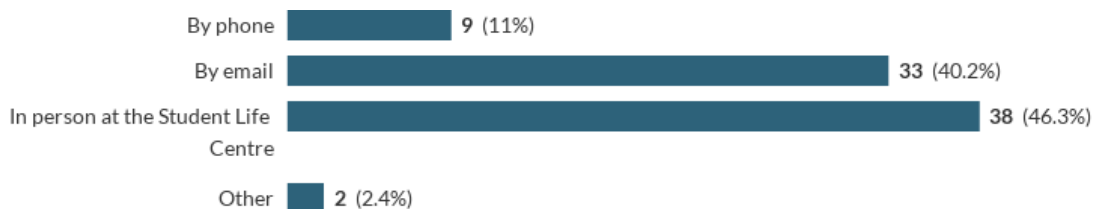
30% (82 respondents) have had contact with DDS this year, or continued receiving support from a previous academic year.

37. How did you find out about the Mental Health and Wellbeing Team?



Booking an appointment

38. Did you book your appointment:



38a. If you selected Other, please specify:

There were two responses to this question:

“I did not book my first appointment”

“DDS worker arranged it for me”

39. Please state the extent to which you were satisfied with the following

39a. The way you booked your appointment



39b. Availability of appointments at a convenient time for you

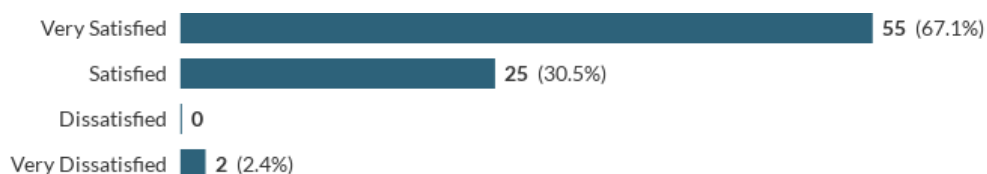


39c. Waiting time before your appointment

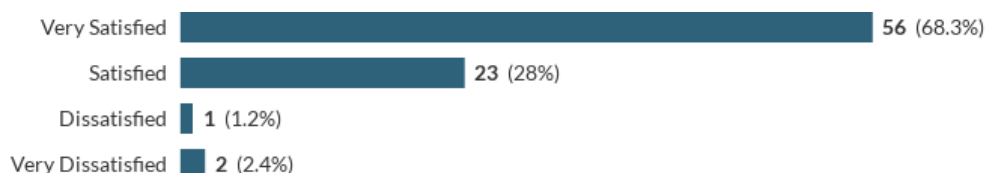


40. During your appointment (s) with the Mental Health and Wellbeing Advisor, how did you feel about the following:

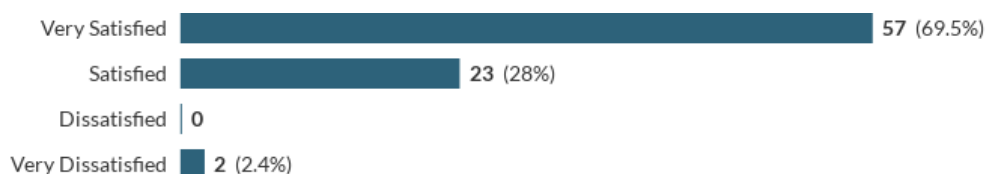
40a. Welcome and introduction



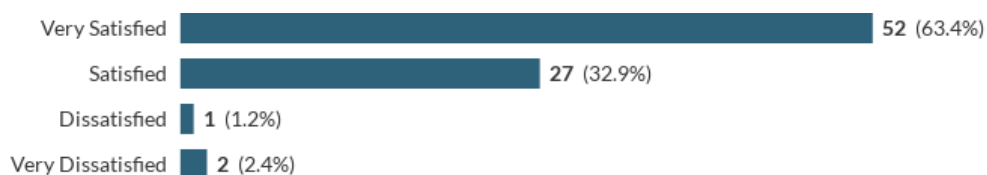
40b. Explanation of confidentiality and data protection



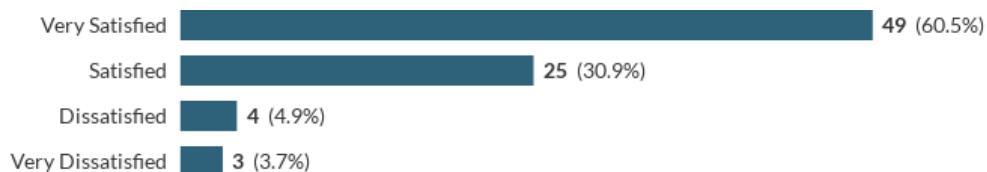
40c. My difficulties being taken seriously



40d. Advice given



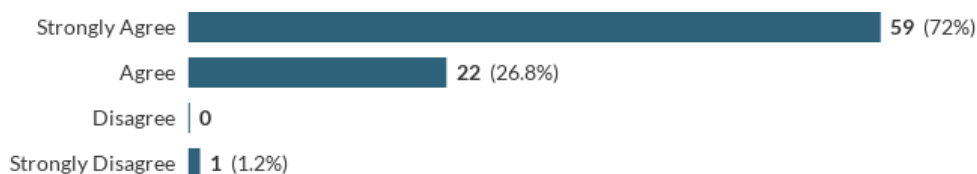
40e. What to expect next



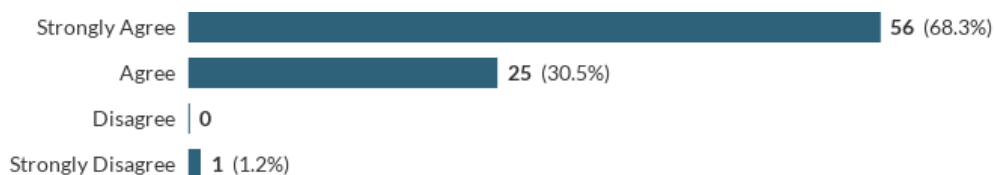
Your experience of our service

41. Please state to what extent you would agree with the following statements

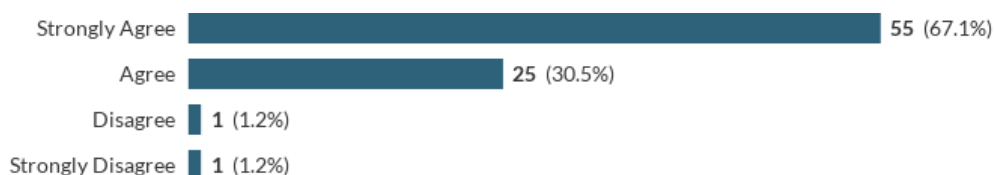
41a. The wellbeing advisor I saw was approachable



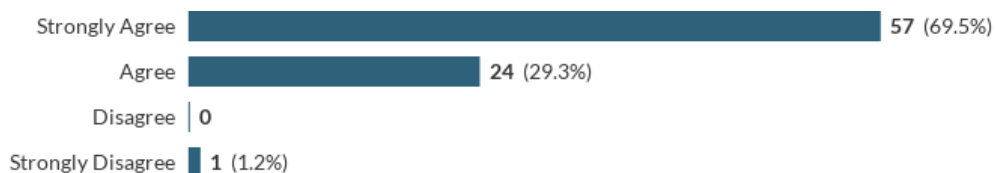
41b. The wellbeing advisor I saw was non-judgemental



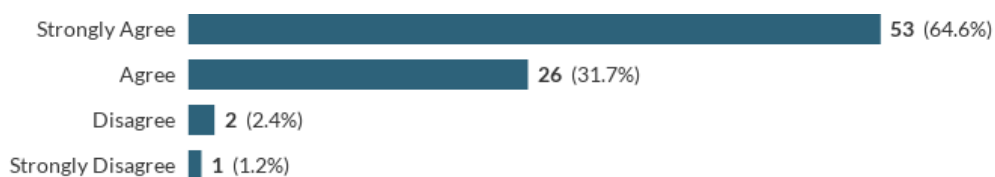
41c. The wellbeing advisor I saw was empathetic



41d. The wellbeing advisor I saw listened to me

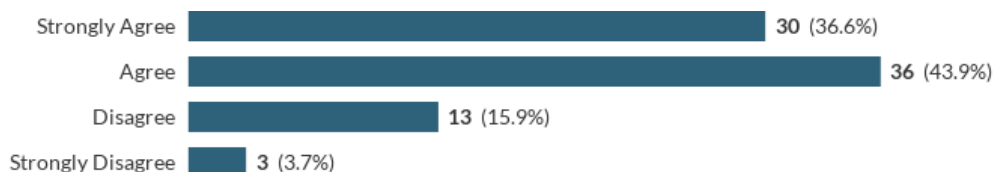


41e. The wellbeing advisor I saw was knowledgeable about what might help me

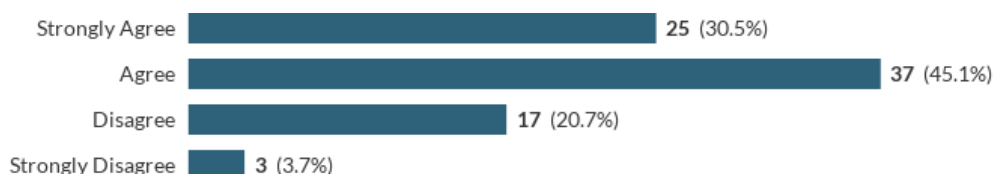


42. Please state to what extent you would agree with the following statements. After my appointment(s) with Mental Health and Wellbeing...

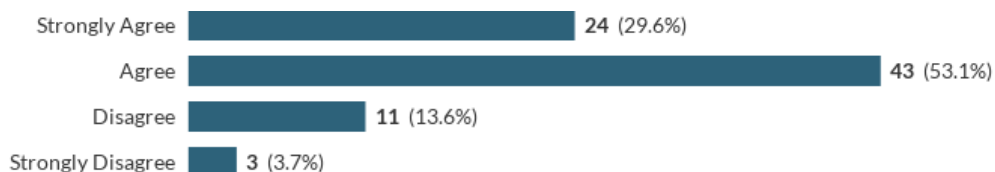
42a. my problems felt more manageable



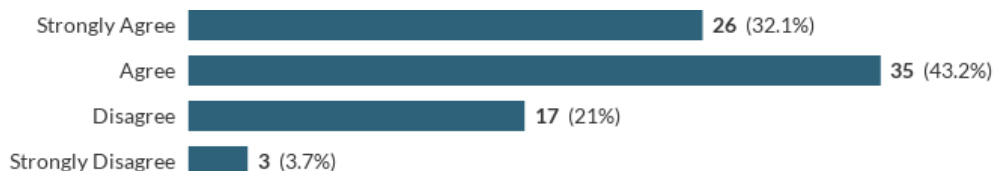
42b. I felt less stressed



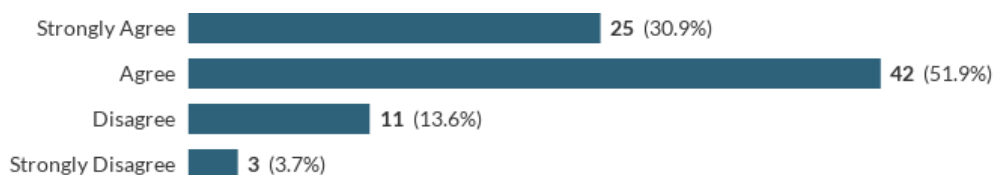
42c. I was more confident to tackle my problems



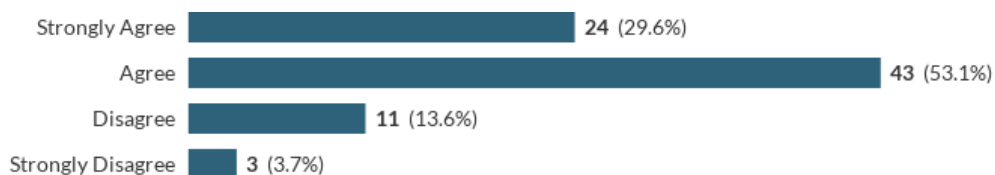
42d. I understood more about my mental and emotional health



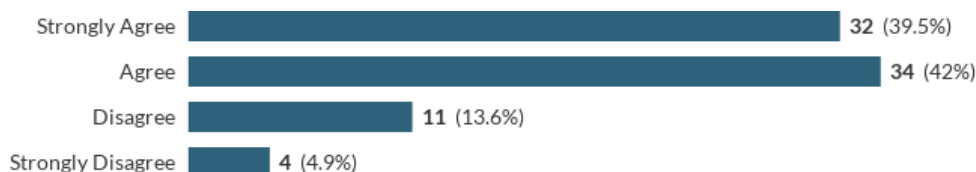
42e. I felt more confident about my studies



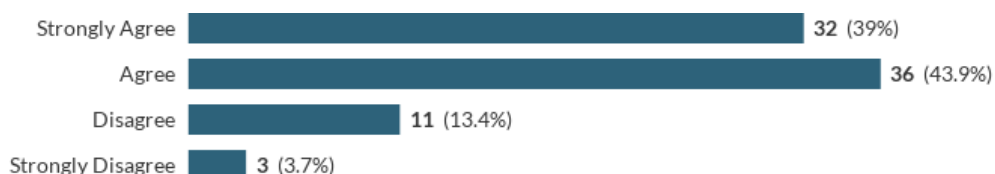
42f. I felt more confident about my life at university



42g. I felt more able to contact other staff throughout the university (e.g. my course team) for help



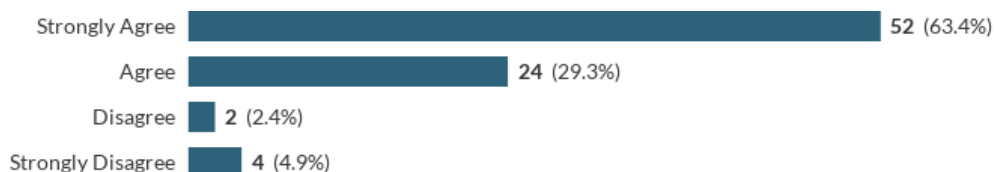
42h. I felt more able to contact people outside the university (e.g. my GP) for help



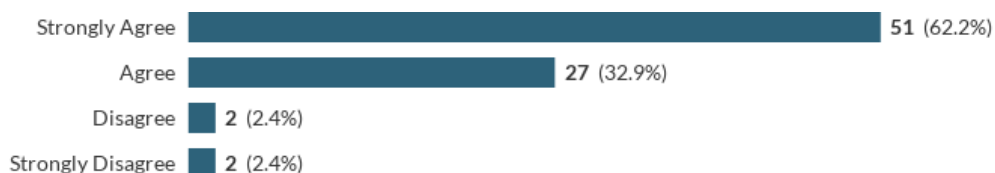
Moving forward

43. Please state to what extent you would agree with the following statements

43a. I would contact the mental health and wellbeing team again if I felt I needed support



43b. If a friend was having a difficult time I would recommend they saw the mental health and wellbeing team



44. Is there anything in particular that impacted positively on your wellbeing this year at LSBU?

Responses to this question were open-ended and common categories have been displayed below.

Friends	MHWB appointments
“Good friends helped me with excellent support”	“Having an appointment with the wellbeing team made me feel less overwhelmed by everything”
“having friends support me, they have been	

the most helpful” “my friends”	“The wellbeing appointments and their content” “the staff members were just so understanding and helped reassure me”
Academic Support	University Staff
“I had been given extra one on my essays and even though I haven't used it yet it was nice to know that I had that cushion there that allowed me to feel less stressed” “Been able to able to Assistive Technology Room to study” “The support given by DDS and tutor and cohort leader support”	“support from lectures” “The members of staff at Dante halls of residence have helped and supported me and made my living life a lot easier and happier” “cohort leader support”
	Counselling
	“Having an extension for essays. Understanding tutor. Counselling through the well-being team” “the wellbeing team really tried to help, and suggested counselling and silver cloud”

45. Is there anything in particular that the mental health and wellbeing do that is particularly helpful?

Responses to this question were open-ended and common categories have been displayed below.

Helpful Support	Information about relevant services
“They truly care about your needs and will do everything they can to make your university experience better” “Very supportive and non judgemental attitude” “Extremely friendly and supportive. They will bend over backwards to help you” “I think I would have dropped out if it were not for the well being team. thank you. They referred me to counselling, and listened to me and made me feel they were there to help” “Staff understood my condition and needs”	“Very quick and high quality response to need. And then referral on. Also love silver cloud resource. Have used regularly “listen and signpost” “Direct me to other services and sat with me and called the gp practice on my behalf when i was too scared to do so” “Guidance sheet was useful” “promoting mental health and wellbeing”

46. Is there anything you would suggest the mental health and wellbeing team do to improve their service provision for students?

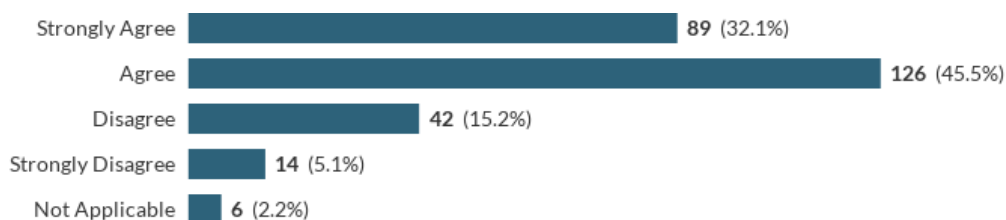
Responses to this question were open-ended.

Peer Support	Staff Awareness	
<p>“Buddy support from one student to another”</p> <p>“More awareness of different mental health conditions and factors that affect mental health in students' lives. A handbook is needed written by students for students. Psychology students may also be able to help with this (I am willing to help with this)”</p>	<p>“Give lecturers day courses on mental health”</p> <p>Appointments</p> <p>“More times available”</p>	<p>“Nothing, it has been fantastic so far”</p>

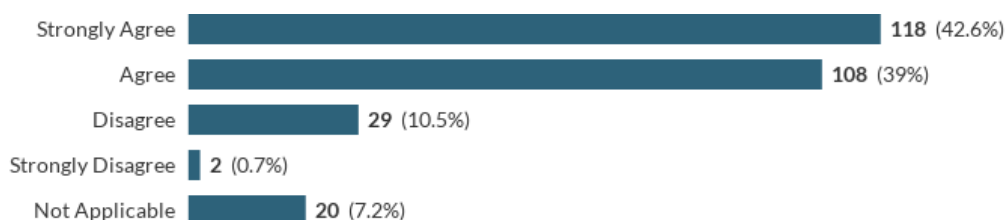
Inclusivity

47. Please select the extent to which you agree with the following statements.

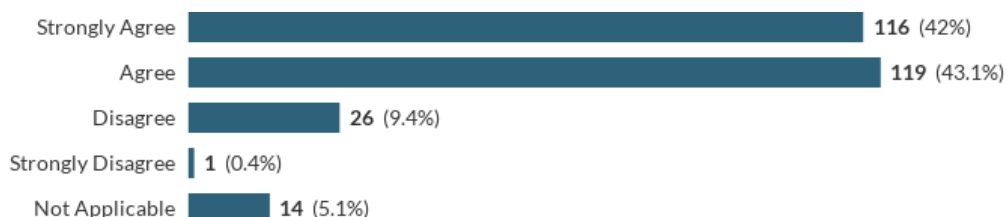
47a. My academic staff are aware of my support arrangements



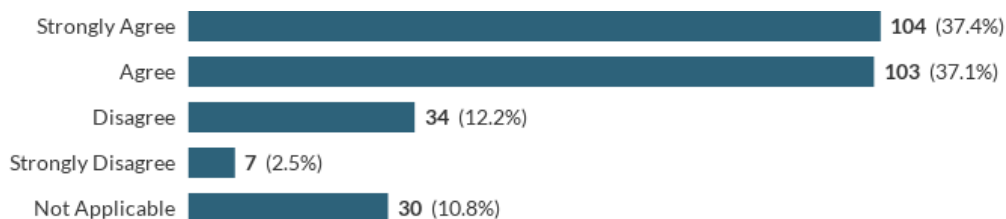
47b. I would like my academic staff more involved in helping to make the learning material more accessible



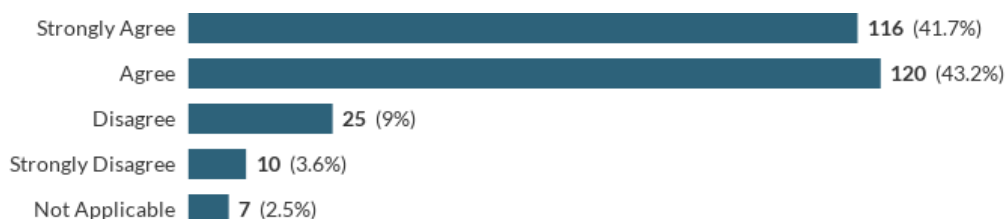
47c. I would like to have a say in the way I am assessed with a range of options available



47d. The DDS team can help negotiate alternative tasks so I can demonstrate my ability



47e. I can access notes provided by my lecturer as a handout or from Moodle

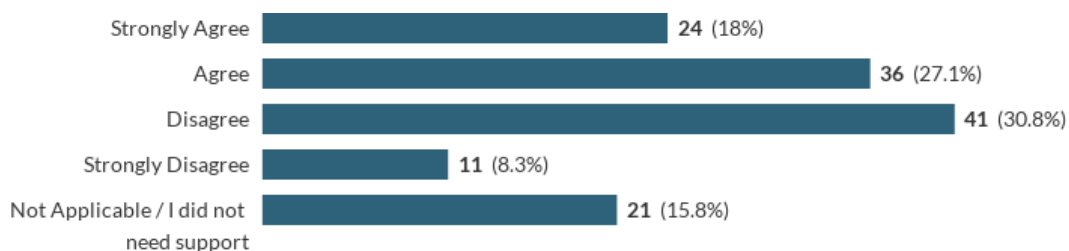


Placements

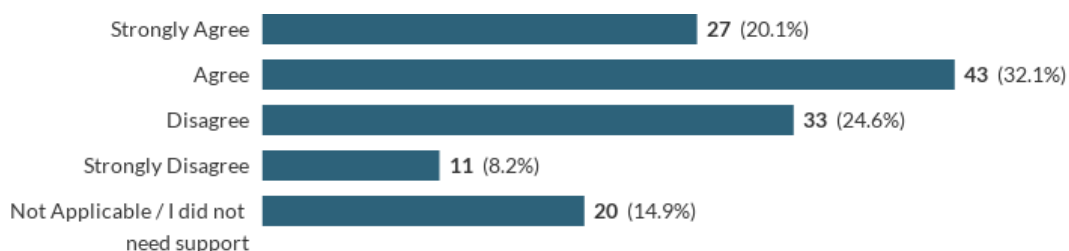
48% (134 respondents) have been on placement as part of their course.

49. If you have had a placement during your course, please state the extent to which you agree with the following statements.

49a. It was easy for me to receive support* whilst on placement

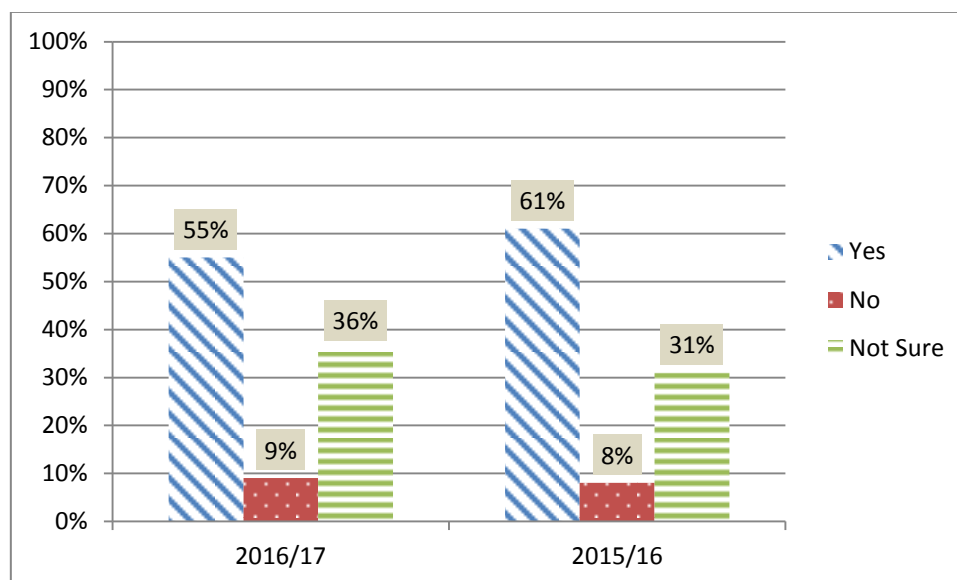


49b. I received sufficient support* whilst I was on placement

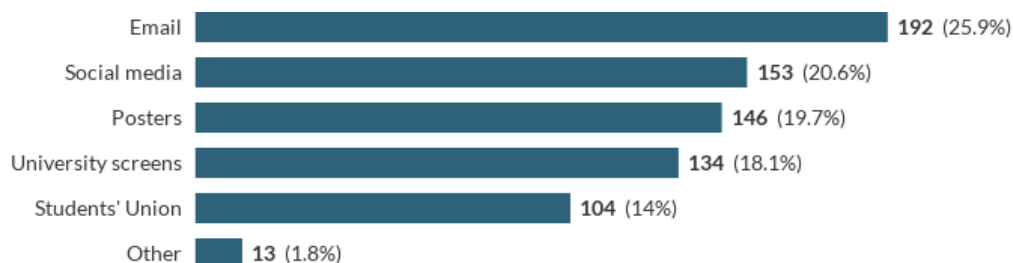


Student Engagement

50. Do you feel that the voice of students is heard by DDS and Mental Health and Wellbeing?



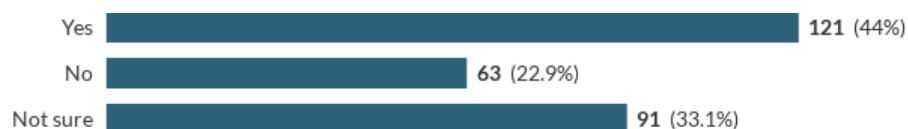
51. What would be the best way to advertise DDS and Mental Health and Wellbeing to students?



*Other Free text responses

- Lectures: “A guest lecturer coming in to speak for maybe half an hour, making sure that everyone there on that day on the course will know about the help available”
- Presentations/Videos: “Presentations for students about the facilities available”
- Academic staff
- Student Reps

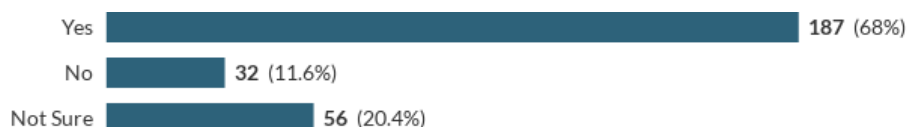
52. If DDS and/or Mental Health and Wellbeing ran a monthly social group would you come?



53. If DDS and Mental Health and Wellbeing held regular feedback forums about our service and support at the University, would you come?



54. Do you think the name of the team (DDS and Mental Health and Wellbeing) reflects the support your received?



54a. Do you have any suggestions for a different team name? This can be for either DDS or Wellbeing.

- Learning and support services
- Learning Support
- Health and Wellness
- Needs Advice Centre
- Student Support Network
- Diverse Disability Support
- Student services and wellbeing

- “No, it's straightforward and to the point. A good memorable name (DDS)”
- “Wellbeing. The word disability is not nice in my opinion it makes me feel different”
- “DDS and Wellbeing will be good name, but Mental Health is bad because this name stigmatise people with disabilities”

Prize Draw

Respondents could leave their contact details at the end of the survey to be entered in to a prize draw to win one of four £25 Amazon vouchers.

This page is intentionally left blank